

1913
NEW ZEALAND

EDUCATION:
MANUAL AND TECHNICAL INSTRUCTION.

[In continuation of E.-5, 1912.]

Presented to both Houses of the General Assembly by Command of His Excellency.

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No. 1.

EXTRACT FROM THE THIRTY-SIXTH ANNUAL REPORT OF THE
MINISTER OF EDUCATION.

MANUAL AND TECHNICAL INSTRUCTION.

MANUAL INSTRUCTION IN PUBLIC SCHOOLS.

During the year classes recognized under the Regulations for Manual and Technical Instruction were held in connexion with 68 per cent. of the public schools, an increase of 2½ per cent. The percentages for the various education districts were as follows:—

District.	Percentage of Schools at which Instruction was given.	
	1911.	1912.
Auckland ...	51	52
Taranaki ...	68	72
Wanganui...	95	92
Wellington ...	71	76
Hawke's Bay ...	76	74
Marlborough ...	70	65
Nelson ...	52	50
Grey ...	22	27
Westland ...	39	41
North Canterbury ...	68	74
South Canterbury ...	57	58
Otago ...	64	75
Southland...	98	97

The number of public schools in which recognized classes were held was 1,508, an increase of 72 schools. The number of recognized classes was 3,607.

Payments by way of capitation and subsidies on voluntary contributions totalled £24,992 8s. 11d., an increase of about £4,000, due mostly to an increase in the number of district high schools taking up rural courses in their secondary departments.

The average rate of payment per class was £4.1.

Special grants for buildings and equipment totalled £9,931, an increase of about £5,000. The grants were mainly in aid of the erection of additional manual-training centres in various districts, and of buildings for science, woodwork, and cookery in connexion with district high schools providing rural courses.

The various forms of elementary handwork in which pupils of the lower standards receive instruction afford valuable opportunities for concrete illustration, and accordingly are now being largely taught in conjunction with other subjects of the syllabus, such as arithmetic, geography, and instrumental drawing.

Of the subjects taken in the higher standards woodwork and cookery continue to be taught on the central system, and by special instructors. There are now about eighty well-equipped rooms for the instruction of public-school pupils in woodwork and cookery. In the larger towns special manual-training schools separate from the technical school have been provided. In the smaller towns manual-training rooms form part of the local district high school, secondary school, or technical school, as the case may be. During the year 390 classes for woodwork (or ironwork), and for cookery were in operation. In some districts the girls receive instruction in dressmaking (ninety-nine classes) and laundry-work (eighty-five classes) in addition to cookery. Compared with last year the number of classes for domestic subjects shows an increase of 14 per cent. This must be regarded as satisfactory in view of the importance rightly attached to the training of girls in subjects bearing on the home. Until recently the instruction in domestic subjects has been confined mainly to methods and processes, little attention being given to the principles on which these are based. This has been largely due to the scarcity of teachers having the necessary training and experience to enable them to deal effectively with domestic subjects except from the standpoint of utility. This defect is now, however, being gradually remedied. In some districts the teaching staff has been strengthened by the addition of trained teachers from Home; while the home science classes recently established at the Otago University and the training hostel in connexion with the Christchurch Technical College, may be

expected to furnish in the near future an adequate supply of teachers trained in the science as well as the practice of home making and keeping.

Elementary Agriculture.—Elementary instruction in subjects bearing on rural life was given in 1,005 schools, as compared with 832 in the previous year. Instruction in this branch of manual training is in the case of ten of the thirteen education districts supervised by trained itinerant instructors. There are now sixteen of these instructors stationed in various parts of the Dominion. The course of instruction is based mainly on experimental and observational work (both indoor and outdoor), and includes in some districts, chiefly in the North Island, elementary dairy-work. Local interest in the classes continues to be well maintained, valuable assistance being forthcoming, as heretofore, from agricultural and pastoral associations, School Committees, and members of the farming community generally. In addition to prizes, which, as in previous years, have been freely offered, contributions in money and kind to the value of nearly £650 have been received by Education Boards during the year. These contributions carry a Government subsidy of £1 for £1.

Courses of instruction bearing on rural pursuits (having a domestic trend in the case of girls) were carried on in connexion with the secondary departments of district high schools in seven education districts (as compared with five in 1911), as follows :—

	District.	Number of Schools.	Number of Pupils.
Taranaki	1	71
Wanganui	8	238
Wellington	6	194
Hawke's Bay	3	83
North Canterbury	2	44
South Canterbury	2	68
Otago	6	189
Totals for 1912	28	887
Totals for 1911	17	499

Capitation payments on account of these rural courses amounted to £5,795, equivalent to a rate of £6.5 per pupil.

The hope is expressed that the curriculum in the secondary departments of the district high schools located in agricultural districts will in the near future be based, generally, on the lines of the courses at present being successfully carried out in the above-mentioned education districts. What may be called the practical subjects of the course continue for the most part to be taught by visiting instructors. This arrangement, which cannot be regarded as ideal, appears to be the only practicable one at present, in view of the scarcity of trained teachers qualified to give instruction on modern lines in the various branches of natural and physical science, although facilities for obtaining the necessary training cannot be said to be non-existent.

About 70 per cent. of the district high schools in the Dominion (over fifty in number) are now provided with laboratories equipped for individual practical work in elementary physics or chemistry.

In the primary schools, where special science rooms are not available, useful courses in physical measurements have in a few cases been taken up. The number of classes recognized in 1912 was 121, mostly in connexion with urban schools. The opinion is expressed that work of this kind hardly receives in the schools the attention it deserves.

The number of recognized classes for swimming and life-saving was 222, an increase of twenty. Classes were held in eleven of the thirteen education districts. As stated last year, the provision made for instruction in this useful branch of knowledge still leaves something to be desired.

New buildings or additions to buildings for manual instruction in connexion with public schools have been erected during the year or are in course of erection at Devonport, Pukekohe, Helensville, Marton, Motueka, Takaka, Temuka, Mosgiel, Balclutha, Milton, Lawrence, Tapanui, and Invercargill, while necessary equipment has been provided for classes at Devonport, Helensville, Pukekohe, Waihi, Marton, Woodville, Wakefield, Reefton, Sydenham, Ashburton, Lincoln, Kaikoura, South Dunedin, Lawrence, Mosgiel, Tapanui, Milton, Balclutha, Invercargill, Gore, and Riverton.

TABLE JA.—CAPITATION RECEIVED AND EXPENDITURE BY EDUCATION BOARDS IN CONNEXION WITH MANUAL INSTRUCTION IN PUBLIC SCHOOLS DURING THE YEAR ENDING 31ST DECEMBER, 1912 (EXCLUSIVE OF EXPENDITURE OUT OF GRANTS FOR BUILDINGS AND EQUIPMENT).

Education District.	Capitation.			Expenditure.		
	£	s.	d.	£	s.	d.
Auckland	1,813	5	8	6,686	19	10
Taranaki	1,189	2	10	978	3	9
Wanganui	3,355	16	0	3,355	11	3
Wellington	3,159	5	2	4,087	12	9
Hawke's Bay	1,821	8	9	2,394	7	6
Marlborough	280	15	8	354	9	8
Nelson	815	6	2	1,282	5	5
Grey	79	1	4	99	0	6
Westland	15	13	3	11	9	8
North Canterbury	2,761	9	7	2,779	14	2
South Canterbury	1,230	11	3	1,279	19	8
Otago	2,069	12	7	3,767	4	3
Southland	2,689	9	0	2,552	17	9
Totals for 1912	24,280	17	3	29,629	16	2
Totals for 1911	19,948	14	10	24,788	7	3

MANUAL INSTRUCTION IN SECONDARY SCHOOLS.

Recognized classes were carried on in connexion with twenty-seven of the secondary schools (twenty-nine in number) in receipt of Government grants. The subjects most generally taken up and the total average attendance at classes were as follows:—

Subjects of Instruction.	Average Attendance.	
	1911.	1912.
Physics and chemistry	1,463	1,917
Natural science	1,335	1,589
Agriculture	151	160
Woodwork	460	483
Domestic subjects	1,076	1,043
Free and instrumental drawing	713	788

Some further particulars are as follows:—

The number of recognized classes was	1911.	1912
Capitation payments on attendances amounted to	274	357
The average rate of payment per class was	£1,147	£1,488
Special grants in aid of buildings and equipment totalled	£4.2	£4
	£2,073	£1,748

The majority of the secondary schools are now well equipped for practical work in science, woodwork, and domestic subjects; the provision made for laboratory work in particular is very satisfactory. In several of the rural secondary schools courses of agricultural instruction are gradually being evolved with satisfactory results. There is also evidence of a decided movement in many of the girls' schools in the direction of providing opportunities for instruction in subjects bearing on the home.

New buildings or additions to buildings for manual instruction have been erected during the year or are in course of erection in connexion with Napier High School, Marlborough High School, Nelson Boys' and Girls' Colleges, and Christchurch and Otago Boys' and Girls' High Schools, while necessary equipment has been provided at Hamilton High School, Wellington Girls' College, Marlborough High School, Timaru Boys' High School, Waitaki Boys' High School, and Gore High School.

TECHNICAL INSTRUCTION.

Controlling authorities and managers of technical schools continue to give careful attention to the provision, improvement, and extension of facilities for instruction, and to receive in most cases satisfactory support at the hands of those for whose direct benefit the schools are provided. As in the past, considerable interest in the classes is taken by local bodies, industrial and trade organizations, and agricultural and pastoral associations, greatly to the advantage of the institutions concerned. During the year nearly £6,000, carrying a Government subsidy of £1 for £1, was contributed in aid of technical instruction. The contributions

for the previous year totalled about £5,000. The Government has, as in previous years, favourably considered applications for new buildings or additions where these have been shown to be necessary, and for necessary equipment. New or additional buildings have been erected or are in course of erection at Auckland, Hawera, Manaia, Woodville, Christchurch, Ashburton, Temuka, and Dunedin, while necessary equipment has been provided for classes at Auckland (Technical College and the School of Mines), Hamilton, New Plymouth, Wanganui, Palmerston North, Apiti, Wellington, Petone, Nelson, Christchurch (Technical College and the School of Engineering), Ashburton, Kaiapoi, Timaru, and Gore.

During the year grants totalling £10,508 were distributed in aid of buildings and equipment.

Over fifty well-equipped buildings are now available for purposes of technical instruction. In the smaller and more remote centres where technical schools have not yet been provided classes are held in suitable rented buildings or in the local schools. During the year classes were held at eighteen such centres in the Otago District, at seventeen in the Wanganui District, at thirteen in the Hawke's Bay District, at eleven in the Southland District, and at eight in the Taranaki District.

Following are some particulars relating to technical classes, other than classes at day technical schools, in operation during the year :—

	1911.	1912.
The number of places at which recognized classes were held was	130	136
The number of other classes was	1,467	1,552
The number of individual students attending classes was	13,632	13,527

The status of the classes was as follows :—

Status.	Number of Centres.	Number of other Classes.	Number of Students.
" Special " classes	125	867	7,357
" Associated " classes	22	529	5,568
" College " classes	4	156	602
Totals for 1912	151	1,552	13,527
Totals for 1911	142	1,467	13,632

NOTE.—It will be noticed that the number of centres is greater than the number of places at which classes were held. This is due to the fact that in some of the larger towns there are two or more schools providing technical instruction.

" Special " classes—*i.e.*, classes conducted by an Education Board or by the governing body of a secondary school—continue to be the most numerous and the most widely distributed. Most of the classes conducted in the smaller centres come under this heading. " Associated " classes, or classes conducted by managers representing bodies contributing to the funds of the classes, though held in a comparatively small number of centres, include three of the largest and best equipped technical schools in the Dominion—namely, the Wellington Technical School, the Christchurch Technical College, and the Dunedin Technical School. The amounts received by these institutions during the year in the way of voluntary contribution were £420, 1,044, and £1,171 respectively. In only a few cases do the managers of associated classes conduct classes in more than one centre. " College " classes are conducted by the governing bodies of the University colleges, four in number. The most important are those constituting the School of Engineering and the School of Art in connexion with Canterbury College, Christchurch.

The number of individual students in attendance during 1912 was 13,527. Some particulars as to the age and the sex of students are as follows :—

	Twenty-one Years of Age and under.	Over Twenty-one Years of Age.	Totals.
Males	4,478	2,638	7,116
Females	3,587	2,824	6,411
Totals for 1912	8,065	5,462	13,527
Totals for 1911	7,800	5,832	13,632

The following is a summary of the occupations of students :—

	Number of Students.	Percentage of Total.
Clerical pursuits	1,617	11.9
Professional pursuits	2,219	16.4
Students	1,366	10.1
Domestic pursuits	2,915	21.6
Agricultural pursuits	902	6.7
Various trades	4,279	31.6
Other occupations not included in above	229	1.7
	13,527	100.0

It would appear from the above that the technical schools as a whole are doing a good deal in the way of providing facilities for instruction for the various classes of the community.

TABLE JB.—NUMBER OF CLASSES AND CAPITATION ON ATTENDANCES DURING 1912 IN RESPECT OF CERTAIN SUBJECTS OF TECHNICAL INSTRUCTION.

Subjects of Instruction.	Number of Classes.	Capitation.		
		£	s.	d.
Commercial subjects	220	3,136	9	0
Mathematics and science	101	844	16	8
Mathematics and science applied to trades and industries	448	4,484	11	2
Domestic science	290	2,764	7	4
Art and art-crafts	269	4,230	12	7
Continuation classes	224	803	7	8
Totals for 1912	1,552	16,264	4	5
Totals for 1911	1,467	16,588	3	3

Classes for subjects relating to the various branches of engineering—civil, mechanical and electrical—continue to be well attended. The classes are, on the whole, well equipped for practical work, and fairly full courses in engineering are provided.

Instruction in pure and applied art is well provided for in the schools that make a special feature of these branches of technical education. Increasing attention is being given in these schools to the application of art to industries, and some excellent examples of craft-work have been executed during the year.

Instruction in various subjects relating to the home was given in seventy-nine centres; cookery (including invalid and high-class cookery), dressmaking, and millinery being the subjects most generally taken up. In country districts the instruction is usually given by itinerant instructors sent out from central schools. The special courses in home science and domestic arts recently established by the Council of the Otago University have been well attended. Of the forty-eight students in attendance nineteen are working for the diploma and nine for the degree in home science. The Government, recognizing that the instruction given in the schools in subjects having a direct bearing on the home, has up to the present been confined mainly to methods rather than principles owing to the lack of fully trained teachers, has recently issued regulations providing for the award to students whose intention it is to qualify as teachers of domestic subjects of domestic science bursaries tenable at the Otago University. During the current year bursaries have been awarded to thirteen such students. The bursaries are of the value of £20 a year, together with the fees for the courses. A boarding-allowance of £30 a year is also made where necessary.

The demand for instruction in commercial subjects continues to be maintained, classes being held at thirty-eight centres. In addition to accountancy classes, at each of the four University Colleges full courses of instruction, both elementary and advanced, are provided in most of the larger technical schools.

Over two hundred continuation classes providing instruction in subjects of general education were in operation during the year. The number for 1911 was 158. These classes are attended by students who take one subject only, or two or more unrelated subjects. The fact that students are encouraged to take group courses in lieu of unrelated subjects accounts for the comparatively small number of continuation classes.

There has been a satisfactory increase in the number of centres in which instruction in subjects relating to rural pursuits is provided. Classes attended by about 1,600 students were held at seventy-three centres, as compared with sixty-seven in the previous year. The subjects included wool sorting and classing, sheep-shearing, dairying, veterinary science, agriculture, horticulture, bee-keeping, and poultry-keeping. Hitherto classes have been established as a result, generally, of a local demand for instruction in one or other of the above-mentioned subjects. While no organized scheme of technical instruction in subjects bearing on our primary industries has so far been put into operation under the regulations for manual and technical instruction in any district, there is evidence of a growing desire on the part of the farming community for the establishment of classes providing definite courses of instruction. In the meantime a good deal of what may be termed foundation-work has been accomplished in schools of primary and secondary grade. Thus during the year over 1,000 primary classes in elementary agriculture were carried on, while secondary classes in connexion with high schools, day technical schools, and district high schools were attended by over 1,000 pupils.

TABLE JC.—NUMBER OF STUDENTS TAKING GROUP COURSES OF INSTRUCTION OCCUPYING NOT LESS THAN FOUR HOURS A WEEK AND EIGHTY HOURS A YEAR.

Course of Instruction.	Number of Students.	
	1911.	1912.
Elementary commercial	1,033	856
Higher commercial	208	354
Practical mathematics and science	117	122
Mathematics and science applied to trades and industries	1,037	1,043
Domestic science.. .. .	268	354
Art and art-crafts	541	490
Totals	3,204	3,219

During the year capitation on the attendances of students at group courses was earned by twenty-seven schools in nine of the thirteen education districts. The number of students taking such courses was about 25 per cent. of the total roll.

The number of students who voluntarily attend evening classes, particularly in the larger centres, continues to be well maintained. It is also gratifying to note that so many students show their appreciation of the facilities now placed within their reach by attending on three or more evenings a week. The following schools had roll numbers of 400 or more (exclusive of the day technical schools that are carried on in connexion with some of them):—

School.	Roll Number.
Auckland Technical College	1,006
Wanganui Technical College	675
Palmerston North Technical School	522
Wellington Technical College	1,155
Christchurch Technical College	988
Timaru Technical School	400
Dunedin Technical School	966
Dunedin School of Art	479

Regulations under section 18 of the Education Amendment Act requiring the attendance of young persons between the ages of fourteen and seventeen who are not otherwise receiving a suitable education, or who are not specially exempted from attendance, have been approved for certain school districts in Auckland, Taranaki, Wanganui, and Hawke's Bay. During the year the regulations were put into operation in four school districts in Wanganui. The classes established under the

regulations were attended by seventy-three students, of whom forty-six were males. It is probable that the regulations adopted in the Auckland, Taranaki, and Hawke's Bay Districts will be put into operation this year (1913).

The following table gives the number and the sex of pupils holding Junior or Senior Free Places at technical schools during the year :—

	1911.			1912.			
	Males.	Females.	Total.	Males.	Females.	Total.	
Junior free pupils	First year ..	670	341	1,011	655	332	987
	Second year ..	356	200	556	371	227	598
Senior free pupils	First year ..	223	140	363	311	179	490
	Second year ..	130	99	229	154	109	263
	Third year ..	81	68	149	89	50	139
Totals	1,460	848	2,308	1,580	897	2,477	

The number of students holding Junior Free Places (tenable for two years) was 1,585, the number holding Senior Free Places (tenable for three years) being 892. About 59 per cent. of the students who entered on Junior Free Places in 1911 continued to attend in 1912. Of the total number of senior free pupils in their first year over 60 per cent. had previously been in attendance as junior free pupils. The remainder were either admitted on transfer from day technical schools, high schools, or district high schools, or had qualified by examination for Senior Free Places. Of the total number (2,477) of students admitted to free places, 2,081, or 84 per cent., qualified for capitation. Capitation payments on account of free places amounted to £4,279 19s. 3d., being at the rate of £2 per free place.

Day Technical Schools.

These schools (eight in number) are of secondary grade and provide fairly full courses in science and technology, domestic economy, agriculture, and commercial instruction. They are carried on in connexion with the technical schools at Auckland (321 pupils), Wanganui (142 pupils), Wellington (256 pupils), Napier (86 pupils), Westport (20 pupils), Christchurch (343 pupils), Dunedin (215 pupils), and Invercargill (143 pupils). The total roll number was 1,526, of whom 684 were males. The schools continue to be well attended and appear to attract a number of young people who would not otherwise proceed to secondary schools.

The courses of instruction taken up by pupils attending day technical schools were as follows :—

	Males.	Females.	Totals.
Industrial	377	..	377
Commercial	213	562	775
Domestic .. ..	..	256	256
Agricultural	58	..	58
Art	2	11	13
General	34	13	47
Totals	684	842	1,526

Nearly 50 per cent. of the pupils attended commercial courses, industrial courses being taken by 24 per cent., and domestic courses by 17 per cent. Courses of agricultural instruction were provided at two schools, and were attended by fifty-eight pupils. The school at Westport provides an engineering course only, attended by twenty pupils. The well-equipped training hostel recently established in connexion with the Christchurch Technical College will provide ample opportunities for training in home making and keeping for girls attending the day technical school attached to that institution. Capitation payments made during the year on account of attendances at day technical schools amounted to £14,807, being at the rate of about £9.6 per pupil.

Following are some particulars regarding free pupils at day technical schools:—

	1911.			1912.			
	Males.	Females.	Total.	Males.	Females.	Total.	
Junior free pupils	First year ..	328	422	750	401	440	841
	Second year	176	203	379	162	239	401
Senior free pupils	First year ..	36	70	106	37	65	102
	Second year	9	12	21	11	18	29
	Third year	3	1	4	2	..	2
Totals	552	708	1,260	613	762	1,375	

The number of pupils holding Junior Free Places (tenable for two years) was 1,242, the number holding Senior Free Places (tenable for three years) was 133. Fifty-three per cent. of the pupils who entered on Junior Free Places in 1911 continued to attend during 1912, while about 66 per cent. of the pupils who completed the second year of the Junior Free Places at the end of 1911 qualified for and were awarded Senior Free Places.

The following is a summary of the income (exclusive of grants for buildings, equipment, rent, and material) and the expenditure for 1912 in respect of "special" and "associated" classes (including day technical schools):—

INCOME.				Special Classes. £	Associated Classes. £
Capitation on attendances and free places	..	..	..	14,313	17,132
Voluntary contributions and subsidies thereon	..	..	..	3,192	6,394
Students' fees	..	..	..	4,647	4,209
Sundry receipts	..	..	..	4,730	3,875
Totals for 1912	..	..	..	£26,882	£31,610
Totals for 1911	..	..	..	£23,310	£29,856
EXPENDITURE.					
Administration	..	..	..	4,635	4,277
Salaries of Instructors	..	..	..	18,569	20,049
Sundry expenses	..	..	..	2,514	1,840
Totals for 1912	..	..	..	£25,718	£26,166
Totals for 1911	..	..	..	£21,631	£23,866

The total cost of administration was about 17 per cent. of the total income in the case of special classes and about 13½ per cent. in the case of associated classes. It must be remembered, however, that special classes are held at a much greater number of small centres than are associated classes.

Grants in aid of buildings and equipment amounted to £3,503, and the expenditure to £9,295, in the case of special classes. In the case of associated classes the amounts were £6,511 and £9,816 respectively. Grants in aid of rent and material for special classes amounted to £695, the expenditure being £2,071. For associated classes the amounts were £1,675 and £2,890 respectively.

Special grants totalling £2,865 in aid of the maintenance of training classes for teachers in subjects of manual instruction (including science and drawing) taken up in public schools were distributed to Education Boards during the year.

The Science and Art Examinations of the Board of Education, London, and the Technological Examinations of the City and Guilds of London Institute were carried on as usual, the former at fifteen, the latter at eighteen, centres. The number of entries for the Science and Art Examinations was 418, and the number of passes 265; while for the Technological Examinations the number of entries was 444 and the number of passes 290. The proportion of entries to passes was 63 and 65 per cent. respectively.

At the National Art Competitions held by the Board of Education, London, fifteen certificates of commendation were gained by New Zealand Students, as follows: "Elam" School of Art, Auckland, three certificates; Wellington Technical School, seven certificates; School of Art, Christchurch, five certificates. Two book prizes were also awarded to a student of the Wellington Technical School. Twenty-one students' works were also accepted by the Board of Education, London, in connexion with art masters' and art teachers' certificates. Of these, thirteen were forwarded from Auckland and seven from Wanganui.

The following is a summary of the expenditure by the Government on manual and technical instruction during 1912:—

	£	s.	d.	£	s.	d.
Manual instruction—						
Capitation on classes	25,768	10	4			
Subsidies on voluntary contributions .. .	711	11	8			
Grants for buildings, equipment, &c. .. .	11,720	7	7			
	<hr/>			38,200	9	7
Technical instruction—						
Capitation—						
Day technical schools	14,807	12	4			
Other classes (including free places) .. .	19,832	5	7			
Subsidies on voluntary contributions .. .	5,560	2	3			
Grants for buildings, equipment, material, &c. .. .	12,906	14	1			
	<hr/>			53,106	14	3
Manual and technical instruction—						
Railway fares, &c., of instructors and students .. .				5,101	19	5
Examinations				684	4	8
Inspection and other expenses				1,182	10	3
				<hr/>		
				£98,275	18	2

This total includes £6,238 from national-endowment revenue.

The total expenditure by way of capitation, subsidies on voluntary contributions, and grants for buildings, &c., was, for manual instruction, £28,968 5s. 6d., and for technical instruction, £49,281 15s. 1d.

Of the total capitation earned by classes during the year, 35·4 per cent. was earned by classes of primary grade, 38·5 per cent. by day classes of secondary grade (*i.e.*, classes in connexion with secondary departments of district high schools, secondary schools, and day technical schools) and 26·1 per cent. by technical and continuation classes (*i.e.*, special, associated, and college classes).

No. 2.

REPORT OF THE INSPECTORS OF MANUAL AND TECHNICAL INSTRUCTION.

SIR,—

We have the honour to submit the following report on manual and technical instruction in the Dominion for the year ending 31st December, 1912 :—

A. MANUAL INSTRUCTION.

In about 68 per cent. of the public schools instruction in accordance with the regulations was given in one or more branches of manual instruction. In the lower classes paper-work, drawing with brush and colour or with coloured chalks, and modelling are the branches usually selected, the instruction in an increasing number of schools being associated with the subjects of the syllabus. With the exception perhaps of brush drawing it is the exception rather than the rule to find any branch of handwork treated as an isolated subject. In many of the classes, however, in which brush drawing is taught the recognition of the brush as a drawing-instrument is steadily advancing. It has been well said that "drawing with the brush and water-colours from real objects has now become a regular part of the work of all the best schools, and has fortunately superseded what was known as 'brush work'—that is, copying conventional forms, or, still worse, falsified natural forms, such as blue leaves, red lemons, green blackbirds, and the like, in crude aniline colours." The excellent and varied assortment of water-colours and brushes supplied at rates which, a few years ago, would have been deemed impossible has brought about a most desirable extension of this form of handwork in primary schools.

In the higher classes woodwork, cookery, dressmaking, laundry-work, elementary agriculture, and elementary science are the subjects most generally taught.

As regards woodwork, it is gratifying to note the adoption of more educational methods at most of the centres, but much remains to be done in the direction of correlating the instruction with that in other subjects of the syllabus. There are, however, two pleasing features in connexion with the instruction in woodwork—namely, a strong desire on the part of instructors to do their best for the pupils and to make the lessons truly educative, and a readiness to accept suggestions for the improvement of the work. Opportunity is here taken to direct attention to certain matters relating to the instruction in woodwork generally. The majority of the instructors are trained mechanics thoroughly conversant with the rapid methods of production that obtain in workshop practice. These methods are, however, out of place in the woodwork-room, where the training of the pupil and not the production of models is all-important. Everything which tends to develop mental alertness, physical fitness, and thoroughness should be constantly kept in mind. The pupil and not the model or exercise should be the chief consideration. There is evidence of a tendency on the part of some instructors to overlook—unconsciously, it may be—the physical and mental limitations of their young pupils. Too much is at times expected of them, and while palpable negligence and carelessness should never be overlooked, the slowness and, in some cases, the inability of a lad to grasp the new experiences he meets with in the drawing-lesson or at the woodwork bench, together with a lack of aptitude in the use of tools, should be regarded not as faults but as calling for special care and patience on the part of the instructor. When the limited time occupied by a course of woodwork is taken into account it is a matter for surprise that the pupils, as a whole, make such good progress. If the work of the average pupil after a two-years woodwork course, which occupies 120 hours (about three weeks altogether), were compared with that of the average apprentice for the same period, the decision would probably be found to be in favour of the schoolboy, in spite of the fact that the latter has worked somewhat at a disadvantage, inasmuch as his training has not been continuous as in the case of the apprentice. It appears necessary also to emphasize again the desirability of devoting more attention to demonstration lessons in the use of certain tools. The average Standard V pupil probably finds the tenon-saw and the marking-gauge among the most difficult to use, and it is suggested with the view of helping him to use such tools effectively that a little more time and attention should be given to exercises involving their use. Frequent demonstrations should be given illustrating the correct method of holding and using them. Pupils should be shown, for example, that the saw, if in good condition, does not require to be "forced," but on the contrary to be held lightly in the hand, dependence being placed on the weight of the saw rather than on the application of muscular force. In this connexion attention is directed to the necessity for arranging for the sharpening of saws at more frequent intervals. At some centres it is not easy to find a tenon-saw in a fit condition to place in the hands of a boy just commencing work at the bench. Attention is also drawn to the absence in many cases of any references in the pupils' notebooks to the structure, characters, and growth of timbers in common use.

The number of woodwork classes in operation during the year was 390. The number for 1911 was 321.

Increasing attention is being given to instruction in domestic subjects, especially in the direction of widening the scope of the work. The course in cookery now more often than not

includes simple lessons on hygiene and on topics having a direct bearing on the home. In some districts fairly full domestic courses have been provided in connexion with the secondary departments of district high schools. Speaking generally there are indications of the gradual adoption of better methods of instruction, especially in cookery, more attention being attached to instruction in principles and less to the utilitarian aspect of the subject. It is hoped that instructors generally will avail themselves of the greatly improved literature dealing with domestic subjects now procurable. Books such as "Experimental Science," by H. Jones, "Chemistry of Housecraft," by Hall and Grünbaum, and "Experimental Hygiene," by Ver-ralls, may be regarded as containing much that would be helpful.

It is to be regretted that in some classes the practice of giving separate demonstration lessons occupying an hour or longer still obtains. Recent reports on the teaching of cookery in England and America indicate a tendency to dispense with separate demonstration and practice lessons. It is found that an hour and a half or two hours, as the case may be, is too long a period for the average child to "sit and listen to the teacher and watch her at work." The concensus of opinion appears to be that when demonstrations and practice are combined in one lesson "less of the children's time is taken up in listening and watching and more given to real instruction," with the result that much more valuable and effective work is done by pupils throughout the course. It is noted that food values are rarely touched upon even in the more advanced classes. This is to be regretted, as there still appears to be a large amount of ignorance in connexion with this important subject. The money value of many articles of food is not commensurate with their food value; thus many of the cheaper foods are avoided, although they contain a high percentage of protein, and if properly cooked are highly nutritive. Little chemistry in relation to food values can, for obvious reasons, be taken in elementary classes for cookery; nevertheless the opinion is expressed that the pupils' notebooks would be of more value educationally if they contained more notes on food values and related matters and less recipes and notes on "methods." It is pleasing to note the instruction in cookery is proving of service in many homes. Opportunity has been taken to discover how many of the pupils put the instruction they have received to practical use, and it is gratifying to find that a large percentage of second-year pupils are able to and do assist in the preparation and cooking of the family meals. The number of classes for instruction in domestic subjects in operation during the year was 574, as against 502 in 1911.

The number of public schools in which instruction is given in elementary agriculture continues to increase. During the year recognized classes were carried on in connexion with 1,005 schools, as compared with 832 schools for the previous year. The courses of instruction carried out in the primary classes provide in the case of pupils who do not proceed to secondary schools an opportunity of gaining a little first-hand knowledge of plant life and growth, and tend, it is hoped, to create an intelligent interest in rural life and activities. For the most part satisfactory courses extending over two years, preceded by elementary nature-study in the lower standards, are carried out, due attention being given to indoor as well as outdoor work. In an increasing number of cases the local interest taken in the school-garden is a prominent feature of the work. That this interest strengthens the hands of the teacher goes without saying. It is also gratifying to note that the instruction received, elementary though it may be, is quite often usefully applied by pupils after they have left school.

Fairly full courses of rural instruction, occupying not less than twenty hours a week, were carried on during the year in connexion with the secondary departments of a number of district high schools. The number of pupils taking such courses was 890, as against 499 in the previous year. The special subjects of the course are usually taken by itinerant instructors specially trained for the work. The schools are well provided with facilities for practical work in science, woodwork, and domestic subjects. Speaking generally, a good deal of useful work has been accomplished. In certain districts, and in certain schools in these districts, excellent courses have been planned and carried out, with results that must be gratifying to those in charge of the work. If the results achieved are estimated in the light of the object in view, and not contrasted with what might be accomplished in a specialized course at an agricultural college, it will, we think, be generally conceded that an excellent foundation on which a more extended knowledge of agriculture can be built up is in process of being laid.

Recognized classes for various branches of manual instruction were carried on in connexion with twenty-eight secondary schools, as follows: Domestic subjects at sixteen schools, woodwork or ironwork at twelve schools, natural and physical science at twenty-four schools, and agriculture at eight schools. The number of classes was 357, as against 274 in the previous year. Most of the secondary schools are now well equipped for practical work in science, woodwork, and domestic subjects.

Some particulars relating to manual instruction in primary and secondary schools will be found in Tables J1 to J6 inclusive, on pages 18 to 21.

B. TECHNICAL INSTRUCTION.

About 15,000 students were in attendance at technical and continuation classes during the year. Of these about 13,500 attended classes other than classes at day technical schools. These classes are held for the most part after 6 p.m., most of the students in attendance thereat being employed during the day. Although good work has been and is being done by these students,

economic and industrial conditions appear to demand of the future workman a deeper knowledge and a more comprehensive training than attendance at evening classes can supply. The increasing interest that is being taken in the work of the technical schools by industrial and employers' associations will, it is hoped, result in employers of labour realizing that if their apprentices and young workmen are to do more effective and, to the employer, more profitable work in the shop, they must receive a more thorough training than can be obtained through the medium of evening classes. The conditions obtaining in the industrial world make it difficult, if not impossible, for an employer to teach his apprentices all they ought to know about their business. Moreover, the supply of "practical hands"—that is, of men who have picked up in the shops the accumulated practical experience of their business—is steadily decreasing; in fact, it is generally acknowledged that the day of the old-fashioned "practical man" has passed, the new order demanding men with a mental equipment enabling them to apply their knowledge of principles to the problems of production. The youths attending our technical schools appear for the most part to recognize this, and with praiseworthy self-sacrifice are doing their utmost to make good their lack of mental and practical training. The most casual observer if he visited the evening classes for subjects such as theoretical and applied mechanics, mathematics, &c., would very soon discover that the difficulties incident to the instruction are not altogether the result of the lack of preliminary training on the part of the students, but are in most cases largely due to the fact that the students are physically tired after their day's work, and consequently unable to take full advantage of the instruction. The opinion is expressed that it would be more economical both to the State and the individual for technical training to be regarded as an integral part of the apprentice's training in the practice of his trade and made the first order of the day's work. Facilities for technical training either already exist or would readily be provided, since those responsible for the conduct of our technical schools are keenly alive to the advantages that would accrue to both employers and employees.

There is evidence of an appreciable decrease in the percentage of students unable, owing to lack of previous training, to avail themselves at once of the instruction in the principles on which the operations incidental to the business are based. This decrease is probably due to the fact that an increasing percentage of the students attending evening classes have, on leaving the primary school, attended a day technical school before becoming wage-earners. Such students are naturally better able to enter on courses of instruction embracing theory and practice at evening classes than students who have received a primary education only. Day technical schools are now in operation at Auckland, Napier, Wanganui, Wellington, Westport, Christchurch, Dunedin, and Invercargill. With the exception of the Westport School, commercial, industrial, and domestic courses are provided. At Westport the instruction is confined to engineering. Courses in pure and applied art and in agriculture are also provided in some cases. The schools are fully and efficiently staffed and provide well-arranged vocational courses of secondary grade. The total number of pupils in attendance during 1912 was 1,526, including 1,375 free pupils.

Commercial courses continue to be the most popular. The demand—which in many cases exceeds the supply—for young persons who have received an elementary commercial training at a day technical school seems to indicate that the training given is on right lines in so far as it enables these young people on entering an office to carry out in a satisfactory manner the duties assigned to junior clerks, stenographers, and typists. The course in commercial instruction includes English and arithmetic, commercial history and geography, office routine and business methods, book-keeping, shorthand and typewriting. Girls taking the course also receive instruction in domestic subjects, while the course for boys often includes a science or some branch of manual instruction, generally woodwork.

As regards the industrial course, the general aim is to provide elementary training in the principles underlying mechanical and electrical engineering, carpentry and joinery, and cabinet-making. The range of subjects included in the courses is sufficiently comprehensive to enable students to take an intelligent interest in their work when they enter the shops. There is no doubt that the two or more years of theoretical and practical instruction received by pupils taking an industrial course provides a satisfactory foundation for the training of competent workmen. The instruction in English, mathematics, elementary science, machine construction and drawing, building construction and drawing, and workshop practice is, generally speaking, on sound lines. It is hoped that, as employers become more familiar with the work done in the day technical schools, one of the conditions of apprenticeship will be that applicants shall be required to produce certificates to the effect that they have satisfactorily passed through a two-years course at least at one of these schools. As most of the latter have workshops equipped with modern machinery and appliances and in charge of competent well-trained instructors, lads having passed through the course should have nothing to unlearn, and should at once become economically useful to their employers. Much is heard to-day of "industrial efficiency," and, although this term may have more meanings than one, it certainly connotes that a workman to be efficient must be thorough in all his work. The standard of accuracy attained by many of the students taking industrial courses, especially in engineering, shows beyond doubt that thoroughness in every detail is demanded of them. Work on these lines cannot have other than satisfactory results in the direction of training the future workman. The methods of instruction followed not only tend to stimulate the reasoning-power and to foster self-reliance and initiative,

but also, it is contended, place lads in a class far above those who enter the ordinary trade workshop direct from the primary school and at the end of the second year of their apprenticeship have acquired a limited skill in doing odd jobs and picked up a little unsystematized practical experience of questionable utility. It is to be regretted that the number of pupils who remain at the day technical schools for three or more years is not larger. It would be well if parents were prepared to exercise a little self-sacrifice and allow their boys to get the full benefit of the courses provided instead of hurrying them, often before they have completed their second year, into wage-earning positions.

Passing reference may be made to a matter having an important bearing on the attendance of lads at industrial courses, and that is the non-recognition at present of the time spent at day technical schools as part of the apprenticeship course. If employers could see their way to recognize three years' attendance at a day course as equivalent to the first year of apprenticeship a much larger proportion of lads would remain three years instead of two or less at the schools, and so become better equipped for their life's work.

About 30 per cent. of the girls attending day technical schools took a domestic course during the year. Excellent courses bearing on home making and keeping are now being evolved at some of the schools. Progress in this direction has in the past been slow, chiefly on account of the difficulties experienced in obtaining instructors with an adequate knowledge of the sciences underlying the practice of housewifery. The establishment in connexion with the Otago University of special courses in home science and domestic arts, and the provision, recently, by the Government of liberal bursaries tenable at the University by students who have signified their intention of qualifying as teachers of domestic subjects should, however, have the effect of removing this difficulty in the near future. During the year bursaries were awarded to thirteen such students. As regards the courses now in operation, there is no question as to the excellence of the practical instruction provided. Instruction is given in English and arithmetic (including household accounts), elementary science, cookery and laundry-work, needle-work, dressmaking and millinery. Speaking generally, the methods of instruction and the pupils' work are on sound practical lines. In some schools, where facilities for a wider application of the knowledge acquired by the pupils are at present lacking, meals for members of the staff and pupils are prepared daily. The pupils arrange the menu, purchase the necessary articles, prepare and cook the meals, and lay the tables and wait thereat. At Christchurch a well-equipped hostel has now been provided which will afford facilities for the practice of housewifery in all its branches not only by the students in residence, but by pupils of the day technical school carried on in connexion with the Technical College. The cost of the hostel, together with the large area of ground on which it stands, has been met by means of voluntary contributions and subsidies of £1 for £1 thereon, and by a special building grant. The hope is expressed that what has been accomplished in Christchurch in this direction will result in similar efforts being made elsewhere. It is unnecessary at this stage to emphasize the necessity for and the importance to the community generally of domestic training on right lines. Whether such training will help materially in the solution of the difficult and many-sided "domestic problem" is an open question. It should at least have the effect of relieving domestic work to some extent of its drudgery and monotony, and so help to endow it with a dignity it appears to lack at the present time.

The agricultural courses provided at some of the schools have attracted only a few students compared with the courses referred to above. The work undertaken bears directly on agriculture generally, and includes instruction in English, arithmetic, book-keeping, mathematics, physics and chemistry, biology, woodwork and ironwork, and, as circumstances permit, practical operations incident to farming. It has not been found practicable so far to afford students opportunities for carrying out farm and experimental work on a large scale, though something in this direction has been accomplished in the Wanganui district owing to the practical help of and interest shown by certain members of the farming community. As a result of the opportunities so provided pupils have been able to carry out a good deal of really useful work, and to gain some experience of farm work at first hand. At Christchurch and Invercargill also improved facilities for outdoor work are being provided for.

The following remarks have reference to the various branches of art, science, and technology in which instruction is provided in technical schools apart from the day technical-school courses referred to above.

