

1928.
NEW ZEALAND.

EDUCATION :
MANUAL AND TECHNICAL EDUCATION.

[In continuation of E. 5, 1927.]

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

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1. EXTRACTS FROM THE FIFTY-FIRST ANNUAL REPORT OF THE MINISTER OF EDUCATION.

MANUAL INSTRUCTION.

Staffing.—On the 30th June, 1927, there was in the employ of the various Education Boards a total of 119 full-time specialist teachers engaged in giving instruction to senior pupils in woodwork, metalwork, and domestic subjects, besides twenty-two specialist instructors in elementary agriculture. These teachers were classified as under. Class VII is the highest, and in Division I are placed those teachers whose classification is based on academic or professional qualifications equivalent to at least a University diploma involving three years' preparation of University standard.

FULL-TIME CLASSIFIED TEACHERS IN MANUAL-TRAINING CLASSES AS AT 30TH JUNE, 1927.

Class.	Division I.		Division II.		Totals.
	Men.	Women.	Men.	Women.	
VII .. .. .	..	..	..	..	..
VI	1	..	5	5	11
V	3	..	16	8	27
IV	8	1	15	6	30
III .. .. .	..	4	11	10	25
II	4	6	2	8	20
I .. .. .	..	9	16	3	28
Totals	16	20	65	40	141

In this table are included nine teachers (four men and five women) on staffs of junior high schools and one supervisor of needlework in primary classes.

The average rates of salary on the 30th June, 1927, were as follows: Men, £352; women, £222; both, £297.

The following are some particulars of the number of schools and the number of pupils receiving instruction in manual training during 1927:—

Agriculture: The number of public primary schools at which instruction in elementary agriculture was given was 1,927, and the number of pupils receiving instruction was 40,578.

Woodwork: Total number of pupils who received instruction, 19,409.

Metalwork: Total number of pupils who received instruction, 799.

Domestic subjects: Total number of pupils who received instruction, 18,890.

Elementary Science: Total number of pupils who received instruction, 5,545.

Private schools: 3,148 pupils from 114 private schools received instruction in manual-training subjects.

FINANCIAL.

The total amount due by the Department to the Education Boards for the salaries and incidental expenses for the year 1927 was approximately £66,662, made up as follows:—

Salaries—	£
Full-time assistants	41,469
Full-time student teachers	230
Overtime	130
Capitation for part-time teachers	579
	£
	42,408
Incidental allowances	9,734
Capitation grants	14,520
Total	£66,662

In addition, the Department provided handwork materials costing some £9,060, and also refunded to Education Boards the actual receiving and distributing charges, amounting approximately to £1,320, involving a total expenditure of £10,380.

TECHNICAL EDUCATION.

GENERAL.

Number of Schools.—The number of technical high schools open during 1927 was fourteen, in addition to which there were seven organized technical or art schools offering full-day courses. From the 1st May, 1926, the Hastings Technical High School was constituted a high school, and from the 1st January, 1927, the New Plymouth Technical Day School was amalgamated with the New Plymouth High Schools and the statistics as far as the full-time pupils are concerned are included in the secondary schools report.

Technical classes were conducted at twenty of the twenty-one centres referred to above, and also at twenty-one other centres, the total number of centres being forty-two.

Attendance.—The following table shows the numbers in attendance at technical schools and classes in 1927 :—

	Free.	Other.	Total.
Total number of pupils on the roll of technical high and technical day schools at 30th June, 1927	6,455	265	6,720
Total number of students in attendance at other technical classes (<i>ie.</i> , part-time and evening classes) during 1927	5,699	6,709	12,408
Grand total	12,154	6,974	19,128

In the technical high schools and technical day schools, excluding Hastings and New Plymouth, the total enrolments increased from 6,559 in 1926 to 7,193 in 1927, an increase of nearly 10 per cent.

In the evening and part-time day classes there was an apparent decrease in the attendance, due to some extent to the cessation of classes at small country centres, particularly in the Canterbury District. The main reason for the apparent reduction, however, is that in 1926 444 pupils attending the Christchurch Technical School for instruction in manual training classes were inadvertently included in the statistical returns submitted by the Board. The total of 12,681 for 1926 should have been 12,237, so that in reality there was a slight increase in the total number of pupils enrolled in 1927 at evening or part-time day classes.

Staffing.—On the 30th June, 1927, there were 295 full-time assistant teachers on the staffs of technical schools, besides a large number of part-time teachers. There were also twenty-nine full-time student teachers, thirteen being males and sixteen females. The following table shows the classification of the 295 full-time assistant teachers, Class VII being the highest :—

Class.	Division I.		Division II.		Totals.
	Men.	Women.	Men.	Women.	
VII .. .. .	..	1	..	5	6
VI	5	4	6	6	21
V	20	8	15	18	61
IV	28	8	11	18	65
III	26	13	21	6	66
II	15	7	9	6	37
I	17	12	4	6	39
Totals at 30th June, 1927	111	53	66	65	295
Totals at 31st December, 1926	102	48	58	69	277

It will be seen from the above table that the main increase has been in the number of Division I teachers (graduates).

The average rates of salary on the 30th June, 1927, were as follows: Principals (male), £638 (excluding house allowance). Assistants—Men, £400; women, £255; both, £342. All teachers (principals and assistants)—Men, £426; women, £255; both, £363.

With the inclusion of manual-training teachers employed by Education Boards the average rates of salary for all teachers (including Principals of technical schools) graded under the Regulations for Manual and Technical Instruction were as follows: Men, £404; women, £244; both, £342.

EVENING TECHNICAL CLASSES AND PART-TIME DAY CLASSES.

Classes were held at forty-one centres, as compared with forty-eight in the previous year. The number of individual students was as follows:—

In classes conducted by Technical School Boards	10,091
In classes conducted by Secondary Education Boards	296
In classes conducted by Education Boards	474
In classes conducted by High School Boards	922
In classes conducted by University College Boards	625
Total	12,408

Of these students 5,699 held Government free places, classified as follows:—

	Males.	Females.	Totals.
First year	1,138	628	1,766
Second year	876	448	1,324
Third year	727	465	1,192
Fourth year	561	292	853
Fifth year and over	356	208	564
	3,658	2,041	5,699

The following are some particulars of the age, sex, and occupation of students:—

SEX AND AGE.

Sex.	Under 13 Years.	13 Years.	14 Years.	15 Years.	16 Years.	17 Years and over.	Totals.
Males	85	139	644	1,224	1,477	4,346	7,915
Females	68	121	448	668	794	2,394	4,493
Totals	153	260	1,092	1,892	2,271	6,740	12,408

SUMMARY OF OCCUPATIONS OF STUDENTS.

	Number of Students.	Percentage of Total.	1926 Percentage.
Various trades and industries	5,718	46.1	42.7
Agricultural pursuits	178	1.4	1.1
Professional pursuits	676	5.5	6.3
Clerical pursuits	2,573	20.7	19.8
Domestic pursuits	1,359	11.0	12.6
Students	1,221	9.8	12.5
Other occupations, not stated	683	5.5	5.0
Totals	12,408	100.0	100.0

TECHNICAL HIGH SCHOOLS, TECHNICAL DAY SCHOOLS, AND FULL-TIME DAY CLASSES.

At the 30th June, 1927, the numbers of pupils taking the various courses provided were as follows:—

Course.	Boys.	Girls.	Totals.	Percentage of Totals.	
				Boys.	Girls.
Industrial	1,969	..	1,969	55·4	..
Agricultural	314	..	314	8·8	..
Domestic .. .. .	..	891	891	..	28·2
Commercial	608	1,798	2,406	17·1	56·9
General	591	245	836	16·6	7·7
Art	75	229	304	2·1	7·2
Totals	3,557	3,163	6,720	100·0	100·0

It is to be noted that in some cases under the general course are included pupils preparing for the Engineering Preliminary Examination.

Of the total number of pupils (6,720), 6,455 held Government free places, classified as follows:—

—	Boys.	Girls.	Totals.
First year	1,846	1,576	3,422
Second year	1,064	920	1,984
Third year	361	376	737
Fourth year	140	122	262
Fifth year	22	22	44
Sixth year	2	4	6
Totals	3,435	3,020	6,455

During 1927 3,908 new pupils were admitted, and of this number 3,612 were commencing their secondary education.

The following table shows the classification of pupils according to age at 30th June, 1927:—

—	Under 13 Years.	13 Years.	14 Years.	15 Years.	16 Years.	17 Years.	18 Years and over.	Totals.
Boys	114	684	1,173	940	463	131	52	3,557
Girls	115	602	1,043	790	368	147	98	3,163
Totals	229	1,286	2,216	1,730	831	278	150	6,720

FINANCIAL.

The total amount due by the Department to the controlling authorities for the salaries and incidental expenses of all technical classes, including technical high and day schools for the year 1927 was approximately £179,106, made up as follows:—

Salaries—	£	£
Full-time principals and assistants	115,000	
Full-time student-teachers	2,346	
Full-time teachers—overtime	8,241	
Capitation for part-time assistants and student teachers	20,585	
		146,172
Incidental allowances		43,149
		189,321
Less recoveries from tuition fees		10,215
Net amount		£179,106

The above figures include salaries and incidental allowances payable in respect of manual-training classes conducted by Technical School Boards.

2. ABRIDGED REPORTS OF THE SUPERINTENDENT OF TECHNICAL INSTRUCTION AND THE INSPECTORS OF TECHNICAL SCHOOLS AND MANUAL-TRAINING CLASSES.

SIR,—

Education Department, Wellington, 28th July, 1928.

We have the honour to submit, in accordance with the regulations, the following report on manual and technical instruction for the year 1927.

We have, &c.,

W. S. LA TROBE.

M. DYER.

F. C. RENYARD.

W. S. AUSTIN.

The Director of Education, Wellington.

I. TECHNICAL INSTRUCTION.

ATTENDANCE.

The total number of students in part-time day and in evening classes was 12,408, of whom 5,699 held junior or senior free places and 6,709 paid fees. Of the total number, 1,494 had been attending day schools for primary instruction in the previous year. From Table J 8 appended to this report it will be seen that 6,740 students, being over 54 per cent. of the total, were seventeen years of age or over, while 1,505, or 12 per cent., were under fifteen years of age. Of this 12 per cent., however, a considerable number—probably at least one-third were part-time day pupils included among the 1,221 persons whose occupation was given as that of "student" in the returns made by the schools and summarized in Table J 7 appended to this report. It is probable, therefore, that less than 8 per cent. of the evening-class pupils were under fifteen years of age. Of this 8 per cent., those under fourteen years of age all held, under the regulations, a certificate of proficiency and were free-place holders.

It is noteworthy that the proportion of girls to boys in the evening classes is only about 57 per cent. This ratio has been decreasing in recent years. This increasing disparity is due mainly to the small and diminishing attendance of girls at technical classes in cookery, dressmaking, millinery, &c.

The following table gives a comparison of the position in 1927 with that in 1919, based on the numbers of students attending from the leading groups of occupations and not on the courses which they were taking:—

Occupation of Pupils.	Number enrolled.		Increase or Decrease.
	Year 1919.	Year 1927.	
Domestic pursuits	2,911	1,359	-1,552
Agricultural pursuits	753	178	- 575
Clerical pursuits	1,911	2,573	+ 662
Industrial pursuits	5,071	5,718	+ 647
	10,646	9,828	- 818

In 1919 the total numbers of pupils over seventeen years of age, including all groups of occupations, were 4,305 males and 4,587 females, whereas in 1927 there were 4,346 males and only 2,394 females over seventeen years of age. The decrease is mainly in the classes for domestic subjects, although there is also a considerable decrease in the numbers of agricultural and pastoral workers taking classes. The whole of the decrease in the number of agricultural students is due to the fact that in 1919 it was a common practice for Education Boards to arrange for short courses for farmers in country centres. These courses might occupy only a few days in any one centre, and the classes were generally well attended—a class of twenty or thirty farmers being not uncommon. Such short courses have not been held in recent years, the instructors who formerly took the work being now more fully occupied with the supervision of elementary science and nature-study in the primary schools.

In regard to classes in domestic subjects, the decay of country classes, due originally to drastic pruning during the slump of 1920-22, has probably been one of the chief reasons for the decrease in the numbers attending. The primary causes of this marked decrease in country classes are not to be found, however, in the temporary curtailment of facilities during the slump, nor in the apparent

apathy of Education Boards. The truth is that the Education Boards would welcome and foster any demand for instruction, especially in agricultural and domestic subjects, and the Department is prepared to recognize classes of reasonable size and to provide the necessary facilities, but there is no widespread demand for such instruction at the present time.

It is to be remembered that in country districts where it would be possible for evening classes of a reasonable size to exist there are always post-primary day schools, which are attended by an increasingly large proportion of the children. These schools usually provide courses in domestic subjects for girls, and in rural science for both girls and boys, and in woodwork and cognate subjects for boys. Boys and girls leave school with a better grounding in elementary science, and are able to make better use of special publications relating to agriculture and home arts, than if they had not attended secondary classes. They are also better able to profit by the advice of the district officers of the Agricultural Department. It may also be that the demand for evening classes in dressmaking and millinery is affected by changing fashions in dress, and the demand for classes in cookery and housewifery by the changing conditions of housework and the supply and preparation of food. The pre-war pupil in dressmaking and millinery came to class because the dress of that time demanded greater technical skill and more elaborate methods of working than present fashions require. Similarly, the preparation of foods is increasingly done in the factory, and the domestic worker is therefore relieved of the necessity for a long training in a large number of branches. Also, the facilities now available for cooking by gas or by electricity, and for cleaning and housekeeping, are much superior to those of pre-war days, and the difficulties of the housewife are correspondingly reduced. On the whole, it would appear that the diminishing demand for evening instruction in domestic subjects is mainly due, on the one hand, to the girls getting more training at day schools, and, on the other, to the fact that the housewife finds it possible to get along with less skill and knowledge of practical methods than she formerly required.

Though these appear to be the chief causes of the diminution of interest in evening classes in domestic subjects, there are no doubt other local or general sociological factors entering into the question and making it difficult to determine to what extent it would be in the interests of the girls themselves, and through them of the people as a whole, to make any special efforts to foster the growth of such evening classes. Probably the best solution of the problem is to be found in a reorganization of the post-primary education system, with the transfer of pupils at an earlier age to the post-primary school, where the tuition in domestic subjects may be taken as an integral part of the teaching provided on the premises, and be carried on as a continuous and progressive course throughout the whole school life of the girls. In connection with such an institution, provision for evening instruction of those girls who were compelled to leave school at an early stage of their training might be made economically and with some chance of being fully utilized.

The demand for instruction in commercial subjects which enables the student, especially the girl student, to prepare in a comparatively short space of time for a position in an office is naturally increasing with increase in the size of the towns. Most of the girls taking evening classes do so with the object of increasing their usefulness as clerks or typists. There is also a steady attendance in the larger centres of boys and girls preparing for the several examinations conducted by the University for the Society of Accountants. In towns where there are no University courses available in accountancy, classes at the technical school are provided in all cases where there is a reasonable enrolment, and the Society of Accountants gives assistance in some centres towards the cost of the classes. In towns where University courses in accountancy are available the technical schools should not provide courses overlapping those of the University colleges, but it is possible that the technical schools can still do useful work in preparing candidates for, say, the book-keepers' certificate, since the University course for the professional accountant is not usually suitable for those who have only the lower qualification in view.

Attendance at classes for trade apprentices and learners has in recent years tended to develop considerably, especially in the larger centres. In many cases apprentices attend under the provisions of the Apprentices Act, 1923, their training in the workshop and in the school being under the supervision of Apprenticeship Committees formed in the particular trade and centre. The total number of Apprenticeship Committees is considerable, there being about 120 such committees dealing with trades for which technical classes are at present available, besides about forty in trades for which courses are not at present provided in technical schools. The Apprenticeship Committees have done excellent work in co-ordinating the training of the apprentices in the workshops with that in the technical classes, and in securing the sympathy and assistance, in kind and in money, of the employers and employees in the industries concerned.

Steps have been taken towards the setting-up of Dominion technological examinations in other branches of technology besides those for which special legislative provision has already been made. The proposed examinations are intended to replace those conducted by the Department on behalf of the City and Guilds of London Institute. Provisional syllabuses drawn up by committees representative of the industries concerned, and approved by the representative committee appointed in anticipation of the establishment of a Technical Schools Board, were circulated and tried out in the schools in 1927, and it is proposed to hold the first examinations in 1928.

CONTINUATION CLASSES.

As in former years, continuation classes in the larger centres have been well attended, chiefly by junior-free-place holders taking courses of all kinds, forming nearly 25 per cent. of the total number of students, and compelled by regulations to take English and arithmetic or mathematics as part of their courses, but also by other pupils, fee-paying or free-place, preparing for Matriculation, Public Service Entrance, or other examinations.

STAFFING.

In addition to an increasing full-time staff, to which more particular reference is made in the second part of this report, the larger schools continue to employ a considerable number of part-time teachers, especially in the evening classes. For continuation work these part-time teachers are mostly drawn from the ranks of the local primary- or secondary-school staffs, and are in all cases trained and experienced teachers. In the various trade courses, on the other hand, the part-time teachers are invariably men in the trade or directly connected with it as inspectors, overseers, or managers, and necessarily lack the professional training of a teacher. They are, however, usually accustomed to handling men and boys, are conversant with all the practical details of the trade, and with its psychology, and are therefore in a much better position for understanding the needs of the pupils and their point of view than if they were trained teachers without a living knowledge of the trade or of trade conditions. In formulating any scheme for training teachers for technological subjects this basic fact must be borne in mind. Generally speaking, the work of the part-time teachers in trade classes maintains from year to year a very satisfactory level.

In recent years the schools have come more closely into touch with trade conditions through advisory committees of employers and employees, and also through the Apprenticeship Committees.

BUILDINGS, FURNITURE, AND EQUIPMENT.

Considerable difficulty in making provision for the instruction of classes in special trade subjects arises from the fact that special rooms and equipment are required in nearly all cases, whereas it is only in a few trades that full use can be made of accommodation and equipment.

In general metal-work and in woodwork there is a sufficient demand for instruction, in the larger centres at least, to keep the shops fully engaged day and evening, and in such crafts as painting and decorating and plastering the major part of the work can be done in art rooms also used for general classes in art; but in a trade like plumbing, or in the more specialized training of the apprentice in machine-work, or in trade processes such as piecemoulding for plasterers, or paperhanging and painting for painters and decorators, special rooms are needed, perhaps for two evenings weekly, and cannot be used at other times for other purposes. In such cases the capital cost for housing the classes is often prohibitive, especially when it is remembered that only the more urgently necessary buildings for full daytime use can be provided out of the available funds. In other cases the equipment and material to be provided and the output to be disposed of make it practically impossible to establish classes in a country like New Zealand where there are no large concentrations of a manufacturing population.