Art.—No branch of technical instruction affords greater and easier facilities for the display of meretricious work; it is therefore gratifying to be able to report the almost entire absence of work of this kind in the various branches of pure and applied art in which instruction is provided. Speaking generally, a solid foundation of drawing is laid, particularly in classes which include a number of young pupils whose intention it is to take up some occupation calling for a knowledge of art. The flat copy is being steadily eliminated in favour of natural and fashioned objects, with the result that in the students' work there is more evidence of spontaneity and originality than formerly. It is now generally accepted by authorities on art teaching that no place should be found in a scheme of art instruction for the use of flat copies except for purposes of reference when the actual object is not available. Whether this view will be shown to be correct as times goes on is a debatable point, but there can be no question that the use of flat copies in serious art work should be discouraged, as, at best, they are only second-hand sources of know-

ledge, and the use of them deprives the student of the intellectual part of his training and hinders the development of the observational and imaginative faculties. One of the most important aims of art-instruction should be the development of accurate and independent observation, and it is pleasing to report that a great deal more attention is being given to this aspect of the student's training. Another noticeable feature is the increased attention given to design composition and imaginative drawing and the consequent development of the student's inventive powers. In the higher branches of pure art, especially in drawing and painting from life, excellent work is in progress, and the results of the National Competitions conducted by the English Board of Education appear to show that the work of New Zealand students compares not unfavourably with that of students in English schools, many of whom work under conditions denied to students in this country. Increasing attention is being given to the study of various branches of applied art, and there are indications that in the near future adequate facilities will be provided for instruction in this important branch of art work at all the chief centres. It is pleasing to record that classes in modelling, hitherto attended mostly by art students, are now attracting the attention of plasterers and others to whom a knowledge of the plastic art must be of service. Some improvements have been effected in the methods of instruction in wood-carving and metal-work, though much remains to be done before the instruction can be regarded as thoroughly satisfactory. Reviewing the work of the art classes as a whole, it may be said that substantial progress has been made during the last few years. That this progress is making itself felt may be gathered from the public utterances of the president of one of the principal art societies in New Zealand, who stated that the students' work exhibited was the best that his society had ever received from the art schools.

Building Trades.—Classes in building construction and drawing, architecture, &c., have been satisfactorily carried on at the large technical schools, but a decrease in the number of students in attendance is noted. This may be due to the exigencies of trade and other conditions, but it is a matter for regret that the apprentices in the various branches of the building trades as a whole fail to realize the importance of acquiring an adequate knowledge of the principles underlying their work, or to avail themselves of the opportunities provided for studying the higher branches of their trade. This fact is emphasized by the absence of apprentices at classes, and has been repeatedly brought under the notice of directors in connexion with the appointment of instructors in subjects relating to the building trades. It has been stated as an explanation of the falling-off in the attendance of young mechanics at technical classes that many of them prefer to take one of the courses offered by the correspondence schools. These courses may be helpful to a certain extent to students who are debarred for various reasons from attendance at a class, but the sound common-sense of the average workman in this country must, it is felt, lead him to recognize that it is impossible to master satisfactorily such subjects as building-construction and architecture by means of correspondence classes, and that nothing can fully and effectively take the place of personal instruction. On the whole the work of the classes under review is satisfactory. Drawing, which has hitherto had an emphasis laid upon it out of all proportion to its importance, is beginning to take its proper place in the course of instruction, more attention being rightly given to principles. Mathematics and applied mechanics are now included in the course in most schools. That the increasing use of steel for building purposes calls for a widening of the range of instruction by the inclusion of the study of principles and constructional details in connexion therewith is also being realized. Attention has been drawn in previous reports to the value to the workman and workshop foremen of freehand sketching. The excellence of the free sketches of buildings and building details made in some of the classes shows that the ability to make an intelligent sketch is becoming more general. It is to be regretted that the use of flat copies still survives in some of the classes. These may have their place in elementary work as guides in the setting-out of drawings, but with the admirable series of models of building details now available it should not be necessary to ask a student who has passed the elementary stages to draw from flat copies. It is hoped that schools that are at present inadequately equipped in the way of suitable models will take the necessary steps to remedy this defect.

Classes for carpentry and joinery, especially in the larger centres, are conducted for the most part on satisfactory lines, and although the number of students in attendance is not as large as might be expected, the character of most of the work done must react favourably on the students' ordinary workshop practice. Classes at the smaller centres are, as hitherto, attended mostly by amateurs, and it is gratifying to report that there are indications of improved methods of instruction. In some of the classes students are encouraged to make sketches and to prepare full-sized working drawings of the work in hand. The cabinet-making classes are well attended, mostly by young workmen, and some excellent specimens of work have been turned out at some of the schools. The design, it is true, more often than not follows well-known stock lines, but the value of the work is not thereby minimized in view of the thoroughness and accuracy with which every detail is carried out. In this connexion it may be remarked that making detailed drawings, either full size or to scale, from illustrations of furniture in trade catalogues cannot be accepted as instruction in the principles of cabinetmaking. Such illustrations may serve a useful purpose, and, for students in elementary classes, may serve as first drawing copies, from which a quantity survey of the materials required can be made; but it is considered that the use of copies should be limited to this and the instruction in the theory of furniture design proceed on

some such lines as the following: The evolution of household and other furniture; the hand tools used in the trade; practical geometry and setting-out of work; the various joints used in cabinet work and their application in particular cases; the general principles of carcass work as applied to wardrobes, sideboards, book-cases, &c.; veneers and veneering; marquetry and banding; the application of carving; moulding; constructional metal-work; the growth and structure of the timbers used in antique and modern cabinet work; their ports of shipment; methods of conversion from logs; seasoning, shrinkage, warpage, defects, &c., as suggested in "Modern Cabinet-work, Furniture, and Fittings," by P. A. Wells, head of the cabinet department of the Shoreditch Technical Institute. There are other suggestive books, but the work referred to is written by a practical teacher, and is therefore likely to be of more value to an instructor desirous of knowing the lines on which a class in the theory of cabinet-making should be conducted. The student should be encouraged to produce original designs as home exercises, and to assist him in this some practice in design should be included in the course. The hurry and the short-method "tricks" of the competitive workshop should have no place in the technical-school workshop. With the view of sustaining the students' interest in both theory and practice it is suggested that at least one piece of original work should be produced each year, in the construction of which each member of the class takes a part. Such specimens would serve a useful purpose as examples for the guidance of future students.

It is to be regretted that there has been little or no improvement in the methods of instruction in painting, decorating, and signwriting during the year. If the painters' unions or the master painters' associations could see their way to take up the matter of the training of their apprentices on similar lines to their *confreres* in Belgium, France, and Germany, the schools would, we are sure, be only too willing to provide adequate facilities for instruction in such matters as the chemistry of paints and varnishes, colour-mixing, &c. In a recent issue of an Australian painters' and decorators' journal a master painter who had visited Europe and worked as a journeyman gave an interesting description of the methods followed in the countries he visited in connexion with the training of painters, and showed how the foreign workman was superseding the English workman in the carrying-out of important decorative work. In the absence of any training on the lines he describes little can be done to elevate a trade of which some of the world's greatest artists have been members.

Commercial Subjects.—The large number of commercial classes and of students in attendance thereat indicates that the demand for commercial instruction has in no way abated. The instruction is mostly in the hands of experienced teachers, many of them being expert accountants with long business experience. The courses of instruction are, generally speaking, arranged to meet the requirements of young persons already engaged in offices, or who are looking forward to office-work as a means of livelihood. That these requirements have been satisfactorily met may be gathered from the readiness with which so many of the students on the completion of their course find employment. The advanced classes in accountancy, commercial law, &c., have also been well attended, and, judging by the success of students at public examinations, excellent results have been achieved. At each of the four University colleges advanced commercial courses have now been provided. It is suggested, in view of the rapid growth of our commercial and industrial interests, that more attention should be given in the commercial courses to the study of industrial history, economics, and cognate subjects. Much valuable work in this direction has been accomplished in the Old Country by means of University extension lectures. In the absence, at present, of similar means of popular education in this country it is thought that lectures dealing with the topics referred to might well find a place in the commercial courses in the larger centres at least.

Domestic Subjects.—The improved methods of instruction and the inclusion in many cases in the courses of work of subjects tending to make the classes in domestic subjects something more than technical in name only, referred to in last year's report, have had a noticeable effect on the work as a whole. A recent writer on domestic science says, "It has only recently been recognized that domestic subjects form a wide field for practical and utilitarian science. Many authorities are now convinced that science can be directly and adequately taught in the kitchen, that a previous training in elementary science is not indispensable, as the principles of science can often be made clear by drawing upon everyday experiences and largely by the aid of kitchen utensils and commodities." The opinion is expressed that when this is more fully recognized laboratory methods will be employed more generally than is at present the case in connexion with classes for domestic subjects. There can be no question as to the value of the practical instruction given in classes for both elementary and advanced cookery. A noticeable feature of the instruction is the attention given to economy, cleanliness, order, and method. It is pleasing to report that in one district the shipping companies have recognized the value of the certificates issued by the local technical school, and oblige applicants for positions as cooks to sit for an examination at the school, and to hold the certificate before employment is given. We hope to see this practice become more general as time goes on. At most of the principal centres arrangements have been made by the hospital authorities for the instruction at the technical schools of nurses in invalid cookery with satisfactory results.

The popularity of classes for dressmaking appears to be undiminished. The instruction is now given without reference to charts and other mechanical aids in connexion with the drafting of patterns, and the character of the work generally shows that it is not impossible to teach dressmaking on sound and satisfactory lines without the use of such things.

Engineering.—The principal schools are now provided with facilities for teaching elementary theoretical and applied mechanics, and the mechanics of machinery experimentally, and for workshop practice. The instruction in these subjects, generally speaking, is on sound lines, as is also that in mathematics. In this connexion the significant remarks of Principal Gurnett, of the Manchester School of Technology, are worthy of consideration. In an address given at the opening season of 1912 he stated that it was a remarkable fact that in spite of the natural aptitude of the English brain for mechanical invention, the most striking advances in mechanical engineering since the introduction of the steam turbine had not been made in England, and that German practice had been overhauling English in almost every department. He showed that the obvious explanation of this was the remarkable growth in Germany of facilities for both elementary and advanced technical training, particularly the latter, and emphasized the necessity and value to the engineer of a sound training in mathematics and mathematical methods which enabled the engineer to apply his knowledge to problems of his own stating. It is considered that a course in engineering without mathematics lacks an essential part, and the recognition of this is becoming more general. Most of the engineering students at the technical schools attend not only the drawing class, but also one or more additional classes, involving in some instances attendance at the school on four and, in a few cases, five evenings a week. It is to be regretted that under present conditions such students are not able to receive their instruction at times when their minds are more receptive. If they were, the benefits of such instruction to themselves and to their employers would be more apparent. Practical instruction proceeds, generally speaking, on satisfactory lines. With a fairly complete equipment in the way of modern machine tools and other appliances excellent opportunities for practical work of a kind unobtainable in the average engineering workshop are now available, and it is to be hoped that the courses of work will be arranged so as to afford practice in operations requiring the greatest care and a degree of accuracy too often considered, it is feared, unnecessary in ordinary colonial workshop practice. This suggestion is made in view of a slight tendency to permit a kind of go-as-you-please course, with the result that the workshop tends to become a convenient place where tools and other appliances for personal use may be made. These remarks are not made with any intention of disparaging such work, but it is considered that a systematized course is just as important in engineering as in any other subject taught in the schools. It is further suggested that more use might be made of apparatus and appliances for experimental work in applied mechanics as models for exercises in freehand sketching in connexion with the instruction in drawing.

Plumbing classes in the theory and practice of plumbing are among the best-attended classes at the principal schools, and the instruction given as well as the students' work is most satisfactory. If the incentive given to plumbers to take up courses of technical instruction were extended to mechanics following other trades the necessity for commenting on the small number of trade students in attendance at the schools would probably disappear.

Classes bearing on the Primary Industries.—The demand for instruction in wool-classing continues to be maintained, while classes for sheep-shearing, where these have been held, have been well attended. It is to be regretted, as regards wool-classing, that the commercial aspect continues to receive, in most cases, considerably more attention than such topics as the structure of the fibre, the effect of climate and soil on wool-production, and the adaptation of flocks to varying climates and conditions. In this, as in the majority of subjects relating to rural industries, it appears to be difficult to induce students to take up courses that include instruction in principles as well as practice. In addition to the above-named subjects, a few classes for dairying, veterinary science, horticulture, and bee- and poultry-keeping have been held, with results quite satisfactory to the students who attended them; while in some districts farmers and others have received considerable assistance at the hands of the special itinerant instructors in agriculture in the employ of Education Boards. Otherwise the position is much the same as last year.

M. H. BROWN, } Inspectors of Manual and Technical
E. C. ISAAC, } Instruction.

The Inspector-General of Schools, Wellington.

No. 3.

DETAILS RELATING TO MANUAL AND TECHNICAL INSTRUCTION.

TABLE J1.—MANUAL INSTRUCTION.—PUBLIC SCHOOLS.

Controlling Authority.	Total Number of Schools.	Subjects of Instruction and Number of Classes in each Subject.											Number of Secondary Pupils taking Rural Courses at District High Schools.	Capitation Payments during Year ending 31st December, 1912.			
		Elementary Handwork.	Cookery and Domestic Economy.	Dressmaking.	Needlework.	Laundry-work.	Woodwork and Ironwork.	Elementary Science.	Elementary Physiology, Health, and First-aid.	Swimming and Life-saving.	Agriculture, Dairying, &c.	Elementary Physical Measurements.			Totals.		
Education Board, Auckland ..	306	760	91	1	69	69	99	19	5	22	177	..	1,812	..	£	s.	d.
Education Board, Taranaki ..	68	140	13	5	12	..	13	4	21	4	54	3	269	71	4,813	5	8
Education Board, Wanganui ..	190	661	32	5	32	..	33	1	5	43	161	15	988	238	3,355	16	0
Education Board, Wellington ..	129	383	45	3	18	..	41	9	13	24	70	20	626	196	3,159	5	2
Education Board, Hawke's Bay ..	98	198	22	22	12	..	21	6	..	15	81	8	385	83	1,821	8	9
Education Board, Marlborough ..	60	105	7	7	5	..	7	..	2	5	21	..	159	..	280	15	8
Education Board, Nelson ..	63	95	21	..	7	..	17	2	18	17	47	7	231	..	815	6	2
Education Board, Grey ..	9	14	2	..	1	..	..	..	..	..	4	3	24	..	79	1	4
Education Board, Westland ..	14	25	..	..	..	..	..	..	1	..	3	1	30	..	15	13	3
Education Board, North Canterbury	163	353	51	2	16	16	58	9	..	59	129	1	694	44	2,761	9	7
Education Board, South Canterbury	49	96	16	..	15	..	15	8	..	10	32	2	194	68	1,230	11	3
Education Board, Otago ..	184	369	53	11	24	..	49	4	5	17	145	26	703	190	2,069	12	7
Education Board, Southland ..	175	408	37	43	28	..	37	1	6	6	81	35	682	..	2,689	9	0
Totals, 1912 ..	1,508	3,607	390	99	239	85	390	63	76	222	1005	121	6,297	890	24,280	17	3
Totals, 1911 ..	1,436	3,530	342	91	243	69	321	76	75	200	832	122	5,901	499	19,948	14	10

TABLE J2.—MANUAL INSTRUCTION.—PUBLIC SCHOOLS.—PAYMENTS (BY WAY OF CAPITATION) TO EDUCATION BOARDS DURING THE YEAR ENDING 31ST DECEMBER, 1912.

Education District.	Elementary Handwork.	Needlework.	Woodwork and Ironwork.	Cookery.	Laundry-work.	Dressmaking.	Elementary Physiology.	Swimming and Life-saving.	Elementary Physical Measurements.	Elementary Science.	Agriculture and Dairy-work.	Rural Courses at District High Schools.	Totals.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Auckland	978 11 8	409 0 8	1,215 17 5	921 14 2	326 5 0	21 18 7	26 13 7	46 13 9	4 17 6	4 17 6	910 5 6	377 1 6	4,813 5 8
Taranaki	145 0 11	51 8 6	161 18 6	153 15 0	..	..	5 18 8	11 2 0	4 10 0	4 10 0	220 16 9	816 3 0	1,189 2 10
Wanganui	597 7 9	167 16 9	394 0 9	379 17 6	..	20 2 0	5 18 8	105 0 6	12 0 0	12 0 0	799 11 9	1,051 0 6	3,355 16 0
Wellington	504 10 7	99 1 9	655 7 0	336 13 8	..	4 10 0	47 7 0	65 7 10	27 3 11	27 3 11	277 9 3	1,051 0 6	3,159 5 2
Hawke's Bay	301 11 3	76 6 0	187 10 0	246 17 6	..	82 4 3	3 10 0	40 15 0	17 12 6	17 12 6	403 9 1	416 13 2	1,821 8 9
Marlborough	39 16 2	6 10 0	98 5 0	67 10 0	..	10 0 0	3 10 0	9 3 5	..	..	49 11 1	..	280 15 8
Nelson	86 17 2	29 6 3	208 15 4	311 17 1	..	..	26 12 3	11 17 3	..	..	126 12 10	..	815 6 2
Grey	23 10 6	6 0 0	9 0 0	18 10 0	..	..	3 5 10	..	..	..	5 12 6	..	79 1 4
Westland	15 13 3	..	..	..	..	..	..	..	..	..	..	..	15 13 3
North Canterbury	445 11 2	95 11 3	769 7 0	646 5 2	65 10 0	4 12 4	..	188 18 6	27 14 1	27 14 1	518 0 1	..	2,761 9 7
South Canterbury	118 19 6	79 14 0	293 15 11	219 6 1	..	3 10 0	0 15 0	26 19 0	13 2 1	13 2 1	143 3 1	385 13 7	1,230 11 3
Otago	521 13 9	124 11 10	452 12 8	355 6 6	..	39 16 0	20 11 11	50 1 4	9 17 6	9 17 6	376 0 7	..	2,069 12 7
Southland	342 8 4	160 16 9	847 10 0	770 10 0	..	153 15 0	10 2 6	8 7 6	2 7 6	2 7 6	264 11 3	..	2,689 9 0
Totals for 1912	4,123 12 0	1,306 3 9	5,223 19 7	4,428 2 8	391 15 0	340 8 2	144 16 9	564 6 1	496 12 8	119 5 1	4,095 3 9	3,046 11 9	24,280 17 3
Totals for 1911	3,954 9 11	1,353 11 6	3,567 3 9	3,167 19 5	253 0 0	278 17 0	119 2 0	531 18 3	501 18 4	136 5 11	3,188 6 8	2,896 2 1	19,948 14 10

TABLE J3.—EXPENDITURE BY EDUCATION BOARDS DURING THE YEAR ENDING 31ST DECEMBER, 1912 (EXCLUSIVE OF EXPENDITURE OUT OF SPECIAL GRANTS FOR BUILDINGS AND EQUIPMENT).

Education District.	Elementary Handwork.	Needlework.	Woodwork and Ironwork.	Cookery and Laundry-work.	Dressmaking.	Elementary Physiology.	Swimming and Life-saving.	Elementary Physical Measurements.	Agriculture and Dairy-work.	Rural Courses at District High Schools.	Total Cost of Administration.	Totals.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Auckland	1,113 9 3	409 0 8	1,806 3 1	1,499 12 4	11 15 0	1 15 5	36 5 1	..	1,127 10 3	..	694 19 2	6,686 19 10
Taranaki	40 0 1	61 1 3	162 9 6	177 5 2	..	..	4 10 0	..	94 18 5	330 4 11	94 4 0	978 3 9
Wanganui	447 15 5	172 11 3	699 2 5	562 18 2	18 1 10	2 18 3	83 5 6	..	717 5 5	351 11 9	300 0 0	3,355 16 0
Wellington	564 4 10	96 0 9	507 6 11	643 7 3	2 4 1	36 19 1	17 1 1	66 19 1	4 0 0	1,301 0 0	310 0 0	4,087 12 9
Hawke's Bay	264 16 9	69 14 6	458 2 6	231 5 6	158 12 0	..	32 5 9	..	411 13 11	534 0 4	200 0 0	2,334 7 6
Marlborough	29 19 2	41 0 0	117 6 4	115 4 2	..	..	9 3 5	..	13 11 7	..	28 5 0	364 9 8
Nelson	230 12 9	25 8 0	371 16 6	356 19 10	..	20 14 0	4 10 0	3 5 4	268 19 0	..	..	1,282 5 5
Grey	17 15 11	9 15 4	15 10 0	27 1 2	..	..	..	0 16 0	0 13 1	..	27 9 0	99 0 6
Westland	7 3 0	..	..	..	..	..	..	..	1 0 2	..	..	11 9 8
North Canterbury	240 1 10	95 11 3	808 11 9	700 3 6	4 12 4	..	188 18 6	11 6 5	575 5 5	26 13 4	113 13 0	2,779 14 2
South Canterbury	65 5 3	79 18 8	232 6 5	254 14 6	..	..	19 3 8	..	99 3 2	333 9 8	174 0 2	1,279 19 8
Otago	412 8 7	122 1 10	609 16 11	632 7 5	72 17 5	4 0 5	52 18 6	17 13 3	680 15 9	885 14 2	246 10 0	3,767 4 3
Southland	483 9 5	152 1 7	660 15 2	592 12 0	15 0 0	..	..	45 18 6	495 18 10	..	107 2 3	2,552 17 9
Totals for 1912	3,917 2 3	1,334 5 1	6,449 7 6	5,813 11 0	283 2 8	66 7 2	448 1 6	175 14 10	4,964 0 7	3,772 14 2	2,296 2 7	29,629 16 2
Totals for 1911	3,236 3 4	1,485 1 10	5,882 1 10	5,314 3 2	236 4 1	88 10 3	459 0 5	227 1 2	4,397 4 0	3,317 7 2	..	24,788 7 5

TABLE J4.—MANUAL INSTRUCTION, 1912.—SECONDARY SCHOOLS.

Secondary Schools.	Subjects of Instruction and Number of Classes in each Subject.									Totals.	Capitation Payments during the Year ending 31st December 1912.
	Drawing in Light and Shade, Perspective Drawing and Design.	Cookery and Laundry.	Dressmaking.	Woodwork and Ironwork.	Experimental and Natural Science.	Swimming and Life-saving.	Elementary Agriculture and Dairy-work.	Elementary Physical Measurements.	Totals.		
Whangarei High School	2	2	2	3	..	..	..	..	9	£ s. d. 87 18 6
Hamilton High School .. ..	..	2	1	2	9	..	1	3	18	68 0 1
Thames High School .. ..	..	..	1	..	2	..	..	2	5	21 5 0
New Plymouth High School	6	1	1	2	12	..	1	..	23	79 1 5	
Wanganui Girls' College .. ..	..	4	5	..	5	8	..	..	22	..
Palmerston North High School	4	1	..	3	9	2	2	6	27	87 0 0	
Wellington Boys' College	1	..	..	..	23	..	..	..	24	94 11 8
Wellington Girls' College	8	3	2	..	15	..	..	..	28	39 7 6
Napier Girls' High School .. ..	..	2	2	..	4	..	..	..	8	33 0 0
Napier Boys' High School .. ..	..	..	..	..	1	..	..	4	5	18 12 6
Gisborne High School .. ..	..	2	1	2	1	..	1	4	11	50 7 6
Dannevirke High School .. ..	..	..	..	..	4	..	..	2	6	56 10 0
Marlborough High School .. ..	..	1	..	1	5	..	2	3	12	53 12 6
Nelson Girls' College	1	4	2	..	6	..	..	..	13	70 12 6
Nelson Boys' College .. ..	..	..	..	2	4	..	2	2	10	77 15 0
Christchurch Girls' High School	5	4	8	..	14	1	..	..	32	112 10 1
Christchurch Boys' High School .. ..	..	..	..	2	3	..	..	5	10	29 12 6
Rangiora High School .. ..	..	1	1	1	4	..	1	2	10	21 0 0
Ashburton High School .. ..	..	4	..	2	..	..	..	..	6	83 10 0
Timaru Girls' High School .. ..	..	1	2	..	4	1	..	..	8	26 7 6
Timaru Boys' High School .. ..	..	..	..	1	6	1	..	..	8	52 2 6
Waitaki Girls' High School .. ..	..	1	..	..	4	..	..	..	5	41 17 6
Waitaki Boys' High School .. ..	..	..	..	1	7	..	2	..	10	61 3 10
Otago Girls' High School .. ..	..	..	..	..	..	2	..	..	2	7 5 0
Otago Boys' High School .. ..	..	..	..	..	12	4	..	..	16	18 10 9
Southland Girls' High School	6	..	..	..	9	..	..	..	15	39 5 0
Southland Boys' High School .. ..	..	..	..	..	..	..	..	..	..	18 0 0
Gore High School .. ..	..	2	..	2	10	..	..	..	14	138 15 0
Totals, 1912	33	35	28	24	173	19	12	33	357	1,487 13 1	
Totals, 1911	26	35	19	24	116	18	13	23	274	1,146 16 4	

TABLE J5.—RECEIPTS (BY WAY OF CAPITATION) OF GOVERNING BODIES OF CERTAIN SECONDARY SCHOOLS, AS CONTROLLING AUTHORITIES OF SECONDARY SCHOOL CLASSES, DURING THE YEAR ENDING 31ST DECEMBER, 1912.

Secondary Schools.	Subjects of Instruction.								Totals.	
	Drawing and Painting.	Science, Ex- perimental and Natural.	Swimming and Life-saving.	Woodwork.	Cookery.	Dressmaking.	Agriculture.			
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.		
Thames High School ..	..	16 5 0	..	..	..	5 0 0	..	21 5 0
Whangarei High School ..	2 13 6	..	..	46 2 6	39 2 6	..	..	87 18 6
Hamilton High School ..	..	..	..	34 16 6	28 4 0	4 10 0	0 9 7	68 0 1
New Plymouth High School ..	2 1 3	6 10 10	..	40 19 4	28 15 0	..	0 15 0	79 1 5		
Palmerston North High School ..	5 11 8	46 0 10	..	17 5 0	14 7 6	..	3 15 0	87 0 0		
Wellington Girls' College ..	16 7 6	23 0 0	..	..	..	..	..	39 7 6
Wellington Boys' College ..	..	94 11 8	..	..	..	..	..	94 11 8
Dannevirke High School ..	..	9 12 6	..	16 10 0	13 2 6	3 7 6	13 17 6	56 10 0	
Napier Girls' High School ..	..	5 15 0	..	..	21 10 0	5 15 0	..	33 0 0
Napier Boys' High School ..	..	18 12 6	..	..	..	..	..	18 12 6
Gisborne High School ..	..	12 5 0	..	..	20 12 6	9 5 0	8 5 0	50 7 6
Marlborough High School ..	..	21 5 0	..	16 10 0	6 17 6	..	9 0 0	53 12 6	
Nelson Girls' College ..	2 7 6	14 12 6	..	..	49 7 6	4 5 0	..	70 12 6
Nelson Boys' College ..	..	32 0 0	..	29 5 0	..	..	16 10 0	77 15 0
Christchurch Girls' High School ..	7 13 9	29 0 10	2 13 9	..	43 10 0	29 11 9	..	112 10 1		
Christchurch Boys' High School ..	..	20 12 6	..	9 0 0	..	..	..	29 12 6
Rangiora High School ..	..	15 10 0	..	..	..	3 0 0	2 10 0	21 0 0
Ashburton High School ..	..	..	..	45 7 6	38 2 6	..	..	83 10 0
Timaru Girls' High School ..	..	6 17 6	2 7 6	..	8 2 6	9 0 0	..	26 7 6	
Timaru Boys' High School ..	..	12 2 6	8 0 0	19 10 0	..	..	12 10 0	52 2 6
Waitaki Girls' High School ..	..	8 2 6	..	..	33 15 0	..	..	41 17 6
Waitaki Boys' High School ..	..	11 5 0	..	43 10 0	..	..	6 8 10	61 3 10
Otago Girls' High School ..	..	..	7 5 0	..	..	..	..	7 5 0
Otago Boys' High School ..	..	..	18 10 0	..	..	..	..	18 10 0
Southland Girls' High School ..	6 10 0	23 7 6	..	..	9 7 6	..	..	39 5 0
Southland Boys' High School ..	..	..	..	18 0 0	..	..	..	18 0 0
Gore High School ..	..	..	..	76 10 0	62 5 0	..	..	138 15 0
Totals for 1912 ..	43 5 2	427 9 2	38 16 3	413 5 10	417 1 6	73 14 3	374 0 11	1,487 13 1		
Totals for 1911 ..	28 10 1	325 19 8	71 8 9	250 13 8	363 10 0	82 8 4	24 5 10	1,146 16 4		

TABLE J6.—EXPENDITURE BY GOVERNING BODIES OF CERTAIN SECONDARY SCHOOLS, DURING THE YEAR ENDING 31ST DECEMBER, 1912 (EXCLUSIVE OF EXPENDITURE OUT OF SPECIAL GRANTS FOR BUILDINGS AND EQUIPMENT).

Secondary Schools.	Subjects of Instruction.								Totals.	
	Drawing and Painting.	Science, Ex- perimental and Natural.	Swimming and Life-saving.	Woodwork.	Cookery.	Dressmaking.	Agriculture.			
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.		
Thames High School	16 17 10	..	..	..	..	..	16 17 10	
Hamilton High School	3 19 5	9 17 9	2 5 2	..	16 2 4		
New Plymouth High School	40 12 9	..	..	..	..	17 0 5	57 13 2	
Wanganui Girls' College	2 0 0	40 19 0	..	70 11 10	..	..	113 10 10	
Palmerston North High School ..	50 0 0	51 7 4	..	36 14 11	28 13 11	..	8 3 11	175 0 1		
Wellington Boys' and Girls' Col- leges ..	122 9 5	87 2 1	..	..	56 1 11	25 16 11	..	291 10 4
Napier Girls' High School	23 13 1	26 19 0	..	50 12 1		
Napier Boys' High School	15 6 2	..	..	..	..	..	15 6 2	
Gisborne High School	50 8 5	..	..	..	..	..	50 8 5	
Marlborough High School	27 0 11	..	..	..	..	26 15 0	53 15 11	
Nelson Girls' College	50 0 0	..	..	50 0 0		
Nelson Boys' College	20 0 0	..	..	70 0 0	90 0 0		
Christchurch Girls' High School	1 13 6	..	..	41 11 1	..	..	43 4 7	
Christchurch Boys' High School	19 8 6	..	6 1 8	..	..	..	25 10 2	
Rangiora High School	13 10 0	12 14 6	26 4 6		
Ashburton High School	45 7 6	38 2 6	..	..	83 10 0		
Timaru Girls' High School	17 10 0	3 2 6	..	20 12 6		
Timaru Boys' High School	9 4 6	9 10 0	21 14 2	..	..	12 10 0	52 18 8	
Waitaki Girls' High School	33 15 0	..	..	33 15 0		
Waitaki Boys' High School	43 10 0	..	..	13 6 2	56 16 2		
Otago Boys' and Girls' High Schools	57 1 4	..	..	..	..	57 1 4		
Southland Boys' High School..	18 0 0	..	..	..	18 0 0		
Southland Girls' High School..	9 7 6	..	..	9 7 6		
Gore High School	76 10 0	62 5 0	..	..	138 15 0		
Totals for 1912 ..	172 9 5	321 2 0	107 10 4	271 17 8	441 9 7	71 13 7	160 10 0	1,546 12 7		
Totals for 1911 ..	110 18 0	106 5 2	89 10 9	221 19 6	316 9 9	73 4 3	168 11 7	1,086 19 0		

Special classes conducted by the Wanganni Education Board at—	79	674	758	7	13	2	4	6	3	1	10	10	10	12	68	1,288	9	9	228	17	6	1,457	7	3	
Wanganni Technical College ..	18	144	162	5	2	2	..	6	3	1	5	7	7	1	29	90	2	11	46	12	6	136	15	5	
Hawera Technical School ..	15	194	209	4	4	..	..	3	1	3	3	3	3	1	21	227	2	10	52	1	9	279	4	7
Eidham	26	26	1	..	..	..	1	..	..	1	..	..	2	5	41	4	8	0	5	9	41	10	5	
Marlon	92	92	1	..	..	..	2	..	..	1	..	..	..	8	48	3	2	5	18	0	54	1	2	
Patea	12	12	1	2	21	8	3	..	0	17	0	21	8	3
Tsahape	15	25	1	..	..	..	1	..	..	2	..	..	1	7	41	8	7	..	..	..	42	5	7	
Bull's	6	6	2	..	..	..	..	..	..	1	..	..	..	13	16	13	9	27	10	6	194	4	2	
Apti	54	70	..	2	..	..	1	..	..	3	3	..	3	9	47	18	1	10	13	6	58	11	7	
Pohangina ..	4	9	13	..	..	..	..	..	..	..	..	2	..	..	5	5	1	6	..	..	..	5	1	6
Alton	1	34	2	3	15	16	0	49	18	3	
Ashhurst	8	8	..	..	..	..	..	..	..	1	..	..	..	3	5	3	0	..	..	..	5	3	0	
Awahuri	1	28	6	7	..	..	..	37	11	7	
Bunythorpe ..	4	..	19	1	..	..	..	..	..	..	..	2	..	..	3	..	..	..	..	..	..	..	..	..
Castlecliff	3	..	..	..	..	..	..	..	..	..
Cheltenham	21	21	..	..	..	..	..	..	..	..	2	..	..	3	13	14	6	..	..	..	..	..	..
Gonville	8	8	..	..	..	..	..	..	..	1	..	..	..	1	..	..	..	..	..	..	..	..	..
Kakaramea	3	14	0	..	..	..	..	..	..
Kaponga	4	10	0	..	..	..	..	..	..
Kapuni	17	17	..	..	..	..	..	..	..	..	..	..	..	..	24	17	6	..	..	..	..	..	..
Kimbolton	8	8	..	..	..	..	..	..	..	2	..	..	..	2	5	3	9	..	..	..	..	..	..
Makino	23	23	2	..	..	..	..	..	..	1	..	..	..	6	7	6	3	..	..	..	..	..	..
Mangaweka	21	21	1	..	..	..	..	..	1	..	..	..	..	3	13	8	6	..	..	..	..	..	..
Mangatoki	4	5	0	..	..	..	..	..	..
Mangawhero Road	12	12	..	..	..	..	..	..	..	1	..	..	..	1	14	7	0	..	..	..	..	..	..
Mania	15	15	..	..	..	..	..	..	..	..	..	..	..	2	6	6	0	..	..	..	..	..	..
Manutahi	7	7	1	..	..	..	..	..	..	1	1	..	..	1	3	8	0	..	..	..	..	..	..
Matapu	16	16	..	..	..	..	..	..	..	2	..	..	..	2	11	1	0	..	..	..	..	..	..
Ohakea	4	3	0	..	..	..	..	..	..
Okaiawa	10	10	..	..	..	..	..	..	1	..	..	..	..	..	15	10	3	..	..	..	..	..	..
Rongotea	22	22	..	..	..	..	..	..	1	..	..	..	..	1	5	0	6	..	..	..	..	..	..
Sanson	5	0	0	..	..	..	..	..	..
Tarora	9	9	0	..	..	..	..	..	..
Turakina	4	4	1	..	..	..	..	..	..	..	..	..	..	..	19	7	9	..	..	..	..	..	..
Waverley	
Special classes conducted by the Palmerston North High School Board at—	122	400	522	7	..	..	3	3	3	6	10	8	8	12	52	506	11	5	164	11	3	671	2	8
Palmerston North Technical School	
Special classes conducted by the Wellington Education Board at—	
Greytown	49	49	1	..	..	..	..	..	..	..	..	..	..	..	15	2	6	..	..	..	..	..	..
Masterton	20	20	..	..	..	..	..	..	..	1	..	..	..	1	25	0	7	..	..	..	..	..	..
Ohaki	2	9	6	..	..	..	..	..	..
Pahiatu	2	5	0	..	..	..	..	..	..
Wellington	102	102	2	..	..	..	1	..	..	1	..	..	..	5	46	9	6	..	..	..	..	..	..
Associated classes conducted by the Wellington Technical Classes Association at—	395	760	1,155	14	7	6	11	11	12	2	5	11	11	26	105	2,578	16	8	779	4	0	3,358	0	8	
Wellington Technical School	
Associated classes conducted by the Petone Technical Classes Association at—	70	113	183	1	..	2	..	3	3	1	2	3	3	3	18	200	3	8	98	10	9	298	14	5	
Petone Technical School	

TABLE J7.—TECHNICAL INSTRUCTION, 1912.—CLASSES OTHER THAN CLASSES AT DAY TECHNICAL SCHOOLS—continued.

School or Classes.	Number of Students.			Subjects of Instruction, and Number of Classes.											Capitation.		
	Free Pupils.	Other Pupils.	Total.	Pure Art.	Applied Art.	Drawing with Instruments: Trade Drawing.	Civil, Mechanical, and Electrical Engineering.	Wood, Iron, and Lead Working.	Experimental and Natural Science and Practical Mathematics.	Agriculture, Horticulture, Wool-sorting, &c.	Domestic Instruction.	Commercial Subjects.	Subjects of General Education (Continuation Classes).	Totals.	On Attendances.	For Free Places.	Total.
Associated classes conducted by the Masterton Technical Classes Association at—																	
Masterton Technical School	41	133	174	4	1	1	..	..	..	4	4	2	17	48 18 0	..	..	48 18 0
College Classes conducted by the Victoria College Council at—																	
Victoria College .. .. .	..	78	78	..	..	..	..	..	..	..	5	..	5	..	..	..	..
Special classes conducted by the Hawke's Bay Education Board at—																	
Dannevirke .. .. .	..	24	24	1	..	..	1	..	..	..	..	..	2	26 13 6	..	..	26 13 6
Gisborne .. .. .	..	60	60	1	..	..	1	..	..	2	..	..	5	30 11 9	..	..	30 11 9
Hastings .. .. .	..	142	142	1	..	..	..	3	..	2	..	..	8	43 14 6	..	..	43 14 6
Napier .. .. .	..	20	20	1	..	..	..	..	..	..	..	..	2	41 6 0	..	..	41 6 0
Woodville .. .. .	..	35	35	..	..	..	..	..	..	1	2	..	3	1 12 0	..	..	1 12 0
Associated classes conducted by the Napier Technical Classes Association at—																	
Napier Technical College	112	122	234	2	..	1	3	3	..	1	7	4	25	269 13 7	103 12 10	..	373 6 5
Associated classes conducted by the Waipawa Technical Classes Association at—																	
Waipawa Technical School .. .. .	..	13	13	..	..	..	..	1	..	..	..	4	5	..	..	..	..
Special classes conducted by the Dannevirke High School Board at—																	
Dannevirke Technical School .. .. .	..	56	56	..	..	..	..	1	..	..	2	..	4	84 14 6	..	..	84 14 6
Special classes conducted by the Gisborne High School Board at—																	
Gisborne Technical School .. .. .	..	63	63	..	..	..	..	2	..	1	3	..	7	19 11 0	..	..	19 11 0
Hangaroa .. .. .	..	14	14	..	..	..	..	..	..	..	..	..	1	3 13 6	..	..	3 13 6
Ngatapa .. .. .	..	29	29	..	..	..	..	..	..	..	..	..	1	5 17 0	..	..	5 17 0
Otoko .. .. .	..	11	11	..	..	..	..	..	..	..	..	..	1	..	..	..	..
Patutahi .. .. .	..	12	12	..	..	..	..	..	..	..	..	..	1	..	..	..	..
Ruakituri .. .. .	..	11	11	..	..	..	..	..	..	..	..	..	1	3 16 3	..	..	3 16 3
Tahunga .. .. .	..	13	13	..	..	..	..	..	..	..	..	..	1	4 4 6	..	..	4 4 6
Tiniroro .. .. .	..	22	22	..	..	..	..	..	..	..	..	..	1	4 14 6	..	..	4 14 6
Tolaga Bay .. .. .	..	13	13	..	..	..	..	..	..	..	..	..	1	..	..	..	..
Waimata .. .. .	..	17	17	..	..	..	..	..	..	..	..	..	1	..	..	..	..
Waingate .. .. .	..	10	10	..	..	..	..	..	..	..	..	..	1	..	..	..	..
Whangara .. .. .	..	5	5	..	..	..	..	..	..	..	..	..	1	..	..	..	..
Whatatutu .. .. .	..	13	13	..	..	..	..	..	..	..	..	..	1	..	..	..	..
Wigan .. .. .	..	13	13	..	..	..	..	..	..	..	..	..	1	..	..	..	..