In one or two cases—for example, in the training of linotype operators—the trade itself has supplied the necessary machinery, while the Department has provided the accommodation and the cost of teaching and supervision. In no case, however, have classes been established where materials are used on a manufacturing scale, and the problem of disposing of the output has arisen. In the main centres it is true that woodworking machinery has been installed, but it is used mainly for demonstration and for dealing with stock for class or school purposes.

In the case of classes for motor-mechanics in several centres the Apprenticeship Committees have secured the support of the employers, who have made substantial contributions towards the cost of equipment and running expenses.

CHARACTER AND QUALITY OF INSTRUCTION.

The character and quality of the instruction in the evening classes varies little from year to year. Probably the percentage of boys and girls with a good grounding of secondary instruction is increasing though the evidence on this point is not very conclusive. The teaching itself, in the hands of competent practical men and women, maintains a good level, but cannot improve at any great rate, since it must reflect the general standard of the best craftsmanship, and this changes very slowly in most trades. The same remarks apply to the special commercial classes, and also to the art classes, in which, however, it is probable that the present staffing is considerably stronger on the average than it was some years ago. The establishment of a University diploma course in art at the Christchurch School of Art should have a good effect on art teaching in years so come, and also, it is to be hoped, on the popular estimation of the value of a training in art subjects.

The cultural value of the training in art given in the schools of art and in some of the technical schools has been recognized for many years, but in recent years an additional incentive to the study of art has been provided by the growing demand in industry and commerce for men and women with skill and knowledge of applied art of various kinds. To this must be attributed the progressive increase in numbers of young students, especially boys, taking a course in art in the day classes in preparation for employment.

REGULATIONS, RETURNS, ETC.

The authorities concerned have, with few minor exceptions, faithfully observed the provisions of the Act and regulations during the year 1927.

II. PREVOCATIONAL AND MANUAL TRAINING.

ATTENDANCE.

The total enrolment of full-time pupils at technical high schools and technical day schools, including pupils in amalgamated schools, taking courses under the Regulations for Manual and Technical Instruction was approximately 7,500, as compared with about 6,800 for the previous year.

In the special manual-training classes in woodwork, ironwork, cookery, laundry-work, &c., for pupils in primary schools, junior high schools, and district high schools, the total number was approximately 39,100, as against about 39,700 in the previous year. Of this total, about 3,150 were pupils from private schools. Deducting also some 2,500 pupils in the secondary classes of district high schools, and 350 to allow for pupils in Standard IV sent to manual-training centres, it appears that at least 33,000 of the 45,000 pupils in Standards V and VI of the primary schools, or more than 73 per cent., received manual training in specially equipped centres. About 40,600 of the primary-school pupils also received instruction in nature-study and elementary agriculture, in classes whose work was supervised by itinerant instructors, who paid, on the average, three or four visits to each school during the year.

The increase of nearly 10 per cent. in the attendance at full-time technical-high-school or technical day-school courses is fairly distributed over the Dominion, and in three of the main centres at least the accommodation is strained to overflowing, and the numbers, including evening and part-time day classes, are too great for the Principal to fulfil all the duties of his position without assistance in the administration of his school. To have the direction of the post-primary education of a thousand pupils, boys and girls, in some five or six full-time day courses, and of another two thousand students in a wide variety of subjects taken in some two hundred different classes in the evening, is an impossible task for one man unless he is able to command the assistance of a Vice-Principal or of heads of departments with sufficient time free of teaching for performing the necessary duties of organization and supervision in their own departments. Under present conditions that personal supervision of the actual teaching which is absolutely necessary for efficiency cannot be given.

Great difficulties, too, are being experienced by certain of the schools that have been built on sites which, though perhaps sufficient at the time of their establishment, have, owing to the growth of the schools, now proved to be much too small even for class-room and workshop purposes, to say nothing of the social and recreative needs of the students. Some, too, have been so placed that traffic and other street noises, which have enormously increased in recent years, militate to a large extent against the efficiency of the schools, and impose a severe strain on the health of pupils and teachers; nor is it easy to see how any amelioration of the position can be made.

On the other hand, the smaller country schools which have, in general, no such disadvantages to contend with, find that their chief problem is to secure a staff adequate in numbers and power to conduct the varied courses required by the pupils, since the regulations prescribe staffs according to the total number of pupils and not according to the courses and the standard of attainment required in the several courses. The difficulty is aggravated in those centres which by reason of inaccessibility or reputed badness of climate are not regarded as specially desirable places of residence.

In view of the great importance of a knowledge of domestic arts and domestic science in the adult life of the girls, it is disappointing to find that the courses in home science at the technical high schools are comparatively small and are not increasing in attendance. Out of some 385,000 women in various occupations, including home-keeping, the 1921 census for the Dominion shows that over 330,000, or nearly 85 per cent., are engaged in occupations for which a training in the home-science course is a suitable preparation. The actual number of pupils taking a home-science course in technical high schools and technical day schools in 1927 was 891 out of a total number of 3,163 girls, or about 28 per cent. There were, in addition, courses in home science in several of the secondary schools, among which a few, such as Wanganui Girls' College, and Napier and Otago Girls' High Schools, are now endeavouring to give a more decided domestic bias to courses which were formerly called home or domestic courses, but often contained very little domestic work.

The largest number of girls are reached through the manual-training classes for primary-school children, which are attended by about 18,800 girls, drawn from about 600 schools, so that nearly 75 per cent. of the total number of girls at the stage of Standards V and VI receive some instruction in cookery, and possibly a little in laundry-work, while all the girls in primary schools receive some instruction in sewing. The time that can be given to such subjects in the primary school is very small—not usually more than three hours weekly even for Standards V and VI, and much less in other classes. Such treatment of homecraft as is possible in the primary stage should certainly be continued more intensively, and on sound scientific and practical lines, in the post-primary day or evening school. Owing to the extremely vague way in which the terms "home" or "domestic" have been applied to courses in some high schools it is difficult to give any figures relating to these institutions. For example, one high school applied the term "home course" to a general course which excluded Latin, but only gave the compulsory hour per week of needlework in the first two years, and gave none after that, and no cookery or housecraft. In the third and fourth years it gave some elementary hygiene.

STAFFING.

The full-time staff of the technical schools continues to improve according to classification, for of 295 full-time teachers on the staffs of technical schools, 68 per cent. of the men and 50 per cent. of the women were last year classed in Division I as having qualifications equivalent at least to those of a diploma of the University, as compared with 64 per cent. for men and 41 per cent. for women in the previous year. As regards teachers in manual-training centres and travelling instructors in agriculture, 20 per cent. of the men and 33 per cent. of the women were classified in Division I.

Apart from the teachers on the staffs of day technical schools, there were in the service of the several Education Boards 118 classified instructors in manual training subjects—fifty-nine for wood-work or metal-work and fifty-nine for domestic subjects. Serving under Technical School Boards there were seventeen instructors in woodwork or metal-work, and sixteen in domestic subjects, who devoted part of their time to manual and part to technical classes. There were, in addition, five local part-time instructors in woodwork and three in cookery.

The staffing for domestic subjects, and indeed for all practical subjects, is still inadequate. Even in the technical schools and high schools the classes are too large and the work suffers, and must suffer until a more generous scale of staffing for practical work can be adopted. In addition to the need for more instructors, there is also great need, especially in connection with domestic subjects, for additional organizing teachers, supervisors, and inspectors.

The supply of teachers for subjects of domestic economy is still insufficient to meet the demand, and several teachers have been appointed who are not as highly qualified as is desirable. During 1927 the staffing for home science was increased by three in the technical schools and manual-training centres and by four in the high schools. In the home-science work the preponderance of young teachers of comparatively low grading is still great, but is more marked in the high-school lists than in those of the technical branch. An increasing percentage of the home-science teachers have received their training in the Home Science School of the Otago University, from which they enter the service with the degree or the diploma in home science. At present about three teachers with the degree, and nine with the diploma, are turned out annually from the Otago School, the supply being equal to the demand.

The occurrence of vacancies in the ranks of the men teachers, especially in the manual-training centres, is much more rare. For the filling of these, and of new positions created from time to time as the volume of the work expands, the Education Boards have perforce to rely for the most part on securing skilled tradesmen without previous teaching experience, and there is seldom any difficulty in obtaining a sufficient number of applications to enable a suitable selection to be made. In most cases the teachers so appointed already have good qualifications with regard to trade experience, and in addition they usually possess such evidence of their general knowledge of principles and practice as is afforded by certificates awarded on the results of examinations conducted by the City and Guilds of London Institute or some similar body. In some cases it is possible to give such new entrants a kind of apprenticeship by way of service as assistants to experienced teachers in those centres which are large enough to accommodate either double or abnormally large classes, and this preliminary training is found to be invaluable.

Some of the younger handicraft teachers, and, indeed, some of the older ones as well, are seeking to improve their qualifications by studying for the handicraft teachers' certificate or for one of the ordinary teachers' certificates, and in 1927 the first handicraft certificate was awarded the candidate having passed each of the three annual sectional examinations.

The number of student teachers at manual-training centres has diminished. On the woodwork and metal-work side there are none now in training, and the number of those serving under teachers of domestic subjects is only two. Generally speaking, the student teachership system is not satisfactory. As far as the young men are concerned, it is not possible both to serve as a student teacher and to pass through an ordinary apprenticeship, whereas, under the conditions prevailing in the country, it is practically indispensable to their success as teachers that they shall have had the benefit of good trade experience; with respect to the young women, a student teachership cannot be regarded as affording a sufficient training for a full position, but rather as a means of gaining such an insight into the work of teaching as will stand them in good stead as an introduction to the complete course of study at the Otago School of Home Science. The establishment of teachers' handicraft examinations and certificates for teachers of domestic subjects would provide an alternative to the University course in home science for young women who wished definitely to specialize in the work of the manual-training centres. In such cases, however, as in the corresponding case of the woodwork instructor, the trainee should have some trade experience before taking up full-time employment, especially if she were intending to specialize on the needlework, dressmaking, and millinery side.