Special classes conducted by the Marlborough Education Board at—	73	73	..	..	1	..	..	1	2	4	1	4	15	35 18 5	..	..	..	35 18 5
Blenheim	6	6	..	..	..	..	..	..	..	1	..	3	4	..	..	..	..	..
Canvastown	5	5	..	..	..	..	..	..	..	..	..	..	1	..	..	..	..	..
Picton
Special classes conducted by the Nelson Education Board at—
Nelson Technical School	118	313	3	1	..	2	5	..	..	..	4	6	33	581 1 10	122 10 0	703 11 10	..	..
Reefton Technical School	22	22	..	..	..	..	..	..	..	..	..	..	1	..	..	..	..	..
Westport Technical School	31	44	2	..	1	1	4	..	..	..	4	..	12	74 8 9	25 0 0	..	99 8 9	
Brightwater	7 2 6	..	..	..	7 2 6
Cable Bay	6 2 6	..	..	..	6 2 6
Motuoka	6 8 3	..	..	..	6 8 3
Stoke	72	..	..	..	2	..	..	..	..	..	..	..	24 2 8	..	..	..	24 2 8
Wakefield	11	..	..	..	..	1	..	..	..	..	..	1	..	..	..	..	..
Special classes conducted by the Grey Education Board at—
Grey mouth	63	1	..	1	..	..	..	..	..	1	..	3	21 2 6	..	..	..	21 2 6
Blackball	3 19 0	..	..	..	3 19 0
Totara Flat	1	..	..	..	..	..	..	..	..
Special classes conducted by the Westland Education Board at—
Hokitika	40	..	..	..	..	..	..	1	..	..	1	2	..	..	..	..	..
College classes conducted by the Canterbury College Board of Governors at—
The School of Art	40	263	56	3	..	..	..	..	..	..	..	2	61	1,190 17 7	151 9 9	1,342 7 4	..	..
The School of Engineering	100	..	..	17	35	..	..	..	..	..	..	53	384 5 11	..	..	..	384 5 11
Canterbury College	55	..	..	..	..	..	..	..	..	16	..	16	30 17 9	..	..	..	30 17 9
Associated classes conducted by the Christchurch Technical Classes Association at—
Christchurch Technical College	591	988	..	2	5	3	21	4	6	23	16	17	97	1,050 0 0	466 10 8	1,516 10 8	..	..
Associated classes conducted by the Ashburton Technical Classes Association at—
Ashburton Technical School	40	285	2	1	..	..	4	..	2	13	6	2	30	87 15 8	34 0 0	121 15 8	..	..
Methven	25	..	..	..	..	..	..	2	..	..	..	2	..	..	..	..	..
Associated classes conducted by the Akaroa Technical Classes Association at—
Akaroa Technical School	49	..	..	..	..	1	..	..	..	..	..	3	22 16 0	..	..	..	22 16 0
Little River	2 14 0	..	..	..	2 14 0
Associated classes conducted by the Kaiapoi Technical Classes Association at—
Kaiapoi	110	1	1	..	..	1	..	..	..	..	..	7	81 0 6	..	..	..	81 0 6
Special classes conducted by the North Canterbury Education Board at—
Amberley	32	..	..	..	..	..	..	1	1	..	..	2	17 19 6	..	..	..	17 19 6
Ashburton	20	..	..	..	..	..	..	2	2	..	..	2	9 8 0	..	..	..	9 8 0
Cheviot	26	..	..	..	..	..	..	..	4	..	..	4	..	..	..	..	..
Christchurch	101	..	..	..	..	..	..	..	4	..	1	6	33 13 3	..	..	..	33 13 3
Kaikoura	10	..	..	..	..	1	..	..	..	..	..	1	..	..	..	..	..
Leeston and Doyleston	48	..	..	..	..	..	..	..	..	..	..	2	10 18 3	..	..	..	10 18 3
Southbridge	2 18 6	..	..	..	2 18 6
Special classes conducted by the Rangiora High School Board at—
Rangiora Technical School	147	1	..	..	..	1	..	1	5	1	1	10	98 0 0	10 6 3	108 6 3	..	..
East Oxford	16	..	..	..	..	..	..	..	..	2	..	2	16 5 3	..	..	..	16 5 3
Cust	19	..	..	..	..	..	..	..	..	..	..	1	8 6 9	..	..	..	8 6 9

Special classes conducted by the Otago Education Board at—

Board of Art	16	479	495	24	5	12														354	1	0
Dunedin School of Art	..	32	32	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	4	10	0
Alexandra	..	23	23	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	26	16	3
Balclutha	..	10	10	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	13	7	6
Clinton	..	11	11	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	4	15	6
Clydevale	..	117	117	..	..	..	7	..	..	..	..	..	..	..	..	..	..	..	..	63	15	10
Dunedin	..	8	8	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	3	9	3
Heriot	..	8	8	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	3	7	6
Hyde	..	13	13	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	8	13	9
Kaitangata	..	11	11	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	4	2	9
Lander	..	42	42	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	18	19	10
Lawrence	..	12	12	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	4	13	3
Middlemarch	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	24	8	3
Milton	..	..	..	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	10	13	9
Oamaru	..	29	29	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	4	13	0
Otorekua	..	10	10	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	14	0	0
Otroram	..	19	19	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	17	2	3
Owaka	..	31	31	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	14	0	0
Palmerston South	..	17	17	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	3	0	0
Ranfurly	..	5	5	..	..	..	1	..	..	..	..	..	..	..	..	..	..	..	..	5	14	0
Roxburgh	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	16	16	3
Sterling	..	57	57	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	16	16	3
Tapanui	..	12	12	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	4	14	3
Waipia	..	8	8	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	13	12	3
Waivera	..	29	29	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	13	10	0
Waipapa	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Special classes conducted by the Southland Education Board at—																						
Invercargill Technical School	..	250	290	15	2	2	3	5	5	5	8	3	5	5	8	8				199	6	7
Dipton	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	5	0	0
Gore	..	27	27	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	10	11	0
Greenhills	..	26	26	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	49	5	0
Lumsden	..	15	15	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Mandeville	..	11	11	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Mataura	..	16	16	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Mosburn	..	16	16	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Nightcaps	..	2	2	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	5	10	0
Otautau	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	5	0	0
Queensdown	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	3	0	0
Riversdale	..	12	12	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	17	7	0
Riverton	..	9	9	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Thornbury	..	10	10	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Waimahaka	..	17	17	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Wendonside	..	18	18	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Winton	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	5	0	0
Wyndham	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	5	19	0
Special classes conducted by the Gore High School Board at—																						
Gore Technical School	..	70	83	..	1	2	1	1	..	3	2	4	1	3	2	4	14	14	14	14	17	9
Totals for 1912	..	2,477	11,050	214	55	76	108	101	119	290	220	224	145	145	220	224	1,552	1,552	1,552	15,552	6	4
Totals for 1911	..	2,308	11,324	221	68	89	97	86	111	275	229	168	133	133	229	168	1,467	1,467	1,467	15,918	10	7
	..	2,477	11,527	221	68	89	97	86	111	275	229	168	133	133	229	168	1,467	1,467	1,467	15,918	15	10
	..	2,308	11,324	221	68	89	97	86	111	275	229	168	133	133	229	168	1,467	1,467	1,467	15,918	21	10
	..	2,477	11,527	221	68	89	97	86	111	275	229	168	133	133	229	168	1,467	1,467	1,467	15,918	21	10

TABLE J8.—TECHNICAL INSTRUCTION.—CLASSES OTHER THAN CLASSES AT DAY TECHNICAL SCHOOLS.—CAPITATION PAYMENTS ON ACCOUNT OF CLASSES FOR CERTAIN SUBJECTS HELD DURING THE YEAR ENDING 31ST DECEMBER, 1912.

Controlling Authorities.	Commercial Subjects.	Mathematics and Science.	Applied Mathematics and Applied Science.	Handicrafts and Domestic Science.	Art and Art-crafts.	Continuation Classes.	Totals.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Auckland Education Board	669 6 7	125 17 1	988 2 1	295 17 4	221 2 2	201 1 3	2,501 6 6
Hamilton High School Board .. .. .	.. .. .	.. .. .	.. .. .	10 17 0	.. .. .	.. .. .	10 17 0
Auckland University College Council .. .. .	.. .. .	.. .. .	49 0 4	.. .. .	.. .. .	.. .. .	49 0 4
Managers of the "Elam" School of Art .. .. .	.. .. .	.. .. .	.. .. .	.. .. .	660 12 8	.. .. .	660 12 8
Taranaki Education Board	94 6 1	42 14 0	30 11 2	124 4 6	47 8 8	14 0 1	353 4 6
Wanganui Education Board	245 0 2	18 2 3	259 13 9	269 16 1	463 9 5	68 12 8	1,324 14 4
Board of Governors, Palmerston North High School	132 16 9	10 1 9	124 19 9	89 7 1	138 12 6	30 18 6	526 16 4
Wellington Education Board	880 15 2	394 0 10	914 17 6	177 19 5	599 10 4	56 6 8	3,023 9 11
Victoria College Council	40 10 3	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	40 10 3
Managers of the Masterton Technical School	48 17 3	.. .. .	8 9 0	17 16 6	9 2 6	16 8 0	100 13 3
Hawke's Bay Education Board	111 14 8	31 6 6	94 17 3	174 10 3	40 15 0	15 11 11	468 15 7
Board of Governors, Dannevirke High School	3 16 9	1 3 6	7 3 0	.. .. .	.. .. .	.. .. .	12 3 3
Board of Governors, Gisborne High School	7 9 6	.. .. .	70 5 0	2 8 0	.. .. .	.. .. .	80 2 6
Marlborough Education Board .. .. .	.. .. .	3 19 6	28 7 0	17 17 3	4 10 6	24 8 6	79 2 9
Nelson Education Board	149 14 8	21 0 5	153 10 8	354 4 10	163 10 11	16 15 6	858 17 0
Grey Education Board .. .. .	.. .. .	.. .. .	5 10 6	6 6 0	8 16 6	.. .. .	20 13 0
Westland Education Board .. .. .	.. .. .	8 5 0	.. .. .	.. .. .	7 10 6	.. .. .	15 15 6
Board of Governors, Canterbury College	30 17 9	.. .. .	384 5 11	.. .. .	1,311 1 3	6 1 6	1,732 6 5
North Canterbury Education Board	265 6 5	40 11 10	558 7 4	474 13 0	25 9 9	129 0 3	1,493 8 7
Rangiora High School Board .. .. .	.. .. .	.. .. .	6 4 3	82 16 9	0 5 6	2 0 3	91 6 9
South Canterbury Education Board	114 7 4	17 1 0	81 6 9	216 9 6	54 19 0	39 19 10	524 3 5
Otago Education Board	341 9 8	91 5 3	612 16 5	303 17 1	385 18 6	127 8 1	1,862 15 0
Otago University Council .. .. .	.. .. .	.. .. .	.. .. .	82 16 0	.. .. .	.. .. .	82 16 0
Southland Education Board .. .. .	.. .. .	34 6 3	93 18 0	52 0 3	84 13 11	42 18 11	307 17 4
Board of Governors, Gore High School .. .. .	.. .. .	5 1 6	12 5 6	10 10 6	3 3 0	11 15 9	42 16 3
Totals for 1912	3,136 9 0	844 16 8	4,484 11 2	2,764 7 4	4,250 12 7	803 7 8	16,264 4 5
Totals for 1911	3,129 12 1	798 10 11	4,408 8 1	2,748 3 10	4,679 2 4	824 6 0	16,588 3 3

TABLE J9.—MANUAL AND TECHNICAL INSTRUCTION.—GRANTS IN AID OF BUILDINGS, EQUIPMENT, RENT AND MATERIAL, AND SUBSIDIES ON VOLUNTARY CONTRIBUTIONS PAID TO CONTROLLING AUTHORITIES OF CLASSES FOR MANUAL INSTRUCTION (SCHOOL CLASSES) AND FOR TECHNICAL INSTRUCTION (SPECIAL, ASSOCIATED, OR COLLEGE CLASSES) DURING THE YEAR ENDING 31ST DECEMBER, 1912.

Controlling Authority.	Status of Classes.	Buildings.	Equipment.	Rent.	Material.	Subsidies on Voluntary Contributions.	Totals.
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Auckland Education Board	School..	2,496 15 0	913 7 6	13 15 0	445 5 6	371 0 8	4,362 13 8
"	Special..		142 10 0		23 12 11	122 10 0	166 2 11
Auckland University College Council	College..		25 5 0		34 10 7	200 0 0	279 15 7
Managers of the "Elam" School of Art	Associated	34 0 0	413 6 0	20 0 0			447 6 0
Hamilton High School Board	School..		79 4 3			42 5 6	121 9 9
Taranaki Education Board	"		247 15 10		14 10 0	62 4 1	330 10 11
Wanganui Education Board	Special..		300 16 7	6 1 0		33 17 1	334 13 8
"	School..	721 5 0	922 0 1	4 19 0	72 3 8	748 16 9	2,469 4 6
Palmerston North High School Board	Special..		101 14 11			400 14 10	502 9 9
Wellington Education Board	"		140 13 6			58 12 11	199 6 5
"	School..	12 10 0	37 11 11		48 2 5		85 14 4
"	Special..		572 15 7	267 0 0	534 15 4		1,807 3 11
Victoria College Council	College..		25 13 6			420 3 0	150 0 0
Masterton Technical Classes Association	Associated		388 7 10			59 6 8	85 0 2
Hawke's Bay Education Board	School..	409 0 0	33 7 0	13 10 0			844 4 10
"	Special..		26 11 0		84 11 6	198 2 6	309 5 0
Napier High School Board	Associated	57 10 0	20 8 6		26 13 4	58 10 8	77 18 6
Gisborne High School Board	School..		4 12 7		9 7 2	38 3 0	89 16 7
Dannevirke High School Board	Special..				5 13 7		47 10 2
Marlborough Education Board	"						5 13 7
Marlborough High School Board	School..	46 6 8					46 6 8
Nelson Education Board	"	165 0 0	386 1 0		28 1 0		579 2 0
"	Special..	575 7 9					575 7 9
Nelson College Board	School..		60 0 0				60 0 0
Grey Education Board	Special..		15 8 6				15 8 6
Canterbury College Board	School..		37 4 4		53 17 2	100 0 0	191 1 6
"	College..	649 0 0	513 12 1			10 0 0	1,172 12 1
North Canterbury Education Board	School..	18 12 0	4 19 0	2 0 0		5 5 0	30 16 0
"	Special..	4,211 0 0	1,402 8 10	50 5 0	384 14 9	1,044 8 0	7,092 16 7
South Canterbury Education Board	Associated	352 8 6	156 9 0				767 17 4
Otago University Council	College..		882 6 9		72 9 10	186 10 0	525 0 0
Otago Education Board	School..	3,264 8 0	117 18 1	28 2 6		525 0 0	4,360 5 3
"	Special..		295 18 0		49 6 10	63 8 6	230 13 5
Waitaki High School Board	Associated		379 0 11		116 5 5	1,171 10 9	1,287 16 2
Southland Education Board	School..	125 0 0	11 5 6			10 7 6	295 18 0
"	Special..		289 12 9		30 18 11	5 8 6	514 8 5
Gore High School Board	School..	100 0 0					47 12 11
"	Special..						289 12 9
Totals, 1912		13,238 2 11	8,948 6 4	405 12 6	2,034 19 11	6,271 13 11	30,898 15 7
Totals, 1911		10,197 4 4	7,482 7 8	673 1 4	1,938 10 1	5,566 19 7	25,858 3 0

TABLE J10A.—TECHNICAL INSTRUCTION.—RECEIPTS AND EXPENDITURE OF MANAGERS OF ASSOCIATED CLASSES DURING THE YEAR ENDING 31ST DECEMBER, 1912.

School.	Receipts.										Expenditure.																									
	Capitation.		Subsidies and Voluntary Contributions.		Rent and Material.		Fees.		Other Receipts.		Total Receipts.		Administra-tion, &c.		Salaries of Instructors.		Buildings and Equipment.		Rent and Material.		Other Expenses.		Total Expenditure.													
	£	s. d.	£	s. d.	£	s. d.	£	s. d.	£	s. d.	£	s. d.	£	s. d.	£	s. d.	£	s. d.	£	s. d.	£	s. d.	£	s. d.	£	s. d.										
Elam School of Art, Auckland	323	1	8	200	0	0	54	10	6	57	13	9	209	18	6	870	9	4	147	15	1	789	0	0	67	4	10	162	14	11	66	19	6	1,233	14	4
Wellington Technical School	5,662	14	5	705	6	1	920	11	4	1,094	18	9	538	6	4	9,233	6	0	1,118	18	0	6,185	0	0	705	14	2	990	18	5	215	13	5	9,216	4	0
Petone Technical School	298	14	5	193	17	6	27	18	0	111	11	2	35	18	7	733	9	1	87	2	1	463	6	8	59	5	11	50	8	0	78	8	8	738	11	4
Masterton Technical School	48	18	0	220	3	2	..	..	..	71	15	9	20	10	6	387	0	11	108	7	0	379	10	0	70	15	9	0	15	3	37	2	5	596	10	5
Napier Technical School	1,303	0	2	327	11	0	84	11	6	221	4	9	330	8	0	2,293	6	5	130	1	1	1,615	5	0	175	9	9	258	6	2	18	2	11	2,197	4	11
Waipawa Technical School	..	..	..	2	10	0	..	..	..	9	0	0	..	..	..	11	10	0	13	11	10	42	10	0	..	..	..	..	..	..	10	10	6	66	12	4
Christchurch Technical School	5,014	0	11	703	11	6	359	11	3	930	11	6	980	0	2	12,162	14	1	1,366	0	7	4,972	15	7	4,859	6	8	705	1	0	462	7	2	212,364	11	0
Akaroa Technical School	25	10	0	52	12	0	..	..	..	20	0	0	18	3	5	116	5	5	11	9	3	53	3	0	..	..	..	17	0	8	15	8	6	97	1	5
Ashburton Technical School	121	15	8	334	12	10	65	8	6	274	12	10	680	17	4	3,839	1	8	177	13	4	623	18	10	3,045	2	7	189	16	0	160	9	10	4,197	0	7
Kaipoi Technical School	66	16	9	72	6	0	10	7	5	66	11	3	76	9	3	302	10	8	23	12	8	177	0	0	13	3	8	24	8	4	34	4	3	272	8	11
Timaru Technical School	452	5	11	97	4	6	24	1	8	286	13	9	22	16	3	951	15	10	95	12	7	776	6	0	77	10	3	70	7	3	15	19	6	1,035	15	7
Pleasant Point Technical School	13	19	3	19	7	0	..	..	..	29	7	6	2	19	0	65	12	9	20	4	5	45	6	0	..	..	..	..	..	..	7	15	0	73	5	5
Waimate Technical School	62	14	4	161	14	0	8	8	8	104	2	6	20	2	11	395	0	9	32	5	1	213	12	0	44	0	6	32	14	6	322	12	1			
Fairlie Technical School	50	0	6	43	1	6	3	7	2	25	18	6	5	4	8	127	12	4	33	13	3	79	17	6	1	5	0	6	15	10	22	3	2	143	14	9
Temuka Technical School	109	0	0	75	9	6	..	..	..	105	0	0	13	15	6	565	18	0	84	11	0	183	14	0	200	11	0	9	17	1	43	11	3	522	4	4
Dunedin Technical School	3,612	3	0	2,378	19	5	113	12	1	603	11	11	917	12	6	7,625	18	11	675	1	8	3,225	5	2	496	10	11	362	13	2	595	0	0	5,354	10	11
Balclutha Technical School	..	..	..	84	17	0	..	..	..	31	17	6	0	1	0	116	15	6	0	8	6	23	17	0	..	..	..	..	..	..	3	10	0	27	15	6
Tokomairiro Technical School	..	..	..	139	17	11	..	..	..	76	10	0	2	3	2	218	11	1	38	19	11	56	0	0	..	..	..	2	13	3	34	4	6	131	17	8
Oamaru Technical School	66	17	1	131	3	0	2	13	4	88	5	0	..	..	..	288	18	5	112	3	5	143	13	0	..	..	..	5	7	0	18	5	5	279	8	10
Totals	17,131	11	3	6,934	3	11	61,674	14	0	4,209	6	5	53,875	7	1	140,335	17	2	4,276	10	9	20,048	19	9	9,816	1	0	2,889	16	10	1,839	16	0	38,871	4	4

TABLE J10B—TECHNICAL INSTRUCTION.—RECEIPTS OF AND EXPENDITURE OF CONTROLLING AUTHORITIES OF SPECIAL CLASSES DURING THE YEAR ENDING 31ST DECEMBER, 1912.

Controlling Authority.	Receipts.										Expenditure.																															
	Capitation.		Subsidies and Voluntary Contributions.		Buildings and Equipment.		Rent and Material.		Fees.		Other Receipts.		Total Receipts.		Administra-tion, &c.		Salaries of Instructors.		Buildings and Equipment.		Rent and Material.		Other Expenses.		Total Expenditure.																	
	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.												
Auckland Education Board	6,913	2	6	1	8	3	596	10	8	444	3	7	1,093	18	0	1,308	14	9	10,357	17	9	2,081	3	10	5,494	16	4	42,649	12	1	1,020	6	0	914	15	2	212,160	13	5			
Hamilton High School Board	189	6	7	115	17	7	247	15	10	21	3	0	301	0	3	119	0	0	994	3	3	16	2	4	562	5	11	162	3	1	51	4	1	97	9	6	986	10	8			
Taranaki Education Board	3,130	8	6	1,860	3	3	1,650	14	1	77	2	8	1,027	5	2	619	3	1	8,364	16	9	945	8	4	4,966	4	5	2,613	12	0	250	2	10	527	9	0	9,302	16	7			
Wanganui Education Board	671	2	8	802	1	8	1,014	14	11	...	...	...	393	13	4	139	13	6	2,108	6	1	492	0	0	883	9	0	513	13	5	127	8	5	20	9	6	2,037	0	4
Palmerston North High School Board	3	16	6	...	...	...	...	...	...	...	...	...	3	16	6	3	16	6	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Wellington Education Board	41	16	9	78	10	8	4	12	7	26	13	4	219	3	6	98	8	11	469	5	9	90	9	6	262	13	6	0	8	0	52	2	5	67	5	5	472	18	10			
Gisborne High School Board	34	14	6	57	15	0	9	7	2	28	8	6	8	6	8	138	11	10	17	4	2	72	4	0	9	1	4	32	9	1	1,254	5	2
Dannevirke High School Board	143	17	9	32	10	0	442	7	0	...	...	...	68	10	0	235	0	0	922	4	9	72	14	6	316	8	0	790	16	11	41	16	8	147	4	7	2,830	11	9
Hawke's Bay Education Board	962	13	9	62	0	0	203	6	0	30	16	0	152	19	11	339	6	5	1,751	2	1	236	12	1	1,600	10	2	685	3	6	161	1	5	9	0	0	249	13	9			
Nelson Education Board	35	18	5	...	...	...	...	...	...	5	13	7	...	...	...	180	0	0	221	12	0	22	3	2	167	7	8	15	17	11	35	5	0	14	16	0	153	19	10
Marlborough Education Board	25	1	6	8	0	0	...	...	...	...	...	...	13	2	6	166	1	6	212	5	6	45	10	11	75	17	9	3	10	9	12	4	5	52	9	6	109	15	11
Grey Education Board	28	17	9	10	10	0	18	12	0	...	...	...	136	5	0	22	2	11	216	7	8	9	8	0	35	14	0	18	12	0	16	18	1	229	2	9			
Westland Education Board	30	14	0	...	...	...	...	...	...	...	...	...	140	0	5	254	2	1	424	16	6	18	2	11	170	11	0	3	10	0	31	9	3	30	11	10	424	16	6
North Canterbury Education Board	23	13	9	...	...	...	4	4	0	...	...	...	7	5	0	150	0	0	185	2	9	8	9	10	72	5	0	4	4	0	8	9	2	93	8	0			
Rangiora High School Board	590	17	2	127	16	10	121	11	7	49	6	10	631	0	9	612	0	3	2,132	13	5	153	15	7	1,549	16	11	111	1	9	94	18	10	206	4	7	2,115	17	8			
South Canterbury Education Board	1,472	4	7	35	14	6	11	5	6	30	18	11	344	19	3	453	9	2	2,348	11	11	288	6	1	1,811	6	9	622	7	7	161	6	0	368	8	7	4,251	15	0			
Otago Education Board	15	0	3	...	...	...	100	0	0	...	...	...	56	15	0	...	...	...	171	15	3	12	14	0	179	0	6	100	0	0	3	3	6	...	...	...	294	18	0
Southland Education Board	14,313	6	11	3,192	7	93	502	14	2	695	5	14	646	11	74	730	3	331	1,080	8	9	4,634	14	5	18,568	15	3	3,294	13	0	2,071	17	12	1,514	0	0	37,083	19	9			
Gore High School Board	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Totals	14,313	6	11	3,192	7	93	502	14	2	695	5	14	646	11	74	730	3	331	1,080	8	9	4,634	14	5	18,568	15	3	3,294	13	0	2,071	17	12	1,514	0	0	37,083	19	9			

TABLE J11.—NUMBER OF STUDENTS IN ATTENDANCE AT TECHNICAL CLASSES OTHER THAN CLASSES AT DAY TECHNICAL SCHOOLS DURING THE YEAR ENDING 31ST DECEMBER, 1912.

Education District	Special Classes.		Associated Classes.		College Classes.		Totals.		Grand Totals.
	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	
Auckland	767	533	113	141	35	..	915	674	1,589
Taranaki	138	322	..	..	..	..	138	322	460
Wanganui	939	1,166	..	..	..	..	939	1,166	2,105
Wellington	53	118	1,000	512	77	1	1,130	631	1,761
Hawke's Bay	428	155	160	87	..	..	588	242	830
Marlborough	24	60	..	..	..	..	24	60	84
Nelson	275	218	..	..	..	..	275	218	493
Grey	20	48	..	..	..	..	20	48	68
Westland	3	37	..	..	..	..	3	37	40
North Canterbury	152	267	750	747	276	182	1,178	1,196	2,374
South Canterbury	22	61	246	521	..	..	268	582	850
Otago	528	471	766	525	..	31	1,294	1,027	2,321
Southland	344	208	..	..	..	..	344	208	552
Totals, 1912	3,693	3,664	3,035	2,533	388	214	7,116	6,411	13,527
Totals, 1911	3,544	3,802	3,072	2,565	356	293	6,972	6,660	13,632

TABLE J12.—OCCUPATIONS OF STUDENTS IN ATTENDANCE AT TECHNICAL CLASSES OTHER THAN CLASSES AT DAY TECHNICAL SCHOOLS DURING THE YEAR ENDING 31ST DECEMBER, 1912.

Domestic pursuits	2,915	Woodworkers	515
Professional pursuits	2,219	Painters, plasterers, &c.	140
Clerical pursuits	1,396	Printers, &c.	89
Students	1,366	Skilled labourers	99
Agricultural pursuits	902	Labourers	113
Employed in shops or warehouses	1,055	Seamen	62
Dressmakers, milliners, &c.	206	Engaged in various other trades and industries	454
Tailors and tailoresses	89	Engaged in various public services	221
Engineers and mechanics	594	Occupation not stated	229
Electricians	221		
Plumbers, metalworkers, &c.	642		
		Total	13,527

TABLE J13.—NUMBER OF FREE AND OTHER STUDENTS TAKING GROUPED COURSES OCCUPYING NOT LESS THAN FOUR HOURS A WEEK AND EIGHTY HOURS A YEAR AT TECHNICAL CLASSES OTHER THAN CLASSES AT DAY TECHNICAL SCHOOLS DURING THE YEAR ENDING 31ST DECEMBER, 1912.

Controlling Authority.	Number of Schools.	Courses and Number of Students.								
		Elementary Commercial.	Higher Commercial.	Practical Mathematics and Science.	Mathematics and Science applied to Trades and Industries.	Domestic Science.	Art and Art-crafts.	General.		
Auckland Education Board	4	175	52	8	209	58	35	91	628	
Managers of Elam School of Art	1	..	..	..	..	..	141	..	141
Auckland University College	1	..	..	..	8	..	..	..	8
Taranaki Education Board	1	7	..	1	1	5	..	14	28	
Wanganui Education Board	5	88	12	..	60	4	46	..	210	
Palmerston North High School Board	1	42	2	..	23	9	25	..	101	
Wellington Education Board	2	168	89	39	287	40	71	28	722	
Masterton Technical Classes Association	1	29	..	..	..	1	..	..	30
Hawke's Bay Education Board	1	53	..	..	25	13	..	4	95
Nelson Education Board	2	33	15	..	42	72	24	..	186	
Canterbury College Board of Governors	3	..	8	..	75	..	139	..	222	
North Canterbury Education Board	1	96	27	..	144	29	..	43	339	
South Canterbury Education Board	1	58	..	..	..	4	5	..	67
Otago Education Board	1	107	39	24	169	47	4	..	390	
Otago University	1	..	..	..	..	22	..	..	22
Victoria College Council	1	..	30	..	..	..	..	..	30
Totals, 1912	27	856	274	72	1,043	304	490	180	3,219	
Totals, 1911	26	1,033	208	117	1,037	268	541	..	3,204	

TABLE J14.—NUMBER OF FREE PUPILS IN ATTENDANCE AT TECHNICAL CLASSES DURING THE YEAR ENDING 31ST DECEMBER, 1912.

Education District.	At Day Technical Schools.			At other Classes.		
	Males.	Females.	Totals.	Males.	Females.	Totals.
Auckland	152	148	300	265	174	539
Taranaki .. .. .	..	..	..	20	18	38
Wanganui	64	39	103	153	115	268
Wellington	79	158	237	337	169	506
Hawke's Bay	35	49	84	76	36	112
Nelson	20	..	20	61	88	149
North Canterbury	150	170	320	275	126	401
South Canterbury .. .. .	..	..	..	48	47	95
Otago	50	144	194	218	98	316
Southland	63	54	117	27	26	53
Totals for 1912	613	762	1,375	1,580	897	2,477
Totals for 1911	552	708	1,260	1,460	848	2,308

TABLE J15.—DAY TECHNICAL SCHOOLS.—COURSES TAKEN BY STUDENTS IN ATTENDANCE DURING 1912.

School.	Courses of Instruction and Number of Students.												Totals.		Capitation.	
	Industrial.		Agricultural.		Domestic.		Commercial.		Art.		General.		M.	F.	£	s. d.
Auckland	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	£	s. d.
Wanganui	30	..	14	..	..	..	11	40	..	..	34	13	89	53	560	0 0
Wellington	52	..	..	..	..	..	21	32	140	2	9	..	..	86	170	2,903 13 9
Napier	21	..	..	..	..	..	51	14	..	..	..	..	..	35	51	929 13 9
Nelson .. .. .	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	45 7 3
Westport	20	..	..	..	..	..	..	..	..	..	..	..	..	20	..	70 10 0
Christchurch	87	..	21	..	..	..	89	52	94	..	..	..	..	160	183	3,497 9 5
Dunedin	32	..	..	..	..	..	36	23	122	..	2	..	..	55	160	2,259 9 5
Invercargill	26	..	11	..	..	..	17	38	51	..	..	..	..	75	68	1,088 0 0
Totals, 1912	377	..	58	..	..	..	256	213	562	2	11	34	13	684	842	14,807 12 4
Totals, 1911	362	..	41	..	..	..	237	193	499	2	7	..	..	598	743	9,477 0 0

TABLE J16.—SUMMARY OF EXPENDITURE BY THE GOVERNMENT ON MANUAL AND TECHNICAL INSTRUCTION DURING THE YEAR ENDING 31ST DECEMBER, 1912.

Capitation—						£	s.	d.	£	s.	d.	£	s.	d.
Manual instruction ..	{	Public school classes ..	..	..	..	24,280	17	3	..	..	..	..	..	..
		Secondary school classes ..	..	..	..	1,487	13	1	..	..	..	..	..	..
									35,768	10	4			
Technical instruction ..	{	Special classes ..	..	..	..	7,529	9	11	..	..	..	..	..	..
		Associated classes ..	..	..	..	6,330	5	11	..	..	..	..	..	..
		Day technical schools ..	..	..	..	14,807	12	4	..	..	..	..	..	..
		College classes ..	..	..	..	1,692	10	6	..	..	..	..	..	..
									30,359	18	8			
												56,128	9	0
Free places at classes other than those at day technical schools									..	..	..	4,279	19	3
Subsidies on voluntary contributions—														
Manual instruction ..						711	11	8						
Technical instruction ..						5,560	2	3						
													6,271	13 11
Grants—														
Buildings, equipment, and rent—														
Manual instruction ..						11,720	7	7						
Technical instruction ..						10,871	14	2						
									22,592	1	9			
Material for technical classes ..									2,034	19	11			
												24,627	1	8
Railway fares, &c.—														
Instructors of classes ..						1,223	1	10						
Students ..						255	6	8						
Free pupils ..						1,421	0	6						
Public school pupils attending manual-training centres ..						2,202	10	5						
													5,101	19 5
Examinations—														
Science and art, Board of Education, London ..						147	6	0						
Technological, City and Guilds of London Institute ..						733	13	8						
													860	19 8
Inspectors—														
Salaries ..						846	5	0						
Travelling-expenses ..						327	4	3						
													1,173	9 3
Sundries ..													9	1 0
													98,472	13 2
Less recoveries (examination fees, &c.) ..													196	15 0
Total ..													*£98,275	18 2

*This total includes £6,238 from National Endowment revenue.

The total expenditure by the Government by way of capitation, subsidies, and grants was for manual instruction £38,200 9s. 7d., and for technical instruction £53,106 14s. 3d. The expenditure for the previous year was respectively £28,968 5s. 6d. and £49,281 15s. 1d.

TABLE J17A.—BOARD OF EDUCATION, SOUTH KENSINGTON.—ART AND SCIENCE EXAMINATIONS, 1912.

["C." represents candidates; "P." passes.]

Subjects of Examination.	Whangarei.		Auckland.		Waikato.		Hawera.		Wanganui.		Palmerston North.		Wellington.		Napier.		Gisborne, Blenheim.		Nelson.		Grey-moutn.		Christchurch.		Dunedin.		Invercargill.		Totals.			
	C.	P.	C.	P.	C.	P.	C.	P.	C.	P.	C.	P.	C.	P.	C.	P.	C.	P.	C.	P.	C.	P.	C.	P.	C.	P.	C.	P.	C.	P.	C.	P.
Art—	2	9	6																													
Freehand drawing ..	3	2	17	13																												
Model drawing ..	1	1	8	3																												
Geometrical drawing ..			3	3																												
Perspective drawing ..			7	4																												
Drawing in light and shade ..			4	3																												
Memory drawing of plant-form ..			4	2																												
Drawing common objects from memory ..			1	5																												
Anatomy ..	1	1	5	5																												
Design ..																																
Architecture ..																																
Architectural design ..																																
Painting from still life ..			7	7																												
Drawing from the antique ..			5	2																												
Drawing from life ..			5	5																												
Modelling the head from life ..																																
Modelling from the antique ..																																
Modelling design ..																																
Modelling from life ..																																
Science—																																
Practical geometry and graphics ..			6	5																												
Machine construction and drawing ..			7	5†																												
Building construction and drawing ..			15	12	4	2																										
Practical mathematics ..			1	1																												
Applied mechanics ..			1	1																												
Theoretical mechanics ..			1	1																												
Heat-engines ..			3	3																												
Magnetism and electricity ..																																
Totals ..	8	7	116	78	4	2	13	9	19	14	20	17	92	67	10	3	2	2	1	3		2	1	13	9	77	35	38	21	418	265	

* Passed with distinction.

† Two candidates passed with distinction.

TABLE J17B.—CITY AND GUILDS OF LONDON INSTITUTE.—TECHNOLOGICAL EXAMINATIONS, 1912.

["C." represents candidates; "P." passes.]

Subjects of Examination.	Whangarei.		Auckland.		Thames.		Hawera.		Wanganui.		Palmerston N.		Wellington.		Masterton.		Napier.		Gisborne.		Blenheim.		Nelson.		Christchurch.		Ashburton.		Timaru.		Waimate.		Dunedin.		Invercargill.		Totals.						
	C.	P.	C.	P.	C.	P.	C.	P.	C.	P.	C.	P.	C.	P.	C.	P.	C.	P.	C.	P.	C.	P.	C.	P.	C.	P.	C.	P.	C.	P.	C.	P.	C.	P.	C.	P.							
Plumbers' work (Grade I)	4	4																																									
Principles of leadwork (Grade II)	9	9																																									
(Final)	5	5																																									
Plumbers' work, practical (Grade II)	19	4																																									
(Final)	4	3																																									
" (Grade II)	3	3																																									
(Final)	4	4																																									
Carpentry and joinery (Grade I)	1	1																																									
" (Grade II)	5	5																																									
(Final)	1	1																																									
Cabinetmaking (Grade I)	2	2																																									
" (Final)	1	1																																									
Mechanical engineering (Grade I)	1	1																																									
" (Grade II)	4	2																																									
(Final)	3	3																																									
Electrical engineering (Grade I)	4	3																																									
" (Grade II)	11	7																																									
(Final)	1	1																																									
Electrical wiremen's work (Grade I)	3	3																																									
" (Final)	1	1																																									
Motor-car engineering (Grade I)	1	1																																									
Gas engineering (Grade I)	1	1																																									
Mine surveying (Grade I)	1	1																																									
Telegraphy (Grade I)	1	1																																									
(Final)	4	1																																									
Telephony (Grade I)	3	1																																									
" (Final)	1	1																																									
Structural engineering (Grade I)	3	1																																									
Gas-supply (Final)	1	1																																									
Woodwork (1st year)	3	1																																									
(Final)	2	2																																									
Cookery	2	1																																									
Dressmaking	1	1																																									
Needlework	30	25																																									
Millinery	7	7																																									
"	3	3																																									
Totals	4	186	92	1	5	3	34	11	20	12	77	47	9	5	19	12	6	6	7	7	8	8	8	37	31	2	2	13	11	12	11	43	22	8	6	444	290						

RETURN OF STAFFS OF TECHNICAL SCHOOLS AND CLASSES CONDUCTED BY THE UNDERMENTIONED BODIES AS CONTROLLING AUTHORITIES OR MANAGERS, AS THE CASE MAY BE, DURING THE YEAR ENDING 31ST DECEMBER, 1912.

Auckland Education Board,—

Department of Technical Education and Manual Training.—Director, £625. Assistant Director, £386 3s. 8d. Registrar, £180. Three typistes, 1 at £88 6s. 8d., 1 at £64 3s. 4d., and one at £38 9s. 11d. Two clerks, 1 at £137 1s. 8d. and 1 at £63 12s. 8d. Office boy, £24 18s. 4d. Caretakers, £130 4s. 2d.

Auckland Technical College.—Fifty-two instructors at salaries or allowances ranging from £337 10s. to £6 17s. 6d. Manual Training Centres, Auckland.—Six instructors at salaries or allowances ranging from £210 to £128 6s. 8d.

Ten teachers in training at salaries or allowances ranging from £22 13s. 4d. to £1 5s.

Thames Manual Training School.—Two instructors, 1 at £107 and 1 at £57 12s. 9d. Cleaner, £27 12s.

Thames Technical Classes.—Four instructors at salaries or allowances ranging from £126 12s. to £12 2s. 10d.

Whangarei Manual Training School.—Three instructors, 1 at £191 13s. 4d., 1 at £91 13s. 4d., and 1 at £8 6s. 8d. Cleaner, £28 4s.

Whangarei Technical Classes.—Three instructors, 1 at £47 17s. 11d., 1 at £7 4s. 9d., and 1 at £4 7s. 10d.

Hamilton and Cambridge Manual Training Centres.—Two instructors, 1 at £200 and 1 at £160. Cleaners, £25 14s.

Otahuhu Manual Training Centre.—Two instructors, 1 at £23 and 1 at £19 4s.

Helensville, Devonport, Pukekohe Manual Training Centres.—Two instructors, 1 at £147 11s. 7d. and 1 at £119 3s. 4d. Cleaners, £22 2s.

Waihi Manual Training and Technical Classes.—Local Superintendent, £20. Five instructors at salaries or allowances ranging from £123 to £15 2s. 9d. Cleaners, £24 6s. 3d.

Sundry Country Classes.—Two instructors, 1 at £92 and 1 at £9 17s. 7d.

Special Instructor in Agriculture, £375.

Hamilton High School Board,—

Hamilton Technical Classes.—Three instructors, each at £26 13s. 4d.

Managers of the "Elam" School of Art.—Director and secretary, £450. Three instructors, 1 at £150, 1 at £130, and 1 at £75. Two attendants, 1 at £52 and 1 at £26.

Taranaki Education Board,—

Director for district, £75 (also Inspector of Schools). Assistant, £50 (also Inspector of Schools). Cadette, £52.

Special instructor in woodwork, £206 2s.; in cookery, £127 4s., and assistant £26 13s. 4d.; in dressmaking, £80 6s.; in millinery, £81 4s. 3d.; in art, £144 11s. 9d.

New Plymouth Technical College.—Director (also organizer for district), £240. Thirteen instructors at salaries or allowances ranging from £24 6s. 6d. to £1 14s.

Stratford Technical School.—Superintendent, £25. Seven instructors at salaries or allowances ranging from £23 5s. to £3.

Inglewood Technical School.—Superintendent, £5. Two itinerant instructors.

Sundry Country Classes (8).—Two itinerant instructors and two instructors, 1 at £35 and 1 at £25 5s.

Rural Course at Stratford District High School.—Four special instructors at salaries or allowances ranging from £81 7s. 8d. to £10.

Wanganui Education Board,—

Special Itinerant Instructors.—Four instructors in woodwork, 1 at £292 11s. (also instructor, Wanganui Technical College), 1 at £232 10s. (also instructor at Feilding and Taihape Technical Schools), 1 at £141 18s. 11d. (also instructor, Hawera Technical), and 1 at £127 15s. 9d. (also instructor, Pohangina Technical Classes). Woodwork assistants, £28 7s. One instructor in dairy-work, £215 (see also Director, Northern District). One instructor in agriculture, £325. One instructor in science, £163 18s. 7d. One instructor in veterinary science, £93 4s. One art instructor, £150. Four instructors in cookery, 1 at £159 10s. (also instructor, Wanganui Technical College), 1 at £130, 1 at £110, 1 at £70. Two instructors in dressmaking and millinery, 1 at £161 19s. and 1 at £134 15s. 7d. One instructor in dressmaking, £76 12s. 6d. (also instructor under Taranaki Board). Supervisor, School Handwork Classes, £310.

Wanganui Technical College.—Principal, £450. Vice-principal, £333 13s. 4d. (11 months). Thirty-five instructors at salaries or allowances ranging from £320 to £1 16s. 7d.

Hawera Technical School.—Director, Northern District, £100 (see above). Eleven instructors at salaries or allowances ranging from £25 7s. 6d. to 10s.

Feilding Technical School.—Director, Southern District, £100 (4 months). Director (also instructor in agriculture), £207 10s. (8 months). Eight instructors at salaries or allowances ranging from £40 to £4 11s. 6d.

Technical Classes at sundry centres (25).—Thirty-two instructors at salaries or allowances ranging from £80 10s. to £1 7s. 6d.

Board of Governors, Palmerston North High School,—

Palmerston North Technical School.—Director, £300. Art master, £275. Twenty-four instructors at salaries or allowances ranging from £63 10s. to £1 7s.

Wellington Education Board,—

Wellington Technical School.—Director, £650. Registrar, £160. Assistant Registrar, £80. Librarian, £52. Typiste, £45. Caretaker, £134. Assistant caretaker, £65. Charwomen, £31. Fifty-one instructors at salaries or allowances ranging from £333 to £2.

Petone Technical School.—Director, £75. Registrar, £15. Caretaker £75. Thirteen instructors at salaries or allowances ranging from £60 to £8.

Special Itinerant Instructors.—Agriculture, 1 at £106 (5 months) and 1 at £325. Woodwork, four instructors at salaries ranging from £250 to £120. Cookery, five instructors at salaries ranging from £150 to £95.

Teachers' Training Classes.—Four itinerant instructors and eight instructors at allowances ranging from £50 to £7 10s.

Managers of the Masterton Technical School.—Secretary and treasurer, £60. Art master, £100. Seven instructors at salaries or allowances ranging from £65 5s. to £13 2s. 6d.

Hawke's Bay Education Board,—

Special and School Classes.—Secretary and treasurer (also Secretary to Education Board), £50. Two clerks, 1 at £46 and 1 at £30.

Special Instructors.—Agriculture and dairy-work, two instructors, 1 at £364 3s. 4d. (also Director of School Classes) and 1 at £325 5s. Woodwork, two instructors, 1 at £230 and 1 at £165. Cookery and dressmaking, two instructors, 1 at £179 and 1 at £130.

Napier Technical College.—Director and secretary, £357 1s. 8d. Janitor, £66 10s. Sixteen instructors at salaries or allowances ranging from £235 16s. 8d. to £6.

Waipawa Technical Classes.—Director and secretary, £10 10s. Two instructors, 1 at £36 10s. and 1 at £6.

Hastings Technical Classes.—Three instructors, 1 at £17, 1 at £12, and 1 at £6.

Woodville Technical Classes.—Director, £5 5s. Two instructors, 1 at £16 18s. and 1 at £7.

Teachers' Training Classes.—Five instructors at salaries or allowances ranging from £20 to £6 13s. 4d.

Board of Governors, Dannevirke High School,—

Dannevirke Technical School.—Five instructors at salaries or allowances ranging from £22 to £6.

Board of Governors, Gisborne High School,—

Gisborne Technical School.—Secretary, £25. Special instructor in wool-classing, £256 12s. 5d. Four instructors at salaries or allowances ranging from £33 5s. to £25 7s. 6d.

Marlborough Education Board,—

Special Instructors.—One instructor in Agriculture and dairy-work, £50 (also instructor under Nelson Board).

One instructor in woodwork, £67 10s. One instructor in cookery, £60.

Blenheim Technical Classes.—One instructor at £8 10s.

Canvastown Technical Classes.—One instructor at £9 5s. 6d.

Nelson Education Board,—

Nelson Technical School.—Director for district, £275. Art instructor, £200. Commercial instructor, £200.

Dressmaking instructor, £175. Six instructors at allowances fixed on 4s. to 6s. 3d. per hour basis.

Westport Technical School.—Supervisor, £40. Seven instructors at allowances fixed on 4s. to 6s. 3d. per hour basis.

Reefton Technical School.—One instructor at allowance fixed on 4s. to 6s. 3d. per hour basis.

Special Instructors.—Agriculture, 1 at £350 (see Marlborough). Engineering and ironwork, 1 at £250 and assistant at £50. Woodwork, 1 at £215. Cookery, 1 at £175, 1 at £130, and 1 at £80.

Grey Education Board,—

Greymouth Technical School.—Director, £25 (also Inspector of Schools). Nine instructors at salaries or allowances ranging from £21 to £2 2s.

Westland Education Board,—

Teachers' Training Classes.—Three instructors, 2 at £13 13s. and 1 at £8 8s.

Canterbury College Board of Governors,—

School of Art.—Director, £500. Clerk, £30. Caretaker, £130. Assistant caretaker, £20. Nine instructors at salaries or allowances ranging from £236 13s. 4d. to £20.

North Canterbury Education Board.—Director of School Cookery, Laundry, and Woodwork Classes, £100 (see also Director, Christchurch Technical College). Two instructors in agriculture, 1 at £350 (also instructor, Christchurch Technical College), and 1 at £150. Three instructors in woodwork, 1 at £169 3s. 4d., 1 at £93 6s. 8d., 1 at £59 13s. 7d. Three instructors in cookery, 1 at £120 18s. 11d., 1 at £89 12s. 3d., 1 at £29 3s. 6d.

Christchurch Technical College.—Director and secretary, £600 (see also Director of School classes, above). Registrar and treasurer, £200. Assistant secretary and typiste, £100. Clerk, £65. Forty-seven instructors, at salaries or allowances ranging from £344 to £6.

Ashburton Technical School.—Director and secretary, £21 18s. 4d. (four months), £137 10s. (eight months), (also instructor). Sixteen instructors at salaries ranging from £168 14s. to £3.

Kaiapoi Technical School.—Secretary, £25. Seven instructors at salaries or allowances ranging from £25 to £6.

Akaroa Technical Classes.—Three instructors, 1 at £20 and 2 at £12.

Other Country Centres (four).—Eleven instructors at salaries or allowances ranging from £59 1s. to £10 10s. 6d.

Board of Governors, Rangiora High School,—

Rangiora Technical School and Sub-centres.—Director, £25. Seven instructors at salaries or allowances ranging from £71 10s. to £13.

South Canterbury Education Board.—Director of School Classes, £200 (see also Director, Timaru Technical School).

Three instructors in agriculture, 1 at £33 6s. 8d. (one month), 1 at £40 (temporary for three months), 1 at £116 13s. 4d. (four months). One instructor in woodwork at £190. Two instructors in cookery, 1 at £100 and 1 at £40. One instructor in dressmaking at £62 2s. 4d.

Timaru Technical School.—Director, £160 (see also Director of School Classes above). Office assistants, £13 10s.

Janitor, £40. Twenty-three instructors at salaries or allowances ranging from £55 15s. to £6 10s.

Waimate Technical School.—Director, £20. Secretary, £15 10s. Eight instructors at salaries or allowances ranging from £33 3s. to £1 1s.

Temuka Technical School.—Director, £60. Eight instructors at salaries or allowances ranging from £34 4s. to £12.

Pleasant Point Technical School.—Secretary and Director, £15. Four instructors at salaries or allowances ranging from £13 to £5 5s.

Fairlie Technical School.—Director, £20. Three instructors at salaries or allowances ranging from £31 10s. to £10 10s.

Otago Education Board.—Three instructors in agriculture, each at £275. One instructor in wool-sorting at £178 15s. (also instructor under Southland Board). Three instructors in woodwork, 1 at £200 and 2 at £183 6s. 8d. respectively. Three instructors in cookery, 2 at £140 and 1 at £110. One instructor in dressmaking at £122 10s.

Dunedin Technical School and Sub-centres.—Director and secretary, £600. Registrar, £105. Typiste, £35 15s. Janitor, £106. Fifty instructors at salaries or allowances ranging from £250 to £3.

Dunedin School of Art.—Principal, £350. Eleven instructors at salaries or allowances ranging from £200 to £11 10s.

Oamaru Technical School.—Secretary and supervisor, £100. Thirteen instructors at salaries or allowances ranging from £15 10s. to £5.

Tokomairiro Technical Classes.—Secretary, £25. Six instructors at salaries or allowances ranging from £20 to £5.

Balclutha Technical Classes.—Four instructors at salaries or allowances ranging from £13 17s. to £5.

Technical Classes at other Country Centres (three).—Eight instructors at salaries or allowances ranging from £28 10s. to £5.

Teachers' Training Classes.—Twenty-four instructors at salaries or allowances ranging from £27 17s. to £5.

Southland Education Board.—Special instructors: One instructor in agriculture, £229 3s. 4d. (also instructor, Invercargill Technical School). One instructor in wool-sorting, £147 3s. 5d. (also instructor under Otago Board).

Three instructors in woodwork, 1 at £225, 1 at £201 5s., and 1 at £114 12s. 11d. Three instructors in cookery, 1 at £130, 1 at £83 6s. 8d., and 1 at £77 5s.

Invercargill Technical College.—Director of Technical Instruction, £50 (also architect to Education Board). Principal, £300. Two clerks, 1 at £70 16s. 8d., 1 at £33 10s. Caretaker, £53. Thirty-one instructors at salaries or allowances ranging from £250 to £2 12s. 6d.

Technical Classes at Country Centres (three).—Three instructors, 1 at £25 5s., 1 at £4 6s., 1 at 5s.

Teachers' Training Classes.—Eight instructors at salaries or allowances ranging from £19 10s. to £9 15s.

Board of Governors, Gore High School,—

Gore Technical School.—Nine instructors at allowances ranging from £37 to £6.

APPENDIX.

MANUAL AND TECHNICAL INSTRUCTION IN THE SEVERAL EDUCATION DISTRICTS.

AUCKLAND.

EXTRACT FROM THE REPORT OF THE EDUCATION BOARD.

Manual and Technical Instruction.—Towards the end of the year a portion of the new Seddon Memorial Technical College, which had been in the course of erection since May, 1909, was occupied for classes, the number of individual students in attendance at classes in Auckland for 1912 being 1,519. The College is now fully occupied, but a considerable sum of money would be required to provide adequate equipment, whilst the additional two stories to complete the building are urgently required.

Manual-training and technical schools were opened during the year at Devonport, Helensville, Waihi, and Pukekohe. Local contributions were also made during the year towards the cost of the erection of manual-training schools at Te Kopuru, Dargaville, Waipu, Maungaturoto, Paparoa, and Te Aroha; and it is hoped the Department will find the necessary balance to allow these schools to be erected as soon as possible.

The number of schools in which elementary agriculture was taught during the year was 167, as compared with 140 of the previous year. Handwork was taught in 230 schools, being an increase of thirty-three over 1911. In fourteen schools instruction in swimming and life-saving was given during the year, and in schools below Grade IV taught by a male teacher seventy-two were recognized for sewing.

EXTRACT FROM THE REPORT OF THE INSPECTORS OF SCHOOLS.

Rural Course in District High Schools.—The rural course has been in operation in some of our district high schools during the past year, but, owing to a variety of causes, can hardly yet be considered as firmly established, owing mainly to the small salaries offered. The difficulty of obtaining suitable teachers has been considerable; while, in addition, several of the centres are still unprovided with such facilities for manual training as the course demands. This is much to be regretted, in view of the importance of the rural course, and we look forward to the time when the difficulties in the way of extending more widely the benefits to be derived from this form of instruction may be removed. At present the rural course is in operation only in the Cambridge, Waihi, Pukekohe, and Paeroa District High Schools.

School-gardening.—The gardening movement still continues to grow—a considerable number of schools having qualified for recognition under the Regulations for Manual and Technical Instruction, and others, though not applying for recognition, have done much towards adding to the attractive appearance of the school-grounds, and providing material and opportunity for nature-study. We cannot say, however, that we are altogether satisfied with the progress made in this direction, or that the utmost benefit has been derived from the courses undertaken. Some schools have done really well, utilizing the schemes adopted for highly educative purposes; but in others the important matters at issue have to some extent been lost sight of. It is of the utmost importance that definite courses providing for both outdoor and indoor work and experiment be prepared, and that these be arranged in such a way as to provide for regular and systematic work throughout the year. A carefully dated calendar-record of operations and experiments should be kept, and in the pupils' notebooks a summary of the work dealt with, as well as an account of each experiment and what it teaches, should appear. As an attractive feature of school environment a garden has its undoubted value; but under skilful direction it becomes of even greater utility, affording opportunities for acquiring knowledge and experience which cannot fail to be helpful in future years. If this is to be the outcome of gardening operations the efforts on the part of the teacher and pupil must not be confined to the actual work in the garden, but should have close connexion with indoor lessons, where the principles underlying operations should be carefully and systematically studied. Practical operations are altogether essential, and under no circumstances should they be omitted—indeed, in all cases they should comprise the larger part of whatever course it is decided to adopt; but what are commonly known as theoretical considerations should by no means be abandoned, these being necessary if the full meaning and significance of the operations in question are to be thoroughly grasped.

EXTRACT FROM THE REPORT OF THE DIRECTOR OF TECHNICAL EDUCATION AND MANUAL TRAINING.

Handwork in the Primary Schools.—Handwork, including such subjects as brush drawing, paper folding and cutting, crayon work, plasticine-modelling, &c., was taught in 230 of the schools, as against 197 in the previous year. In many of these work of a very high order of excellence was done, particularly in the direction of drawing and painting from nature. In a country such as this, which is dependent for its very existence upon the products of the land,

the advantage of nature-study cannot be overestimated, and there is no doubt that the children take a much keener interest in the work if they are taught to record their observations and impressions by means of the brush and the crayon.

Woodwork and Domestic Science.—During the year four new manual-training schools were opened—viz., at Devonport, Helensville, Pukekohe, and Waihi. The domestic-science teaching in the first three of these centres was placed in charge of Miss S. A. D. Griffiths, who was transferred from Whangarei Manual-training School, where she had been doing excellent work for the past three years and a half. Mr. T. A. J. Askew, who was formerly an assistant in the woodwork department of the Newmarket Manual-training School, was appointed to take charge of the woodwork classes at Devonport, Helensville, and Pukekohe. The new manual-training school at Waihi was opened in the middle of the year, the instructors—Mrs. A. Forster-Denny (domestic science) and Mr. A. T. Smith (woodwork)—dividing their time between Thames and Waihi. As in previous years, the teaching of woodwork and domestic science was carried on at Thames, Whangarei, Cambridge, Hamilton, and the three Auckland City centres, whilst woodwork was also taught at the Otahuhu Manual-training School. The value of the teaching of such subjects as woodwork, cookery, and laundry-work cannot be overestimated, and it is gratifying to be able to record that the opposition shown by parents a few years ago has been almost entirely replaced by appreciation and enthusiasm of the work.

Swimming and Life-saving.—In fourteen schools only, out of about six hundred in the Auckland District, was swimming and life-saving taught. This cannot be considered at all satisfactory, and it is regrettable that where facilities for teaching the subject exist teachers do not avail themselves more of the opportunities provided.

Needlework.—In seventy-two schools below Grade IV taught by a single male teacher, needlework was taught by external sewing-mistresses.

Elementary Agriculture and Nature-study.—Steady progress has been made in the teaching of elementary agriculture and nature-study during the year, the number of schools taking up the subject having increased from 140 to 167. Although the increase in numbers is decidedly encouraging, yet one cannot help but feel that a much larger number of schools could with profit devote some time to the teaching of a subject related to a branch of an industry upon which almost the whole population of the district is dependent. Excellent work has been done by the itinerant instructor, Mr. J. P. Kalaugher, whose help and advice to the teachers has been much appreciated. The prizes offered by the Board for the best improvements during the year in connexion with the school-gardens were keenly contested for, and there is no doubt that the striving after these prizes had much to do with the improvement of the school-gardens generally.

During September and October teachers' classes in elementary agriculture and nature-study were conducted by Mr. Kalaugher at Whangarei and Auckland respectively. Teachers receiving instruction at these classes were most enthusiastic over the work, and appeared to derive much benefit from their attendance thereat. The course at Whangarei was taken by eighteen teachers and that at Auckland by sixteen teachers. Instruction in woodwork, domestic science, and art subjects was, as in previous years, given to the students of the Auckland Training College, the number in attendance being twenty-nine men and seventy-two women. Special classes for teachers were held at the Technical College in art, dressmaking and needlework, hygiene, botany, physiology, and agriculture. A cookery class for teachers was also held at Whangarei, and cookery and woodwork classes at Hamilton.

Technical and Continuation Classes in Country Centres.

Classes were held during the year at Thames, Waihi, Whangarei, Cambridge, Te Aroha, Paeroa, and Helensville.

Thames.—Under the local Superintendent technical and continuation classes again proved very popular at Thames. The subjects taught included English, commercial arithmetic, shorthand, typewriting, book-keeping, theory and practice of plumbing, high-class cookery, woodwork, dressmaking, and millinery. The number of individual students enrolled was eighty-one, the class entries being 262. At the December examinations seventy-four papers were worked, and forty-eight passes recorded.

Waihi.—During the year the new Manual-training and Technical School was opened at Waihi. Considering the troublous times experienced in Waihi during a great part of the year when the strike was on, the work of the technical and continuation classes was very satisfactory. The following classes were conducted during the year: English, commercial arithmetic, shorthand, book-keeping, commercial correspondence, building-construction, woodwork, cookery, dressmaking, and millinery. The building-construction class was again very popular, and two students were successful in passing the examination in building construction and drawing under the Board of Education, South Kensington, London. The number of individual students enrolled was sixty-nine, the class entries being 154. At the end of the year forty-three students sat for examinations, and of these twenty-three passed.

Whangarei.—The following subjects were taught during the year: English, commercial arithmetic, book-keeping, carpentry and joinery, woodwork, drawing and painting, brushwork, poker-work, stencilling, and dressmaking and needlework. Of these, the drawing classes were the best patronized, and six successes were obtained in the various art examinations held by the Board of Education, South Kensington, London. The number of students enrolled was fifty-eight, the class entries being seventy-seven. At the examinations held at the close of the year twenty-five papers were worked and thirteen successes recorded.

Cambridge and Paeroa.—Dressmaking classes under the Board's itinerant dressmaking instructor were held at Cambridge and Paeroa, the number of students being eight at Cambridge and twenty-two at Paeroa.

Te Aroha.—A plumbing class attended by four students was the only class held.

Helensville.—Cookery, dressmaking, and millinery classes were held during the year, but were not very well attended, the number of students enrolled being nine for cookery, six for dressmaking, and three for millinery.

Seddon Memorial Technical College.

After many vexatious delays on the part of the contractor, the Board at last obtained possession of the new Technical College towards the end of last year. It will be remembered that the contract was let in May, 1909, for the first three stories of the front portion of the College, which was designed as a five-storied building. Lack of funds prevented the Board from accepting a tender for the complete five-storied building, although it was felt that the full accommodation would shortly be required. The contract for the three stories should have been completed in November, 1910, instead of which it was two years later before the Board obtained possession. Now that the College is occupied it is realized how inadequate the accommodation is even for present requirements, and were the additional top stories at once provided full use could be made of them. It seems remarkable that in a wealthy and progressive city like Auckland technical education, which all the civilized world over is now recognized as an economic necessity, should be so starved and hampered as it has been in the past. During the past ten years classes have been held in shanties, some of which were positively dangerous to health and life. It speaks well for the enthusiasm both of the students and of the teachers that the work done under such wretched conditions has been of so high an order. During the year the number of individual students enrolled at day and evening classes at the College was 1,519, as compared with 1,363 in the previous year.

The courses of instruction provided in the Day Technical School last year were—commercial, domestic, engineering, science and technological, and agriculture; the latter being added for the first time. As in previous years, the commercial course was the best patronized, the most disappointing being that of agriculture, which was taken only by twelve students.

Evening Classes.—The continuation classes, which were designed to provide a course of instruction in general education to enable students who have left school without obtaining a certificate of proficiency to make up this defect and thus obtain certificates, proved more popular than ever last year, there being no less than 109 students attending. At the Inspector's examination held in December, forty-nine of those obtained certificates of proficiency and nine certificates of competency.

As in previous years, technical classes were held in the following departments: Building trades, commercial, domestic, electrical engineering, mechanical engineering, plumbing, art, Junior Civil Service, Senior Civil Service, and Matriculation. For the first time classes were inaugurated for pharmaceutical chemists. As a whole, the work of the evening classes was satisfactory, and showed steady improvement on that of previous years.

As in previous years, students of the College entered for various examinations held by the City and Guilds of London Institute, and by the Board of Education, South Kensington, London. In the City and Guilds results our students obtained ninety passes. The Board of Education, London, ceased to hold elementary science examinations last year, so that the number of entries for examination held under the Board's auspices was considerably less than in previous years. A number of passes was obtained, the most notable success being in machine construction and drawing, in which three students passed the higher examination, two with distinction.

In conclusion, I wish to express to the Board my appreciation for the consideration it has always granted me in connexion with the carrying-out of my duties, and also to my staff for its loyalty and enthusiasm.

GEORGE GEORGE, Director.

Statement of Receipts and Expenditure for the Year ending 31st December, 1912, in respect of Special Classes conducted at Auckland, Helensville, Te Aroha, Thames, Waihi, Whangarei, Cambridge, and Paeroa by the Auckland Education Board.

<i>Receipts.</i>			<i>Expenditure.</i>		
	£	s. d.		£	s. d.
Balance at beginning of year	5,263	14 11	Salaries of instructors	5,494	16 4
Capitation on classes	5,702	5 0	Office expenses (including salaries, stationery, &c.)	1,613	11 9
Capitation on account of free places	1,210	17 6	Advertising and printing	141	19 5
Rent	13	15 0	Lighting and heating	171	6 7
Furniture, fittings, apparatus	596	10 8	Insurance and repairs	99	17 7
Material	490	8 7	Rent	480	0 4
Training of teachers	1,035	17 8	Examinations, &c.	54	8 6
Fees	1,093	18 0	Material for class use	540	5 8
Voluntary contributions	1	8 3	Training of teachers	869	15 2
Sales of material	187	8 7	Refund of subsidy prize fund disallowed	45	0 0
Interest on fixed deposits	36	18 6	Contracts (new buildings, additions, &c.)	1,709	12 8
Rent from Auckland Technical College site	9	0 0	Architect, &c.	209	19 0
Miscellaneous	39	10 0	Furniture, fittings, and apparatus	730	0 5
			Balance at end of year	3,460	19 3
	<u>£15,621</u>	<u>12 8</u>		<u>£15,621</u>	<u>12 8</u>

R. CROWE, Secretary.

EXTRACT FROM THE REPORT OF THE DIRECTOR OF THE ELAM SCHOOL OF ART.

The total attendance of students registered during the forty weeks of the school year amounted to 27,687. This is smaller than some previous years before the new Government regulations came into force disallowing the attendance of the younger students at nights, but very satisfactory when it is considered that it represents the attendance of older and more experienced students only, as compared with previous years. The attendance of the most advanced students (fourth year or over) amounted alone to 9,955, which is most satisfactory. Both the attendance and the work done at the more advanced classes, such as drawing and painting from life, have been more than usually satisfactory, and the students in the advanced classes in wood-carving and modelling and design have also attended well and have produced excellent work.

The classes for elementary and intermediate work have been at a slight disadvantage during the latter part of the year, owing to the work having to be carried on in two or three sets of rooms for the time being. About the middle of the year the City Council asked us to discontinue the use of one or two rooms in the upper floor of the Art Gallery building for night classes, as it was not considered advisable to have these rooms lighted by artificial light. To make up for this the Council gave us the use of more rooms on the lower floor until we were able to erect a building of our own. The change interfered a little with our advanced work, and it was considered advisable to obtain other rooms elsewhere for the present. We were fortunate in being able to lease what are known as the Federal Club rooms in Wellesley Street, not far away, and in these rooms the advanced work has been carried on for about six months with great success. These large and convenient rooms were specially lighted with roof lights and fitted with the electric light, and have been much appreciated by students.

Some members of the City Council made the suggestion that we should try to obtain a building of our own for the school elsewhere, as some of the rooms occupied by the school might be wanted for other purposes when the City Council moved to the new Town Hall. They offered, if the idea could be carried out, to give the trustees of the school a suitable site in the heart of the city at a nominal rental. This offer was considered by the trustees and gratefully accepted, and a suitable site has been given by the City Council within a few yards of the old Art Gallery building, where within a few months a thoroughly up-to-date School of Art will be erected.

The number of passes in the examinations of the Science and Art Department, London, was satisfactory, and in the number of works for teachers' art certificates examined in London the school was more than usually successful. Works to the number of thirteen out of sixteen submitted being "accepted," three of them being "commended" in the British National Competition. The exhibition of students' work held in December was very successful, and was largely attended, much interest being taken in it. It was stated on all hands that the display of advanced work in drawing and painting and craft work was much in advance of any previous year.

With the promise in the very near future of a suitable permanent home of its own, the prospects of the school are very bright, and a considerable addition to the number of advanced students may be confidently expected.

E. W. PAYTON, Director.

Statement of Receipts and Expenditure for the Year ending 31st December, 1912, in respect of Associated Classes conducted by the Managers of the Elam School of Art.

<i>Receipts.</i>			<i>Expenditure.</i>		
	£	s. d.		£	s. d.
Balance at beginning of year	44	4 0	Salaries of instructors	789	0 0
Capitation on classes	323	1 8	Office expenses (including salaries, stationery, &c.)	95	12 3
Rent	20	0 0	Advertising and printing	23	13 9
Furniture, fittings, and apparatus	25	4 11	Lighting and heating	27	8 9
Material	34	10 6	Insurance and repairs	1	0 4
Subsidies on voluntary contributions	200	0 0	Rent	152	5 0
Fees	57	13 9	Material for class use	10	9 11
From the trustees of the Elam bequest	209	18 6	Models	54	18 8
Balance at end of year	319	1 0	Various expenses	12	0 10
			Furniture, fittings, and apparatus	67	4 10
	<u>£1,233</u>	<u>14 4</u>		<u>£1,233</u>	<u>14 4</u>

C. J. TUNKS, Chairman }
E. W. PAYTON, Secretary } of Managers.

EXTRACT FROM THE REPORT OF THE BOARD OF GOVERNORS OF THE HAMILTON HIGH SCHOOL.

Evening classes in cookery and dressmaking were held at the Technical School for two terms of the year. Highly trained instructors were secured, the classes were well advertised in the local papers, but little interest was taken in either class—the attendance, a total of twenty-nine for the two classes, being very disappointing. An effort was made to establish a class in wood-work, but no students were forthcoming.

R. ENGLISH, Secretary.

Statement of Receipts and Expenditure for the Year ending 31st December, 1912, in respect of Special Classes conducted at the Hamilton Technical School by the High School Board of Governors.

<i>Receipts.</i>			<i>Expenditure.</i>		
	£	s. d.		£	s. d.
Fees	32	5 0	Advertising and printing	1	16 0
From High School on account of school classes	24	14 0	Lighting and heating	14	6 4
			Balance at end of year	40	16 8
	<u>£56</u>	<u>19 0</u>		<u>£56</u>	<u>19 0</u>

R. ENGLISH, Secretary.

TARANAKI.

EXTRACT FROM THE REPORT OF THE INSPECTORS OF SCHOOLS.

Teachers' Saturday Classes.—Saturday classes for the instruction of teachers under the Manual and Technical Regulations were held during the past year at New Plymouth and Stratford. The courses undertaken comprised the following subjects: Drawing, cardboard and plasticine modelling, cookery, hygiene, and dairy-work. In all sixty-six teachers attended the classes—thirty-four at New Plymouth and thirty-two at Stratford. The regularity of attendance has been far from satisfactory, and it seems to us that some steps should be taken by the Board to require a deposit from each teacher attending these classes, this deposit to be refunded if the attendance has been satisfactory. This appears necessary, as some of the teachers, if we are to judge by their attendance, are simply playing with the work, and do not seem to appreciate the efforts made to enable them to qualify themselves for their profession. At the beginning of last year the Department made a grant for the training of uncertificated teachers other than pupil-teachers and probationers. Accordingly classes were established for this purpose at Stratford, Opunake, and Urenui, the roll numbers being respectively twenty-eight, five, and four. The regularity of attendance at these classes was also very disappointing.

School Manual Classes.—During the year there were 100 schools in operation in the district, and the great number of these took up handwork in some form or other. In addition to the ordinary handwork subjects, instruction in woodwork, cookery, agriculture, dairy-work, chemistry, physiology and first aid, physical measurements, advanced needlework, botany, swimming, dressmaking, surveying, ironwork, &c., was recognized in 151 cases. Instruction in agriculture and dairy-work has been made a special feature. Forty-one schools have taken up agriculture. In each of the school-gardens a plot is usually set aside for experimental work, and each child is required to have a plan of the ground and keep a record of the gardening operations, showing the various manures used and the weights of the crops, &c. In addition, a course of instruction is given in elementary chemistry bearing on the work done. Twenty-five schools have covered a comprehensive course in dairy-work. Most of the schools taking up this subject are now well equipped with the apparatus for carrying on the necessary experimental work, and the pupils have had practical instruction in the chemical and physical properties of milk and of milk-testing by means of the Babcock tester. A special agriculture and dairy-work instructor visited the schools several times during the course of the year.

Rural Classes at Stratford District High School.—The following report by the headmaster of the District High School, Stratford, will give some indication of the course of instruction in rural subjects that has been carried out for several years in that institution. The number of pupils attending the rural classes in the secondary department of this school has again increased during the year. The progress of the scholars has been satisfactory: the second-year class, particularly, has done good work. In all subjects of their science course the pupils have evinced keen interest. In the cognate subjects—chemistry, physics, dairy science, and agriculture—the interest taken was very keen indeed. This was due, in my opinion, to a certain extent at least, to the fact that the instruction given was mainly practical. The laboratory-work in agriculture was chiefly confined to the analysis of soils and manures, and the knowledge so gained was applied to the manuring of the soil in the experimental plots. The greenhouse has again proved of great utility. Early plants—tomatoes, cabbages, cauliflowers—were grown in it, and when these were removed tomatoes for the season's crop were planted out. Unfortunately blight soon made its appearance among them, and the experience gained by the boys in dealing with the pest must be of great value to them. Pruning, spraying, &c., were all done by the boys. Experiments were continued on the growing of lucerne, with special reference to the value of soil-inoculation both by transference of soil from an inoculated plot and by green-manuring with clover. Fairly extensive experiments have recently been started on the comparative values of various manures applied to the growing carrots, swedes, mangolds, and potatoes, and the results of these will be available next year. Orchard-work was introduced during the year. In the early spring eighteen fruit-trees were purchased, and Mr. R. McK. Morison gave a demonstration on the planting and pruning of fruit-trees. Since then the boys have received lessons on spraying, and have themselves sprayed the young trees. Grape-vines have been purchased and planted out, and it is intended next year to place these vines in the greenhouse and commence the study of viticulture. Next year's scheme will also provide for a course of instruction in budding, grafting, pruning, and spraying of fruit-trees. An expert's services will be utilized in dealing with all orchard-work. Beekeeping will also be taken as a subject next year. In connexion with agriculture it is interesting to note that arrangements have been made whereby an officer of the Agricultural Department will be available at times to give instruction to the students of secondary schools in which agriculture is taught. This innovation was advocated by this school many years ago, and its adoption will be the means of standardizing the instruction in practical work in the subject and ultimately in raising the standard. The ideals of the Education and Agricultural Departments, however, differ somewhat—their outlook on agriculture is from different standpoints—and it remains to be seen how far the course of work recommended by the expert is suitable for adoption in school classes. Dairy-science classes have been carried on throughout the year. It is the first time this important subject has been placed among those optional for the Civil Service Junior Examination, and eighteen of our pupils selected it as one of their subjects. The students of the second year gave, at the Stratford Agricultural and Pastoral Show, a demonstration in the methods of estimating the butter-fat content of milk and the amount of moisture in butter. Next year it is intended to give instruction in the use of the Gerber tester, and it is hoped that results will be obtained to enable comparisons to be made between this method and that of the Babcock. As in the past, all pupils who have been two years in the school sat for examination in December either for Senior Free Places or for the Civil Service Junior; boys and girls took in common as subjects for examination, dairy science and elementary physical measurements. The boys took also agriculture and the girls botany.

EXTRACT FROM THE REPORT OF THE DIRECTOR OF TECHNICAL EDUCATION.

The number of students in attendance during the year was, for the New Plymouth Centre, 302; for the Stratford Centre, 126; and for the Inglewood Centre, 32.

New Plymouth Centre.—The plumbing class was one of the best attended. Commercial subjects were also taken by a good number of students. The initiation of classes held during the day was a step in the right direction, as about twenty students completed one or other of the courses provided—commercial, domestic, or industrial. This number was very encouraging, and fully justified the action of the Board in establishing the classes. A millinery class was also conducted at Waitara.

Stratford Centre.—The Superintendent reports as follows: Classes in dressmaking and millinery were held at Tariki (three terms), Cardiff, Toko, Midhirst, and Stratford (two terms), and Ngaere (one term). Continuation classes were held at Stratford—(1) For pupils preparing for proficiency; (2) Latin and mathematics for Civil Service Junior students; (3) Latin and English for advanced students. Three of the pupils of the first-mentioned class gained proficiency certificates at the end of the year.

Inglewood Centre.—At this centre classes were held in woodwork, first aid and physiology, and in cookery. The classes were very well attended, and thanks are due to Dr. W. Kerr-Hislop, who acted as instructor in first-aid and physiology.

In conclusion, I should like to state that, in my opinion, military training and evening technical classes will have to be more closely allied if both are to be carried out to the best advantage. Also, more public interest will have to be shown before technical education in Taranaki will be as successful as the importance of the district warrants

ALFRED GRAY, Director.

Statement of Receipts and Expenditure for the Year ending 31st December, 1912, in respect of Special Classes conducted at New Plymouth, Opunake, Urenui, and Midhirst.

<i>Receipts.</i>	£ s. d.	<i>Expenditure.</i>	£ s. d.
Capitation on classes	86 5 7	Balance at beginning of year	63 1 7
Capitation on account of free places	33 1 0	Salaries of instructors	398 5 4
Furniture, fittings, and apparatus	204 8 6	Office expenses (including salaries, stationery, &c.)	14 1 6
Material	11 18 4	Advertising and printing	32 1 3
Subsidies on voluntary contributions	49 14 1	Lighting and heating	14 8 2
Fees	169 0 3	Insurance and repairs	11 6 8
Voluntary contributions	51 13 6	Examinations, &c.	1 10 0
Deposit fees	62 0 0	Material for class use	48 0 8
Sales of material	0 18 0	Caretaker	27 0 0
Refunds	38 15 6	Refunds and rebates	58 7 6
Rent (New Zealand University)	2 0 0	Legal expenses	1 0 0
Balance at end of year	120 15 8	Contracts (new buildings, additions, &c.)	9 12 4
		Furniture, fittings, and apparatus	151 15 5
	<u>£830 10 5</u>		<u>£830 10 5</u>

R. W. WHETTER, for Secretary.

Statement of Receipts and Expenditure for the Year ending 31st December, 1912, in respect of Special Classes conducted at Stratford, Cardiff, Ngaere, Tariki, and Toko.

<i>Receipts.</i>	£ s. d.	<i>Expenditure.</i>	£ s. d.
Capitation on classes	64 0 0	Balance at beginning of year	14 13 5
Grants to instructors for travelling	11 17 0	Salaries of instructors	165 10 9
Rent	5 0 0	Office expenses (including salaries, stationery, &c.)	6 0 10
Furniture, fittings, and apparatus	13 13 6	Advertising and printing	2 7 3
Material	0 17 0	Lighting and heating	0 19 6
Subsidies on voluntary contributions	12 10 0	Insurance and repairs	2 16 3
Fees	127 2 6	Rent	2 10 0
Voluntary contributions	2 0 0	Caretaker	10 0 0
Sales of material	3 1 6	Contracts (new buildings, additions, &c.)	0 3 0
		Furniture, fittings, and apparatus	0 8 6
	<u>£240 1 6</u>	Balance at end of year	34 12 0
			<u>£240 1 6</u>

R. W. WHETTER, for Secretary.

Statement of Receipts and Expenditure for the Year ending 31st December, 1912, in respect of Special Classes conducted at Inglewood.

<i>Receipts.</i>	£ s. d.	<i>Expenditure.</i>	£ s. d.
Capitation on classes	6 0 0	Balance at beginning of year	2 8 9
Rent	1 1 0	Salaries of instructors	18 9 10
Furniture, fittings, and apparatus	29 13 10	Office expenses (including salaries, stationery, &c.)	2 11 8
Material	2 6 8	Advertising and printing	3 4 0
Fees	4 17 6	Insurance and repairs	1 0 0
Sales of material	0 8 0	Examinations, &c.	1 1 0
		Material for class use	0 13 5
		Caretaker	1 2 0
		Furniture, fittings, and apparatus	0 3 10
		Balance at end of year	13 12 6
	<u>£44 7 0</u>		<u>£44 7 0</u>

R. W. WHETTER, for Secretary.

WANGANUI.

EXTRACT FROM THE REPORT OF THE EDUCATION BOARD.

The organization of the district for the purposes of manual and technical instruction has now been completed, the subdistricts being the North, Centre, and South, each with a separate staff, and a resident Supervisor at Hawera, Wanganui, and Feilding. The Wanganui Technical College, which supplies the needs of Wanganui and suburbs, is not included, being under the control of the Principal of the College. The effect of the organization is seen in the rapid strides made in the teaching of technical subjects, but especially in the teaching of agricultural science. No fewer than 238 pupils of our district high schools took the rural course last year. Laboratory-work was supplemented at each subcentre by field-work of such a nature as to greatly interest agriculturists as well as the many pupils. The maintenance of the organization in an efficient condition entails a great financial burden, especially when it is remembered that no grant is made by the Department for insurance or upkeep of the technical buildings. Moreover, the alteration of the rates of capitation made from the beginning of last year has unquestionably reduced the income of the country centres, and, naturally, at the same time lessened their usefulness. It is difficult to see why the rates formerly allowed should not be paid in the case of single students taking single subjects. The reasonableness of requiring young people in towns to take courses of study appeals to every one; but that schools, through the substitution of one regulation for another, should be rendered unable to provide efficient instruction in individual subjects in country centres—or even in town—is surely outside of reason. In the opinion of those who are constantly engaged in the work of providing technical instruction in our three subcentres, the new rates have done much to destroy the interest of the people in a cause which, from every point of view, should be promoted. After the expenditure of much time and thought, and the clearing-away of obstacles apparently unsurmountable—thanks mainly to the Education Department—the Board has the satisfaction of seeing the Wanganui Technical College on a sound educational footing. Though the financial position of the College is not quite assured, there is every reason to expect that, through the able and energetic efforts of the Principal and local Committee, the College will surely redeem its position in this respect, as other technical schools in the district are doing. The Board desires to express its appreciation of the great services rendered to the cause of agricultural instruction by the Supervisors of the three districts—Mr. Browne (Hawera), Mr. Grant (Wanganui), and Mr. Banner (Feilding). The thanks of the Board are due to Mr. Short, of Parorangi, for the facilities for instruction that he places at the disposal of the instructors and pupils at his Almadale Farm, and for many acts of kindness done while they were in camp; and to Mr. J. G. Wilson, for the use of his land at Marton Junction for a school farm, and for liberal assistance in horses and implements to facilitate the work. Thanks are due also to the Manager of the State farm at Moumahaki, and to the Agricultural Department for teaching-facilities, accommodation, and other considerate acts. One of the most satisfactory features of this department of educational work is the financial help given regularly by local bodies and societies from one end of the district to the other. In this connexion, donations received from the following towards the promotion of technical education in some of its forms are gladly acknowledged: Wanganui Borough Council, Wanganui Builders' Association, Oroua County Council, Marton Chamber of Commerce, Pohangina County Council, Manawatu County Council, Feilding Agricultural and Pastoral Association, Hawera Borough Council, KIWITEA County Council, Rangitikei County Council, Wanganui East Borough Council, Feilding Borough Council, Marton Borough Council, New Zealand Farmers' Union.

Day Technical Schools.—The action of the Board in recommending the disestablishment of the Wanganui District High School, on the ground that efficient instruction was being given in the Wanganui Technical College, opens up the question of the policy the Board desires to pursue in all cases of the kind. Where the same courses of study are given in the technical school by expert teachers, who are paid fairly good salaries, it seems false economy to allow the hybrid district high schools, with their beggarly salaries, to drag out an existence in the same town. It should certainly be optional for the Board to make the change whenever it is considered advisable.

EXTRACT FROM THE REPORT OF THE SUPERINTENDENT OF MANUAL AND TECHNICAL INSTRUCTION.

Perhaps the most remarkable feature of the year's work was the great progress made in the teaching of agricultural science. We have long been struggling with doubts, difficulties, and obstacles, but we appear to have gained at length a footing sufficiently solid to justify us in anticipating great developments in the future. Successful classes for teachers were held at Wanganui, Feilding, and Hawera. A class for farmers was well attended at Feilding. Work at the Marton School farm was carried on during the year despite the adverse weather-conditions. Farm camps were held at Mr. Short's Almadale Farm, where the boys were familiarized with the most desirable points in Clydesdales, Herefords, and Romneys. Courses of practical work for secondary pupils were conducted at Hawera in August and December, and last month a farm camp—the first of a series, it is to be hoped—was held at the Moumahaki State Farm, where the boys were most considerately treated. Best of all, business men and practical farmers began to show further appreciation of the work done in the schools by offering medals and prizes for competition. The reports of the Supervisors of Agricultural Training herewith submitted are interesting and illuminating.

The attendance of the "paying" pupil has shrunk considerably, especially in the north. No doubt compulsory military service, local picture-shows, and other local distractions have to some extent diverted the steps of young people from continuation and technical classes, but these are not the only adverse influences. As will be seen from his report, Mr. Browne attributes

the set-back mainly to the operation of the new principle of capitation adopted by the Department from the beginning of the year, and he offers proof that appears to be conclusive. The principle has told against the successful working of classes all over the district, and nearly all the Committees have passed resolutions condemning it. All would be well if it were possible to persuade country students that courses of work are better for them than single subjects, but the country student does not see it in quite that way. The consequence is that he is deprived of half of the loaf because he is not in a position to take the whole. The root of the trouble lies in a fallacy: it is assumed that what is desirable and possible in towns is also desirable and possible in the country.

The principle of compulsory attendance has been adopted by the Wanganui, Wanganui East, and Gonville Committees. There is no question but that the influence of the classes will be far-reaching, and there are indications that they will not be unpopular. It is a testimony to the educational fervour of these Committees that they were the first in the Dominion to ask that the principle should be established, and the first to see it actually in operation. It may be added that the establishment of these classes secures an educational reform of the first importance. The educational history of each pupil in attendance, including his primary-school course, will be recorded till the close of his seventeenth year, and an effort will be made to keep a note of his career even after that. This record will serve a double purpose: it will be a history of educational progress and a history of the pupil's advancement in his chosen walk of life; indeed, one of its main purposes is to enable him to choose his occupation aright. The school authorities thus undertake not merely to make the pupil's attendance at school as pleasant and profitable as possible, but also to secure as far as possible his material advancement. It is easy to see that great good both to the pupil and to the State may follow from the effective working of this plan.