BUILDINGS AND EQUIPMENT.

Necessary additions and extensions due to growth of the technical schools were made in the more urgent cases. In general, buildings and equipment have been maintained in good order and condition, though in certain cases, one or two due to the transfer of buildings from the care of one body to that of another, necessary repairs were not carried out promptly, and not sufficient attention was paid to keeping the grounds in good order and the buildings well painted and clean.

Grants authorized in 1927 for new technical-school buildings, additions, &c., totalled about £23,600, including new class-rooms in the Auckland Technical School hall extensions, towards which local contributions with Government subsidies, &c., amounted to nearly £9,000; a new wing of five rooms at Hamilton Technical School; a new room at Hawera Technical School; two new rooms at Wanganui Technical School; a new workshop building at Palmerston North; additional grant for new workshops at the Napier Technical School; and the purchase of additions to site at Dunedin Technical School.

Equipment has been for the most part maintained at the standard of previous years. This standard is undoubtedly low in some departments of the work, but in others, where it might be expected that greater facilities for practical work would be welcomed by the teachers, even the moderate amount of equipment provided is not fully utilized.

Grants authorized for equipment totalled about £4,200, mainly for additions to the equipment of existing laboratories and workshops.

In regard to manual-training centres, the buildings and equipment provided are in many cases required only during part of the school week, and it is therefore impossible to preserve in present conditions a high standard of buildings and equipment in all cases. New rooms for domestic subjects have been provided and furnished at Auckland and Wellington Technical Schools, at Motueka Manual-training Centre, at Takapuna Grammar School, and at Timaru High School: rooms have been remodelled at Wanganui Technical School and Wellington South Manual-training Centre. Additional rooms for domestic subjects are required at Auckland, Hamilton, and Palmerston North Technical Schools, and at Opunake, Foxton, Napier, Wairoa, Waipukurau, Mount Cook (Wellington) Manual-training Centres, Blenheim Junior High School, Christchurch and Southbridge Manual-training Centres. Of these, Foxton and Blenheim should be opened early in 1928.

Insufficient attention is paid to the cleanliness of rooms, especially where they are not in use every day. A dirty cookery-room floor is a poor object-lesson in a course in which cleanliness is rightly emphasized as being of the first importance; yet many of the cookery-rooms have bare floors, which the pupils cannot be expected to clean, and the caretakers only occasionally scrub. Where the floors are covered with linoleum the pupils can easily keep them clean, and the general appearance is greatly improved, with corresponding improvement in the value of the work and the interest taken in it by both teachers and pupils.

Generally speaking, the equipment in technical schools and manual-training centres is carefully looked after where classes are held daily and rooms are not used for several purposes. In some cases, however, even in the laboratories of full-time schools, insufficient attention is paid to neatness and tidiness in handling and storing apparatus and materials. In workshops, for the most part, the machines and tools are reasonably well cared for and maintained in an efficient condition, though in some woodwork-rooms, where large numbers of young children are taught, the teachers have considerable difficulty in keeping the tools sharp and in good order. This is especially the case in districts where one instructor conducts classes in two or more country centres and has to spend a large proportion of his spare time in travelling.

In the largest centres the technical high schools, with about a thousand pupils in the day classes and up to two thousand in the evening, are sufficiently large for the question of establishing subsidiary district schools, for the elementary stages of the work, to be one admitting of practical solution. In Christchurch one such subsidiary school is projected, and a site at Papanui has been acquired for it. In Auckland similar steps must soon be taken, and in Wellington there will be need of subsidiary schools before long. The establishment of such schools will enable the principal school to concentrate on the more advanced work, and on all such technical classes as require expensive buildings and apparatus. The subsidiary schools, on the other hand, will not require a very elaborate equipment of machinery or heavy laboratory apparatus. In truth, all post-primary schools which take in children who remain less than three or four years should probably provide courses leading to the senior work of the technical school, rather than to the general course in arts of the University.

The genesis, government, and traditions of the secondary schools, the comparative simplicity of organization of the school with only one main course, the ease with which reasonably competent teachers of academic subjects can be obtained, the difficulty of getting trained teachers of subjects of courses specialized on the lines of industry and commerce, the impossibility of arranging any general scheme of training for teachers of technology, the additional cost of buildings and equipment for schools with varied courses, all militate against the development of real differentiation in the courses of the high schools.

A further factor of considerable importance is the fact that, on the whole, pupils taking the industrial and commercial courses do not stay long at school, since, on the average, they must go to work at sixteen or seventeen years of age, if not sooner. The Sixth Form, usually dominant in the affairs of the school, therefore, generally exists only on the classical side, and gives a classical bias to the aims and ambitions of the institution and of every able child who enters it. The most important practical obstacle, however, to the adoption of the principle of varied courses of equal standing in the secondary schools is the restricted scope of the Matriculation Examination and its acceptance as a standard of education for general purposes, and not merely as a preliminary to keeping terms at the University.

CHARACTER AND QUALITY OF INSTRUCTION.

With regard to the actual teaching of the various subjects, it can be said that definite improvement in method and results attained is, taken on the whole, not easy to discern. The greatest fault to be found in all the teaching, but most conspicuously in the teaching of the sciences and even of the crafts, is bookishness. Teachers apparently find it much easier to lecture their pupils and to give them notes to copy and learn rather than to perform experiments or to turn the pupils into the laboratories to perform vital and searching experiments for themselves.

In spite of the large amount of apparatus which has been provided, and which, at the urgent request of Boards, is being from time to time increased, it may safely be stated that in very few schools indeed is adequate use made of their material resources in this respect. It is lamentable that the written or spoken word should still too often be looked upon as being the most effective, and indeed the only instrument in the process of education. Still greater reluctance is shown to using improvised and home-made apparatus, even in schools which have workshops capable of turning out almost any piece of apparatus for, say, experimental mechanics, that may be required. Such reluctance is indefensible, since it may safely be said that a piece of apparatus constructed by one pupil, or by many as a class exercise, is capable of giving the pupils, just because of its being in a peculiar way a production of their own hands and brains, greater understanding than the most highly finished piece made for the same purpose by the scientific instrument maker.

Complaints are often made that the work of the technical high school is hampered by the fact that the pupils are ill-prepared in arithmetic—that they lack facility in calculations, have an uncertain knowledge of decimals and of the metric system, and have no clear understanding of the meaning of measurement. The remedy would appear to lie in giving more practice in the primary stages to the use of simple measuring-instruments in connection with lessons in subjects such as arithmetic, geography, handwork and drawing, as an exercise in manipulation, and to develop both readiness in the making of calculations and an appreciation of the degree of accuracy to which results may usefully be stated.

The quality of the instruction given in manual-training centres in woodwork, metal-work, and domestic subjects is for the most part satisfactory, many of the specialist teachers in these branches being not only painstaking and thorough but also enthusiastic to a very gratifying degree. The same tendency to cling too closely to stereotyped procedure is the principal weakness observable in the work. The fault does not lie entirely with the teachers, since the classes are generally too large to permit of such modification of the schemes of work as might secure greater development of originality and independence on the part of the pupils. The normal maximum class for practical work of this kind consists of twenty pupils in England, and even this number is considered excessive, whereas in this Dominion twenty-four is ordinarily regarded as a working maximum, but is often exceeded in order to suit the convenience of schools with large classes in Standards V and VI.

The system by which children are drawn together from the schools to a centre for manual training is not by any means ideal, however small the class may be; but there appears to be little hope of every school having its own general workrooms. The transfer of Standards V and VI to post-primary schools, and the application in country districts of the principle of consolidation of Standards V and VI in central district high schools, would appear to afford a possible solution of this problem so far as the work of the manual-training centres is concerned, for each such district high school would require its own workrooms for manual training.

It is interesting to report that an increasing number of children who are backward in the ordinary work of the standards are attending manual-training centres, these pupils being taken from the lower standards or from special classes. They gain considerably from the opportunities for development thus afforded them, but it is felt that closer co-operation is needed between the instructor on the one hand and the class-teacher—particularly the teacher of a special class—on the other, if full benefits are to be secured.

At each of the junior high schools already established the benefits of such consolidation are very obvious, for manual training can be given its rightful place in the general education of the pupils and continued in the higher forms, especially for those whose main interests lie in practical work. There are many indications of a growing desire to give more manual work to secondary pupils, not only in cases where a junior high school has been attached to a secondary school, or replaces a district high school, but also in some cases where an ordinary secondary school is within reach of a manual-training centre.