To give finality to each course taken in manual or technical work the Board issues to deserving pupils certificates of merit. Girls on completing a year in Standard VI in cookery, needlework, and hygiene receive the "Home Arts" certificate, and the boys of the same standard receive the "Practical" certificate in woodwork. To free-place pupils and pupils in attendance under the compulsory clause at evening continuation and technical classes there are given certificates at the close of each year if by work, attendance, and conduct they are merited. To pupils in attendance at day technical schools and at district high schools certificates are given for excellence in given subjects. Similarly, fee-paying pupils receive certificates if merited. In addition to these there are, of course, the more important certificates issued by the Board of Education, London, and the City and Guilds Institute, London, a goodly number of which is won by the district; and, lastly, there may be mentioned the Board's book-keeping certificates—preliminary, junior, and senior—which, besides being passports to employment, are taken as *prima facie* evidence of the fitness of students to take the courses of instruction leading to the University examinations in accountancy.

What developments are ahead of us? In the first place, it is certain that we shall infuse more of the scientific method and spirit into our teaching of agriculture. If educational waste is to be prevented, and if a high ideal of teaching is to be set in our new agricultural colleges, the pupils must be recruited from our secondary schools. As soon as colleges are ready our schools will send to them students with disciplined minds and a sound knowledge of elementary agriculture. We have already begun to send pupils to the State farm; one, indeed, has gone to Hawkesbury. In the second place, we may expect a closer relationship to be established between our schools and the Agricultural Department. The attendance of some of the Department's experts at the recent Moumahaki instruction class was a good omen. There is a crying need in our rural classes for an expert in wool-classing, but because we cannot afford to keep an expert the whole year through the instruction cannot be provided: a strange admission this, in view of the fact that wool bulks so largely among our exports. In the third place there should be found some method of linking up more closely the work of the technical schools and colleges with the teaching agencies in the Public Service. The schools can provide the equipment and the teaching-power, but the Public Service Departments do not appear to be aware of the fact. This is a matter that might well be brought under the notice of the Public Service Commissioners. In the fourth place, the application of the compulsory clause must be extended to more of our schools if our young people are to take their places in the van of efficiency. It is not for bread-and-butter alone that our youth should fill our continuation classes, but also for those elements of culture that tend to round off character. In dealing with this phase of the work of our technical schools the Committees are face to face with a problem worthy of the most thoughtful consideration. I have to thank the editor of the *Journal of Agriculture* for sending to each of our technical and district high schools one or more copies of his excellent publication.

It is my pleasant duty, as in previous years, to testify to the excellent work done by the Committees in furthering the interests of the schools. Loyal and disinterested service has been rendered by the Directors in the three districts, and the special instructors one and all have carried out their onerous duties with credit. To Mr. Swanger, Secretary, and Mr. Bell, Chief Clerk, credit is due for the expeditious and businesslike handling of the returns, accounts, and correspondence.

GEO. D. BRAIK, Superintendent.

EXTRACT FROM THE REPORT OF THE SUPERVISOR FOR THE NORTHERN DISTRICT.

As regards school classes in agriculture and dairy-work, 1912 was a year of distinct improvement. Increased attention was paid to improving the appearance of the grounds, especially in the smaller schools, where in many cases admirable work was carried out. The efforts of the teachers were well seconded by Committees and residents, and before long there will be few schools with gaunt buildings set in bare paddocks. In the competition for best-kept grounds, Manutahi

came first in this district. As regards dairy-work, herd-testing has been continued, and a great deal of attention has been given to improving the condition of the pastures. The residents have turned up in force to lectures, have given land and manures, and carried out near the schools experiments suggested by me with the object of providing more and better pasture for the herds. As our South Taranaki soils are of peculiar type, many mistakes have been and are being made in the application of fertilizers. Top-dressing is now a necessity in this district, but frequently money is thrown away, and sometimes the pastures are in poorer condition after treatment than before. All this makes for greater interest in the school district experiments. During the year the School Committees arranged meetings, and I addressed settlers at Tokaora, Mokoia, Manutahi, Meremere, Ohangai, Rawhitiroa, Auroa, Mata, and Ngutuwera. In the majority of these districts experiments in top-dressing were instituted by the Committees, so that it is plain that our school-work in agriculture is being appreciated by the settlers. Garden notebooks: These are of mixed quality; a few are very well kept. To improve these, competitions are being arranged for next year. Garden tools, with one or two exceptions, are, as usual, well looked after. Orchard-trees have been planted in several schools, and lessons have been given in pruning and spraying these. Nature-study proper—*i.e.*, studies tending to make nature-lovers or naturalists of our boys and girls—is not receiving the attention it deserves. We are not turning out naturalists; we are not turning out lads able to make themselves at home in the bush, on the mountains, or by the seaside. The teachers on the whole are afraid of trusting the children or themselves in this subject. Their desire is to give information, whereas it should be to encourage observations in every field. At present work is often restricted to weather-records and a few related matters. This is well done, but is not nature-study properly so called. What is required is an absorbing love of natural phenomena of all kinds. Such love is inherent in practically all children, but requires cultivation. Our young teachers, and especially those dealing with infant classes, should have a wider training in the natural sciences. It is in the infant-room and lower standards that the spirit of the nature-lover can be thoroughly aroused. Judging by the weakness shown by the trainees, the subject seems to be neglected at the training colleges, possibly because these are situated in towns. Next year I hope to be able to spend some time in the lower standards of the country schools, giving all available time to this subject.

The rural work in the district high schools has shown great improvement. At last a satisfactory method of dealing with the practical work has been evolved. The lads from Eltham, Patea, and Hawera were concentrated at Hawera Technical School for a fortnight's continuous work, once in August and again early in December. In August the time-table was arranged thus: Poultry-keeping, 9 to 10; manures and top-dressing, 11 to 12; veterinary science, 10 to 11, 3 to 4, 7 to 8; orchard-work, 1 to 3. Special attention was directed to practical work in veterinary science, to the treatment of pastures, and especially to orchard-work. Townspeople gave the use of their orchards; the boys took charge of them and pruned and sprayed them thoroughly. It is at first surprising to notice the thorough grasp of this work obtained by the lads. Several of them are now able to take charge of the orchards, and satisfactorily carry through all the ordinary operations. The December course consisted of—Shearing and wool-sorting, 9 to 12; orchard-work (summer), 1 to 2.30; dairy-work, 2.30 to 4, 7 to 8. For shearing we had the use of two properly equipped sheds, one farmer even allowing the lads to shear 250 of his stud Romney ewes. In the second week the lads were able to tackle all phases of shearing operations—dagging, shearing, skirting and rolling fleeces, classing, baling, and branding; consequently, as soon as the course was completed, a gang was formed, and the lads were able to make good pocket-money. One noticeable feature was the eagerness of the lads for work. On several occasions they voluntarily started at 7 a.m., leaving off at 6 p.m. Of course, there was plenty of variety in the work taken, so no strain was felt. On the last day of the course, competitions were held in shearing, wool-sorting, and milk-testing, and farmers and others donated prizes, and attended to see the lads at work. There is no doubt that we have struck the right way of taking practical work: instruction must be continuous.

The course for next year will embrace the following:—Winter: Pruning and spraying fruit-trees; top-dressing pastures. Spring: Veterinary science and dairy-work; sowing crops. Summer: Shearing operations; summer work in orchards; weeding crops, &c. Autumn: At Moumahaki State Farm—Close cultivation and dairy-farming; work of the farm generally.

Next summer I hope to put in part of the Christmas vacation by taking the lads for a thorough course in haymaking and the making of ensilage. The work is very important in Taranaki, where hay is so necessary for use in conjunction with the feeding of root crops. Curiously enough, although the pay is good, farmers at present have great difficulty in securing sufficient labour to get the crop safely in, so several have stated that they will be delighted to allow the lads to do this work, for which, of course, payment will be made them.

Given the necessary equipment our lads will next year be able to take on work as follows: Top-dressing of pastures; orchard-work—pruning and spraying throughout the year; herd-testing, also testing town supply for added water; manuring and sowing of root crops; weeding and thinning same; shearing and incidental work; haymaking. I have had already various offers of work for 1913: the only trouble will be getting in the necessary time. Given day technical classes, such work could be continued throughout the year.

Owing to the drop in the rates of capitation, 1912 was a bad year for this district. We lost instructor after instructor. Local Directors got disheartened, and so our organization fell to pieces. Until the old rates of capitation (up to 4½d. per hour) are restored no progress can be expected in a district like ours. The reasons for this are plain: (1.) Although a closely settled district, at least in the northern end, each centre is equipped with a district high school, and these account for nearly all the proficiency-holders. Hawera is the only one of the larger centres

where there are enough proficiency students left over to form a class. Therefore, with this exception, we are cut off from "course" capitation on account of free-place students. (2.) As regards adults, it has been proved time and again that they will not, as a general rule, continue a course of instruction, as time is wanting to do so. (3.) We cannot get really good local instructors, and itinerant ones mean heavy expenses if they have to stay overnight in the smaller centres. Present capitation rates do not allow us to cover expenses. As a result we have one strong centre, Hawera, and for all the good they are doing the others, so far as "special" classes are concerned, might as well be closed down. Fortunately "school" classes make use of the rooms and equipment, but our local Technical Committee, which does not control "school" classes, is now quite disgusted with the position.

The school at Manaia is now completed, and a start will be made there with the New Year. A new room was added to Hawera Technical School, and this has relieved the congestion previously obtaining there. The buildings continue to be fairly well looked after, but there is the greatest difficulty in meeting the expenses of cleaning, lighting, and heating the schools. The Hawera Borough Council kindly donated £20 to the funds of that school, and various small amounts were also received.

At Hawera three courses of work were carried out: (1) Art, (2) commercial, (3) agricultural. The first consisted mostly of paying students; the second accounted for most of our free places; and, unfortunately, few were left for the agricultural course. However, a beginning has been made, and better things may be expected owing to the interest aroused in the practical work of the secondary classes. Given a day technical school at Hawera, our agricultural classes would be overflowing. The enrolment of all students throughout the year totalled 673. This is a big drop from that of the previous year.

EXTRACT FROM THE REPORT OF THE SUPERVISOR FOR THE CENTRAL DISTRICT.

Technical and continuation classes were conducted at Marton and Taihape during the year. The local Supervisors left nothing undone to secure good attendances, but the attendance at the Taihape classes was again disappointing. The domestic classes were about the most successful classes conducted during the year. The class in cookery at Taihape was abandoned after the first term. A class in plumbing and sanitary science was held at Marton, and was regularly attended by students who were studying to qualify for the plumbers' examinations. A very satisfactory number passed the final tests. The book-keeping class at Taihape was discontinued after the first term. The Marton class was continued during the year. Shorthand and type-writing were taught in addition to book-keeping. A class in art needlework was conducted at Marton, but was not as well attended as it might have been considering the high class of instruction that was given. A very successful class in woodwork was held at Marton. A class in veterinary science was conducted at Marton, and was attended by a dozen students. Good practical work was done.

During the year all the school-gardens but one have been visited, many of them a number of times. The outdoor work on the whole is very fair. In the places where the teacher is enthusiastic the teaching is stimulating and the pupils responsive. There is a steady improvement in school-grounds. In a few schools the indoor experimental work has reached a high level. The experiments are outlined by the teacher and afterwards worked out by the pupil with home-made apparatus. The result has been that, as the pupils have to think a great deal about the work, they have but little difficulty in writing a good description of what they have done. During the year a leaflet has been prepared giving outlines of a number of experiments that can be worked with home-made apparatus. It is hoped that in the season when outdoor work is unnecessary these experiments will be a source of intellectual profit to the pupils. Dairy science is taken in a few schools as a part of the combined course in agriculture and dairy science. The time given to the instruction and practice rarely exceeds twenty hours per annum. This time is too short for really effective work. A class for practical physiology, attended chiefly by pupil-teachers, met every Friday evening throughout the year. Good work was done by a majority of the students. On Saturdays a class of teachers met for instruction in agriculture. The class was fairly attended during the year. A few of the students did very good work.

Boys from the Wanganui Technical College, Feilding, Marton, and Taihape District High Schools met at the farm school at Marton every Monday for special instruction. The attendance was good until after the middle of the year, when it gradually decreased as boys left to take up positions. The most regular attendance throughout the year was made by the boys of the Feilding District High School. Lessons were given in the schoolroom adjoining the farm. Here follows the scheme: First aid to farm animals; farm mechanics; the first principles of manuring; the pig industry; animal husbandry. Lessons were also given on farm practice. The lessons were illustrated as far as possible by lantern-slides, by diagrams, and by actual specimens. The practical work consisted in the usual farm operations—ploughing, harrowing, grubbing, rolling, planting, and sowing. A three-horse team was available on most of the days when we were at the farm. Most of the boys have learnt how to handle horses as well as to use the commoner farm implements. During the year the following tools were obtained: A five-tine cultivator, a horse-hoe, a ridger, and a small seed and fertilizer drill.

Mr. J. G. Wilson gave a lecture to the boys on the value of science to agriculture. The Minister of Education, accompanied by the Inspector-General of Schools, Mr. Pirani, Mr. Guthrie, M.P., Mr. Newman, M.P., Mr. J. G. Wilson, and Mr. Purnell, paid a short visit to the school in November and saw the boys at work.

Our record for the two years that we have been established is, I think, very satisfactory. One boy who spent two years with us has gone to Hawkesbury Agricultural College to complete his education, two boys have gone to Moumahaki, one to Ruakura, and several others have started

work on their fathers' farms. From Easter until October we were unfortunate in having a succession of wet Mondays. This put our outdoor work back to such an extent that we had not planted all our ground by Christmas. What is urgently wanted is some one who will continue the work while we are away and keep the ground clear of weeds during the Christmas holidays.

The second annual camp was held at Mr. Short's Ahuadale Farm during the first week in December. The animals studied were Clydesdale horses, Hereford cattle, and Romney sheep. A short outline of the methods of giving lessons on animals may not be uninteresting. A typical animal was taken for demonstration. The parts that interest the breeder and the buyer were pointed out and their value explained. As soon as the boys gave proof that they had grasped the lesson another animal was brought forward and a comparison made with the previous one. This work was continued until the boys were fairly familiar with the points of the animal. To test the practical knowledge gained other animals were brought forward in small groups and the lads were required to place them in order of merit and supply the teacher with full reasons for their decisions. As a final test, on the last day of the camp the boys were given an exhaustive test in judging horses. Many of the boys acquitted themselves in a way that encourages us to go on with the teaching on the lines which we have selected. A short visit was paid to Mr. C. G. C. Dermer's Jersey herd at Cheltenham. It may be mentioned that the boys paid their own train fare to and from Feilding, the cost of transport of their swags to and from the camp—a distance of seven miles each way—and the cost of their food while in camp. They took turns in cooking and serving the meals. As a rule the boys were up before 6 a.m., and did not go to bed until between 9 and 10 p.m. each night.

EXTRACT FROM THE REPORT OF THE SUPERVISOR FOR THE SOUTHERN DISTRICT.

At Feilding the total roll number was 329. There were fifteen free-place students—nine junior and six senior—on the books. Classes have been held on the following subjects, the roll numbers being shown in brackets: English and arithmetic (20), book-keeping (14), shorthand and typewriting (30), art needlework and design (28), dressmaking (15), millinery (5), woodwork (14), art (28), carving and metal-work (20), veterinary science (9), agriculture (13), teachers' art (66), teachers' singing (44), teachers' woodwork (5), and agriculture and dairying (18). The attendance on the whole has been only fair, being due no doubt to the unsettled state of the weather of the past year. The number of free-place pupils is not as high as it might be, nor are the classes in commercial subjects attended as one would expect. Good work has been done by teachers and students, and the former have faithfully and zealously carried out their duties. The public bodies of the district deserve our most heartfelt thanks for their financial support during the year.

Technical classes have also been conducted during the year at the following centres: Apiti, Pohangina, Bunnythorpe, Kimbolton, Bull's, Makino, Awahuri, and Ohakea. At Apiti the classes have been remarkably well attended, and excellent work has been done. The work at the other centres has also been good, and the instructors concerned also merit much praise. Classes in veterinary science were held at Sanson and Rongotea, the class at Sanson being very successful.

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

Continuation and technical classes: The evening session for 1912 began on Monday, the 4th March, and ended on Friday, the 5th December. Owing to all classes being housed in our beautiful new building, the work for the year went on consistently and without interruption, and it may be well said that a very solid year's work was undertaken and carried out. The College is to be congratulated upon having so conscientious an evening staff, the members of which, without exception, have been very painstaking in trying to advance the interests of the students.

Art department: The attendance at the evening classes was not as large as was expected, particularly as regards adult pupils. This department was unfortunate in losing during the year some of its best students through removal from town. One student has gone Home to continue his studies in art. The department was very successful in results achieved in connexion with the examinations of the Board of Education, London, obtaining the following passes: Model-drawing, 3; freehand drawing, 3; geometrical drawing, 2; design, 3; drawing from the antique, 1; drawing in light and shade, 1; perspective drawing, 1; plant studies, 3.

Applied-art department: This was one of the most successful departments, and the work done by the students during the year reflects great credit upon the instructor. The subjects of instruction in this department are woodwork, metal-work, enamelling, design, modelling, and leather-embossing. By the system of scholarships provided many young students have a rare opportunity of attending these classes without payment of fees. The work done by some of these pupils shows exceptional ability.

Commercial department: This department continues to attract most students, and excellent progress was made during the year. The subjects of instruction were book-keeping, shorthand, typing, accountancy, and commercial law. For the Wanganui Education Board's examinations in book-keeping forty-four students sat and thirty-eight were successful. The results are as follows: Preliminary grade, twenty-six passes (three with distinction); junior grade, nine passes; senior grade, three passes (one with distinction). A large number of students also sat for the Pitman's shorthand examinations, but the results are not yet to hand.

Engineering department: In spite of the fact that we possess a well-equipped workshop the attendance at the practical classes in engineering was poor early in the year, but improved during the third term. This is to be accounted for partly because the faulty gas-lighting in the workshop militated against using the lathes and machines with any advantage, and also because during part of the year there was a decided dullness in town in the engineering trade. The classes in

theoretical engineering were on the whole well maintained. As the workshop is now fitted with several new lathes, and also with a dynamo, so that the whole building is brilliantly lighted with electricity, we expect the workshop to be filled with students next session. At the City and Guilds of London Examinations five students passed in mechanical engineering and three in surveying.

Domestic department: Special classes were held during the year in various kinds of cookery, and were well attended. In addition to the usual nurses' class in invalid cookery an evening class in plain cookery was held during the third term of the year. The classes in dressmaking and millinery were very well attended in spite of the fact that they were often disorganized through change of instructors. In this department we had a new departure this year by the introduction of a class in art needlework. The work done in this class is of exceptional merit.

The classes for carpentry and joinery and building-construction are fairly well attended. We feel sorry that the apprentices in the building firms do not take greater advantage of the free tuition offered. Owing to a decline in the attendance it was found necessary to discontinue the classes for architectural drawing after the first term. The class for practical mathematics had a fair roll number, though the attendance was very irregular. If young fellows belonging to the various trades could be got to see the immense advantage of this class, embracing as it does practical workshop mathematics and trade science, they would not fail to take advantage of the great opportunity this class affords. Unfortunately this opportunity is missed because they do not see any direct relationship between it and the trade they are following. The plumbing classes were well attended, and the students maintained a keen interest in their work. The following are the examination successes: City and Guilds of London—Practical work, nine passes. Local examinations—Theoretical work, fifteen passes. Plumbers' licenses—Theoretical and practical examination, eight passes.

The institution of classes in law was a new venture. In all ten students took the course, but owing to removal from town the numbers dwindled rapidly after the middle of the year, and a considerable amount of the instruction was done by correspondence. As there does not seem to be sufficient demand for this class, we do not propose to continue it next year.

Another new departure this year was the establishment of matriculation classes, but as the students who enrolled were hardly in a fit state of preparation to tackle work of this standard it was found advisable to discontinue these classes after the first term. It is expected, however, that a successful class will be formed this year.

Classes on subjects of general education were conducted much as usual and were fairly well attended. A class in photography was carried on during the first term, and one in ticket-writing and lettering during the third term.

Compulsory continuation classes were commenced in July. The classes for boys in English and arithmetic were held on Monday evenings. The roll number reached forty. Though the attendance was not very regular, the majority of the boys came to the classes willingly, and evinced considerable interest. As regards the technical subjects taken, the majority had their instruction either in the engineering or the trades departments. The classes for girls were held on Thursday afternoons, between 1.30 p.m. and 5.30 p.m., and were well attended by twenty-one pupils. The subjects taken were English, arithmetic, and dressmaking. These compulsory classes were rather of the nature of an experiment, and the success obtained augurs well for the future.

During the year continuation and technical classes were held for the first time at three suburban centres, Wanganui East, Gonville, and Castlecliff. The first of these centres had a particularly successful session. The subjects of instruction undertaken included commercial subjects, dressmaking, building-construction, vocal music, besides English and arithmetic. In conjunction with the technical classes other classes under the regulations for compulsory continuation classes were also inaugurated. The latter were well attended, and the number of students for the coming year will be considerably higher. The School Committees are to be thanked for the keen interest displayed in the management of the various classes. The classes at Wanganui East were attended by eighty-seven students, those at Gonville by thirty students, and those at Castlecliff by twenty-five students.

My best thanks are due to the Press for the liberal manner in which they have granted space for notices *re* classes and meetings connected with the College; to the members of the Technical Committee for their willing assistance and advice on numerous occasions during the year; and to the Director of Education and the members of the Board's official staff for their patience and courtesy in supplying information and in rendering assistance and advice at all times.

The day Technical School opened with 162 pupils for all courses. We must consider this a very good beginning. Unfortunately we have not earned capitation on all these pupils. The transfer of some twenty-one pupils from the district high school was not recognized by the Department, and so up to the present time we have been unable to receive any capitation grant for them. This means a loss of about £250. When to this is added a further loss of about £350 owing to our not receiving, as we expected, all the secondary pupils from the District High School, our total deficit is about £600. However, in view of the recently passed Education Amendment Act all this should be remedied next year, and financial troubles will, I trust, no longer harass us. We have completed this year with 133 pupils on the roll. I have once again to call attention to the fact that we have suffered financially as well as otherwise by irregular attendance during the year, and also by pupils leaving without completing even their first year. The prospectus embodies a school regulation which states that students must join the school for one year at least, and I am of opinion that parents who withdraw pupils before the completion of that period should be compelled to make up to us our loss in capitation, as this is our only source of revenue, seeing that practically all our pupils have free tuition.

I desire to express my thanks to the members of the staff for the able assistance they have rendered in carrying on the work of the school during the year.

I think that any one who has visited the College recently will recognize that many improvements have been effected on the buildings and grounds during the year. Bicycle-shelters have been erected, considerable areas have been turfed, paths asphalted or gravelled, fences erected in the playing-area, a cricket-pitch formed, in addition to which (thanks to the success of the bazaar by which we netted £360) we expect before next year to lay down three asphalt tennis-courts. We have to thank the boys of the engineering and agricultural courses for their assistance on various occasions. Now that we have been in the building itself for nearly a year we are able to appreciate properly the great advantage of having a building so well appointed and so beautifully lighted. True, we may have discovered where the arrangements of the rooms might be improved, but as we cannot expect perfection we are thoroughly satisfied with the pleasant conditions under which we are working.

At the beginning of this year there were no organized sports clubs. Now our athletics form a distinct phase of school life. During the first term we had a most successful swimming tournament in our own baths; our football team won the fourth-grade competition under the auspices of the Wanganui Rugby Union; the girls' hockey club came second in the ladies' hockey competition. Our cricket club is in its infancy, and promises to uphold the honour of the College in the junior-grade competition. When the tennis-courts are opened we expect the majority of our girls to play this fine game, and I have no doubt they will derive immense benefit from the exercise and social intercourse to be derived from it. Our Cadet corps has been recognized as a separate unit by the Defence Department, and as Mr. Stewart volunteered to accept the position of captain there is every prospect of the corps doing us honour in the future. We hope soon to be uniformed and provided with rifles. While on the subject of Cadets I cannot omit to mention that one of our pupils was selected to a position in the Cadet contingent that recently toured Canada and New Zealand.

During the year the College was inspected by the Inspector of Technical Education, who furnished a splendid report on the work and syllabus of the various departments. The following courses have been in operation in the day school during the year: Secondary course, commercial course, agricultural course, engineering course, art course. In all these courses very successful work has been carried out. What I consider the three immediate requirements for the future (and these depend largely upon the attendance) are—(a.) A permanent assistant with science qualifications to have control of the agricultural pupils. (b.) Domestic course to train girls in home science. This should be one of the most successful courses of the College, and I trust we shall have a sufficiently large enrolment next year to make this course thoroughly successful. (c.) A boarding-establishment for the boys who come to us from the country districts. Such a building would enable us to exercise control over boarders after school hours, and ensure the steady prosecution of their studies. Incidentally such an establishment would enable girls of the domestic course to get practice in the practical details of housekeeping.

The College is deeply indebted to all those who contributed towards our prize fund.

In conclusion, I trust it will be remembered that this College is in its veriest infancy. We have no historic records, no long list of successes, scholastic and athletic, to refer to with pride. We have as yet created no distinctive school atmosphere, and are without that historic past which more than aught else creates school tone. We have had to encounter innumerable difficulties, but the future is all before us, and if we have not a past to lean upon at least we are untrammelled by custom, and may well hope to work out our own destiny along the most progressive lines by the adoption of the latest methods of educational experts.

W. A. ARMOUR, M.A., M.Sc., Principal.

Statement of Receipts and Expenditure for the Year ending 31st December, 1912, in respect of Special Classes conducted at Apiti, Awahuri, Bull's, Bunnythorpe, Castlecliff, Eltham, Feilding, Gonville, Hawera, Kakaramea, Kimbolton, Makino, Manara, Mangatoki, Manutahi, Marton, Matapu, Okaha, Patea, Pohangina, Rongotea, Sanson, Taihape, Wanganui, Wanganui East, and Waverley (Teachers' Classes).

Receipts.			Expenditure.		
	£	s. d.		£	s. d.
Capitation on classes	2,737	11 0	Balance at beginning of year	3,690	12 10
Capitation on account of free places	392	17 6	Salaries of instructors	4,966	4 5
Buildings	721	5 0	Office salaries	97	16 10
Rent	4	19 0	Advertising, printing, and stationery	229	2 7
Furniture, fittings, and apparatus	929	9 1	Lighting, heating, and cleaning	479	19 2
Material	72	3 8	Insurance and repairs	116	11 3
Subsidies on voluntary contributions	748	16 9	Rent	26	12 6
Training of teachers	450	0 0	Material for class use	223	10 4
Instructors' coach fares	51	18 0	Clerical assistance	21	18 6
Fees	1,027	5 2	Telephone	19	13 11
Voluntary contributions	1,111	6 6	Instructors' travelling-expenses	209	8 11
Examination fees	8	10 0	Library and prizes	73	13 11
Refunds and discounts	18	7 6	Sports fund	27	14 6
Material sold	90	7 7	Uncertificated teachers' classes	159	16 9
Balance at end of year	4,628	12 8	Miscellaneous expenses	37	1 0
			Contracts (new buildings, additions, &c.) ..	1,021	6 7
			Furniture, fittings, and apparatus	1,592	5 5
	<u>£12,993</u>	<u>9 5</u>		<u>£12,993</u>	<u>9 5</u>

W. H. SWANGER, Secretary.

EXTRACT FROM THE REPORT OF THE CHAIRMAN OF THE BOARD OF GOVERNORS OF THE PALMERSTON NORTH HIGH SCHOOL.

The Technical School has made considerable progress during the year. The finances are in a healthy state, and the buildings and land are free from debt. The classes (fifty-six in number) were similar to those of the previous year, but the attendances show a considerable increase. The number of enrolments has increased from 993 in 1911 to 1,100, and ever since the school has been established the numbers have steadily increased.

The art classes, though showing an increase over last year, are not so well patronized as they ought to be, but the Director reports that the standard of work has improved. The commercial classes are amongst the best attended, and it is to be regretted that there is not more demand for trade and domestic courses. I think the Technical Committee should make some endeavour to popularize these courses. In this connexion great difficulty has been experienced in keeping a class for building-construction going. The engineering class-room has been fitted up fairly satisfactorily, and some very good work has been done under the careful supervision of the teacher. A further supply of necessary equipment has been applied for on the recommendation of the Inspector. The science classes are well attended, and good work is being done in this department. The agricultural classes, which are of prime importance to the farming community, are not taken advantage of so much as might be expected in a district where farming is so extensively carried on. Those who take the course, however, are unanimous in their appreciation of the benefit received, and the Farmers' Union has not only supported these classes by monetary contributions, but has also through its executive personally inspected and approved of the methods adopted. The woodwork, plumbing, dressmaking, and cookery classes have each made good progress, and it is satisfactory to note that there is an ever-increasing number taking these subjects.

It is a source of gratification to the Board and all connected with the school to know that the Technical School ranks as the largest school of its kind outside the four centres.

In conclusion, I have to thank the members of the Board, the Director of the Technical School, and the Secretary for the kindly assistance which has enabled me to carry out my duties during my three years of office without the least friction.

W. H. COLLINGWOOD, Chairman.

EXTRACT FROM THE REPORT OF THE DIRECTOR OF THE PALMERSTON NORTH TECHNICAL SCHOOL.

With one or two exceptions the classes were well attended, and the examinations show that on the whole good work has been done throughout the year. The art classes have not been so well attended as might have been expected, although the work done is quite up to the standard of previous years, if not better. The courses set out for the commercial classes have been faithfully worked through, and have been attended by a large percentage of the students of the school. In fact, these classes are by far the largest, showing as they do that not only boys but girls are largely going in for commercial work when in many cases it would be far better for some of the boys to take a trade course and girls a domestic course. One of the difficulties is that a good number of the students on entering the school do not seem to know what subjects to take up, and after continuing one line of work for a few months suddenly discover that they prefer something else. The young folks of the present day are inclined to be too irresponsible and lacking in application, and as a consequence have to be kept up to the mark by the careful oversight and interest of those in authority. It is worthy of note, however, that by the time a two-years course has been completed the interest of most of the students seems to take grip, and there appears a desire to continue, as is evidenced by the increase in numbers each year of students qualifying for Senior Free Places.

While the work of the plumbing class continues most satisfactory, it seems almost impossible to keep a class going in connexion with the building trade. The attempts to start a class for building-construction have failed. The apprentices say that they as wage-earners reap no benefit therefrom, and will not see that in the future they may become employers and contractors, where a knowledge of building-construction and its accompanying subjects becomes absolutely essential.

The classes in mechanical engineering have been well attended throughout the year, and good work has been done. Now that a gas-engine with the necessary fittings has been installed there is greater interest taken by the students in the work, and the classes next year promise to be still better attended. On the recommendation of Mr. Isaac, Inspector of Technical Education, an effort is being made to provide additional equipment for this department. As far as possible the work in the engineering classes is directly related to that which pertains to the ordinary engineering workshop, so that apprentices are afforded an opportunity of practice in work demanding a degree of accuracy not always insisted on in their everyday work. The chemistry class, although small, has been well attended and good work done throughout the year. The same applies to the larger class for electricity and magnetism.

Agriculture: This department includes, in addition to the farm class, classes for agriculture, wool-classing, and sheep-shearing. Although a good course of instruction is provided, it seems to take the farmers' sons a long time to realize the advantages of attending these classes. The course includes farm carpentry—viz., the making of gates, hurdles, bee-hives, ladders, wheelbarrows, &c.; the study of soils, manures, and stock-breeding; wool-classing, including baling and pressing, and lastly, sheep-shearing with both machines and blades. The shearing classes this year were very successful, three classes being conducted, some of the students coming long distances. The students expressed their appreciation of the instruction given and the attention bestowed upon them. The executive of the Farmers' Union (Wellington Province) visited these classes and expressed their appreciation of the methods and the value of the instruction and the practical manner in which the classes were conducted.

The classes for woodwork have never been so good as they have been this year as regards quality of work. The instructor has obtained excellent results. The dressmaking classes have been well attended. Five classes were held, with an average of twelve students to each. The cookery classes have kept about the same as in previous years, and good work has been accomplished, some of the students sitting for the City and Guilds of London Examination. All the continuation classes have been well attended, and generally speaking satisfactory work has been done. In connexion with the continuation classes courses of instruction for the Junior Civil Service and Matriculation Examination were provided.

Mr. Isaac, the Department's Inspector, visited the school in July, and expressed his satisfaction with the organization and working of the school.

The Technical School authorities are again indebted to the public generally, to numerous well-wishers for donations, and to the Press for ready assistance in the matter of making public anything tending to promote the interests of the school.

F. D. OPIE, Director.

Statement of Receipts and Expenditure for the Year ending 31st December, 1912, in respect of Special Classes conducted at the Palmerston North Technical School by the Palmerston North High School Board.

Receipts.			Expenditure.		
	£	s. d.		£	s. d.
Capitation on classes	506	11 5	Balance at beginning of year	403	3 2
Capitation on account of free places	164	11 3	Salaries of instructors	883	9 0
Furniture, fittings, and apparatus	101	14 11	Office expenses (including salaries, stationery, &c.)	314	17 10
Subsidies on voluntary contributions	400	14 10	Advertising and printing	41	12 8
Fees	393	13 4	Lighting and heating	70	16 5
Voluntary contributions	401	6 10	Insurance repairs, freights, cartage &c.	64	13 1
On account of public-school classes	38	19 6	Maintenance	47	13 4
Refund of deposit (lease of Native reserves)	16	10 0	Material for class use	79	15 1
Sundry receipts	5	6 6	Deposit (lease of Native reserves)	16	10 0
High School—			Bank interest	3	19 6
Art Masters' salary	50	0 0	Site (final payment)	405	10 3
Fees, and material for woodwork, shearing classes, &c.	28	17 6	Furniture, fittings, and apparatus	108	3 2
Balance at end of year	331	17 5			
	<u>£2,440</u>	<u>3 6</u>		<u>£2,440</u>	<u>3 6</u>

WILLIAM HUNTER, Secretary.

WELLINGTON.

EXTRACT FROM THE REPORT OF THE EDUCATION BOARD.

Instruction of Teachers.—The following courses of instruction were held during the year, on Saturdays: Wellington—Art, handwork, singing, physical measurements, cookery (including a course of lectures on the theory of cookery), woodwork and cardboard-modelling. A class in drawing for probationers was also held. Masterton—Woodwork, drawing, cardboard-modelling, singing, physiology and hygiene. Besides these there were given two very successful courses of continuous instruction: (1.) A spring school in agriculture, extending over a fortnight, was held in September at the District High School, Masterton. It was attended by twenty teachers, who evinced the keenest working-interest in the course. The course embraced a wide and useful variety of subjects relating to soil, plant-life, and fertilizers, treated in lecture and laboratory; microscopic work; propagation by grafting, budding, cuttings; and woodwork as an aid to agricultural and nature study. Mr. A. H. Cockayne, of the Agricultural Department, gave an interesting lecture on testing seeds and seed-impurities. (2.) For the assistance of twenty uncertificated and untrained teachers, selected half from Hawke's Bay and half from Wellington District, a course of lessons lasting for four weeks was held at the Training College during February. The instruction was designed to direct their studies in preparation for the certificate. Here again the reports indicate that excellent work was done, which should greatly assist these teachers to attain the efficiency they are striving for.

EXTRACT FROM THE REPORT OF THE INSPECTORS OF SCHOOLS.

In handwork over 70 per cent. of the schools, or practically all schools in Grade II and over, are earning capitation in one or more of the subjects—modelling, paper-folding, or brushwork. We have recommended that paper-folding should always form one of the subjects, for though modelling and brushwork are excellent means of encouraging in the child powers of expression and arrangement of form, they do not tend to that accuracy in measurement or close attention to detail which are characteristics of paper-folding. This occupation should, wherever possible, lead up to cardboard-modelling, in which accuracy and neatness are essential, and which also can be utilized as an aid to the study of other subjects, such as arithmetic, mensuration, and physical measurements, and at the same time form a good preparation for the woodwork of the upper standards. The primary classes in woodwork are increasing in number and showing a steady advance in efficiency. The practical work in cookery has been generally satisfactory, and, judging from the short time Miss Kilroe has been in charge of the domestic course, we have every reason to look forward to a steady advance in the theoretical side of this work, which provides excellent opportunities for attaining accuracy in experimental and in written work. In fact, with a carefully prepared programme there is no reason why girls should not receive as good a training in scientific method in a domestic course including cookery, domestic economy, hygiene, dressmaking, and laundry-work as in any other branch of science, and at the same time the practical knowledge gained should be invaluable, more especially in these times, when the unreliability and scarcity of domestic help render some knowledge of housewifery absolutely essential.

In the district high schools in which a rural course is in operation the teachers are becoming more efficient, and the practical work in the laboratory and in the garden is showing improvement year by year. The last competition for the Board's B Senior Scholarships—those reserved for scholars taking this course—was the keenest yet held, and the general average of marks given for practical work was very satisfactory. This course, however, labours under several disadvantages, one of which is the difficulty of obtaining teachers properly equipped for this particular work. In answer to the Board's last advertisement for vacancies in the secondary departments of these schools only a few applications from graduates were received, and, while the literary attainments of some of the applicants were satisfactory, their knowledge of science was not such as to qualify them to give efficient instruction in a course largely scientific. A remedy for this is an increase in the salaries offered for this branch of the work, but until the training colleges and the University colleges train more students in science even this remedy will be only partial. Another disadvantage under which rural scholars labour is that in competitive examinations such as that for positions in the Civil Service many of the science subjects of the course are not marked as highly as some of the literary subjects, which scholars from institutions adopting mainly a literary or grammar-school programme can take in place of these science subjects in the competition. In the programme lately issued for the Civil Service Junior Examination, agriculture, a subject which should receive especial encouragement in a country like New Zealand, carries fewer marks than some languages the teaching of which would be of little value to many of the scholars in our country districts. In spite of these disadvantages the results of the examinations, both Civil Service and Matriculation, show that our secondary teachers are doing very good work. Further encouragement would be given to the rural course if specialized schools of agriculture were established; but at present, as far as the North Island is concerned, there is no higher institution where a student of agriculture can receive the training he requires. The itinerant teachers of agricultural science, drawing, woodwork, cookery, and dressmaking in these schools have done good work, and it is to their untiring efforts that much of the improvement in the practical part of the programme is due.

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

The year 1912 has been one of steady progress and consolidation of the work of the school with the changed conditions due to changes in the Government regulations. These changes have so far been beneficial to the school and the students, especially in making more advanced teaching more nearly self-supporting and in encouraging students to take grouped courses.

The total number of those who have joined classes at the school was very nearly the same as in the previous year, the difference being less than ten. The total number of students who received instruction has, however, increased by over 130, or nearly 8 per cent., the increase being mainly due to the College supplying the instruction in drawing to students of the Training College and to teachers attending Saturday morning classes. The number of class entries in the evening classes has, however, largely increased, due to the students taking grouped courses more readily than in the previous year. Thus while the number of students has been practically at the same mark as in the previous year, which was a record for the College, the number of class entries is about 14 per cent. greater. The general education, commercial, engineering, and science classes, in that order, showed the greatest increases.

As regards the relative numbers of free and paying students, the numbers of paying students are fewer and the number of free students greater than in the previous year, the increase in the one balancing the decrease in the other. On the other hand, while the fees for the several classes have remained the same, the total fees received were slightly higher than in the previous year, showing that they were taking more classes on the average than in the previous year. The average fees paid amounted to about £1 3s. per student for the year. This means an average of about one and a half classes per student for the whole year. Many of the paying students, however, merely attend for one or two winter quarters. The total numbers of students who took grouped courses and attended sufficiently regularly to earn the higher rates of capitation were as follows: Elementary commercial, 167; higher commercial, 80; science and mathematics, 45; trades, 228; domestic, 38; art and art crafts, 74; "Amokura" classes, 55; total, 687. Adding to this the students in the day Technical School—243 in number—the number of students who took a reasonably satisfactory course was 930 out of 1,408, a percentage of 66.

As far as free-place students are concerned, very few failed to earn the grouped-course capitation. Out of 746 paying students, 289—*i.e.*, about 39 per cent.—took a grouped course and made sufficient attendances to earn higher capitation. Many of those who did not take a grouped course were, however, satisfactory students, in that they were attending for special training in special classes, such as sanitary science, veterinary science, wool-classing, French, Latin, book-keeping, steam, special art subjects, &c. The results indicate, as usual, that the free-place students, on the whole, are better attenders than the paying students. It may be expected that this feature of the school-work will persist and possibly become more pronounced, since the free-place pupils naturally include a higher percentage of those who are really interested in learning. On the other hand, a larger proportion of the free students attend with the object of preparing for examinations, and the moderate compulsion due to this has doubtless a considerable share in improving their attendance. The healthful influence of such compulsion is seen in the case of the plumbing classes, where the majority of the paying students take a satisfactory grouped course. In spite of the general improvement in attendance which I have reported for the last few years there is still ample room for further improvement, and this as much in earnestness of study as in actual attendance at class.

Art classes: The year has, I think, been one of steady progress. Results obtained in the National Competitions in London show that the work is improving in quality, and that the school occupies a respectable position among the other schools, British and colonial, represented

in the competitions. During the year arrangements were made by which the drawing classes in the Training College were taught by instructors from the Technical College, and a special teacher chosen by Professor Lethaby has been obtained from England largely for this type of work. It is felt that the arrangement made will be of benefit to the teachers, to the teaching of drawing in the primary schools, and indirectly to the art classes, which are largely recruited from the ranks of those who have been taught in the primary schools. By co-operating, the Training College and this College have been able to command the services of a man of much more complete and sound training for the work he does than either of the colleges could have obtained separately. The great advantages, however, are those that must follow from the association of the two institutions in a branch of work that intimately concerns each of them, but in slightly different ways.

Science and mathematics classes: These classes have increased in number by the inclusion of physiology and botany as separate classes, each with a satisfactory number of students. The science classes are growing in strength as the students in trade subjects realize the necessity for a groundwork of science.

Engineering classes: These classes have increased largely during the year, and the work done has been of a satisfactory kind, as is evidenced by the increasing popularity of the classes. The workshops especially have been crowded. No difficulty appears to be felt in placing boys trained in the College.

The classes for subjects relating to the building trades show evidence of picking up again in numbers, and the quality of the work has been well maintained.

The commercial classes continue to increase, although the rate of increase has not during the year 1912 been any greater than in science and engineering. The demand for trained students is, however, very strong, and there is often difficulty in supplying employers who apply for trained boys and girls. The steady increase in entries in the continuation classes is largely due to the increases in the number of junior and senior free-place students.

Wool-classing and veterinary science classes: The demand in these classes has not been large. It was found impossible to arrange for students to go out into the country to get practical training in the shearing-shed, partly owing to the difficulty of students employed during the day getting leave and partly owing to the instructor resigning his appointment in consequence of accepting an offer to go to South Africa. It is proposed to arrange a class during 1913 to meet in Ngahauranga at a wholesale butcher's shed to shear some two hundred mixed sheep weekly, receive lectures on the sheep and the wool, class the wool, and afterwards inspect the carcasses of the sheep. It is hoped that a class so conducted will be able to gain practical knowledge in a scientific way, as well as scientific knowledge in a very practical way.

The classes for domestic economy are still handicapped by unsuitable accommodation, and have further been disturbed through change of teachers during the year. The work done was, however, fairly satisfactory, and the number attending somewhat larger than in the previous year.

The number of students attending the day Technical School was affected by regulations precluding students over fifteen years of age from entering as junior free pupils, and many in consequence went to work and took evening classes instead. The total number of day students was in excess of the numbers for the previous year.

At the art examinations of the Board of Education, London, forty-five students of the College obtained passes, fifteen in the first class and thirty in the second. At the science examinations conducted by the same body twelve students obtained passes. At the National Competitions (London) one student obtained two book prizes and was commended for exhibits, the subjects being shaded studies of animals from nature, time sketches of figures from the nude, memory sketch of the nude figure, water-colour painting of a figure from life. Two students were commended for their exhibits in shaded studies of animals from nature. One student was commended for her shaded drawing of a tree from nature.

At the Technological Examinations of the City and Guilds of London Institute thirty-one students satisfied the examiners.

W. S. LA TROBE, M.A., Director.

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

Receipts.			Expenditure.		
	£	s. d.		£	s. d.
Balance at beginning of year	784	13 11	Salaries of instructors	6,185	0 0
Capitation	4,783	10 5	Office expenses (including salaries, stationery, &c.)	671	17 2
Capitation on account of free places	779	4 0	Advertising and printing	103	4 6
Rent	128	0 0	Lighting and heating	178	6 0
Furniture, fittings, and apparatus	2	9 1	Insurance and repairs	91	11 10
Material	409	0 0	Rent	231	1 0
Subsidies on voluntary contributions	792	11 4	Examinations, &c.	47	10 11
Library	318	7 6	Material for class use	759	17 5
Fees	100	0 0	Typewriter repairs	26	7 7
Voluntary contributions	1,094	18 9	Library	59	18 0
Education Board, on account of Training College students	386	18 7	Prizes	31	5 8
Salaries	120	0 0	Sundries	54	9 9
Marine Department, on account of "Amokura" classes	120	0 0	Scholarships	70	0 0
Sales of material	83	0 11	Furniture, fittings, and apparatus	705	14 2
Sundries	107	16 4	Balance at end of year	801	15 11
	7	9 1			
	<u>£10,017 19 11</u>			<u>£10,017 19 11</u>	

DAVID ROBERTSON, Chairman)
W. S. LA TROBE, Secretary) of Managers.

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

Excellent progress has been made throughout by the pupils, and generally they have shown a spirit of enthusiasm and keenness which is very much to be commended. In some cases pupils have attended every night in the week on which the school has been open. In not more than three cases would one have to report that the work of free pupils has been unsatisfactory. Even in these cases they have on occasions shown that there might eventually awake in them a desire to do better work, and for that reason I have not recommended a discontinuance of any free places. However, unless better work is done by these particular pupils they must have their free places stopped, as they at times do far more mischief to the rest of the class than an outsider can imagine. In some cases great assistance has been given by parents with regard to ensuring regularity of attendance, but in a few cases parents are either ignorant of the fact that their children do not attend the school or they are woefully apathetic. The reports sent out at the end of each quarter on the pupils' progress serve a useful purpose, but they fail to accomplish much good in the case of the careless pupil. In his case, if the report is unsatisfactory, it probably never reaches the parent, and if it does little notice is taken of it. What must be aimed at is to educate the parents to the fact that they have at their very doors an institution capable of improving their children mentally and morally. During the year an "open night" was held, and a large number of parents and others took advantage of looking at the various classes at work. Next year it is proposed to have at stated times "open nights" for the various classes.

The wool-sorting was kept going very satisfactorily during the year. Two of the pupils have received positions as wool-classers, and this fact in itself should show that the class is doing good work and that it is a financial advantage for young men to attend this class. There is still a number of pupils who pass Standard VI with proficiency who do not take advantage of their free places. Much has been done in the past, but much yet remains to be done to induce these pupils to attend the school. The greatest helpers in this respect must be the teachers of S. VI in the primary schools, together with the head teachers. Young people naturally look forward to the day they can leave school and go to work. If, however, it can be shown to them that they are only starting their education and not finishing it, much will be accomplished. I have had great assistance in this respect from the headmasters of the Petone District High School and the Petone West School as well as from some of the assistant masters. I hope that they will continue to help in this respect. I hope, too, that the Chairman of Committee will bring the matter under the notice of householders at their annual meetings. Very few parents appear to know that junior free pupils can after two years' honest work obtain Senior Free Places tenable for three years.

The reports from the various instructors are very satisfactory, and show that a keen interest is being taken in the work generally. The instructors throughout have given me every assistance, and it has been a pleasure to be associated with them. The attendance at the plumbing class has been of the usual haphazard character. It is difficult to know what to do in this matter, as in some cases the plumbers are away for a month or so at a time. A number of the pupils in this class are quite young and in time should do excellent work.

The electricity class is becoming one of the most useful classes in the school, and during the past two years has made good progress. The students have during the year done good practical work. They have also paid visits to the Gear Company and the Wellington power-house under the guidance of their instructor. The class meets for three hours a week, instead of two hours as in former years, and I recommend that this be extended to four hours. New apparatus has been purchased during the year, and the workroom is now becoming fairly well equipped. One of the drawbacks to the practical work, however, is the fact that this has to be done in the main building. The noise interferes with the work of other classes. During the year apparatus for wireless telegraphy has been ordered from Home. This, no doubt, will further tend to popularize the class. The class next year will no doubt be attended by pupils from the Petone and Hutt Post-offices. A knowledge of the theory of electricity and magnetism should be invaluable to them.

The Matriculation class continues to do satisfactory work. Most of the pupils in this class attend at least three nights a week. I hope next year to be able to take extra subjects in this class such as precis-writing, economics, and hygiene. By doing so it will enable students and others who wish to sit for the Senior Civil Service Examination to do so under more advantageous conditions. I am arranging a two-years course for the latter examination, namely: First year—(1) Precis-writing, (2) economics, (3) commercial geography; second year—(1) Precis-writing, (2) constitutional history, (3) hygiene. The chemistry class has been practically full during the year, and a partly new scheme of work will have to be introduced next year to meet the changing requirements of the Civil Service and Matriculation Examinations. This class occupies an important place in the school curriculum. The art class continues to do good work considering the class of pupils we get. They are all very young, chiefly children.

The machine-construction class was during the year amalgamated with the instrumental drawing class. This is a most useful class, and it will always command a satisfactory attendance as it is practically compulsory for all junior free pupils who are taking a course in electricity, plumbing, or woodwork. The second-year pupils in this class did very creditable work, and next year should see a vast improvement. The woodwork class has done well during the year, pupils and teacher alike being most enthusiastic. The class is not a large one, but the percentage of attendance was very high. It seems a pity that the pupils who have had a two-years course at a primary school should give up woodwork on leaving school. They have just reached the stage where they would find that if they attended our school for another two years they would not only be able to make useful things for themselves at very little expense, but also appreciate good work when they saw it. It seems to me that the system of woodwork in the primary schools should

lead on more to the technical schools than it does at present. The cookery class, with a roll of seventeen, is doing good work. It is undoubtedly the most expensive class in the school, but the character of the work done warrants the expenditure.

The English and arithmetic classes have been somewhat larger this year than in former years. There is no doubt that there will be two large classes in these subjects next year. About twenty-five new pupils with proficiency passes have intimated their intention of attending. As I anticipate that most of the present free-place pupils will also continue to attend, some of the classes will be fairly large, but I have no doubt that the instructors will be able to cope satisfactorily with them. The shorthand and typewriting class has done very good work during the year. However, I have certain recommendations to make with regard to this class, which I hope will make it more efficient. At present the typewriting is done in the same room as the shorthand. As shorthand cannot be taught while the typewriters are at work, the typewriting-machines are idle half the time. This means that the pupils do not get the practice they should. I would recommend that the typewriters be placed in another room and the pupils put under my supervision, and also that a special class for speed be formed for the more advanced shorthand pupils. This would not mean a new teacher, as one of the pupils could act as reader while the teacher was correcting the work done. The question of additional room is opened up here. It seems to me that with the growth of classes the time has come when we should see about additional class-room accommodation. The school is well equipped now in many respects, but next year I am afraid that we shall be pushed for accommodation. The time is coming when this matter should be gone into, and the whole matter looked at from every point of view.

The book-keeping class has not been largely attended this year. This is in part due to the fact that it is held on Wednesday evening, the night of the compulsory drill. The number of free-place pupils is increasing year by year. As the pupils increase in number there is a greater danger of the attendance becoming less regular. As it is, a somewhat better standard of attendance must be aimed at in some classes. The free-place capitation earned is higher by far this year than it has ever been before, but with greater regularity on the part of the pupils there would be far more funds to push on the work of the school. The cadet company in connexion with the school is a credit to the institution, and I must take this opportunity of thanking Sergeant-major Ryan for the large amount of work he has done and the great assistance he has been to me in carrying out the work. The cadets who competed at the military tournament at Christchurch gave an excellent account of themselves. Their behaviour was a credit alike to themselves and the company they represented, while by obtaining a first, a second, and two thirds their proficiency could not be questioned, considering there were over forty teams competing in some of the events.

I must thank the staff, one and all, for their loyal and generous support throughout the year, the Board of Managers for their never-failing courtesy and hearty co-operation in anything I have brought forward, the secretary for his help at all times, the Education Board and Education Department for their hints and advice on the many things inseparable from an institution of this kind. I must not omit to thank the Petone and Hutt Borough Councils, the Gear Company, Woollen Company, the Petone Working-men's Club, and the Seddon Memorial subscribers for their donations. So long as we have the support of the various bodies the work of the school should continue to go forward.

J. H. LYNSEY, Director.

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

Receipts.		£	s.	d.	Expenditure.		£	s.	d.
Balance at beginning of year .. .. .	.. .. .	73	12	10	Salaries of instructors .. .. .	.. .. .	463	6	8
Capitation on classes .. .. .	.. .. .	200	3	8	Office expenses (including salaries, stationery, &c.) .. .. .	.. .. .	19	5	1
Capitation on account of free places .. .. .	.. .. .	98	10	9	Advertising and printing .. .. .	.. .. .	8	15	6
Buildings .. .. .	.. .. .	12	10	0	Lighting and heating .. .. .	.. .. .	48	18	9
Furniture, fittings, and apparatus .. .. .	.. .. .	52	19	5	Insurance and repairs .. .. .	.. .. .	10	2	9
Material .. .. .	.. .. .	27	18	0	Material for class use .. .. .	.. .. .	50	8	0
Subsidies on voluntary contributions .. .. .	.. .. .	101	14	0	Caretaker .. .. .	.. .. .	75	10	0
Fees .. .. .	.. .. .	111	11	2	Cartage .. .. .	.. .. .	1	4	8
Voluntary contributions .. .. .	.. .. .	92	3	6	Bank commission and cheque books .. .. .	.. .. .	0	19	0
From controlling authority, on account of school classes .. .. .	.. .. .	26	18	8	Refunds to pupils .. .. .	.. .. .	0	15	0
Sales of material .. .. .	.. .. .	8	19	11	Furniture, fittings, and apparatus .. .. .	.. .. .	59	5	11
					Balance at end of year .. .. .	.. .. .	68	10	7
		<u>£807</u>	<u>1</u>	<u>11</u>			<u>£807</u>	<u>1</u>	<u>11</u>

ALEXANDER THOMSON, Chairman } of Managers.
J. G. CASTLE, Secretary }

EXTRACT FROM THE REPORT OF THE MANAGERS OF THE MASTERTON TECHNICAL SCHOOL.

The classes commenced on the 18th March, and completed three full terms on the 6th December. Instruction was given in the following subjects: Painting, light and shade drawing, general drawing, building-construction, dressmaking, art needlework, plumbing, book-keeping, shorthand, typewriting, Civil Service subjects, cookery, English, and arithmetic. The roll for the first term was 203, and the average attendance 162, and for the third term 217 and 167. The percentage of attendance for the year was 80. Free tuition was provided for 125 pupils, who were granted free places on their Sixth Standard proficiency certificates. The only income received by the Managers in respect of these free-place holders was the capitation grant on the basis of their attendances. This amounted to £122. The total working-expenses for the year were £596 10s. 5d. From these figures it will be seen that the school has afforded very liberal educational

opportunities to its 125 free pupils. The total income for the year was £507 9s. 10d., which included a credit balance of £120 8s. 11d. from last year's account. The accompanying balance-sheet shows a debit balance of £89 0s. 7d. A capitation payment in respect of the classes held in 1912 of £139 17s. 9d. was received on the 31st January of this year.

A good standard of work has been maintained in all the classes, and also a very satisfactory percentage of attendance. The total number of classes conducted was nineteen. The classes with the highest numbers on the roll were: Dressmaking, 36; book-keeping, 36; shorthand and type-writing, 49; English and arithmetic, 40. It is to be regretted that the art classes are not better attended. The art-room—the best room in the school—has been well equipped, an efficient instructor is available, and the fees are low. The Managers desire to make a strong appeal to parents and students for a large number of entries for the art classes this year. Arrangements were made for conducting classes in veterinary science and in wool-classing. A very poor response was experienced, and the classes could not be established. In this connexion the Managers desire to make it known that they are prepared, as far as accommodation and other circumstances will permit, to establish classes for any of the subjects named in the Regulations for Technical Schools. It is the desire of the Managers that the best and fullest use should be made of the school and its equipment.

During the past year good work has been done by the pupils, and the Managers desire to congratulate them on their attendance and good conduct. Several of the students in the plumbing class passed the examination for certificates, and a pupil in the class for Civil Service subjects passed the Junior Civil Service Examination.

The Managers desire to express their appreciation of the zealous work of the staff during the year, and to the Trust Lands Trust their thanks for the annual grant.

The work of the late Secretary (Mr. N. D. Bunting) was carried out during the year, and during the whole of the eleven years he held the position, in a faithful, conscientious, and highly satisfactory manner, and the Managers deeply deplore his loss. They desire to place on record their appreciation of his faithful service, as well as their esteem for his personal worth and integrity.

W. H. JACKSON, Chairman.

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

<i>Receipts.</i>	£	s.	d.	<i>Expenditure.</i>	£	s.	d.
Balance at beginning of year	120	8	11	Salaries of instructors	379	10	0
Capitation on classes	48	18	0	Office expenses (including salaries, stationery, &c.)	60	0	0
Furniture, fittings, apparatus	25	13	6	Advertising and printing	17	13	6
Subsidies on voluntary contributions	124	1	10	Lighting and heating	17	12	0
Fees	71	15	9	Insurance and repairs	96	1	4
Voluntary contributions	96	1	4	Examinations, &c.	1	1	0
Rent of rooms	19	10	6	Material for class use	0	15	3
Refund	1	0	0	Cartage	3	2	2
Balance at end of year	89	0	7	Bank charges and interest	1	10	3
				Caretaker	32	10	0
				Furniture, fittings, and apparatus	67	18	3
				Asphalting	2	17	6
	£596	10	5		£596	10	5

W. H. JACKSON, Chairman of Managers.

HAWKE'S BAY.

EXTRACT FROM THE REPORT OF THE EDUCATION BOARD.

During the year teachers' classes were held at Woodville, Dannevirke, Napier, and Gisborne. At Dannevirke, Napier, and Gisborne special classes in art and science were conducted throughout the year, primarily for the benefit of pupil-teachers and probationers; and classes in agriculture were conducted at Woodville and Hastings. The number of teachers who received instruction was 154. The rural course was introduced into the district high schools in 1910, so that the year just completed is the second since its inception. At the beginning of the year the number of pupils taking the course was: Woodville—Seniors 8, juniors 8; Waipawa—Juniors 30; Hastings—Seniors 19, juniors 33. At the end of the year there were at Woodville five seniors and six juniors, at Waipawa twenty-six juniors, and at Hastings sixteen seniors and twenty-six juniors. The pupils taking the course now take one or two science subjects for examination purposes.

Special evening classes were held at Hastings and Woodville. At Hastings instruction was given in wood-carving, wool-classing, and plumbing. The attendance and work were so satisfactory that additional subjects will be offered in 1913. At Woodville classes in shorthand, book-keeping, and dressmaking were inaugurated. The attendance here was not so encouraging, the dressmaking classes being terminated at the end of the first term.

EXTRACT FROM THE REPORT OF THE DIRECTOR OF MANUAL AND TECHNICAL INSTRUCTION.

The classes in domestic science receive twenty weeks' instruction in cookery and elementary hygiene and twenty weeks' instruction in dressmaking. Twenty-five visits were made to these classes. Thirty-three classes for cookery and hygiene, with an average attendance of 523 pupils, and twenty-three classes for dressmaking, with an average attendance of 413

pupils, were held during the year. A number of these classes have had small roll numbers throughout the year. The attendance has been satisfactory and the work consistently good throughout the whole district. Particular mention must be made of the work of the dressmaking classes at Gisborne. In my report for 1911 I made a suggestion that I again desire to bring under the notice of the Board—viz., the desirability of arranging for the domestic science mistresses in the service of the Board to undergo a short training under Miss Boys Smith, Professor of Domestic Science, Otago University. I would respectfully suggest that the Board approach the Department with a view of seeing if the Department could arrange with the University Council a month's course in domestic science and allied subjects during the summer vacation. I am sure that the teachers of cookery and dressmaking under the various Boards in the Dominion would welcome the opportunity for the training that such a course would give.

Twenty-three classes received instruction in woodwork. The average yearly attendance for the whole district was 460. Speaking generally, the work is an improvement on past years, although much room still exists for better work. In most cases the drawings are not as carefully done as one expects in this class of work. In all exercises and models it should be the rule for the pupils to work from their own drawings. If these are smudged and inaccurate it can hardly be expected that the finished products will be what it should. Careful supervision on the part of the instructors will work wonders. These classes were visited twenty-eight times during the year.

Instruction in agriculture was given in sixty-three schools, and a combined course of instruction in agriculture and dairying in twenty-three schools, making a total of eighty-six. The number of pupils under instruction was 1,546. Out of these, however, a number (ten) of schools did not put in sufficient time to earn capitation. As in previous years, the instruction consisted of theoretical and experimental in the class-room and practical in the school-garden. The practical garden-work included the sowing of seeds, the subsequent care and management of the crops, and simple experiments with manures. The results of the manurial experiments were of such a contradictory nature in most schools as to prevent the establishment of any general law or the drawing of any deduction from the experiments. It is only fair to the teachers to say that the failures of the experiments were due to the unfavourable climatic conditions experienced during the growing season. It seems necessary to draw attention to the fact that in certain schools no records are kept in connexion with this work. Each pupil should be supplied with a notebook, in which should be entered a brief summary of all work done during the year. This record is essential in order that the Inspectors may see the nature of the work in which the pupils are receiving instruction. More attention should be paid to the surroundings of the school. The trimming of trees and hedges, the weeding of paths, &c., should be a recognized part of school agriculture. Owing to the illness of the instructor in agriculture towards the end of last year, the schools did not receive the number of visits they otherwise would. In all 224 visits were paid to schools with recognized classes. Certain schools have done exceptionally good work throughout the year—they are: Otane, Clive, Tepapakuku, Makauri, Matamau, Takapau, Ormond, Te Arai, Mahora, Onga, Matahiwi, Umutaoroa, Puha, Taradale, Meeanee, Kaiti, Te Karaka, and Waipukurau. This list is not by any means complete, but the schools that have been mentioned have specialized in certain features, and, because of this, stand out rather prominently from the schools taking this work. Keen interest is taken by parents and pupils in the classes for dairy-work. Twenty-three of the Board's schools are supplied with a complete outfit for the testing of milk. In all these schools the practical work is carried out by the pupils under the teacher's supervision.

Classes in the following branches of elementary handwork were carried on during the year in connexion with seventy-seven schools: Stick-laying, paper-folding, modelling, crayon drawing, cardboard-work, and brush drawing. All the material used by the pupils in any branch of handwork is supplied to the schools by the Board.

Three schools—Napier Main, Napier South, and Port Ahuriri—had classes in physical measurements. Gisborne school conducted classes in agricultural chemistry and swimming and life-saving. The total number of pupils receiving instruction in these three subjects was 720.

The special subjects included in the rural courses taken at the Hastings, Waipawa, and Woodville District High Schools are agriculture, dairying, chemistry, physical measurements, domestic science, and farm woodwork. At the beginning of the year the number of pupils taking the rural course was as follows: Hastings, 52; Waipawa, 30; Woodville, 16; total, 98. Thirty-nine visits were made to each centre by the itinerant instructor. The course of work followed during the year was laid down by the Board at the introduction of the rural-science course into the district high schools. In dairying, physical measurements, and chemistry it was necessary to run first- and second-year courses. In agriculture, however, the course was so arranged that seniors and juniors were enabled to take the same work. With reference to the assistance obtained from the permanent staff of the district high schools it is interesting to quote the itinerant instructor's own words: "The teachers in charge of the secondary departments and the assistant teachers deserve more than thanks for the assistance given me when visiting the schools. They are always ready to help with examinations, &c., and any part of the work in the course." A garden has been established at each district high school. The Hastings garden was the most successful, although it is only fair to mention that at the other centres (Woodville and Waipawa) the gardens had only been under cultivation for one year, and hence it was not to be expected that they would respond to the manures like one that had received two years' thorough tillage. The instructor attributes the non-success of the gardens at Woodville and Waipawa to the following four reasons: Unfavourable weather-conditions; destruction of seeds and crops by birds; insufficient number of boys to work the plots; previously untilled soil. The experimental work carried out at each centre was similar. It consisted of manurial experiments with (a) cereals, and (b) root crops. Five plots were set aside for each experiment, and the

boy obtained an appointment before the end of the year, and in all cases, in answer to my inquiries, the pupils have given every satisfaction. Two half-yearly examinations were held during the year. Sixteen pupils were recommended for Senior Free Places, and these were granted by the Department. During the year visits of inspection were made to the Napier Woollen-mills, Napier Poultry-farm, Acetone Welding and Illuminating Company, and H.M.S. "Encounter," the visits proving a source of enjoyment and instruction to the pupils. Three exhibitions of work have been held, one during Industries Week, when the school was thrown open to the public for the whole week, the ordinary work of the school proceeding as usual; one at the Hastings Agricultural and Pastoral Show, the exhibits consisting of specimens of work in engineering, machine-drawing, geometry, model-drawing, art, ticket-writing, woodwork, cookery, dressmaking, needlework, and millinery, and also the usual exhibition of work done during the year at the close of the year. It is estimated that fully three thousand persons visited the school during the exhibition in Industries Week.

The Education Department has again acted liberally in the matter of equipment, the following additions being authorized: Three lathes, grinditure taps and dies, calipers, pipe-wrenches, reamers, meter rules, knurling-wheels, smiths' tools, micrometer gauges, vernier rules, &c., for the engineering department; wood-turning lathes and new bench-screws for the woodwork department; two sewing-machines, a complete dinner service, and cutlery for the domestic department; and science books for the library. One of the rooms has been furnished with tables, settee, chairs, and linoleum as a sitting-room for the girls—a long-felt want. Hockey and tennis clubs have been carried on for the girls, cricket and football for the boys, and swimming for both boys and girls; also physical exercises for girls and military drill for boys. Swimming certificates have been obtained as under: Two for one mile, one for half-mile, two for quarter-mile, and two for 220 yards.

Mr. E. C. Isaac, the departmental Inspector, visited the school early in the year, giving some very valuable advice, and his report generally expresses satisfaction with the work attempted.

Work in the evening classes has proceeded in a very satisfactory manner throughout the year, the number of pupils being largely in excess of the previous year, and, although it is a matter for regret that the average attendance is not as high as it might be, the work done by those who attended regularly is very satisfactory. The actual number of pupils admitted, excluding any technical classes held during the day, was 309, made up of—senior free pupils 57, junior free pupils 128, and paying pupils 124. The number admitted in 1911 was 230. The highest average attendance for any one week was 380 and the lowest 301, compared with 291 and 260 in 1911. Fourteen pupils were recommended for and were granted Senior Free Places by the Department. It is worthy of notice that the greatest number of failures occur in the first year, proving that as pupils get more advanced their interest in the work increases. One hundred pupils made the necessary number of attendances at grouped courses of study to qualify for the special capitation. Classes were carried on in the following subjects: English, arithmetic, mathematics, book-keeping, shorthand and typing, plumbing, machine drawing and mechanics, geometry, engineering, wool-classing, ticket-writing, art, woodwork, electric wiring, cookery, dressmaking, millinery, needlework, building-construction, and Senior Civil Service subjects, the classes being grouped into courses as follows: Building trade, cabinetmaking, engineering, plumbing, commercial, and domestic; and it is a matter for congratulation that the majority of students attended a course of subjects rather than isolated classes.

A number of students entered for the South Kensington and the City and Guilds of London Institute Examinations with the following results: Model-drawing, 1; electricity, 1; machine-drawing, 1; cookery, 4; plumbing, 1; woodwork, 1; cabinetmaking, 2.

In conclusion, I have to return most hearty thanks to the officers of the Education Department for suggestions and also for meeting our requirements in so liberal a spirit, to the Board of Managers for advice and assistance rendered, and to the members of the staff who have given of their best, working in a loyal and enthusiastic manner for the benefit of the College.

WALTER FOSSEY, Director.

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

<i>Receipts.</i>			<i>Expenditure.</i>		
	£	s. d.		£	s. d.
Balance at beginning of year	639	4 7	Salaries of instructors	1,615	5 0
Capitation on classes	1,199	7 4	Office expenses (including salaries, stationery, &c.)	12	7 6
Capitation on account of free places	103	12 10	Advertising and printing	37	4 6
Furniture, fittings, and apparatus	26	11 0	Lighting and heating	54	8 9
Material	84	11 6	Insurance and repairs	26	0 4
Subsidies on voluntary contributions	198	2 6	Rates and taxes	8	0 0
Fees	221	4 9	Material for class use	250	6 2
Voluntary contributions	129	8 6	Prizes	5	10 5
From controlling authority on account of school classes	181	0 0	General	12	12 6
Sale of stationery, &c.	130	6 10	Contracts (new buildings, additions, &c.)	22	15 4
Interest (Savings-bank)	19	1 2	Furniture, fittings, and apparatus	152	14 5
			Balance at end of year	735	6 1
	<u>£2,932</u>	<u>11 0</u>		<u>£2,932</u>	<u>11 0</u>

C. H. EDWARDS, Chairman }
WALTER FOSSEY, Secretary } of Managers.

I wish to thank the members of the staff for the earnest and capable way in which they have carried out their duties and for their hearty and loyal co-operation in the work of the school, and also Mr. Paton, whose services as secretary during the year have been invaluable. Our thanks are also due for the very generous financial support accorded the school by the Dannevirke County Council, the Dannevirke Borough Council, the Dannevirke Agricultural and Pastoral Association, and the Hawke's Bay Builders' Union, without which the Technical School would have considerable difficulty in carrying on its classes. I wish again to point out that if the numbers attending these classes were what they should be in a town of this size the classes would be practically self-supporting—that is, the capitation from the Education Department, together with the small fee charged to students, would be sufficient to pay the instructors and other incidental expenses of the school.

J. M. SIMMERS, Director.

Statement of Receipts and Expenditure for the Year ending 31st December, 1912, in respect of Special Classes conducted at the Dannevirke Technical School.

Receipts.			Expenditure.		
	£	s. d.		£	s. d.
Capitation on classes	34	14 6	Balance at beginning of year	28	5 11
Material	9	7 2	Salaries of instructors	72	4 0
Subsidies on voluntary contributions	38	3 0	Office expenses (including salaries, stationery, &c.)	0	2 6
Fees	28	8 6	Advertising and printing	7	14 9
Voluntary contributions	19	12 0	Lighting and heating	6	4 10
Sale of material	8	6 8	Insurance and repairs	3	2 1
			Material for class use	9	1 4
			Balance at end of year	11	16 5
	<u>£138</u>	<u>11 10</u>		<u>£138</u>	<u>11 10</u>

T. MACALLAN, Secretary.

MARLBOROUGH.

EXTRACT FROM THE REPORT OF THE EDUCATION BOARD.

Practically all schools are receiving instruction in some branch of handwork. Recognized classes were conducted at fifty-eight schools, the following subjects being taught: Elementary agriculture, dairy-work, physiology, first aid and ambulance, swimming and life-saving, and various branches of handwork. School classes in woodwork, cookery, and advanced plain needlework were continued at the Blenheim Technical School.

EXTRACT FROM THE REPORT OF THE INSPECTOR OF SCHOOLS.

Manual instruction was given in seventy-five schools. Six schools in charge of sole male teachers took needlework. Cookery and woodwork classes were held at the Blenheim Manual-training School. Ten schools, including two private schools, sent pupils, the total number under instruction being 376. Cookery classes for teachers and nurses were also held.

Agriculture and school-gardening: Gardening was practised at fifty public and two private schools. A number of gardens indicated real enthusiasm, even where the science was not so observable. Some teachers are taking up the study of insect pests; the Department's sheet treating of this subject is a valuable aid. Section 56 of the syllabus should not be overlooked by teachers looking for correlation between gardening and science. School exhibits at shows are frequently wonderfully attractive and significant of varied interests—flower, vegetable, cookery, &c.

Dairy science: Practical work was undertaken at three schools. This was a new departure. All three schools will in this way do valuable service in their respective communities. It is a branch of science that should be more widely adopted. Some teachers are inclined to keep the lessons learned at the summer school, like masonic secrets, religiously hidden from their pupils. Every opportunity should be taken to present to the notice of the children subjects so interesting both from an educative and from a practical point of view.

Swimming and life-saving (seven schools): Very good use has been made of the municipal baths at Blenheim, where those in office have made a feature of contests that won the interest of the pupils.

First aid and physiology (four schools): In view of the new regulations for teachers' certificates this should be taken up more widely. No school is too small for practical treatment of the subject. The course need not be long or very elaborate.

Teachers' classes: Cookery (roll, 20). Seven candidates entered for the examination of the City and Guilds of London Institute, and all were successful. Three gained first-class certificates and four second-class. The teachers were somewhat dismayed to find that cookery is no longer to be recognized as a subject for the D certificate. Work under this head is relegated to a rather insignificant place under the heading "Home Science." The latter appears to be an overburdened subject. Considering the amount of valuable science of a practical kind connected with the cookery it is to be regretted that the subject is no longer treated as a separate one. Hygiene: During the midwinter holidays, a very useful class in the practical work (anatomy and first aid) required for the D uncertificated teachers was arranged for. Dairy science had been taught in the summer school held in January of last year. Mr. Bruce continued the classes for a time on Saturdays, and they were then taken up by Mr. L. J. Wild, M.A. The latter held two classes on Saturdays, one for uncertificated teachers and one for

and by the appointment of pupil-assistants to the woodwork instructor at Nelson. Since the services of the agriculture instructor have been wholly confined to this district he has been able to give additional supervision to the classes in agriculture and dairy-work, more especially in regard to the classes conducted at the Motueka and Takaka District High Schools. The inclusion of dairy-work in conjunction with agriculture at some of the larger schools has met with success. With reference to the manual-training classes at Westport, it is to be regretted that the number of pupils who attended the classes is not sufficient to earn the capitation required to cover the cost of running the classes. So far as the actual instruction is concerned the Department's Inspector has reported on all the classes favourably.

The carrying-on of special classes has been principally confined to the centres at Nelson and Westport. At Nelson the school continues to cater for a large number of pupils, and a varied course of instruction has been provided. Perhaps the most successful feature of the work in Nelson was the support accorded to the art course and to the instruction in dressmaking. The day Technical School at Nelson, inaugurated in 1911, was allowed to lapse owing to various causes. Towards the close of the year the Director resigned and the Board appointed Mr. F. C. J. Cockburn, art master, as Acting-Director, and reorganized the school.

The Westport School was fairly well supported during the year so far as numbers went, and the thanks of the Board are due to the Westport Borough Council, Westport Harbour Board, and Buller County Council for their substantial donations towards the school funds. Without these donations (and the subsidies thereon) it would be quite impossible to carry on the efficient instruction that is being given in the engineering department. Had a larger number of youths been available for the day Technical School engineering course there would not be so much anxiety regarding the finances; but, of course, it is recognized that, whilst the school offers exceptional opportunities for boys desirous of becoming engineers, the number available is necessarily limited owing to the fact that the district is not a large one, but perhaps more so owing to the failure of the Railway Department to recognize the training that is given at the Technical School as part of the apprenticeship required in the workshops. This is a matter that has been brought up before, and it is to be regretted that nothing has been done to remedy the anomaly.

Classes for the instruction of teachers were held at Nelson as usual during the year, and a short winter session was held at Westport for the teaching of drawing. The Board has to thank the Department for the grants which were provided from time to time for furniture and apparatus for technical schools, and also for the grant for training of teachers.

F. C. COCKBURN, Acting-Director.

Statement of Receipts and Expenditure for the Year ending 31st December, 1912, in respect of Special Classes conducted at various Centres by the Nelson Education Board.

Receipts.			Expenditure.		
	£	s. d.		£	s. d.
Capitation on classes	815	3 9	Balance at beginning of year	968	19 1
Capitation on account of free places	147	10 0	Salaries of instructors	1,600	10 2
Furniture, fittings, and apparatus	203	6 0	Office expenses (including salaries, stationery, &c.)	120	9 4
Material	30	16 0	Advertising and printing	42	10 9
Fees	152	19 11	Lighting and heating	62	17 0
Voluntary contributions	62	0 0	Insurance and repairs	10	15 0
Marlborough Education Board, on account of salary of instructor in agriculture	120	0 0	Material for class use	161	1 5
Training of teachers	180	0 0	Instructors' travelling-expenses	67	4 7
Miscellaneous	1	0 0	Cartage and freights	18	10 0
Rents	38	6 5	Incidentals	61	10 0
Balance at end of year	2,048	8 9	Contracts (new buildings, additions, &c.)	123	5 10
			Furniture, fittings, and apparatus	561	17 8
	<u>£3,799</u>	<u>10 10</u>		<u>£3,799</u>	<u>10 10</u>

N. R. WILLIAMS, Secretary.

GREY.

EXTRACT FROM THE REPORT OF THE EDUCATION BOARD.

During 1912 school classes were held as follows: Handwork at Greymouth, Cobden, and Blackball; agriculture at Dobson, Blackball, Poerua Settlement, and Moana; cookery (at the Technical School) by pupils of Greymouth, Runanga, and Cobden; physical measurements (primary and secondary) at Grey District High School and at Cobden School. Special classes were held in connexion with cookery (Greymouth Convent), engineering, mechanical drawing, and wool-classing, and a continuation class was conducted at Blackball. The Saturday classes for teachers were well attended, the subjects taken being brush drawing and carton-work. During the present year the Board is making strong and persistent efforts to establish manual and technical special classes in every centre of its education district, and it is confidently expected that good results will shortly be apparent.

EXTRACT FROM THE REPORT OF THE INSPECTOR OF SCHOOLS.

The value of handwork in correlation with other subjects is not fully appreciated, and in this connexion the district as a whole compares rather unfavourably with others. It does not seem to be understood generally that handwork need not be taken as a separate subject, but should be used as a means of supplementing the general teaching. When classes are recognized the necessary material is supplied, and there is at once available a valuable aid towards making

increase in the roll numbers of the several classes, but new subjects of instruction have been added. This improvement is due in a large measure to the completion of the new Technical School building, whereby the management is enabled to offer much greater facilities than had been possible in the past. At Kaiapoi, too, the scope of the work has been enlarged, and classes placed on a more satisfactory footing—again the natural result of the improved conditions obtaining, owing to the locality now having a commodious and well-appointed Technical School building. At Rangiora, as indicated in the Board's previous report, the control of manual and technical classes has been transferred from the Board of Managers to the Rangiora High School Board, except that as regards the supervision of school classes the local Committee act for the Education Board. At some of the smaller centres some diminution in the interest previously evinced in the work appears to have taken place. This is a matter for regret, and the Board trusts that as the true value of technical training becomes more generally recognized the interest taken in the subject when classes were first established will be revived, and that the authorities to whom the work has been entrusted will not rest content until every facility is given for young people to obtain instruction in some at least of the subjects comprising vocational education. The number of classes in some form of handwork and in swimming and life-saving is approximately the same as in the previous year—viz., ninety-nine and fifty-seven respectively, as compared with ninety-six and fifty-five in 1911. A still further increase is shown in the number of classes in elementary agriculture, there being no fewer than 128 schools at which this work is now carried on, under the fostering care and supervision of the chief instructor and his assistant.

EXTRACT FROM THE REPORT OF THE INSPECTORS OF SCHOOLS.

There has been steady progress in drawing and handwork during the year, with a continually widening scope of work. The educational results of these subjects have been kept prominently in the foreground. We would again impress upon teachers the importance of object-drawing, and trust that more attention will be given to mass drawing in pencil and brush. During the year there has been considerable extension of the opportunities for taking cookery, and we hope that the instruction at the various centres will be on such lines as to avoid overlapping, and break sufficient new ground each year to maintain unabated interest. Lincoln and Kaikoura District High Schools have made a very promising beginning with rural courses of study, and several of the other centres have modified their programmes of instruction in the direction of giving greater prominence to agriculture.

EXTRACT FROM THE REPORT OF THE DIRECTOR OF MANUAL TRAINING.

The new centre at Sydenham, which was opened at the beginning of the year, has proved an immense advantage. Not only has it allowed the pupils from the Sydenham, Addington, Waltham, Opawa and Somerfield Schools to be taken with a minimum loss of time in travelling to and fro, but the excellent arrangements of the centre have added much to the pleasure and efficiency of the work. It is greatly to be desired that it may not be necessary much longer to continue to use the entirely unsuitable building which in the past has had to do duty for a woodwork-room at the Normal School, and that another centre as worthy of the work as that at Sydenham will be erected in the east of the city to provide for the East Christchurch, Richmond, North Linwood, Burwood, and New Brighton Schools. Throughout the session the instructors have been endeavouring as far as possible to afford opportunities for original thought on the part of the pupils not only in the way of descriptive notes and summaries of lessons, but also in the suggestion of woodwork exercises. It is surely necessary in all work of this kind to recognize the truth that " 'Twas better youth should strive through ways uncouth towards making, than to repose on aught found made"; and, although the work done will contain many faults due to immaturity and inexperience, nevertheless, because it is the result of the pupil's own thought and initiative, its value will be far greater. Dictated notes may be properly worded and correctly spelt, but their educational value is practically nil. One very pleasing feature of the work of the year has been the extension of the benefits of manual training to schools outside the immediate district. We have not only had two good classes from the new Somerfield School, but two classes of boys and girls have come in from Hornby, and a number of pupils from the Heathcote School. We have been asked next year to make provision for additional classes from the Belfast, Riccarton, and Spreydon Schools. The recognition of the vital importance of the training in manual work is happily growing. In a report presented by a committee of Inspectors appointed by the English Board of Education, they state that "to neglect manual training, of which the direct effect is to increase the efficiency of specialized groups of muscles and of the brain and sense organs in connexion with them, is seriously to mutilate our education, and it is the more serious in the case of the many children whose faculties for work, discipline, and constructive mental effort can best, or only, be developed in this way. We would associate ourselves with the opinion often expressed that the education hitherto given in the ordinary elementary schools has not been in the fullest sense practical." Bergson, in his recent work on "Creative Evolution," says: "If we could rid ourselves of all pride, if to define our species we kept strictly to what the historic and prehistoric periods show us to be a constant characteristic of man and of intelligence, we should say, perhaps, not *homo sapiens*, but *homo faber*. In short, intelligence, considered in what seems to be its original feature, is the faculty of manufacturing artificial objects, especially tools to make tools, and of indefinitely varying the manufacture." If tool-making and tool-using has been the characteristic that has distinguished man from the lower animals and raised him above them, it is surely of great moment that in the life-history of the individual special attention should be given to the development of his constructive faculties.

JOHN H. HOWELL,

Director of Manual Training.

EXTRACTS FROM REPORTS ON SPECIAL CLASSES AT VARIOUS COUNTRY CENTRES.

Lincoln.—During the year classes for woodwork and cookery have been held with average attendances of 7 and 8.5 respectively. The classes have not been attended by the number the Committee would have liked, but good results have been obtained, and the pupils have greatly benefited by the teaching of the instructors. A practical demonstration was given by the children when the new laboratory in connexion with the District High School was opened, they doing all the necessary cooking for the function, which was well attended by the public.