The following table gives a comparison of domestic subjects courses in four selected schools, which may be regarded as typical. The number of hours per week devoted to each subject in the course is given:—

Subject.	Large Technical School.		Large High School.		Small Technical School.		Small High School.	
	First Year.	Second Year.	First Year.	Second Year.	First Year.	Second Year.	First Year.	Second Year.
English	3*	3*	4.83	5.00	4.25	3.75	4 $\frac{1}{8}$	4 $\frac{1}{4}$
History and Civics ..	1 $\frac{1}{2}$	1 $\frac{1}{2}$	2.00	2.00	1.50	1.50	1 $\frac{1}{2}$	2 $\frac{1}{2}$
Geography .. ..	..	..	1.30	1.50	1.50	1.50	1 $\frac{5}{8}$	1 $\frac{1}{2}$
French .. ..	..	..	3.75	4.16	..	..	3 $\frac{5}{8}$	4
Arithmetic	3	3	3.60	3.58	4†	3.00	3 $\frac{1}{2}$	2 $\frac{7}{8}$
Home science .. ..	..	..	2.25	2.00	2.25	2.25	2	2 $\frac{7}{8}$
Hygiene	1	1	..	..	0.75	0.75	$\frac{2}{8}$	..
First aid and home nursing	$\frac{1}{2}$	$\frac{1}{2}$	0.60	..	0.75	0.75	..	1 $\frac{1}{8}$
Cookery	3	3	2.00	2.00	2.25	2.25	1 $\frac{1}{2}$	1 $\frac{1}{2}$
Laundry .. ..	..	..	..	..	0.50	..	..	..
Needlecraft	3	3	1.00	1.30	4.50	6.75	1 $\frac{1}{2}$	1 $\frac{1}{2}$
Millinery	1 $\frac{1}{2}$	1 $\frac{1}{2}$	..	..	1.75	2.50	..	..
Drawing	2	2	1.30	1.50	1.50	1.50	1 $\frac{1}{8}$	1 $\frac{5}{8}$
Applied art	2 $\frac{1}{2}$	2 $\frac{1}{2}$	..	..	..	..	..	..
Singing	1 $\frac{1}{2}$ *	1 $\frac{1}{2}$ *	1.00	0.60	0.75	0.75	$\frac{1}{8}$	$\frac{1}{8}$
Physical drill	1 $\frac{1}{2}$	1 $\frac{1}{2}$	1.00	1.00	2.00	2.00	2	1

* Elocution takes place of singing and is co-ordinated with English.

† Includes book-keeping.

PRIMARY-SCHOOL CLASSES.

Besides the work done in special manual-training classes taught in the manual-training centres by specialist teachers classified under the Regulations for Manual and Technical Instruction, some of the work in the primary schools themselves is supervised by instructors classified under the same regulations.

Practical work in elementary agriculture, dairy science, and general science, in the higher classes of primary schools, including district high schools, is therefore, for general purposes, recognized as manual training. The primary-school teachers have in these subjects the guidance and assistance of agricultural instructors serving under the respective Education Boards. In 1926 there were twenty-five of these specialists, in 1927 the number was reduced to twenty-three. They are distributed in the several education districts as follows: Auckland, 4; Taranaki, 3; Wanganui, 3; Hawke's Bay, 2; Wellington, 3; Nelson, 1; Canterbury, 3; Otago, 3; Southland, 1. The distribution is not so even as it should be, but in one or two cases the instructors in one district help those in the next, so as to even up the work as much as possible. Originally the instructors were appointed to take over to a very large extent the actual science-teaching in secondary departments of district high schools, which were all bound under the regulations to offer a rural course. The secondary assistants are now expected to do the science-teaching and conduct the practical work, and in 1927 the last of the specialist teachers was freed from direct responsibility for the science work of the district high schools of his area.

During the period of transition the work of supervision was gradually extended to the lower classes of as many primary schools as possible, and now the nature-study generally, as well as the less rudimentary branches of scientific training, receives the close attention of the supervising instructor. To such duties are added that of advising teachers and School Committees with regard to beautifying the grounds and the planning of larger works of development in this direction, and to these instructors must be given most of the credit for the way in which a vast number of bare school-yards have been transformed into places of beauty which cannot fail to have a beneficial effect on the æsthetic training of the young people of the country.

As another extension of the ordinary school-work the instructors in several districts, working in conjunction with those of the Agricultural Department and with local farmers' institutions, are devoting much self-sacrificing labour to the promotion of home-garden competitions, or of boys' and girls' clubs engaged in the rearing of calves, the growing of root crops, and so forth, and in this way, as in others, they are making their influence felt in improving general farm practice. In two or three districts forestry methods on a comparatively large scale are being demonstrated through the establishment of forest areas in or near the school grounds, and in Taranaki these plantations already aggregate more than 30 acres.

There is little change to report in connection with the various forms of handwork taken by classes which do not attend at manual-training centres. Material for this work is supplied by the Department to the Boards, which distribute to the individual schools. The cost for the year 1927, including distribution and all other charges, was about £10,380.

The supplies generally, with few exceptions, appear to be of suitable quality and sufficient quantity. Special provision has also been made in the last two or three years for the supply of material for use in the preparatory classes, partly for manual training and partly for the better application of modern methods of teaching infants. Some handwork material has also been supplied to the special classes for retarded children, for whom manual occupations are often the only possible means of stimulating connected thought.

3. DETAILED TABLES RELATING TO MANUAL AND TECHNICAL INSTRUCTION.

SECTION A.—FULL-TIME DAY PUPILS.

TABLE J 1.—AVERAGE ATTENDANCE, ROLL NUMBERS, AND NUMBER OF GOVERNMENT FREE PLACE HOLDERS AND PUPILS LIVING AWAY FROM HOME.

School.	Roll Numbers.				Average Attendance for 1927.	Number of 1926 Pupils on Roll at Beginning of 1927.	Number of New Pupils admitted during 1927.	Number of New Pupils who commenced their Secondary Education in 1927.	Number of Free Pupils on Roll at 30th June, 1927.			Number of Pupils living away from Home to attend School.	
	At 1st March, 1927.	At 30th June, 1927.	At End of 1927.	Total Enrollments for 1927.					Junior.	Senior.	Total.	Boarding at School Hostels.	Boarding elsewhere.
Auckland Technical School ..	882	872	721	882	798	325	557	536	779	78	857	..	50
Elam School of Art ..	27	60	37	63	44*	26	37	14	22	10	32	..	..
Hamilton Technical School ..	320	299	263	335	265	137	198	185	248	43	291	..	29
Pukekohe Technical School ..	240	226	145	250	194	138	112	103	167	45	212	..	15
New Plymouth Technical School†	..	..	..	..	..	..	..	..	..	..	..	..	..
Hawera Technical School ..	293	302	266	302	246	156	146	141	214	75	289	4	5
Stratford Technical School ..	284	293	229	302	231	188	114	105	195	92	287	..	39
Wanganui Technical School ..	524	505	468	545	465	233	312	260	380	91	471	72	..
Feilding Technical School ..	199	191	164	208	136	119	89	84	127	50	177	29	8
Palmerston North Technical School	216	205	194	216	176	92	124	120	182	17	199	..	7
Napier Technical School ..	221	224	231	231	192	106	125	120	171	42	213	..	8
Masterton Technical School ..	144	130	100	149	116	50	99	87	118	11	129	..	5
Wellington Technical School ..	655	629	534	704	563	309	395	376	525	72	597	..	5
Nelson Technical School ..	40	41	36	41	30	14	27	27	35	4	39	..	1
Westport Technical School ..	153	146	132	161	120	82	79	75	109	33	142	..	13
Greymouth Technical School ..	260	250	216	273	221	148	125	118	198	46	244	..	12
Christchurch Technical School	965	903	820	996	831	481	515	495	759	135	894	49	15
Canterbury College School of Art	143	152	130	152	112	74	78	60	94	21	115	..	14
Ashburton Technical School ..	149	161	121	161	136	73	88	84	129	31	160	..	9
Timaru Technical School ..	114	110	89	167	91	43	124	78	98	11	109	..	..
Dunedin Technical School ..	564	585	450	593	470	258	335	315	502	70	572	..	22
Invercargill Technical School ..	458	436	357	462	413	233	229	229	368	58	426	..	11
Totals ..	6,851	6,720	5,703	7,193	5,901	3,285	3,908	3,612	5,420	1,035	6,455	154	268

* Estimate only.

† Included in New Plymouth High Schools returns.

TABLE J 2.—CLASSIFICATION OF PUPILS ON THE ROLL AT 30TH JUNE, 1927, ACCORDING TO YEAR OF ATTENDANCE.

School.	First Year.		Second Year.		Third Year.		Fourth Year.		Fifth Year.		Sixth Year.		Totals.		Grand Totals.
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	
Auckland Technical School ..	285	250	143	115	44	24	2	8	1	..	..	..	475	397	872
Elam School of Art ..	4	20	3	13	2	9	1	7	..	1	..	..	10	50	60
Hamilton Technical School ..	94	78	48	33	15	22	4	5	..	..	..	..	161	138	299
Pukekohe Technical School ..	58	45	31	39	18	14	12	9	..	..	..	..	119	107	226
New Plymouth Technical School*	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Hawera Technical School ..	64	78	47	35	21	29	10	14	2	2	..	..	144	158	302
Stratford Technical School ..	52	54	38	52	28	32	16	14	4	2	..	1	138	155	293
Wanganui Technical School ..	168	79	87	54	46	21	31	5	10	3	1	..	343	162	505
Feilding Technical School ..	46	37	31	26	16	11	17	7	..	..	..	..	110	81	191
Palmerston North Technical School	56	68	19	43	5	8	..	2	..	4	..	..	80	125	205
Napier Technical School ..	63	55	39	22	18	15	6	4	..	2	..	..	126	98	224
Masterton Technical School ..	38	37	17	26	5	6	1	..	..	..	..	..	61	69	130
Wellington Technical School ..	202	144	125	78	43	24	7	5	..	..	..	1	377	252	629
Nelson Technical School ..	19	8	9	1	1	2	..	1	..	..	..	..	29	12	41
Westport Technical School ..	50	24	22	17	9	8	3	10	..	3	..	..	84	62	146
Greymouth Technical School ..	64	54	45	34	15	16	9	10	2	1	..	..	135	115	250
Christchurch Technical School ..	297	181	174	112	54	52	13	10	4	5	..	2	542	361	903
Canterbury College School of Art	12	66	6	37	..	19	..	6	..	3	1	2	19	133	152
Ashburton Technical School ..	39	44	19	28	11	16	2	2	..	..	..	..	71	90	161
Timaru Technical School ..	26	43	8	24	..	9	..	..	..	..	..	..	34	76	110
Dunedin Technical School ..	158	157	98	98	17	42	3	11	1	..	..	..	277	308	585
Invercargill Technical School ..	112	116	78	66	21	23	10	8	1	1	..	..	222	214	436
Totals ..	1,907	1,638	1,087	952	389	402	147	138	25	27	2	..	6,557	3,163	6,720

* Included in New Plymouth High Schools returns.