Leeston and Doyleston.—During the past year the dressmaking classes have been well attended, each term showing an increase in the number of pupils, many of whom have entered into their second year's course. The perseverance and interest shown in their work have been very encouraging. Many of the pupils have come long distances and in all weathers to take advantage of the instruction given. The work turned out has been highly satisfactory. The woodwork, ironwork, and cookery classes did not start, on account of the small number of pupils coming forward.

Amberley.—Classes in dressmaking and wool-sorting were held, and a good attendance registered, though roll numbers were somewhat below previous years. No students presenting for cookery, the class was abandoned. School classes in dressmaking, cookery, and woodwork continue to be appreciated, and, as a three years' course is provided, this may account for some falling-off at the technical classes in these subjects. The thanks of the Committee are due to the Kowai County Council for a second donation. The lining of the class-room this year has greatly enhanced the comfort of the pupils, and on the whole the school is looked upon as a valuable asset to the district.

Statement of Receipts and Expenditure for the Year ending 31st December, 1912, in respect of Special Technical and Continuation Classes in Christchurch and in Country Districts.

Centre.	Receipts.									
	Balance at Beginning of Year.	Grants from Government.			Fees.	Voluntary Contributions.	On Account of Public-school Classes.		Other Receipts.	Totals.
		Capitation on Classes.	Buildings and Rent.	Subsidies on Voluntary Contributions.			£ s. d.	£ s. d.		
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Leeston and Doyleston ..	34 19 5	10 18 3	2 0 0	..	20 10 0	..	..	..	..	68 7 8
Amberley ..	24 18 6	17 19 6	18 12 0	5 5 0	16 8 0	5 5 0	18 8 0	1 14 11	..	108 10 11
Cheviot ..	55 7 6	..	..	..	48 7 0	..	..	..	..	103 14 6
Christchurch ..	48 4 0	..	..	..	51 0 0	..	..	..	..	99 4 0
Totals ..	163 9 5	28 17 9	20 12 0	5 5 0	136 5 0	5 5 0	18 8 0	1 14 11	..	379 17 1

Centre.	Expenditure.							Cr. Balance at End of Year.	Totals.
	Administration.			Rent and Material.	Buildings and Equipment.	Other Expenses.	Cr. Balance at End of Year.		
	Salaries of Instructors.	Incidental Expenses, Insurance, Repairs, &c.	Advertising, Printing, Lighting, and Heating.						
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
Leeston and Doyleston	32 7 0	1 17 6	3 6 0	2 0 0	..	1 7 0	24 10 2	68 7 8	
Amberley ..	47 13 0	10 9 9	1 4 0	2 18 9	18 12 0	3 8 7	24 4 10	108 10 11	
Cheviot ..	59 1 0	..	..	..	..	..	44 13 6	103 14 6
Christchurch..	31 10 0	2 3 2	..	..	..	8 5 0	57 5 10	99 4 0
Totals ..	170 11 0	17 10 5	4 10 0	4 18 9	18 12 0	13 0 7	150 14 4	379 17 1	

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

For the first time in the history of the institution our accommodation has been really adequate to our numbers. The erection of the domestic-science wing, the drawing-office, the physical laboratory, and the wool-room provided the space that was so urgently required, and as a consequence we have been able to carry on the work during the past year under far more favourable circumstances. The removal of the domestic-science department from the old School of Domestic Instruction has contributed greatly to the convenient working of this department, and the gloomy predictions that were made as to the effect of removing these classes from the centre of the town have not been in any way verified. It was even necessary to form additional classes in cookery, dressmaking, and needlework, and during the present session our dressmaking, millinery, and needlework department will be occupied by classes every morning, afternoon, and evening in the week, with the exception of Saturday afternoon and evening.

Day Technical School.—The total number on the roll has been 343, as compared with 341 last year, but I am glad to say that, though there has been still a great falling-off in the course of the session, this has not been quite so serious as formerly, the roll number for the last term being 302, as against 291 for the corresponding term of 1911. The demand for our students has been so great that I have found it impossible to satisfy the numerous requests that have been received, and in some cases firms have kept places vacant until the end of the year in order that they might secure our pupils. On the whole employers are giving pupils very satisfactory remuneration, recognizing in this way the value of the training they have received.

I venture to think that the leaving of pupils during the year has not been sufficiently taken into account in fixing the basis of capitation for schools of this type. The staff must be arranged to cope satisfactorily with the maximum number, while the payment of the full capitation is made on a much smaller number. Further, in the case of domestic science and workshop classes, of which we have a large proportion, the number of students under one instructor must be less than twenty-five. These two factors contribute to render the instruction costly, and should require a higher rate of capitation than for ordinary secondary-school work. During the year we have been able to make more satisfactory arrangements for singing and for physical culture in the case of girls. The Board was fortunate in securing the services of a lady who has been specially trained at Home in the latter, and provision was made to give all the girls exercises during two periods in the week. The appointment of Mr. Goldstone, who was well qualified for the work, allowed considerable extension of the singing, and has rendered it an important feature in the school life. For the first time swimming sports have been held, and by the generosity of the Board we were able to institute a championship shield. While the school games have been, in general, indulged in with enthusiasm, we have been considerably handicapped during a great part of the winter by the state of Lancaster Park, and until we have a ground of our own which may be played on at all seasons of the year we cannot hope to be very successful. We are looking forward eagerly to the time when our own playing-fields will be in order, and our anxiety in this respect has been shown in a practical way by the pupils. A number of the boys gave up the greater part of their spring holidays to getting out docks and levelling, and by the end of the year more than £60 has been raised to help in the completion of the work.

The first number of the College magazine was issued in November, and will be recognized as a creditable production on which the magazine committees of the day and evening schools may be congratulated. We owe the idea of the magazine to the school parliament, which has again played a noteworthy part in the working of the school. One of the girls has acted as Speaker, and I am sure her school-fellows will agree that she has done credit to the position and given no justification for the objection sometimes raised against the intrusion of women into practical politics. The Board has adopted a definite scale of salaries for the staff, and has thus brought our system into line with that which has proved so satisfactory in connexion with the primary schools.

Evening School.—It is with much regret that I have to place on record an unprecedented number of changes in the personnel of our staff.

It will be unnecessary for me to refer to the work of the trade classes in detail. These have been examined and reported on by the honorary examiners. As it has considered that the London City and Guilds Examination in needlework is not a satisfactory test for those who desire to become teachers in this subject, the Board has established a teachers' needlework diploma, to be awarded on the result of a searching theoretical and practical examination and of the work done during the year. Miss Gibson, Lady Principal of the Girls' High School, kindly acted as honorary examiner, and diplomas were awarded to six of the candidates.

In public examinations our students have more than maintained the successes of former years. In the City and Guilds of London Technological Examinations fourteen first-class and thirteen second-class certificates were obtained, and in the English Board of Education Science Examinations four first-class and one second-class certificates. We look forward, however, to the time when the Department will itself carry out such examinations in New Zealand. The Home examinations are for several reasons unsuitable, and we have decided that, as far as needlework, dressmaking, and millinery are concerned, no special provision shall be made for our students to prepare for them in future.

Great encouragement has been given to our carpentry and joinery and typographical classes by the establishment of scholarships to defray the cost of instruction to students who, by their regular attendance and good work, have deserved such help. The Canterbury Carpenters and Joiners' Union, the Canterbury Master Printers' Association, and the Canterbury Typographical Association have set an excellent example in this manner, and I trust that other trade organizations may be encouraged to co-operate in the same way. To the Industrial Association of Canterbury we are greatly indebted for their generosity in offering for competition in each of our trade classes a Seddon Memorial Gold Medal, to be awarded in each class where work submitted was considered by the honorary examiners to be of outstanding merit. Four such medals have been awarded this year, and I am confident that they will provide an increasing stimulus to our students to put forward their very best energies to obtain this high mark of distinction.

At the end of the session Messrs. W. Strange and Co. (Limited) kindly placed their large corner windows at our disposal for the purpose of displaying specimens of work done in the various departments of the College. All who saw the exhibition agreed that it did much credit to instructors and students alike, and I am sure it has been of great assistance in making our work better known. The display in the very centre of the town brought it under the notice of hundreds who would never have visited an exhibition at the College itself.

A pleasant feature of the session has been the formation of our past and senior students' association, which will, I hope, do much to establish an *esprit de corps* among our evening students, and to unite to the College with bonds of affection those of its students who have passed from the class-rooms and workshops to put into practice in their daily avocations what they have there learnt. One of the most pressing needs of educational institutions that have their students under their care only for a few hours in each week is the provision of a corporate life, which shall serve not only as a bond of union, but as a means whereby opportunities are afforded for carrying out the duties and responsibilities of positions which demand the exercise of initiative, independence, and self-sacrifice. College societies, whether for debating, dramatics, social evenings, or games, are all of great value in this direction, and I hope that the association will play an important part in our College life.

The total number of individual students during the year was 1,330, 343 of these being pupils in our day school and 987 in our evening school and special classes. The remarkable growth

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 unflinching 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 copperwork, 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.

The sheep-shearing class has not been very successful this year, owing to the unsettled state of the weather; young fellows did not care to join, being afraid of being delayed for want of dry sheep, and having to bear the expense of waiting. The advantage was with the few who did join, these having a good course with plenty of practice. A new class was started in black-board and other drawing subjects for teachers, with a roll of eight; this should prove a popular class, saving, as it does, a tedious weekly journey to Christchurch. Physical culture, with a roll of sixteen, has been enthusiastically carried on. The course of instruction, based at it is on deep breathing, will prove a lasting benefit to the members of the class. If we can induce every student to join this class we shall have accomplished something to be proud of. An attempt made to recommence the plumbing class met with very poor support, which is the more regrettable in the face of the fact that, in the near future, a water-carriage drainage system is likely to be carried out in Ashburton. This will mean that local plumbers who have not qualified for registration will have to face the importation of outside labour. The woodwork class was also revived for apprentices in the woodworking trades; very few took advantage of it. It may not be generally known here that, in the recent award for carpenters and joiners in the Canterbury District, apprentices who have secured a two-years certificate in any technical college in the industrial district are entitled to 2s. per week above the award rates. I should like to see this principle carried out in other trades, as it goes to show that the value of technical instruction is realized by those who are in the best position to appraise its value. One cannot urge too strongly all who have the power especially parents and employers, to co-operate with educational bodies so that the greatest amount of good may be obtained from the facilities offered, and prevent the great waste of manhood and womanhood that will assuredly take place if boys and girls do not take advantage of the time immediately after their school careers to extend their knowledge along general and particular lines, so as to become efficient workers in their own sphere of life and good citizens, ready and able to bear intelligently their part in the affairs of State. The Managers' thanks are due to the contributing bodies for their generous financial and other support—the Ashburton County and Borough Councils, High School Board, Ashburton Agricultural and Pastoral Association, Borough and Hampstead School Committees, Canterbury Sheepowners' Union, and private subscribers; above all to the Minister of Education and the Government for the generous response to our application for an additional grant; lastly, to that admirable body of workers for their strenuous efforts at our recent bazaar, and to the general public who so loyally seconded those efforts by freely buying the goods for sale. This will enable the Managers to complete the buildings and fittings and extend the work of the school.

A. MOORE, Director.

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

<i>Receipts.</i>		£	s.	d.	<i>Expenditure.</i>		£	s.	d.
Balance at beginning of year	..	178	2	1	Salaries of instructors	..	623	18	10
Capitation on classes	..	87	15	8	Office expenses (including salaries, stationery, &c.)	..	74	19	11
Capitation on account of free places	..	34	0	0	Advertising and printing	..	21	12	0
Buildings	..	2,132	0	0	Lighting and heating	..	42	19	4
Rent	..	50	5	0	Insurance and repairs	..	38	2	1
Furniture, fittings, and apparatus	..	229	14	6	Rent	..	53	3	0
Material	..	15	3	6	Examinations, &c.	..	1	11	0
Subsidies on voluntary contributions	..	156	10	10	Material for class use	..	136	13	0
Fees	..	274	12	10	Caretaker	..	47	16	0
Voluntary contributions	..	178	2	0	Cookery books	..	33	1	3
From controlling authority, on account of school classes	..	163	11	6	Bazaar	..	22	14	8
From High School Board, on account of school classes	..	83	10	0	Sundries	..	37	17	6
Bazaar receipts	..	254	8	5	Bank charges	..	17	15	10
Sales of cookery books and material	..	18	4	7	Contracts (new buildings, additions, &c.)	..	2,596	12	6
Miscellaneous	..	11	2	10	Architect, &c.	..	88	11	0
Surrender of High School lease	..	150	0	0	Furniture, fittings, and apparatus	..	359	19	1
Balance at end of year	..	180	3	3					
		£4,197	7	0			£4,197	7	0

HENRY DAVIS, Chairman
A. MOORE, Secretary } of Managers.

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

During the year classes have been held in the following subjects: Wood-carving, millinery, cookery, woodwork, art, and dressmaking; and the attendance, though not equal to what the importance of the subjects demands, has been comparatively satisfactory. It is to be regretted that no support was given to the proposed classes in wool-classing, cookery (evening), book-keeping, and English. The numbers attending were as follows: Carving, 7, 9; art, 9, 11; woodwork, 11, 15, 15; dressmaking, 46, 33, 32; school cookery classes, 55; school woodwork classes, 57.

It is satisfactory to be able to report that a promising start was made with an art class for black and white, oils, and stencilling, and that twenty-five pupils from Woodend commenced attendance at the school cookery and woodwork classes. The Education Board showed its practical sympathy with country-school class-work by donating £5 towards conveyance, and this amount, together with fees and increased capitation, resulted in the class giving a credit balance of £1 16s. 6d. Next year the principle of bringing in country children could be extended so as to bring in Belfast, Clarkville, and Ohoka pupils; it certainly is worth a trial. Last year's contributing bodies have again kindly responded this year, and I am pleased to report that the Kaiapoi Working-men's Club, with Mr. Crick as representative, has joined the association.

EXTRACT FROM THE REPORT OF THE CHAIRMAN OF THE BOARD OF GOVERNORS OF CANTERBURY COLLEGE.

School of Engineering.—This year shows a slight increase in the number of matriculated students who purpose taking the full course for one or other of the degrees. This is due in all probability to the resolution passed by the Senate which enables the whole course to be completed in four years instead of five years. It is more than probable that as the years pass the number will be materially increased. I have pointed out in another portion of the report that this shortening of the course has made it imperative that more accommodation should be provided. The alterations and additions decided on and now being undertaken provide for an additional lecture-room, a departmental library, workshop, a room for applied mechanics, a private room for a lecturer, and a preparation-room. By such means every facility will be given the students to pursue their studies under more advantageous surroundings. It is to be regretted that the serious illness of Professor Scott has necessitated a lengthened leave of absence, and this at a time when alterations and additions designed by him are being carried out. The list of recent appointments obtained by ex-students during the past year, as shown by the acting professor in charge, makes it clear that the School of Engineering is providing well-qualified men not only in the Dominion but in different parts of the world.

School of Art.—The attendance at the school has been more than maintained during the past year, the average being 345, and each year it appears that more and more are availing themselves of the various courses provided for the students. The exhibitions of work showed a marked advance on those of past years, and the comments, both public and private, were of a most favourable nature. In the exhibition of work at the Art Gallery a small room was placed at the disposal of the school. The walls of this room were specially prepared by a decorative scheme carried out under the superintendence of the Director and others, and the plan adopted enabled the exhibits to be shown to great advantage, so much so that special notice was taken of it by the Committee of the Art Society, and a diploma of the first class was awarded. In designing the opportunity afforded by the proximity of the Public Gardens is taken advantage of, and the students, having prepared their sketches for design, are enabled to execute the finished work in metal and other material in the school itself. The completed work thus carried out also shows what progress has been made. A fresh departure was also made during the year by establishing a class for etching. A good beginning has been made, and the class promises to be one of the features of the school. Though some good work has been done in the architectural classes, some of the students do not seem inclined to go outside the bare requirements, which are comparatively narrow, but a degree in architecture having been lately established by the Senate of the University, it is hoped that those who are studying this subject will be stimulated to do more advanced work, and thus take full advantage of the opportunities offered for equipping themselves better for future work in their profession. In competition with the outside world the school has again been very successful. In the National Competitions amongst the schools of art in Great Britain five of the students gained honourable mention for drawing and painting from life and still life, while fifteen passed in the Advanced Art Examinations held in Great Britain. Unfortunately, altered conditions will make it impossible for our students to compete again in this class. This is a matter for regret, and to fill to a certain extent the gap caused by this change a Dominion competition among all the art schools in New Zealand should be established, and in this way a keenness that cannot be obtained by purely local competitions aroused. Of the past students four were successful in competitions held by European art academies. The Board of Governors established a few years ago two valuable (£25) scholarships, tenable for one year, and a hope was expressed at the time that a travelling scholarship might be established. The funds, however, at the disposal of the Board are not large enough to enable this to be done. In the interests of the study of art it would be a good thing if the Government were to establish such a scholarship, open to the whole of the art students in New Zealand, under conditions which would enable the successful one to spend one or two years in continuing higher studies in Europe.

EXTRACT FROM THE REPORT OF THE ACTING PROFESSOR IN CHARGE, SCHOOL OF ENGINEERING.

Attendance: During the year 155 individual students attended lectures, and the hour-attendances per week were 916. Twenty-two matriculated students were studying for the University degree or for the Associateship of the School of Engineering in the School of Engineering, in addition to which four engineering students were studying for their Entrance Examination at the College. Twenty-eight lectures per week were delivered, and instruction in drawing and designing, experimental work in the laboratories and in field-work was given for ninety-five hours per week during the session.

At the University Examinations, 1911, one student sat for and passed in the Final Examination for the degree of B.E. (Electrical); one student sat for and passed the first part of the Second Professional Examination in Civil Engineering; three students completed the First Professional Examination in Electrical Engineering; one student passed the first part of the First Professional Examination in Electrical Engineering; one student passed the first part of the First Professional Examination in Mechanical Engineering; and four students passed the Entrance Examination. At the Associateship Examinations, 1912, one student passed the final examination for the Associateship of the School of Engineering in Civil Engineering, whilst the passes in the other subjects of the associateship courses taken at the School of Engineering were—In freehand mechanical drawing, 3; descriptive geometry (advanced), 4; mechanical drawing, 3; steam-engine (elementary), 5; steam-engine (intermediate), 2; applied mechanics, 4; mechanics of machinery, 4; hydraulics and pneumatics, 2; strength of materials (elementary), 4; strength of materials (intermediate), 2; strength of materials (advanced), 2; surveying (elementary), 2; building-construction, 1; principles of civil engineering, 1; electrical engineering (intermediate), 5. Associateship students taking subjects outside their regular course attended

The work in design is now devoted to designing for practical purposes, such as jewellery, repousse-work, leather-work, carving, stained glass, lithography, furniture, needlework, &c., and in every case the student has carried out his design in the finished material. The study of plant and animal forms has been continued during the year, students as far as possible making their studies from plants and trees in the Botanical Gardens.

The work of the artistic crafts department comprised executing in material the designs made in the design classes. I am anxious to add to the number of crafts taught, and next year I hope to include pottery and hand-loom weaving. The etching class has made steady progress, and some very creditable work was shown at the exhibition of students' work. The work of the modelling department has greatly improved, one study from life showing exceptional technical ability. During the year several students carried out work in marble, and also soft stone. A large furnace for firing terra-cotta would be a great help to the modelling classes. I find considerable difficulty in obtaining suitable models for the modelling and painting life classes. The absence of the professional model in New Zealand is a distinct drawback to advanced figure-work. If it were possible for the Education Department to obtain the services of, say, two professional models, a male and female, and divide their time between the four principal schools, the figure-work would greatly benefit thereby. Excellent models are available in Australia.

The architecture department has done good work and has been well attended. I look forward to the time when the registration of architects becomes compulsory in the Dominion: then a comprehensive course of study will be possible. At present only a small number of architects' pupils can be persuaded to go outside their daily requirements, which in many cases are very narrow. Good work has been done in the classes for signwriting and poster-work.

Classes for teachers and pupil-teachers have been held on Saturday mornings and Monday evenings in elementary drawing, modelling, and design. The time given by teachers to this work is too small to give the best results. The teaching of drawing has been continued at the Training College by the staff of the School of Art with good results. Next year more time will be available, and better work should be obtained in consequence.

The school obtained five honourable mentions for drawing and painting from life, still-life, and anatomy in the National Competitions amongst schools of art in Great Britain. Some fifteen students passed the Advanced Art Examinations held by the Board of Education in London. I regret that next year the changed conditions made by the Board of Education will prevent colonial students from sitting for the English examinations. The time has arrived when a New Zealand set of art examinations are necessary, and unless some arrangements can be made the advanced work of our Art School will suffer. Local examinations are not sufficiently important, and, however high the standard may be, there are no means of comparison with other centres in the Dominion. Two scholarships of £25 and eleven scholarships carrying free tuition were awarded to students of the day and evening classes. A travelling scholarship is very necessary to enable a brilliant student to visit Europe, and I trust that the Government will see its way to grant one in the near future. It is gratifying to hear that four past students of this school have competed with success in competitions held by European art academies, and that one student has obtained an important position on the art staff of a large engraving company in England.

No changes have occurred in the staff during the year. Thanks are due to Messrs. Gibb, and Hammond and Co., for special prizes, and also to W. H. Montgomery, Esq., for a valuable prize for landscape-painting, and to the executors of the late Mr. William Sey for prizes in connexion with the signwriting class. In conclusion, I have to thank the Board for the support given to me in my efforts to further the benefits and growth of the school.

R. HERDMAN-SMITH, A.M., F.S.A.M., &c., Director.

Statement of Receipts and Expenditure for the Year ending 31st December, 1912.

<i>Receipts.</i>		£ s. d.	<i>Expenditure.</i>		£ s. d.
Balance, 1st January, 1912		743 1 8	Salaries		1,666 13 4
Students' fees		411 17 0	Instructing pupils of Boys' High School in woodwork and drawing		100 0 0
Grant from North Canterbury Board of Education for instruction in drawing ..		90 0 0	Contribution towards expenses of Registrar's office		80 0 0
Government capitation—			Contribution towards travelling-expenses of members of Board		4 16 5
For technical classes		1,190 17 7	Insurance		16 8 0
For free places		151 9 9	Gas		72 2 11
Government grants—			Repairs		14 12 9
For material		53 17 2	Advertising		21 16 8
For furniture, fittings, and apparatus ..		37 4 4	Printing, stationery, &c.		37 19 6
Grant from Museum, Library, and School of Technical Science Endowment ..		400 0 0	Fuel		17 5 9
Contributions from Boys' High School for instructing pupils in drawing and woodwork		120 0 0	Expenses of Speech Night and exhibition ..		5 6 11
Contributions from students of life classes towards cost of model		6 13 4	Requisites for classes		8 6 0
Interest		16 15 4	Washing, cleaning, and appliances		2 15 3
			Grant to sports fund		3 3 0
			Fittings		9 7 0
			Concrete bridge		2 7 0
			Sundries		8 6 10
			Apparatus		18 2 0
			Subsidy to life classes		75 0 0
			Books for school library		34 15 6
			Material		33 6 4
			Grant to still-life classes		21 14 7
			Telephone		5 5 0
			Official postage-stamps		5 0 0
			Scholarships		50 0 0
			Grant for prizes		14 8 2
			Alteration to gas-fittings		66 14 2
			Type-writer		15 0 0
			Painting exterior of buildings		14 0 0
			Half-share of cost of exhibit at Art Gallery ..		6 8 9
			Balance		790 14 4
		<u>£3,221 16 2</u>			<u>£3,221 16 2</u>

GEO. G. MASON, Registrar.

SOUTH CANTERBURY.

EXTRACT FROM THE REPORT OF THE DIRECTOR OF TECHNICAL EDUCATION.

As in previous years, the work was conducted under three distinct heads: (1) Associated classes, (2) special classes, (3) school classes. Associated classes have been recognized during the year at Fairlie, Pleasant Point, Temuka, Waimate, and Timaru. In Fairlie classes were conducted in cookery, veterinary science, and dressmaking. At Pleasant Point classes were conducted in dressmaking, singing, ambulance-work, and wool-classing. At Temuka classes were conducted in wool-classing, millinery, dressmaking, wood-carving, commercial work, cookery, painting, carpentry, and class singing. At Waimate classes were carried on in wool-classing, dressmaking, cookery, carpentry, painting, and domestic hygiene. At Timaru classes were carried on in cookery, dressmaking, architectural drawing, typing, plumbing, Standard VI work, book-keeping, shorthand, millinery, wood-carving, commercial arithmetic, commercial English, elocution, art-work, electricity, singing, woodwork, wool-classing, matriculation work, and photography. The attendances at the above schools show a considerable increase over previous years, the most popular classes being those in the commercial and domestic courses. Good work was done in the wool-sorting classes carried on at Temuka, Timaru, Waimate, and Pleasant Point. All the technical schools are in a sound condition financially—a fact which justifies their existence, as they depend to a large extent on voluntary contributions for their support.

Special classes: These classes were confined to a class in dressmaking, successfully conducted at Winchester, and teachers' classes in agricultural botany and drawing. Dr. Cockayne, F.R.S., conducted the class in agricultural botany, providing a very useful course of instruction for teachers. He spared neither time nor trouble in preparing lantern-slides and charts to make the lectures interesting and to place before the teachers matter that would be beneficial to them in their school-work. His efforts were highly appreciated, as the class was exceptionally well attended, the average attendance for the course being forty-five. The students attending the class in drawing did good work, as is shown by the results of the teachers' examinations.

School classes: One hundred classes in elementary handwork, taken at thirty-one different schools, have been recognized by the Department for the year. These classes are for the following subjects: Cardboard-modelling, freearm drawing, bricklaying, stick-laying, plasticine-modelling, paper folding and weaving, elementary design, &c. The courses of instruction were almost identical with those taken up last year. The Board now sends out to all schools taking this work a small pamphlet issued by Messrs. Harbutt and Co. This pamphlet has proved very helpful to infant-mistresses in the way of providing new models and new ideas. Last year fourteen schools with no female teacher received financial assistance from the Department under the Manual and Technical Regulations, which enabled the Board to provide a salary for an outside instructress in needlework. Eighty classes for advanced handwork have been recognized for the year in the following subjects: Agriculture, woodwork, cookery, swimming, physical measurements, chemistry, botany, and agricultural chemistry. Classes in cookery, domestic hygiene, and woodwork were carried on at five different centres during the year—viz., Waimate, Timaru, Temuka, Pleasant Point, and Fairlie. 400 boys took up woodwork, and 375 girls took up cookery. Where practicable, country children were conveyed by rail to receive instruction in woodwork and cookery at the different centres. In cookery, advantage was again taken of the Department's amended regulations, 1911, to carry out a course of instruction in cookery, domestic economy, and domestic hygiene. This course of instruction has proved very satisfactory; it adds considerably to the interest of the work as far as the pupils are concerned. The cookery-rooms at Temuka and Waimate have been found too small for the requirements of the district; the Departments has provided grants for the purpose of building larger rooms in Waimate and Temuka. It is expected that the new buildings will be completed shortly, and it is hoped that the work in this subject will be done under ideal conditions in the future. Miss Wilson's removal from the work will be a distinct loss to the Board. She has been connected with the Board for some eight years. She did the pioneering work in the district when the conditions were not so favourable as they are to-day; but she always worked hard, and her persistent efforts have brought the work up to a very high standard indeed. The woodwork classes were ably conducted by Mr. Chaplin, and the interest taken in the work by all classes of pupils is very gratifying. The syllabus of work was much the same as in previous years, and correlated as far as possible with the work of the standard classes. The Board has done a good deal in past years to encourage swimming and life-saving, and it is pleasing to note that interest in the subject continues to increase year by year. Swimming and life-saving is taught to both boys and girls at all the large schools where baths are available. Temuka has now up-to-date swimming-baths, where the District High School pupils regularly receive instruction. Unfortunately the weather was not very suitable for swimming during the past season. The annual sports, which took place last February, brought out a good deal of competition, and some fine records for youths were put up. The challenge shield presented by the Board was again won by the Main School, Timaru; valuable book prizes were also presented to successful competitors.

Agriculture is now an important subject in this district. Twenty-nine schools were recognized as taking this subject, an increase of two for the year. Unfortunately the continuity of the work was somewhat interfered with during the year, owing to an interchange of teachers. The interest taken in the subject is increasing yearly. Most of the agricultural and horticultural societies offer substantial prizes for exhibits from school-gardens, and one has only to visit the different shows in the district and see the beautiful displays to recognize that the pupils are being brought closely into touch with the beauties and bounties of nature. Rural courses of instruction have been taken in connexion with the district high schools at Temuka and Pleasant Point. Sixty-eight pupils received instruction in the following subjects: Agricultural botany, agricultural chemistry, agricultural zoology, dairying, surveying, dressmaking, cookery, woodwork, chemistry, and physics.

The school classes have been self-supporting, and when all capitation claims have been paid over by the Department there will be a credit balance of about £500. This is very gratifying, as all schools have been liberally supplied with material and apparatus, and, while there has been no stint, there has been no waste. In conclusion, I have to thank all teachers of manual and technical subjects for their loyal co-operation in carrying on the work during the past year. I have also to place on record the promptness and fairness with which all claims were met by the central Department.

RITCHINGS GRANT, Director.

Statement of Receipts and Expenditure for the Year ending 31st December, 1912, in respect of Special Classes conducted at Timaru, Hannaton, and Winchester.

Receipts.		£ s. d.	Expenditure.		£ s. d.
Balance at beginning of year	..	247 3 0	Salaries of instructors	..	72 5 0
Capitation on classes	..	23 13 9	Instructors' travelling-expenses	..	3 10 8
Furniture, fittings, and apparatus	..	4 4 0	Administration	..	8 9 10
Fees	..	7 5 0	Sundries	..	4 18 6
Special grant for training of teachers	..	150 0 0	Furniture, fittings, and apparatus	..	4 4 0
			Balance at end of year	..	338 17 9
		<u>£432 5 9</u>			<u>£432 5 9</u>

A. BELL, Secretary.

EXTRACT FROM THE REPORT OF THE MANAGERS OF THE TIMARU TECHNICAL SCHOOL.

The Managers have again to report a very successful year's operation. The school opened on the 11th March, and continued till the middle of October, with a break of one week for Easter. Altogether 400 individual students joined the school during the year, and the following list gives the number entered for each class: Cookery, 124; dressmaking, 49; architectural drawing, 20; typing, 63; plumbing, 17; Standard VI work, 11; book-keeping, 75; shorthand, 55; millinery, 12; wood-carving, 8; commercial arithmetic, 90; commercial English, 94; elocution, 16; art-work, 20; electricity, 12; singing, 9; woodwork, 23; wool-classing, 24; Matriculation class, 12; photography, 7; total class entries, 741. This shows a considerable increase on last year's figures. In accordance with the amended regulations of 1910, definite courses of instruction were carried on, involving attendance at classes in related subjects on one, two, three, or more evenings per week. The courses were confined to a domestic course, a commercial course, and an arts course. The domestic and commercial courses were exceptionally well attended. In the domestic course girls received instruction in laundry-work and dressmaking, in addition to lessons in cookery and domestic hygiene. As a preparation for and an introduction to home life and its duties, the value of such a course of instruction cannot be overestimated. Of course, students were allowed to take classes in one or more unrelated subjects, but they were not encouraged to do so. Wool-classing was again a very successful class, and it was pleasing to note the good attendance of apprentices at the woodwork class. Ninety-seven free students attended the school during the year—twenty senior and seventy-seven junior. The attendance of these free pupils was exceptionally good, and their diligence was highly satisfactory.

During the year the Managers met nine times, and attended to every detail in connexion with the working of the school. Visiting committees were appointed each month, and official visits were paid to the different classes whilst at work. Towards the end of the session the Inspector of Technical Instruction, Mr. E. C. Isaac, visited the school; he stayed a week and inspected the different classes at work. He expressed himself as satisfied with the working of the school. At the close of the session examinations were held in the different subjects, and certificates were granted to deserving students. Three plumbers passed the theory examination in plumbing; seven drainlayers qualified for licenses in accordance with the borough by-laws. In Standard VI seven pupils gained proficiency certificates and four pupils competency certificates. In the City and Guilds of London Institute Examination in cookery, five students gained first-class certificates and six students gained second-class certificates. Thirty-three students sat for the Senior Free Place Examination, and twenty-nine of them have been granted Senior Free Places by the Department. At the close of the year an exhibition of students' work was held. The exhibition was kept open for a week and was well patronized by the public, the different rooms being crowded every night and during the afternoon. The exhibition must have served to advertise the school well, as the quality of the work shown was very favourably commented on by the Press. A break-up gathering was given at the conclusion of the exhibition, nearly the whole of the students attending the function. Such social functions as these cannot fail to have a good effect on the work of the school, as they help to bring the students into closer touch with each other, with the instructors, and with the Managers.

A glance at the balance-sheet will show that the finances of the school are still in a sound condition, but to bring this about the Managers have to practise the strictest economy, as the school has no endowments, but has to depend on its own resources for its very existence. A pleasing feature is the large amount collected in fees, demonstrating the fact that people are willing to pay for the instruction which they need. Summarizing, the work of the past year must be considered highly satisfactory. The number of students on the roll shows a substantial increase on the previous year, and the examiners report that the different classes did good work. The attendance was excellent, and the diligence and general behaviour of the students were all that could be desired. Whilst this spirit exists among the students there can be no doubt about the ultimate success of the school as a whole. We cannot close this report without referring to Miss Wilson's departure from Timaru. She has been a member of the staff almost since the inception of the school, and her efforts have contributed largely to the success of the school. Her

strict attention to duty and her willingness to oblige have made her a favourite with all with whom she came in contact. The thanks of the association are due to all who in any way contributed to the success of the school during the year—to the local bodies and citizens who contributed liberally to the funds; to the Press, who always loyally support the school, and are ever ready to promote the cause of technical education in the town. A special word of thanks is due to the teachers for the very able manner in which they carried out their onerous duties. The whole success of the school depends on the staff, and their loyal enthusiasm in the past has placed the school in the position it occupies to-day. Their work is often a labour of love, as the remuneration allowed does not compensate them for the amount of trouble they go to in carrying on the work successfully. The Managers also desire to place on record the prompt attention of the central Department to all claims and applications made during the year.

JAMES A. VALENTINE, B.A., Chairman.

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

Receipts.		£	s.	d.	Expenditure.		£	s.	d.		
Balance at beginning of year	..	211	10	3	Salaries of instructors	..	776	6	0		
Capitation on classes	..	287	13	8	Office expenses (including salaries, stationery, &c.)	..		16	7	5	
Capitation on account of free places	..	164	12	3	Advertising and printing	..		26	10	6	
Furniture, fittings, and apparatus	..	68	13	9	Lighting and heating	..		43	11	6	
Material	..	24	1	8	Insurance and repairs	..		3	3	2	
Fees	..	286	13	9	Examinations, &c.	..			6	0	0
Voluntary contributions	..	97	4	6	Material for class use	..		70	7	3	
Sales of material	..	20	16	8	Sundries	..		15	19	6	
Interest	..	1	19	7	Furniture, fittings, and apparatus	..		77	10	3	
					Balance at end of year	..		127	10	6	
<u>£1,163 6 1</u>					<u>£1,163 6 1</u>						

J. A. VALENTINE, Chairman }
 RICHINGS GRANT, Secretary } of Managers.

EXTRACT FROM THE REPORT OF THE MANAGERS OF THE TEMUKA TECHNICAL SCHOOL.

The Board of Managers consisted of ten members, as against eleven for the previous year—namely, Messrs. M. McLeod (Chairman), representing the subscribers; J. W. Joynt and J. H. A. Pedder, the Temuka Road Board; A. Frew and H. Bell, the Temuka Borough Council; W. F. Evans, the Temuka Caledonian Society; T. Gunnion, the Temuka Bicycle Club; F. Saunders, the Temuka District High School Committee; and D. McInnes and G. Thomson, the South Canterbury Board of Education. The usual monthly meeting and two special meetings were held, and members attended very regularly and paid close attention to all matters that had a bearing on the progress of the classes. We cannot let this opportunity pass without expressing our very best thanks for the hard work done by instructors and instructresses, and for their kindly interest and co-operation in matters affecting the welfare of their pupils. We are pleased to say that the majority of the students took a keen interest in their work, and that consequently their progress was highly satisfactory. The number of individual students was 150, as against 148 for 1911. This number would have been larger, especially in the wool class, only for the requirements of military training. It is difficult to get students, particularly those who live at a distance, to leave their homes for more than one or two nights a week, and the authorities might very well take into consideration the matter of excusing pupils while in regular attendance at technical classes from a proportion of their drills, say, once a fortnight. The number of classes carried on was the same as last year—namely, eleven—and the roll numbers were as follows: Dressmaking (2), 48; relief carving, 7; cookery (2), 24; wool-classing, 14; millinery, 10; painting, 12; carpentry and joinery, 6; commercial work, 16; singing, 12. Examinations for certificates were again held at the end of the year, and we are pleased to note that the number of candidates for the Board's awards showed an increase on the number who sat in 1911.

At the close of the session the break-up ceremony for the presentation of certificates was this year combined with an exhibition of students' work, cookery, millinery, dressmaking, carving, carpentry, painting, and commercial work being represented. The standard of work was of a high order, and served to bring prominently before the public the valuable work done in our classes. In spite of a wet night and counter-attractions the rooms were crowded, and the Managers had every reason to be pleased with the result of the extra work entailed.

The new cookery-room will be out of the contractor's hands in a few days, and will be in working-order before the opening of the 1913 session. We hope to be able to carry on classes not only in cookery, but in laundry-work and domestic science. Everything has been built with that end in view, and with a suitable instructress there should be good classes in these subjects. In these days, when it is becoming increasingly difficult to obtain efficient assistance in the home, it is of the utmost importance that the widest possible use should be made of the opportunity now offered by the school. The old cookery-room has been fitted up with open fireplace and cupboards for the convenience of the classes in dressmaking and millinery, and should prove much more convenient than formerly. We would again point out that before winter some improvements are absolutely necessary in the woodwork-room. The room was built originally to hold twenty-four pupils, but some of the school classes every year have over that number, so the room

is too small. Desks should be provided so that the drawing could be done, and this would necessitate an extension of the building. It should also be lined and provided with a fireplace, for in winter it is so cold that the children frequently become ill, while in summer the iron so close overhead makes it oppressively hot. The woodwork benches are out of repair, and should be rebuilt and provided with up-to-date vices. No doubt if this state of affairs were brought before the Department the matter would be rectified. One of the Managers, Mr. H. Bell, has interested himself greatly in the wool class, and has also enlisted the sympathy of several prominent farmers of the district—so much so that they have presented stud fleeces to the school. Mr. F. W. Tarbotton has given one stud English Leicester fleece; Mr. Donald Grant, two stud Romney fleeces and two stud Border Leicesters; Mr. R. Smith, jun., one stud Shropshire; Mr. Edwin Kelland, one imported English Leicester; and Mr. John Withell, two stud Oxford Downs and two Ryelands. These gentlemen deserve the best thanks of all who are interested in technical education for the supply of such a good class of wool. Provision will be made for preserving the fleeces in good condition for class use.

In conclusion, we have to thank the local public bodies for their generous support during the past year, and also private individuals for liberal donations. We are glad to be able to state that subscriptions from the general public increased last year, and it is largely to these and public subscriptions that we owe the success of the past session.

The Managers are again indebted to Mr. John McInnes, Winchester, for the loan of wool. Mr. McInnes has consistently supported the class for a number of years, and his kindness is appreciated not only by the Managers, but also by the pupils.

Attached is the balance-sheet, from which it will be seen that after allowing for £50 still to be paid to the cookery-room contractor out of the first progress payment, and £5 19s. in hand at the time of the balance, the institution has just paid its way.

M. McLEOD, Chairman.
J. T. SMART, Director.

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

Receipts.		£	s.	d.	Expenditure.		£	s.	d.
Balance at beginning of year	.. ..	0	10	7	Salaries of instructors	.. ..	183	14	0
Capitation on classes	.. ..	109	0	0	Office expenses (including salaries, stationery, &c.)	.. ..	66	8	7
Buildings	.. ..	250	0	0	Advertising and printing	.. ..	4	16	9
Furniture, fittings, and apparatus	.. ..	12	13	0	Lighting and heating	.. ..	11	11	0
Subsidies on voluntary contributions	.. ..	35	2	0	Insurance and repairs	.. ..	1	14	8
Fees	.. ..	105	0	0	Expenses, wool lecture and cartage	.. ..	1	0	6
Voluntary contributions	.. ..	40	7	6	Material for class use	.. ..	9	17	1
From controlling authority, on account of school classes	.. ..	5	0	0	Part cost of asphaltting	.. ..	5	10	0
Sales of material	.. ..	8	15	6	Caretaker	.. ..	20	0	0
					Bank charges, &c.	.. ..	0	15	6
					Instructors' board	.. ..	13	16	0
					Sundries	.. ..	2	9	3
					Contracts (new buildings, additions, &c.)	.. ..	200	0	0
					Furniture, fittings, and apparatus	.. ..	0	11	0
					Balance at end of year	.. ..	44	4	3
		<u>£566</u>	<u>8</u>	<u>7</u>			<u>£566</u>	<u>8</u>	<u>7</u>

M. McLEOD, Chairman } of Managers.
J. T. SMART, Secretary }

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

The year has in many ways been the most successful in the history of the association. In years past the classes suffered from the lack of expert instruction. This weakness has, however, entirely disappeared, and now the association can boast not only of an excellent but also of an enthusiastic staff. This has naturally been productive of much greater interest on the part of the pupils, and consequently much improved work.