SECTION A.—FULL-TIME DAY PUPILS—*continued.*

TABLE J 3.—CLASSIFICATION OF PUPILS ON THE ROLL AT 30TH JUNE, 1927, ACCORDING TO COURSES OF INSTRUCTION.

School.	Industrial.		Agricultural.		Domestic.		Commercial.		General.		Art.		Totals.		Grand Totals.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.		
Auckland Technical School	262	..	37	..	..	..	157	94	225	82	15	..	..	475	397	872
Elam School of Art .. ..	..	..	..	..	..	..	..	..	..	..	10	50	..	10	50	60
Hamilton Technical School	132	..	..	..	..	..	44	29	94	..	..	..	..	161	138	299
Pukekohe Technical School	44	..	8	..	..	..	18	16	52	51	37	..	..	119	107	226
New Plymouth Technical School*	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Hawera Technical School	44	..	18	..	..	..	22	32	83	50	53	..	..	144	158	302
Stratford Technical School .. ..	..	..	77	..	..	..	63	18	46	43	46	..	..	138	155	293
Wanganui Technical School	73	..	31	..	..	..	28	53	104	186	30	..	..	343	162	505
Feilding Technical School .. ..	..	..	49	..	..	..	40	..	41	61	..	..	..	110	81	191
Palmerston North Technical School	75	..	..	..	..	..	42	5	75	..	..	..	8	80	125	205
Napier Technical School	66	..	25	..	..	..	24	30	74	4	..	1	..	126	98	224
Masterton Technical School	55	..	..	..	..	..	23	6	46	..	..	..	..	61	69	130
Wellington Technical School	276	..	..	..	..	..	55	39	174	22	4	40	19	377	252	629
Nelson Technical School	27	..	..	..	..	..	..	2	12	..	..	..	..	29	12	41
Westport Technical School	27	..	..	..	..	..	..	30	36	27	26	..	..	84	62	146
Greymouth Technical School	58	..	..	..	..	..	20	12	62	65	33	..	..	135	115	250
Christchurch Technical School ..	404	..	30	..	..	..	135	108	226	..	..	..	..	542	361	903
Canterbury College School of Art	..	..	..	..	..	..	..	..	..	..	..	19	133	19	133	152
Ashburton Technical School	49	..	14	..	..	..	51	8	39	..	..	..	..	71	90	161
Timaru Technical School	29	..	..	..	..	..	6	5	69	..	1	..	..	34	76	110
Dunedin Technical School	202	..	..	..	..	..	62	73	230	..	..	2	16	277	308	585
Invercargill Technical School	146	..	25	..	..	..	101	48	110	..	..	3	3	222	214	436
Totals	1,969	..	314	..	..	..	891	608	1,798	591	245	75	229	3,557	3,163	6,720

* Included in New Plymouth High Schools returns.

TABLE J 4.—NUMBER OF PUPILS WHO COMMENCED THEIR POST-PRIMARY EDUCATION IN 1927, ACCORDING TO AGE AT DATE OF ADMISSION.

School.	Ages.										Grand Totals.
	Under Thirteen Years.		Thirteen Years.		Fourteen Years.		Fifteen Years and Over.		Totals.		
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	
Auckland Technical School	9	8	97	66	132	136	50	38	288	248	536
Elam School of Art .. ..	..	..	..	3	2	4	1	4	3	11	14
Hamilton Technical School	10	5	37	29	33	41	20	10	100	85	185
Pukekohe Technical School	4	9	21	21	24	12	9	3	58	45	103
New Plymouth Technical School*	..	..	..	..	..	..	..	..	..	..	..
Hawera Technical School	7	14	16	32	27	24	17	4	67	74	141
Stratford Technical School	6	4	16	15	24	20	6	14	52	53	105
Wanganui Technical School	25	9	80	38	56	27	15	10	176	84	260
Feilding Technical School .. ..	..	1	10	6	15	10	20	22	45	39	84
Palmerston North Technical School	3	6	10	15	22	20	19	25	54	66	120
Napier Technical School .. ..	..	3	11	16	26	28	27	9	64	56	120
Masterton Technical School	3	4	13	18	16	14	12	7	44	43	87
Wellington Technical School	19	24	91	72	87	45	25	13	222	154	376
Nelson Technical School	1	2	4	3	9	1	5	2	19	8	27
Westport Technical School	6	1	18	9	20	10	7	4	51	24	75
Greymouth Technical School	4	6	18	14	28	23	14	11	64	54	118
Christchurch Technical School ..	34	25	139	82	101	67	35	12	309	186	495
Canterbury College School of Art	..	2	4	11	2	20	3	18	9	51	60
Ashburton Technical School	2	3	17	12	15	22	5	8	39	45	84
Timaru Technical School	2	1	12	16	10	16	10	11	34	44	78
Dunedin Technical School	28	16	73	76	37	50	20	15	158	157	315
Invercargill Technical School	13	19	53	54	36	36	11	7	113	116	229
Totals	176	162	740	608	722	626	331	247	1,969	1,643	3,612

* Included in New Plymouth High Schools returns.

SECTION A.—FULL-TIME DAY PUPILS—continued.
 TABLE J 5.—CLASSIFICATION OF PUPILS ON ROLL AT 30TH JUNE, 1927, ACCORDING TO AGES.

School.	Under Thirteen Years.		Thirteen Years.		Fourteen Years.		Fifteen Years.		Sixteen Years.		Seventeen Years.		Eighteen Years and over.		Totals.		Grand Totals.
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	
Auckland Technical School	9	8	98	70	179	191	132	89	49	27	5	11	3	1	475	397	872
Elam School of Art	..	..	..	3	2	5	2	8	2	9	9	8	4	17	10	50	60
Hamilton Technical School	..	..	26	21	55	50	46	43	20	17	..	3	2	2	161	138	299
Pukekone Technical School	..	..	13	14	35	36	36	26	28	19	4	4	2	3	119	107	226
New Plymouth Technical School*	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Hawera Technical School	8	13	16	30	49	46	40	38	20	22	10	5	1	4	144	158	302
Stratford Technical School	6	5	21	18	43	41	33	47	23	23	9	14	3	7	138	155	293
Wanganui Technical School	9	4	67	32	92	55	79	40	60	23	24	7	12	1	343	162	505
Feilding Technical School	..	..	9	7	23	15	32	27	28	20	14	7	4	4	110	81	191
Palmerston North Technical School	3	6	10	16	27	35	28	29	8	28	4	9	..	2	80	125	205
Napier Technical School	..	..	12	16	37	32	43	30	21	9	11	7	2	1	126	98	224
Masterton Technical School	3	2	10	13	17	20	21	24	7	8	2	2	1	1	61	69	130
Wellington Technical School	7	8	74	70	132	96	114	50	40	17	8	6	2	5	377	252	629
Nelson Technical School	..	..	1	3	6	2	12	2	6	3	3	2	1	..	29	12	41
Westport Technical School	6	1	22	10	25	18	19	16	10	11	1	3	1	1	84	62	146
Greyouth Technical School	4	6	21	14	45	34	38	21	21	25	4	10	2	5	135	115	250
Christchurch Technical School	10	13	109	66	209	119	131	108	66	34	14	17	3	4	542	361	903
Canterbury College School of Art	..	..	4	14	6	29	3	41	2	15	1	5	3	27	19	133	152
Ashburton Technical School	..	..	12	11	16	26	26	30	12	15	2	7	3	1	71	90	161
Timaru Technical School	2	1	9	16	8	22	8	21	7	14	..	2	..	34	76	110	
Dunedin Technical School	28	16	85	91	87	103	58	57	16	20	1	12	2	277	308	585	
Invercargill Technical School	14	19	65	67	80	68	39	43	17	9	6	6	1	222	214	436	
Totals	114	115	684	602	1,173	1,043	940	790	463	368	131	147	52	98	3,557	3,163	6,720

* Included in New Plymouth High Schools returns.

SECTION A.—FULL-TIME DAY PUPILS—continued.

TABLE J 6.—DESTINATION OF FULL-TIME PUPILS WHO LEFT THE TECHNICAL HIGH OR DAY SCHOOL DURING OR AT THE END OF 1927.

School.	Continued Full-time Education at other Technical or Secondary School or University College.		School Teaching or Training College.		Clerical, Legal, Government Service, &c.		Various Trades and Industries.		Shops and Warehouses.		Farming.		Home.		Other.		Not known.		Totals.		
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	
Auckland Technical School	2	6	3	1	17	45	89	40	9	15	7	..	1	23	1	5	12	20	141	155	
Elam School of Art	1	..	..	..	..	1	3	4	..	4	..	..	..	10	..	..	1	5	3	23
Hamilton Technical School	2	3	..	..	9	22	28	7	8	4	31	..	..	42	..	..	1	1	83	79
Pukekohe Technical School	5	5	..	..	4	8	10	..	2	2	21	..	..	31	..	..	2	..	45	50
New Plymouth Technical School*
Hawera Technical School	6	4	1	2	3	12	15	..	2	6	16	..	..	28	..	..	3	2	46	54
Stratford Technical School	5	5	5	3	8	9	4	..	4	3	17	..	..	32	3	3	..	..	44	55
Wanganui Technical School	21	3	3	4	20	13	24	4	21	9	31	..	..	47	8	..	11	12	139	92
Feilding Technical School	3	1	1	..	6	2	2	..	5	2	19	..	..	27	..	..	2	..	43	32
Palmerston North Technical School	1	4	..	..	5	4	19	2	1	5	12	..	..	24	..	..	2	..	38	45
Napier Technical School	3	3	..	..	3	7	18	3	7	8	5	..	..	16	1	4	27	11	64	52
Masterton Technical School	6	4	..	..	2	5	10	6	7	5	20	..	..	20	..	..	1	2	47	42
Wellington Technical School	5	1	..	1	34	26	96	13	16	5	4	..	..	33	5	64	52	224	132	
Nelson Technical School	1	..	..	..	..	1	5	..	1	1	3	..	..	3	..	1	1	..	11	5
Westport Technical School	4	7	..	3	5	1	10	..	9	5	2	..	..	13	3	3	..	..	36	29
Greytown Technical School	9	4	3	1	9	6	13	2	10	10	2	..	..	16	1	1	1	2	56	41
Christchurch Technical School	6	12	1	3	33	41	101	22	37	7	29	..	..	82	..	70	33	293	201	
Canterbury College School of Art	3	2	..	..	..	..	6	1	..	10	..	..	..	14	..	..	14	9	40	40
Ashburton Technical School	4	2	..	..	1	3	8	2	1	2	13	..	..	15	3	..	..	1	32	26
Timaru Technical School	..	1	..	..	4	11	3	5	2	2	7	..	..	12	1	..	..	..	24	32
Dunedin Technical School	6	10	..	..	11	22	63	12	10	12	5	..	..	35	..	61	70	156	161	
Invercargill Technical School	2	3	..	..	6	6	18	5	8	8	6	..	..	35	1	1	9	1	51	59
Totals	95	80	17	20	180	245	543	128	160	125	248	..	55	557	14	21	273	229	1,585	1,405	

* Included in New Plymouth High Schools returns.

SECTION B.—PART-TIME STUDENTS.

TABLE J 7.—CLASSIFICATION OF STUDENTS ACCORDING TO OCCUPATIONS.

Names of Technical Schools or Classes.	Engineers and Mechanics.	Electricians.	Plumbers, Metal-workers, &c.	Woodworkers.	Painters, Plasterers, &c.	Printers, &c.	Agricultural Pursuits.	Professional Pursuits.	Clerical Pursuits.	Domestic Pursuits.	Dressmakers, Milliners, Tailorers, &c.	Employed in Shop or in Ware-houses.	Engaged in various other Trades and Industries.	Labourers.	Students.	Occupations not stated.	Totals.
Auckland ..	194	43	186	138	32	44	..	34	204	21	15	133	77	3	5	173	1,302
Elam School of Art ..	5	..	1	4	6	3	..	17	13	35	8	15	23	..	67	2	199
Pukekohe ..	..	..	..	..	..	..	..	..	3	1	..	..	..	..	2	..	6
Hamilton ..	19	25	12	16	2	2	..	33	78	45	3	28	16	..	16	7	307
Whangarei ..	2	..	17	..	..	..	..	..	13	27	..	5	..	1	..	..	65
Onehunga, Rotorua, Taurarunui, Thames, Waikato	2	..	2	1	..	1	..	17	21	65	3	15	2	..	..	2	132
New Plymouth ..	34	13	22	22	1	17	5	21	83	34	3	35	10	..	26	2	328
Stratford ..	2	..	2	..	..	..	..	2	11	6	..	5	3	..	1	..	32
Wanganui ..	25	25	32	72	27	16	..	27	59	45	6	20	18	2	34	22	434
Feilding ..	1	1	..	2	2	2	5	21	41	82	3	27	6	..	2	..	193
Palmerston North ..	41	45	26	36	8	4	22	24	195	101	10	103	25	..	154	..	794
Napier ..	15	15	26	17	2	1	2	23	53	31	6	38	17	10	..	9	265
Gisborne ..	16	12	18	1	..	..	1	10	18	26	1	16	1	..	1	2	123
Waipawa ..	..	..	..	1	..	..	2	..	..	..	..	5	..	2	5	2	17
Dannevirke ..	..	..	11	..	..	..	..	..	..	..	..	..	..	..	..	..	11
Masterton ..	18	5	18	31	1	2	17	12	30	70	4	30	8	..	48	2	296
Wellington ..	161	115	148	155	71	6	..	143	584	119	30	64	139	2	86	44	1,867
Petone ..	14	9	35	23	1	..	2	4	61	13	5	26	18	5	8	7	231
Lower Hutt ..	7	1	..	29	3	1	2	1	29	29	2	7	..	..	6	4	121
Blenheim ..	..	..	13	..	..	..	..	..	..	..	..	..	..	..	..	..	13
Nelson ..	7	9	19	4	..	4	2	9	27	128	4	15	7	1	133	7	376
Westport ..	10	..	2	1	..	..	3	18	13	39	1	19	9	..	14	3	132
Motueka, Takaka, Murchison ..	..	..	..	..	..	..	14	6	1	25	..	1	1	..	22	..	70
Greymouth ..	42	9	16	11	1	1	2	12	32	14	11	23	2	..	82*	205	176
Christchurch ..	186	65	84	183	9	52	52	50	478	138	13	195	83	63	80	6	1,938
Canterbury College School of Art ..	3	..	30	30	12	13	5	130	36	2	27	32	45	2	294	..	625
Ashburton ..	2	6	9	12	1	..	17	12	36	61	2	20	3	1	80	..	268
Timaru ..	19	..	12	32	..	..	..	..	92	..	23	..	55	..	..	..	233
Kaipoi ..	..	..	..	..	..	..	..	..	..	..	..	1	44	..	..	..	44
Fairlie and Southbridge ..	..	..	..	25	..	..	..	..	12	27	..	2	..	..	..	..	28
Oamaru ..	127	32	94	95	14	19	7	14	259	75	16	147	116	6	85	2	53
Dunedin ..	27	14	22	30	2	..	6	35	75	78	2	35	26	2	49	39	1,248
Invercargill ..	..	..	1	..	..	..	1	1	22	11	..	1	..	1	1	1	442
Gore ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	39
Totals ..	979	444	828	971	193	188	178	676	2,573	1,359	198	1,063	754	100	1,221	683	12,408

* In 1926 returns 444 manual-training students were included in error.

SECTION B.—PART-TIME STUDENTS—continued.

TABLE J 8.—CLASSIFICATION OF STUDENTS ACCORDING TO AGES.

Names of Technical Schools or Classes.	Under Thirteen.		Thirteen Years.		Fourteen Years.		Fifteen Years.		Sixteen Years.		Seventeen Years and over.		Totals.		Grand Totals.
	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	
Auckland	..	4	14	43	183	50	232	48	520	76	1,067	235	1,302		
Elam School of Art	21	13	..	3	4	9	13	7	38	83	79	120	199		
Pukekohe	..	1	..	1	..	..	..	..	3	1	3	3	6
Hamilton	..	..	..	15	27	16	38	25	101	70	182	125	307
Whangarei	..	..	..	1	1	11	5	12	18	10	25	40	65
Onehunga, Rotorua, Taurarunui, Thames, Waahi	1	1	3	23	4	14	8	13	10	44	31	101	132		
New Plymouth	1	..	3	11	32	15	43	24	121	59	219	109	328		
Stratford	..	..	..	1	5	2	6	3	7	7	19	13	32
Wanganui	..	..	..	16	41	25	48	32	172	81	278	156	434
Feilding	2	..	3	16	4	10	12	19	34	86	61	132	193		
Palmerston North	1	4	7	26	64	47	57	85	233	234	393	401	794		
Napier	..	2	..	3	14	13	32	18	94	75	151	114	265		
Gisborne	2	..	4	9	12	10	8	7	34	18	76	47	123		
Waipawa	..	..	..	7	..	..	..	..	10	..	17	..	17
Dannevirke	..	..	..	..	..	..	..	..	11	..	11	..	11
Masterton	1	..	7	21	31	22	30	14	69	75	160	136	296		
Wellington	6	3	17	33	219	64	300	71	746	322	1,366	501	1,867		
Petone	..	..	3	10	21	8	31	12	101	29	167	64	231
Lower Hutt	..	3	6	7	17	14	14	12	29	8	74	47	121		
Blenheim	..	..	..	8	..	..	3	..	10	..	13	..	13
Nelson	9	19	16	38	25	43	12	29	54	91	130	246	376		
Westport	..	2	1	5	7	10	8	10	31	60	52	80	132		
Motueka, Takaka, and Murchison	9	..	2	3	4	3	1	1	9	28	35	35	70		
Greymouth	..	..	..	1	10	8	18	12	80	46	109	67	176
Christchurch	..	2	7	59	259	85	271	96	797	230	1,459	479	1,938		
Canterbury College School of Art	11	6	5	9	22	56	25	38	157	232	235	390	625		
Ashburton	..	2	1	8	9	25	15	38	61	98	94	174	268		
Timaru	..	2	23	14	20	17	18	30	60	23	145	88	233		
Kaipoi	..	..	..	..	..	..	..	..	25	19	25	19	44
Fairlie and Southbridge	..	..	..	1	..	1	..	3	..	23	..	28	28
Oamaru	..	..	1	2	2	6	6	1	20	11	32	21	53
Dunedin	19	5	10	20	124	51	166	73	577	164	933	315	1,248		
Invercargill	2	1	4	32	61	32	54	27	112	78	266	176	442		
Gore	..	..	..	..	2	1	3	7	2	23	8	31	39
Totals	85	68	139	448	1,224	668	1,477	794	4,346	2,394	7,915	4,493	12,408		

SECTION B.—PART-TIME STUDENTS—continued.