Instruction has been given in the following subjects: Wool-classing, dressmaking, cookery, carpentry, painting, and hygiene. Under Mr. Harte the wool-classing pupils have made great progress. The class consists entirely of farmers and the sons of farmers, and the fact that the pupils are finding ready employment in the wool-sheds of the district speaks volumes for Mr. Harte's instruction. In one case a runholder, whose wool was classed by one of our students, received a letter from his London agent complimenting him on the excellence of the classing. In cookery, too, the students have done excellent work. Out of a class of thirteen prepared for the City and Guilds of London Institute Examination in plain cooking twelve passed, two gaining first-class certificates. A public exhibition of the work of the various classes was held at the end of the second term, and while all exhibits showed a high standard, special mention should be made of the excellence of the painting, of the carpentry, and of the dressmaking exhibits, all of which reflect great credit on the instructors. The alteration to the wool-classing room which was completed early in the year has proved of great assistance to the work, and it is hoped that a similar improvement will be made to the cookery-room before the opening of next session.

GEO. PITCAITHLY, Director.

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

Receipts.		£	s.	d.	Expenditure.		£	s.	d.
Capitation on classes .. .. .	.. .. .	62	14	4	Balance at beginning of year .. .. .	.. .. .	32	7	11
Capitation on account of free places .. .. .	.. .. .	26	8	6	Salaries of instructors .. .. .	.. .. .	213	12	0
Furniture, fittings, and apparatus .. .. .	.. .. .	21	9	10	Office expenses (including salaries, stationery, &c.) .. .. .	.. .. .	3	17	5
Material .. .. .	.. .. .	8	8	8	Advertising and printing .. .. .	.. .. .	14	17	0
Subsidies on voluntary contributions .. .. .	.. .. .	97	19	6	Lighting and heating .. .. .	.. .. .	13	10	8
Fees .. .. .	.. .. .	104	2	6	Rent .. .. .	.. .. .	2	9	10
Voluntary contributions .. .. .	.. .. .	53	14	6	Material for class use .. .. .	.. .. .	30	4	8
Sales .. .. .	.. .. .	20	2	11	Contracts (new buildings, additions, &c.) .. .. .	.. .. .	44	0	6
					Balance at end of year .. .. .	.. .. .	40	0	9
		<u>£395</u>	<u>0</u>	<u>9</u>			<u>£395</u>	<u>0</u>	<u>9</u>

ERNEST HASSALL, Chairman } of Managers.
W. H. BECKETT, Secretary }

EXTRACT FROM THE REPORT OF THE MANAGERS OF THE FAIRLIE TECHNICAL CLASSES ASSOCIATION.

During the past year four classes have been conducted—viz., cookery, veterinary science, dressmaking (2). The attendance at all these classes has been well maintained, the number of individual students attending the classes being about the same as during the preceding session. The dressmaking classes have been in every way most successful, fully one-half the pupils attending coming by rail from Albury and the intermediate stations. An effort will be made next session to carry on a class at Albury under the management of the association. The veterinary science class conducted by Mr. A. M. Patterson, M.R.C.V.S., supplied a long-felt want, and it is to be hoped that this instructor's services can be obtained again next year. A most successful class in cookery was conducted. The fees for the session are not quite so large as formerly, this being due to the fact that several of the students travel by rail to attend the classes, and the association, owing to the expense of travel, has in these cases made a substantial reduction in the fees. Still, if the Department pays capitation on the same basis as last year the classes should clear themselves in the year's working.

Jos. KING, Chairman.

DON McCASKILL, Director.

Statement of Receipts and Expenditure for the Year ending 31st December, 1912, in respect of Associated Classes conducted by the Fairlie Technical Classes Association.

Receipts.		£	s.	d.	Expenditure.		£	s.	d.
Balance at beginning of year .. .. .	.. .. .	37	6	6	Salaries of instructors .. .. .	.. .. .	79	17	6
Capitation on classes .. .. .	.. .. .	50	0	6	Office expenses (including salaries, stationery, &c.) .. .. .	.. .. .	21	7	11
Material .. .. .	.. .. .	3	7	2	Advertising and printing .. .. .	.. .. .	2	0	9
Subsidies on voluntary contributions .. .. .	.. .. .	24	2	0	Lighting and heating .. .. .	.. .. .	3	8	7
Fees .. .. .	.. .. .	25	18	6	Insurance and repairs .. .. .	.. .. .	6	16	0
Voluntary contributions .. .. .	.. .. .	18	19	6	Material for class use .. .. .	.. .. .	6	15	10
Sales of material .. .. .	.. .. .	2	18	0	Telephone .. .. .	.. .. .	2	3	5
Interest, Post Office Savings-bank .. .. .	.. .. .	2	6	8	Sanitation .. .. .	.. .. .	9	1	0
					Train fares and sundries .. .. .	.. .. .	2	2	9
					Board and lodging (instructors) .. .. .	.. .. .	8	16	0
					Furniture, fittings, and apparatus .. .. .	.. .. .	1	5	0
					Balance at end of year .. .. .	.. .. .	21	4	1
		<u>£164</u>	<u>18</u>	<u>10</u>			<u>£164</u>	<u>18</u>	<u>10</u>

JOSEPH KING, Chairman } of Managers.
D. McCASKILL, Secretary }

EXTRACT FROM THE REPORT OF THE MANAGERS OF THE PLEASANT POINT TECHNICAL CLASSES ASSOCIATION.

It is gratifying to report an increase both in the number of classes and in the number of students. Classes were successfully established in dressmaking, singing, ambulance, and wool-classing. The dressmaking class has been the most popular of our classes for some years, and still continues to draw the greatest number of students. Very satisfactory work was also carried out in the other classes, and the thanks of the Managers is here accorded to the instructors. Local bodies have again given liberal financial support, but there is ample room for increase in the number of individual subscribers. The association is in a sound financial position.

J. MAZE, Chairman.

Statement of Receipts and Expenditure for the Year ending 31st December, 1912, in respect of Associated Classes conducted by the Pleasant Point Technical Classes Association.

Receipts.		£	s.	d.	Expenditure.		£	s.	d.
Balance at beginning of year .. .. .	.. .. .	60	6	9	Salaries of instructors .. .. .	.. .. .	45	6	0
Capitation on classes .. .. .	.. .. .	13	19	3	Office expenses (including salaries, stationery, &c.) .. .. .	.. .. .	15	15	10
Subsidies on voluntary contributions .. .. .	.. .. .	10	7	0	Advertising and printing .. .. .	.. .. .	2	16	0
Fees .. .. .	.. .. .	29	7	6	Lighting and heating .. .. .	.. .. .	0	5	3
Voluntary contributions .. .. .	.. .. .	9	0	0	Insurance and repairs .. .. .	.. .. .	1	7	4
Sundries .. .. .	.. .. .	2	19	0	Caretaker .. .. .	.. .. .	6	15	0
					Refund class fee .. .. .	.. .. .	0	10	0
					Bank charges .. .. .	.. .. .	0	10	0
					Balance at end of year .. .. .	.. .. .	52	14	1
		<u>£125</u>	<u>19</u>	<u>6</u>			<u>£125</u>	<u>19</u>	<u>6</u>

J. MAZE, Chairman } of Managers.
GEO. T. PALMER, Secretary }

OTAGO.

EXTRACT FROM THE REPORT OF THE EDUCATION BOARD.

Elementary handwork (paper-work, brushwork, cardboard and plasticine modelling, &c.) now forms part of the ordinary school curriculum, and is regularly practised in all schools in the district, though in some of the schools the time devoted to it is not sufficient to earn capitation. School classes of cookery and woodwork on the Central School system have been carried on as in previous years at North Dunedin, South Dunedin, and Oamaru. Capitation for cookery was earned by 870 girls, and for woodwork by 585 boys, forty-three schools participating in the instruction. Elementary agricultural instruction was given in connexion with 143 schools, the pupils numbering 1,925.

The past year has seen the scheme of rural instruction at district high schools fairly launched. The teachers responsible for the work have entered into it with loyalty and enthusiasm, and the Board has every reason to feel satisfied with the results so far obtained. The full course has been carried on in connexion with the district high schools at Balclutha, Tokomairiro, Mosgiel, Lawrence, and Tapanui, and partial courses at Palmerston and Alexandra. As a grant for the necessary buildings at Palmerston have now been sanctioned, the full course will be taken there during the current year.

School dressmaking classes were carried on at Owaka. In order to give definiteness to and arouse increased interest in the work of elementary agriculture in the schools, a potato-growing competition has been arranged amongst the pupils of the schools in which that subject is taken. The Otago Agricultural and Pastoral Association has donated the sum of £5 for four prizes for the contest. The crop is to be harvested and weighed by the 18th April next, and the results, certified to by the head teacher and a member of the School Committee, are to be in the hands of the Board's Secretary by the 30th of that month. The area of the school-garden plots to be used for the purposes of the contest has been fixed at one square pole.

Special classes for adults were held as follows: Dressmaking—Owaka, Clinton, Tapanui, Waiwera, Warepa, and Lawrence; wool-classing—Alexandra, Oturehua, Ranfurly, Waipiata, Middlemarch, Clydevale, Waiwera, Clinton, Palmerston, Balclutha, Warepa, Hyde, Heriot, Tapanui, Lauder, Lawrence; woodwork, cookery, typewriting, and book-keeping at Tapanui, and woodwork at Lawrence.

The total number of students receiving instruction by means of the School of Art staff was 706, including 100 day students, 183 evening students, 100 Training College students, forty-six pupil-teachers and probationers from Dunedin and suburbs, thirty country pupil-teachers and probationers, seventy-six adult country teachers, forty-one teachers from Oamaru district, eight uncertificated teachers (special course), and 116 day students of the Dunedin Technical School.

The total expenditure on manual and technical instruction was £11,448 7s. 9d., as follows: Maintenance (salaries, material, &c.)—School classes, £3,520 14s. 3d.; special classes, £1,761 15s. 6d. Buildings (furniture, fittings, &c.)—School classes, £5,683 7s. 5d.; special classes, £206 0s. 7d. The increase in expenditure for the year has been £7,605 16s. 7d.

Besides the drawing and handwork classes held at the School of Art on two evenings per week and on Saturday forenoons, the following instruction classes for teachers have been carried on for varying periods during the year: At Dunedin—Cookery, dressmaking, vocal music, hygiene, elocution, physiology, and ambulance; Oamaru—agriculture and elocution; Alexandra and Ranfurly—agriculture. Special week-end classes for uncertificated and partially certificated teachers were held in physiology, English, mathematics, geography, arithmetic, methods of teaching, drawing, and practical agriculture. A summer school for uncertificated teachers was held in Dunedin for three weeks towards the end of the year, the number of teachers enrolled being twenty-three. The Board believes that the Government grant with which it was intrusted has been wisely and economically disbursed, and that the classes and instruction it was able to provide have contributed to the advance in scholarship of a large number of teachers who, through their remoteness from Dunedin, have had few facilities for improving their educational status. It is quite certain that the classes have been appreciated by the teachers concerned.

EXTRACT FROM THE REPORT OF INSPECTORS OF SCHOOLS.

During the year the curriculum of the rural course has been adopted in five of our district high schools; but owing to the difficulty regarding buildings the work has been carried on under considerable disadvantage. At four of the schools the buildings are now complete, and the necessary grants have been authorized in the case of the fifth. In the course of a few days we shall have the necessary equipment landing from Home. The course has proved popular with the pupils, the staffs of the schools have thrown themselves cordially into the work, and the visiting teachers have proved themselves capable, earnest, and enthusiastic workers. The harmonious relations existing among the teachers in this scheme justify us in predicting that the course will prove successful. In this connexion we have to express our indebtedness and gratitude to the Managers and the Director of the Dunedin Technical School for the consideration shown by them in granting us the free use of their chemical laboratory and appliances. Without such assistance it would have been almost impossible to carry on the work during the year. Our thanks are also due to Messrs. Speight and Co. for a supply of seed barley; to Messrs. Donald Reid and Co. for supplies of varieties of seed oats and wheat for the experimental plots at the various schools; and to the Agricultural Department for supplies of seed and for assistance in spraying the potato plots. In the same connexion we have also to express our appreciation of the generosity shown by the Otago Agricultural and Pastoral Association for donating four prizes for the potato-growing competition in the school-gardens.

The garden-work in the primary schools has materially improved during the year. This is due to the keen interest shown in the work by the Board's agricultural instructors. Besides weekly visiting the district high schools, these gentlemen have visited all the primary schools at which garden-work is taken up, and by their example, instruction, and advice have assisted and encouraged the teachers to place this branch of school-work on a sound footing. In addition to the work in the schools, these instructors conducted courses of instruction for teachers at Alexandra, Ranfurly, Dunedin, and Oamaru, and their lectures were much appreciated by those attending. It is largely due to the efforts of these gentlemen that so many of our young teachers have been successful in the recent departmental examinations.

During the early and middle parts of the year classes of instruction in wool-sorting for farmers were conducted at Alexandra, Oturehua, Ranfurly, Waipiata, Middlemarch, Clydevale, Waiwera, Balclutha, Tapanui, Heriot, Clinton, Hyde, Palmerston, Lauder, Warepa, and Lawrence by Mr. J. McGregor. These classes were well attended, and the instruction was thoroughly appreciated by the students.

Classes for instruction in dressmaking were held at several country centres by the Board's itinerant instructor. Special classes in carpentry were conducted at Lawrence and Tapanui, and in cookery at Tapanui. All these classes were well attended, and students have freely expressed their appreciation of the benefits they have received. Hence it will be seen that, besides controlling the work in the primary schools, the Board has rendered considerable assistance to the cause of general education throughout the district.

EXTRACT FROM THE REPORT OF THE DIRECTOR OF THE DUNEDIN SCHOOL OF ART.

The staff afforded instruction to 106 day students, 183 evening students, 100 students in training, forty-six local pupil-teachers and probationers, thirty country pupil-teachers and probationers, seventy-six country teachers, forty-one Oamaru district teachers, eight uncertificated teachers (special course) and 116 day students of the Technical School. The work of the day students has been marked by enthusiasm and zeal in the majority of the subjects of the varied programme provided for them. Especially keen has been the interest taken in painting and the higher branches of drawing, so that the steady advance of the standard of work executed in painting from still-life, drawing and painting from life, and in the study of landscape has been well maintained. The improvement in these directions was the subject of very favourable comment at the annual exhibition of the Otago Art Society. Students have been very successful in the competitions inaugurated by the Art Societies of Wellington, Christchurch, and Dunedin, which are providing a valuable incentive, and a special word of thanks is due to the executives of these bodies for their public-spirited efforts for the advancement of art. Although every endeavour has been used to make the course of work provided during the day as all-embracing as possible, the individual needs of students have been met wherever feasible. Practical assistance has been afforded to architectural and mechanical draughtsmen, designers, and illustrators. The alterations in the scale of fees, decided upon in the middle of the year, were quietly accepted by students as just, and had, apparently, no effect upon the attendance. It is hoped that the establishment of an arts and crafts department during 1913 will strengthen the hold of the school upon the community, besides improving the educational value of the institution. The requirements of students of the Otago School of Mines have been met as usual; special attention has been given to students preparing for matriculation; and there have again been provided suitable classes for juveniles in elementary freehand and model drawing, brush and colour work, the study of plant-form, the principles of pattern-construction, and the decoration of spaces. Assistance has been afforded to pupil-teachers and probationers in preparation for the examinations in drawing for the D certificate.

Classes in freehand, model, and instrumental drawing were provided for the students of the Training College, who received also instruction in design, modelling, perspective, and brush drawing. It was a source of gratification to find some of these students attending also the evening classes of the school, a few showing considerable promise in the life class. To encourage this interest your Director has decided in future years to offer special facilities to students in training desirous of attending the evening art course. The teaching-work of the senior students in the practice school was supervised by the Director. On Saturdays provision was made for teachers residing outside Dunedin. Pupil-teachers, probationers, and uncertificated teachers were afforded assistance in preparing for their examinations, while certificated teachers were offered every facility for obtaining a thorough knowledge of the drawing related to the various branches of handwork taught in the primary schools. A special course in preparatory instrumental drawing in its relation to woodwork was given to enable teachers to co-operate with the instructors in that subject. In view of modern tendencies, a course of lectures on the free representation of common objects in outline, light and shade, and colour met with much appreciation. Instruction was also given in brushwork, design, perspective, modelling in plasticine or clay, and in wood-carving. To meet the requirements of teachers in the north of Otago residing outside the limit of the concessions permitting attendance at the Dunedin centre, a special course of lectures on the theory and practice of outline, light and shade, and colour representations, including lettering, was given in Oamaru by the Director. The attendance was excellent, and the interest expressed most gratifying. On the evening preceding these lectures local pupil-teachers and probationers received instruction specially adapted to their requirements. It is pleasing to record that the standard of work in drawing and design presented in the examination for proficiency by the elementary schools of Otago was exceptionally high, and was the subject of favourable comment by the Inspectors. The examination of these papers was again undertaken

by your Director, who personally awarded a medal to the best design executed during the test, it being won by a pupil of a Dunedin school. For the benefit of teachers it is intended early in 1913 to hold an exhibition of the work and to give a short address upon the lessons to be derived from it.

In the evening classes an attempt was made to provide suitable courses of drawing for all classes of students. A wide programme of art subjects was presented—freehand, model, geometry, perspective, light and shade, drawing from the antique, drawing from life, study of plant-form, design, painting, modelling, wood and stone carving, &c.—and the attendance was slightly in advance of the previous year. The work of the students in the life class was especially enthusiastic, and toward the end of the year there was a marked increase in the interest taken in design and modelling. The classes provided for tradesmen were well attended. These included geometrical and instrumental drawing, building-construction, architecture, perspective, mechanical drawing, machine design, drawing for cabinetmakers and for decorators and ticket-writers. The midwinter vacation was reduced to one week, and the experiment appeared to be successful in checking the tendency of students to discontinue their studies at the end of the first winter term. There is still a difficulty in meeting the effects of the Territorial system, students constantly urging that they are unable to attend on some particular evening as it is their “drill night.” The school again held its annual exhibition of students’ work in conjunction with the autumn exhibition of the Otago Art Society. A very varied collection of studies in all departments of the school’s work was displayed, and gained the unqualified approval of Press and public alike, the drawings from life, studies from the antique, paintings from still-life and life, and landscapes from nature earning especial praise. An exhibition of needlecraft and stencil-work was held in the School of Art during June, and was very largely attended, the point and Irish lace, church embroidery, and white work creating great interest. In students’ competitions within the Dominion Dunedin succeeded in gaining a creditable position. At the New Zealand Academy our students obtained first place in painting a head from life, first place in drawing in light and shade from the antique, second and third places in painting from still-life, first place in illuminating. At the Canterbury Society of Arts we gain second and third places in drawing the head from life, second place in drawing in light and shade from the antique, and second place in painting from still-life. At the Otago Art Society we were placed first in painting from still-life, first in landscape, and first in drawing a head from life.

Alterations in the syllabus, sepecially in building-construction, and the projected discontinuance of the system, interfered greatly with the interest shown in the examinations of the English Board of Education (South Kensington Science and Art). In freeland drawing we obtained four first-class, eight second-class passes; model drawing, three first-class, five second-class passes; geometrical drawing, eight second-class passes; perspective drawing, one second-class, light and shade, one first-class; design, one second-class; and in building-construction, one lower-stage pass.

R. HAWCRIDGE, Director.

Statement of Receipts and Expenditure for the Year ending 31st December, 1912, in respect of Special Classes conducted at Dunedin and various Country Centres by the Otago Education Board.

<i>Receipts.</i>			<i>Expenditure.</i>		
	£	s. d.		£	s. d.
Capitation on classes	590	17 2	Balance at beginning of year	2,157	18 10
Furniture, fittings, and apparatus	121	11 7	Salaries of instructors	1,549	16 11
Material	49	6 10	Office expenses (including salaries, stationery, &c.)	30	0 0
Subsidies on voluntary contributions	63	8 6	Advertising and printing	59	13 3
Fees	681	0 9	Lighting and heating	64	2 4
Voluntary contributions	64	8 4	Material for class use	94	18 10
Grant for instruction of teachers	400	0 0	Cleaning	67	13 0
Sale of material	50	11 6	Hire of models	19	15 0
Transfer Dr. balances at 31st December, 1911, Balclutha and Tokomairiro special classes (now associated classes)	161	8 9	Sundries	0	15 0
Balance at end of year	2,141	3 1	Contracts (new buildings, additions, &c.)	10	3 6
			Furniture, fittings, and apparatus	100	18 3
			Transfer balance (Dr.) Training College classes as at 31st December, 1911	118	1 7
	<u>£4,273</u>	<u>16 6</u>		<u>£4,273</u>	<u>16 6</u>

S. M. PARK, Secretary.

EXTRACT FROM THE REPORT OF THE MANAGERS OF THE DUNEDIN TECHNICAL SCHOOL

As a result of the special appeal for contributions in aid of the building fund there was an increase in the number of contributing bodies. The Hon. Minister of Education having increased the number of representatives to twenty-one, the Board of Management for the year was constituted as follows: Three members—Messrs. G. C. Israel, W. Scott, and C. R. D. Richardson, B.A.—representing the Otago Education Board; six members—Messrs. A. Burt, T. W. Kempthorne, G. M. Thomson, M.P., George Simpson, J. H. Wilkinson, and Dr. Colquhoun, the Technical Classes Association; four members—Messrs. W. Burnett, D. Murray, J. J. Clark, and Thomas Scott, the Dunedin City Council; J. A. Roberts, the Otago Agricultural and Pastoral Society; J. H. Hamel, the Roslyn Borough Council; A. S. Orbell, the Waikouaiti County Council; H. Harris, the Otago Rugby Union; A. J. Butterfield, the Maori Hill Borough Council; J. A. Haslett, the Pharmaceutical Association; J. Harris, the St. Kilda Borough Council; R. Chisholm, the Otago Employers’ Association. Mr. T. Scott was again elected Chairman, and Mr. G. C.

Israel continued to act as Hon. Treasurer. Mr. W. Scott vacated his seat before the end of the year, and the Education Board appointed Mr. P. McKinlay, M.A., to fill the vacancy thus created. Mr. G. Simpson resigned, and was succeeded by Mr. C. W. Chamberlain.

According to the details submitted in the Director's report, the figures for 1912 constitute a record, and the work of the school viewed as a whole has been very satisfactory. During the year the energies of the Board were concentrated upon advancing the erection of the building for the King Edward Technical College. A fair proportion of the amount required to defray the cost of the building being in sight, the detailed working plans and specifications were prepared and tenders invited for the work. The tenders received showed that the cost, including architect's fees, would amount to approximately £32,000, and in view of the exceptional circumstances that had arisen during the year the Managers did not deem it wise to pledge the Board for the full amount of the contract price. It was therefore decided to hold over in the meantime that part of the contract having reference to the plastering of the stairways and corridors and to the heating and lighting. The liability of the Board on the present contract was thus reduced to £26,421 17s. 4d., and the contract being spread over two years gives an opportunity of raising the remainder of the money in time to continue the building to completion. So far every appeal made to the public for funds in aid of the school has met with a liberal response, and the Managers anticipate that as the erection of the building proceeds the people of Dunedin will recognize the magnitude and value of the work undertaken, and thus be induced to contribute to the funds for such a worthy object. In this connexion we note that during the year £600 was contributed to the building fund by a friend of the school. A few such donations and the amount required for the completion of the King Edward Technical College would be assured.

For many years now Professors Shand and Gilray (and previously Professor Black also) have done much to encourage our students by granting a free place each in their respective classes, and the Managers here place on record their appreciation of this generous action of these gentlemen. In his annual report, however, the Director suggests the desirability of securing a closer connexion between the Otago University and the Technical School. The suggestion appears to us to be of considerable importance, and we are strongly of opinion that action should be taken in the direction indicated. Probably a conference of an informal nature between members representing the two bodies concerned would lead to some solution of the matter. While dealing with this question the Board wishes to add that the Managers are of opinion that they might well go further and recommend that in the interests of education and of the community generally the various bodies controlling education in Dunedin should meet in conference periodically. The honorary examiners continue to render valuable service and advice, and to these the Board tenders its best thanks. Members of the staff have been earnest and conscientious in the discharge of their duties. They have been assisted by, and worked in harmony with, the staff of the School of Art.

The certified statement of receipts and expenditure shows that the credit balance of the general account on the 31st December was £658 7s. 5d., while there was a fixed deposit of £3,000 which has to be credited to the building fund.

THOS. SCOTT, Chairman.

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

The enrolment of individual students totalled 1,233, an increase of 140 on last year's corresponding figures.

The day Technical School was attended by 215 pupils, receiving systematic instruction in one or other of the full courses provided. The attendance in the three departments under which the day school is conducted was as follows: Domestic course—First-year girls, 26; second-year girls, 10. Industrial course—First-year boys, 24; second-year boys, 8. Commercial course—First-year pupils, 20 boys and 73 girls; second-year pupils, 2 boys and 38 girls; third-year pupils, 1 boy and 13 girls. The commercial course is the most popular with pupils, and, judging from the applications made to the school by employers offering engagements to members of the day commercial classes, the training is evidently of a sound and serviceable nature. It may be gratifying to feel that this branch of the work is on right lines, and that classes in shorthand and book-keeping require to be duplicated; but it is a matter for regret that so few of the young girls of the community enter upon even a short domestic course, affording a practical training in the details of general household work. The instruction given in the industrial course seems to be appreciated, and was during the year under review supplemented by the addition of practical work in blacksmithing and milk-testing. The opportunities afforded by these extensions were eagerly availed of by the country boys in attendance.

All classes other than those constituting the Day Technical School are known as associated classes. These classes were, for the most part, held in the evenings, and, excluding eleven pupils transferred from the day school, were attended by 1,018 individual students, including 201 junior free pupils and 87 senior free pupils. In addition to the classes at Dunedin, continuation classes were held at the following suburban schools: North-east Valley, Kaikorai, High Street, Green Island, and Forbury. At Palmerston classes for horticulture and wood-carving, and at Portobello classes for dressmaking and needlework, were also held.

As regards the classes of the Technical School, the classes for commercial subjects, with the exception of commercial law, are well patronized; and a pleasing feature is that students seeking commercial training now invariably attend for instruction in grouped courses—that is, they elect to receive tuition in two or more related subjects. The members of the engineering classes are also, year by year, exhibiting a desire for grouped courses rather than for individual or

unconnected subjects. This tendency was most marked during the past session, and accounts for the increase in the numbers on the rolls of the classes for mechanical drawing and machine-construction. On the other hand our students of electrical engineering do not seem to realize the necessity for training in the allied and essential branches of the subject other than magnetism and electricity. Neglect of mechanics, drawing, and mathematics is all too common.

Referring briefly to the trade classes, I have to report that carpentry, plumbing, and pattern-making attracted a fair proportion of the apprentices employed at these trades, but the classes for painters, coachbuilders, and cabinetmakers respectively contained but few apprentices. Such a number of students joined for wool-classing that the class had to be duplicated, and the majority of the members of both divisions maintained their interest till the close of the session. The afternoon and evening classes provided in cookery and dressmaking met with a fair measure of success. The abolition of instruction in dressmaking by the chart system has led to more intelligent and systematic tuition which is likely to be of permanent benefit to students. At the last examination held in Dunedin under the auspices of the London City and Guilds Institute three of our students gained first-class and three second-class certificates for dressmaking. The candidates for the Guild cookery certificate, however, were not so successful, and hardly maintained the reputation earned by the school in previous years. The classes offering tuition in English and arithmetic in the suburban centres have not fulfilled expectations, and instead of showing indications of growth are giving evidence of decline. It appears that, notwithstanding the extra travelling involved, pupils prefer the atmosphere of the main school to that of the school in the vicinity of their homes. The classes conducted at Palmerston, Portobello, Dunedin Hospital, and the two Dunedin convents were established in response to applications made by those interested, and it is worthy of note that the members of these classes were all most attentive to their duties, and evinced considerable interest in their own studies and progress.

In reviewing the year's work, although one finds matter for gratification, yet it must be admitted that weaknesses and deficiencies are also apparent. For instance, there might well be a much closer connexion between the Technical School and the University. A large number of our students, both men and women, possess more than average ability, and if opportunity offered many of these would probably continue their studies on definite lines, with a resulting benefit to themselves that would not be without its effect upon the community. In those classes in which the leading student is granted free tuition by the professor of the subject at the University there is always a keen contest for first place, thus proving that the students are eager to obtain the opportunity of further knowledge, and are anxious to make a special study of the subject. Again, a number of the girls of the domestic-science course, after undergoing a two-years training in both the theoretical and practical work, relinquish their study of the subject just when they have reached the stage at which the special knowledge acquired would be greatly enhanced by attendance at a University class or two. These young people cannot yet be made to recognize that the University class and its atmosphere would prove of great advantage to themselves and do an immeasurable amount of good for domestic science.

A fair proportion of the students in the trade and domestic classes are adults, but it is a matter for regret that in the literary classes young students are gradually displacing those of mature years. I wish it could be made widely known that the programme of work followed in many of these classes is suitable for men and women, and that, if necessary, separate divisions can be provided for them. The attendance and conduct of the students as a whole was quite satisfactory, while the application and influence exercised in quite a number of individual cases appeared to me to be worthy of special notice.

ANGUS MARSHALL, Director.

Statement of Receipts and Expenditure for the Year ending 31st December, 1912, in respect of Classes conducted by the Dunedin Technical Classes Association.

<i>Receipts.</i>		£ s. d.	<i>Expenditure.</i>		£ s. d.
Balance at beginning of year ..	..	1,386 19 5	Salaries of instructors ..	..	3,225 5 2
Capitation on classes ..	..	3,187 5 0	Office expenses (including salaries, stationery, &c.) ..	..	313 4 0
Capitation on account of free places ..	..	424 18 0	Advertising and printing ..	..	119 18 6
Material ..	..	113 12 1	Lighting and heating ..	..	121 7 4
Subsidies on voluntary contributions ..	..	997 11 5	Insurance and repairs ..	..	120 11 10
Fees ..	..	603 11 11	Rent ..	..	17 5 0
Voluntary contributions ..	..	1,381 8 0	Material for class use ..	..	345 8 2
Sales of material ..	..	42 12 6	Janitor ..	..	106 0 0
Callander Scholarships ..	..	75 0 0	Water rates ..	..	14 0 0
Contractors' deposits ..	..	800 0 0	Callender Scholarships ..	..	75 0 0
			Contractor's deposit refunded ..	..	400 0 0
			Architect, &c. ..	..	190 10 0
			Furniture, fittings, and apparatus ..	..	306 0 11
			Balance at end of year ..	..	3,658 7 5
		<u>£9,012 18 4</u>			<u>£9,012 18 4</u>

THOS. SCOTT, Chairman }
 ANGUS MARSHALL, Secretary } of Managers.

EXTRACT FROM THE REPORT OF THE MANAGERS OF THE OAMARU TECHNICAL SCHOOL.

The Managers have to report a satisfactory year, the attendance having been regular, and, generally speaking, the pupils having evidenced a desire to gain the full advantage offered by the school. The class entries numbered 312. There is, however, cause for regret that the advantages of wool-classing are not sufficiently recognized. The Managers feel that in a farming community like

Statement of Receipts and Expenditure for the Year ending 31st December, 1912, in respect of Classes conducted by the Milton Technical Classes Association.

<i>Receipts.</i>	£ s. d.	<i>Expenditure.</i>	£ s. d.
Subsidies on voluntary contributions ..	48 14 7	Salaries of instructors	56 0 0
Fees	76 10 0	Office expenses (including salaries, stationery, &c.)	36 11 6
Voluntary contributions	91 3 4	Advertising and printing	8 12 0
Sale of books	0 16 0	Lighting and heating	3 19 5
Sale of material	1 7 2	Insurance and repairs	0 7 0
		Material for class use	2 13 3
		Instructors' expenses	10 4 6
		Janitor's salary, cleaning, &c.	13 5 0
		Bank charge	0 5 0
		Balance at end of year	86 13 5
	£218 11 1		£218 11 1

F. G. HENDERSON, Chairman
J. R. LAING, Secretary } of Managers.

SOUTHLAND.

EXTRACT FROM THE REPORT OF THE INSPECTORS OF SCHOOLS.

During the year our agricultural instructor has met with much success in the prosecution of his special work. Approaching local bodies with much tact and discretion, he has been enabled to break down the prejudice against school-gardens which existed in many quarters, and to establish instead a disposition to sympathetic co-operation in the matter. The experimental plot at Gladstone is of great service not only to the Technical College pupils taking an agricultural course, but also to the teachers attending the Saturday classes and to those undertaking school-garden work in their own districts. There is some necessity for teachers to remember that, when unseasonable weather puts a stop to garden operations, opportunities still remain for outdoor observation or for experimental work in the schoolroom. We trust that the establishment of school-gardens will lead before long to a general movement for the beautifying of school-grounds. Many of these, at present distinguished from surrounding holdings only by their utterly desolate appearance, could be improved out of recognition by the introduction of one or two groups or belts of ornamental shrubs or trees. The first cost would be inconsiderable, and would be seen in a few years to have been very fully justified. Mr. Moodie, we feel sure, would be delighted to place his expert services at the disposal of any Committee interested in this matter.

The success which attended the establishment of the Technical College proved abundantly the need for such an institution. Under the able direction of Dr. Hansen it will, we believe, still more firmly establish itself in the good opinion of the public.

The vast majority of parents are now convinced of the value of the instruction given at the manual-training centres throughout the district. A great deal was accomplished towards this end during the year by inviting parents to come to the various centres where woodwork and cookery are taught, to see for themselves the operation of the scheme. We feel sure that in this way prejudice against manual training was largely replaced by warm appreciation of its advantages.

EXTRACT FROM THE REPORT OF THE DIRECTOR OF TECHNICAL INSTRUCTION.

The year has been a fruitful one in many respects. The introductory and consolidating work of past years reached its climax when at the beginning of the period under review a fully equipped and staffed day Technical College was opened with an attendance considerably in advance of expectations. There were enrolled no fewer than 140 pupils, of whom seventy-three were boys and sixty-seven girls, and these distributed themselves over the four courses of instruction for which provision has been made as under: Commercial, 88; trades, 25; domestic, 17; agricultural, 10. The attendance was well maintained throughout, the College closing at the end of the year with 119 students on the roll. The total number of free pupils was 118, while more than 50 per cent. of the students were drawn from outside Invercargill. Owing to the fact that the accommodation and equipment were inadequate for the large numbers presenting themselves, the Principal found his work somewhat hampered and restricted. A grant, however, from the Education Department has been obtained for the purpose of erecting and equipping an engineering-room, and it is also confidently anticipated that another grant will shortly be obtained with which to erect, for the use of primary-school children, a new No. 2 woodwork and cookery centre in Don Street. Meanwhile both No. 1 and No. 2 centres are attached to the College, and the buildings and grounds are overcrowded. When the projected removal takes place, the two rooms presently used for woodwork and cookery will be transformed into class-rooms for domestic science. With these and the engineering-room added, the College for many years will be fully equipped to deal effectively with all the students who may seek admission. The Principal and every member of the staff have done their utmost to make each course as complete and educationally effective as possible. Especially has this been the case with the agricultural course. A considerable area of ground at Gladstone has been fenced off, and there the students are given practical instruction in all the necessary operations of agriculture, horticulture, and fruitgrowing, in addition to the laboratory practice at the College in chemistry, land-measuring, veterinary science, wool-classing, and woodwork. The College from its initiation has established itself as a permanent and valued institution in our midst, and great expectations are entertained respecting its educational value to the young people of our town and district.

The evening classes in Invercargill were conducted on much the same lines as in former years. The attendance at these classes fluctuates very considerably, and last year proved no exception to the rule. One or two of the classes placed on the syllabus failed to proceed owing to lack of students. Others, again, were attended by larger numbers than in 1911. The work accomplished, however, was well up to the average in general excellence. 290 individual students were enrolled, this number being seventy-nine less than last year. Evening classes in technical and continuation subjects were conducted at Greenhills, Waimahaka, and Nightcaps. Wool-sorting classes were held as last year at Invercargill, Mossburn, Lumsden, Balfour, Wendonside, Riversdale, Mandeville, Gore, and Mataura, and were attended in all by 141 students. These classes have proved very popular with the farming and mercantile community.

In every primary school in the district, with one exception, there is being carried on some form of hand-and-eye work. 1,000 boys and 938 girls in no less than seventy-two schools received instruction in woodwork and cookery at one or other of the manual-training centres at Invercargill, Riverton, and Gore. This result is rendered possible by the exceptional railway facilities available in Southland. All the railway-lines converge on these three towns, and the children are carried to and from the manual-training centre free of charge. This is a great boon, the real value of which time alone can adequately disclose.

The teaching of elementary agriculture has made considerable progress during the year. Mr. Moodie, the Board's instructor, has entered most enthusiastically into his work, and a good broad foundation has been laid on which the visible superstructure will be reared as the years go by. When Mr. Moodie took charge agricultural classes were being conducted at forty-one schools. During the year thirty-one other schools took up the subject, making a total of seventy-two. During this year it is confidently expected that elementary agriculture plots will be established at over a hundred schools. School Committees and teachers are being interested in the work, and, as opportunity offers, the instructor lectures at such centres as can be advantageously visited, and in this way much valuable information and practical instruction is given which cannot but result in material benefit to the State.

Owing to the appointment of an Agricultural Instructor and the desire of the Board to encourage the introduction of this subject into as many schools as possible, instruction in this branch of education was made the leading feature in the Saturday teachers' training course. As it was found impossible for the instructor to attend and conduct classes both at Invercargill and at Gore on one day, the series of classes hitherto conducted at Gore was discontinued and the work was concentrated at Invercargill. Two classes were formed, and both were largely attended, the combined numbers totalling 100. In addition to the theoretical instruction given in the class-room, the agricultural plot at Gladstone was laid under tribute, and several visits were made there for active practical work. A visit was also paid to the nursery at Waikiwi owned by Messrs. J. Lennie and Sons, who most kindly placed their extensive grounds at the disposal of the instructor. A plot of ground adjacent to the central school was also brought into use, and a model school-garden was instituted. Altogether, valuable work was accomplished, and the teachers who attended the classes received such an insight into the work as will enable them to conduct successfully agricultural classes in their own schools and grounds. At the request of a number of teachers, who desired to study zoology for certificate examination purposes, a class in this subject was established and placed under the charge of Mr. R. Gibb, who did excellent work. The class was attended by twenty-seven students. The other subjects placed on the syllabus were advanced needlework, elementary physiology and first aid, freehand and model drawing, blackboard drawing, brush drawing, English for D, mathematics for D, and school method. Next year classes will be resumed at Gore.

The addition to the College building was completed and equipped during the early part of the year. A suitable class-room was also erected at the Gladstone agricultural plot. These works, together with the fencing of the College grounds, the erection of a boys' pavilion, and the conversion of the old manual-training room into a girls' pavilion, comprised the chief building operations undertaken. The boys' and girls' playgrounds were also levelled and gravelled, and are now in fair order. The erection of the engineering workshop will be undertaken next year.

At the annual examinations held during the month of July under the Board of Education, South Kensington, and the City and Guilds of London the following successes were obtained: Freehand drawing, one first-class and eight second-class passes; model-drawing, one first-class and four second-class passes; light and shade, two second-class passes; drawing from the antique, one first-class and three second-class passes; architecture, one second-class pass; plumbing, three passes; cabinetmaking, one second-class pass; carpentry and joinery, one second-class pass; wood-work, one pass.

The balance-sheet shows a debit balance of £2,199 17s. 10d. There are, however, assets in the form of capitation earned but not yet paid, grants due from Government, and other items, amounting in all to over £3,000. This sum is more than sufficient to liquidate the debit balance and to meet all outstanding liabilities. This is very satisfactory, especially in view of the fact that out of ordinary revenue two very important works have been undertaken. First, there has been purchased, improved, and fenced, at a cost of considerably over £1,000, the section adjoining the College on the western side, now used as a boys' playground; and, second, there has been erected and equipped, at a cost of over another £1,000 more than the grant obtained for the purpose, the College hall and class-rooms at the rear of and attached to the original building. The technical department, therefore, is in a sound financial position.

The Board again desires to thank the Education Department for the courteous consideration given to the various requests made during the year. Mr. E. C. Isaac, the Organizing Inspector of Manual and Technical Education, visited Invercargill during the year and assisted with much helpful advice. The staffs of the various departments have also done excellent work, and the utmost harmony has prevailed. To all I desire to tender hearty thanks for willing service rendered and kindly assistance received.

W. McCaw, Director.

EXTRACT FROM THE REPORT OF THE BOARD OF GOVERNORS OF THE GORE HIGH SCHOOL.

During the winter of 1912 the following technical and continuation classes were in operation: Cookery (including invalid cookery), wood-carving, carpentry, architectural drawing, building-construction, dressmaking, book-keeping, electricity, English, arithmetic, French, shorthand, Fifth and Sixth Standard work. For the staff we drew largely from the teachers of the High School and the Education Board's itinerant instructors, and the students who attended undoubtedly reaped much benefit; but the fact remains that the value of the instruction provided is not realized by the great majority of the young people. It is a difficult matter to bring home to those who have recently left school and entered on a business career the great importance of carrying on their education with special reference to subjects having a direct bearing on their daily work. The same difficulty is probably experienced in other centres, especially the smaller centres. How to discover a remedy short of compulsion is not an easy problem to solve.

J. HERVEY, Chairman.

Statement of Receipts and Expenditure for the Year ending 31st December, 1912, in respect of Special Classes conducted by the Gore High School Board of Governors.

<i>Receipts.</i>			<i>Expenditure.</i>		
		£ s. d.			£ s. d.
Balance at beginning of year	..	72 11 0	Salaries of instructors	..	179 0 6
Capitation on special classes	..	15 0 3	Advertising and printing	..	12 14 0
Furniture, fittings, apparatus	..	100 0 0	Material for class use	..	3 3 6
Fees	..	56 15 0	Furniture, fittings, and apparatus	..	100 0 0
Balance at end of year	..	50 11 9			
		<u>£294 18 0</u>			<u>£294 18 0</u>

GEORGE BRETT, Secretary.

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