TABLE J 9.—CLASSIFICATION OF FREE PUPILS ACCORDING TO YEARS OF ATTENDANCE AND NUMBER OF OTHER STUDENTS IN ATTENDANCE DURING 1927.

Names of Technical Schools or Classes.	Free Pupils.												Other Pupils.		Grand Totals.	Number of Students who having left a Public or Private Primary School or Form I or II of a Junior High School during 1926, were admitted to Classes during 1927. (Included in foregoing Totals.)		
	First Year.		Second Year.		Third Year.		Fourth Year.		Fifth Year and Over.		Totals.		Males.	Females.		Males.	Females.	
	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.		Males.	Females.	
Auckland	301	114	148	36	83	17	27	..	..	..	..	559	167	508	68	117	64	181
Elam School of Art	4	2	2	1	2	1	3	..	..	..	..	11	8	68	112	4	2	6
Pukekohe	3	3	..	..	..
Hamilton	81	67	21	10	31
Whangarei	18	16	..	5	5
Onehunga, Rotorua, Taumarunui, Thames, Waikato	15	15	..	65	91
New Plymouth	3	3	..	132	28
Stratford	20	20	..	328	28
Wanganui	7	7	..	32	8
Feilding	10	10	..	434	31
Palmerston North	14	14	..	15	16
Napier	9	9	..	48	32
Gisborne	39	36	..	193	111
Waipawa	7	7	..	794	7
Dannevirke	9	9	..	265	33
Masterton	2	2	..	123	14
Wellington	17	17	..	17	..
Petone	11	11	..	11	..
Lower Hutt	8	8	..	11	..
Blenheim	13	13	..	13	..
Nelson	21	21	..	52	46
Westport	8	8	..	376	98
Motueka, Takaka, and Murchison	2	2	..	132	3
Greymouth	4	4	..	7	3
Christchurch	11	11	..	21	1
Canterbury College School of Art	6	6	..	28	22
Ashburton	133	34	..	176	13
Timaru	60	60	..	142	59
Kaipoi	10	10	..	625	66
Fairlie and Southbridge	40	40	..	268	43
Oamaru	5	5	..	15	28
Dunedin	28	28	..	233	77
Invercargill	4	4	..	44	..
Core	25	25	..	19	..
Totals	1,138	628	876	448	727	465	561	292	356	208	3,658	2,041	4,257	2,452	857	637	1,494	

SECTION C.—FULL-TIME AND PART-TIME COURSES.

TABLE J 10.—TABLE SHOWING COMBINED ROLL NUMBERS AT DAY AND EVENING CLASSES.

Controlling Body.	Schools and Classes.		Technical High and Day Schools as at 30th June.				Other Technical Classes.				Totals.		Grand Totals.
			Males.		Females.		Males.		Females.		Males.	Females.	
			Males.	Females.	Totals.	Totals.	Males.	Females.	Totals.				
Technical School Board	475	397	872	1,067	235	1,302	1,542	632	2,174		
"	10	50	60	79	120	199	89	170	259		
"	119	107	226	3	3	6	122	110	232		
"	161	138	299	182	125	307	343	263	606		
"	219	109	328	219	109	328		
"	144	158	302	..	..	..	144	158	302		
"	138	155	293	19	13	32	157	168	325		
"	343	162	505	278	156	434	621	318	939		
"	110	81	191	61	132	193	171	213	384		
"	126	98	224	151	114	265	277	212	489		
"	17	..	17	17	..	17		
"	377	252	629	1,366	501	1,867	1,743	753	2,496		
"	167	64	231	167	64	231		
"	29	12	41	130	246	376	159	258	417		
"	84	62	146	52	80	132	142	278	420		
"	542	361	903	1,459	479	1,938	2,001	840	2,841		
"	71	90	161	94	174	268	165	264	429		
"	135	115	250	109	67	176	244	182	426		
"	34	76	110	145	88	233	179	164	343		
"	25	19	44	25	19	44		
"	277	308	585	933	315	1,248	1,210	623	1,833		
"	32	21	53	32	21	53		
"	222	214	436	266	176	442	488	390	878		
"	25	40	65	25	40	65		
"	80	125	205	393	401	794	473	526	999		
"	11	..	11	11	..	11		
"	13	..	13	13	..	13		
"	8	..	8	8	..	8		
University College Board	19	133	152	235	390	625	254	523	777		
Secondary Education Board	61	69	130	160	136	296	221	205	426		
Education Board	31	101	132	31	101	132		
"	76	47	123	76	47	123		
"	74	47	121	74	47	121		
"	35	35	70	35	35	70		
"	28	28	..	28	28		
Totals	3,557	3,163	6,720	7,915	4,493	12,408	11,472	7,656	19,128		

SECTION C.—FULL-TIME AND PART-TIME COURSES—continued.

TABLE J II(A).—RECEIPTS BY CONTROLLING AUTHORITIES FOR THE YEAR ENDED 31ST DECEMBER, 1927.

Name of School.	Receipts from Government.						Other Receipts.					Total Receipts.			
	Salaries and Allowances (Full-time, Part-time, and Student Teachers).	Incidental Allowances.	Buildings, Sites, Equip-ment, Rent, and Main-tenance.	Subsidies on Voluntary Contributions.	Miscel-laneous.	Total Receipts from Govern-ment.	Voluntary Contri-butions.	Fees.		Scholar-ships.	Miscel-laneous.		Transfers from Other Accounts.	Hostel Receipts.	Total Other Receipts.
								Tuition.	Other—e.g. Material Typing.						
Under Technical School Boards—															
Auckland ..	16,196	3,572	767	25	160	20,720	89	899	55	80	1,224	1,688	..	4,035	
Elam School of Art ..	1,809	..	49	..	..	1,858	..	571*	..	28	..	..	..	2,457
Pukekohe ..	4,357	1,199	440	9	..	6,005	18	112	..	97	..	..	..	6,232
Hamilton ..	6,466	1,264	105	..	61	7,896	..	284	8	17	225	..	..	8,430
New Plymouth ..	5,035	916	502	..	..	6,453	6	182	..	..	282	..	..	6,923
Hawera ..	3,796	889	160	..	..	4,845	..	69	..	..	110	..	..	5,024
Stratford ..	4,595	1,080	99	..	..	5,774	1	55	..	..	150	..	..	5,980
Wanganui ..	9,801	1,846	358	125	..	12,130	85	559	84	..	1,718	..	3,332	17,908	
Feilding ..	3,914	921	488	10	..	5,333	29	167	44	16	146	..	2,274	8,009	
Napier ..	4,547	950	251	22	..	5,770	247	200	..	..	469	..	..	6,686
Waipawa ..	93	..	..	..	..	93	..	40	..	..	..	..	..	133
Wellington ..	15,253	2,374	3,758	498	..	21,883	403	1,900	348	230	2,963†	..	..	27,727
Petone ..	659	73	16	77	..	825	82	133	..	..	108	..	..	1,148
Nelson ..	2,769	580	294	..	83	3,726	25	146	..	..	168	..	..	4,055
Westport ..	3,345	860	100	17	33	4,365	34	116	6	..	209	..	..	4,720
Christchurch ..	17,832	3,480	1,803	586	33	23,734	529	1,234	269	..	4,382	..	1,710	31,858	
Ashburton ..	3,808	846	320	69	..	5,043	74	157	11	..	375	..	..	5,660
Greymouth ..	4,812	1,124	118	..	126	6,180	67	108	..	22	657	..	..	11,139
Timaru ..	2,412	540	821	50	..	3,823	32	154	54	..	106	..	..	4,204
Kaipoi ..	68	..	..	..	..	68	..	48	..	..	23	..	..	171
Tenuka§ ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Waimate ..	4	..	..	13	..	17	..	..	..	..	..	..	..	23
Dunedin ..	12,078	2,111	1,177	..	18	15,384	178	893	218	72	580	..	..	17,325
Oamaru ..	129	..	..	..	..	129	36	29	..	..	..	..	..	194
Invercargill ..	8,735	2,235	280	79	..	11,329	74	289	14	27	304	..	..	12,037
Under High School Boards—															
Whangarei ..	242	22	..	..	..	264	..	26	24	..	18	..	..	332
Palmerston North ..	6,014	953	232	90	..	7,289	222	725	76	..	292	..	..	8,604
Dannevirke ..	..	..	6	..	..	6	..	3	..	..	5	..	..	14
Blenheim ..	..	..	..	..	..	..	15	18	..	..	9	..	..	42
Gore ..	59	..	..	25	..	84	25	40	..	..	..	..	..	149
Under University College Board—															
Canterbury College School of Art ..	4,816	521	25	..	..	5,362	..	769	..	..	574	..	..	6,705
Under Secondary Education Board—															
Masterton ..	2,927	591	..	..	..	3,518	250	85	..	..	154	..	..	4,007
Under Education Boards—															
Auckland Small Centres ..	370	..	..	..	38	408	..	92	27	..	230	339	..	1,096
Hawke's Bay Small Centres ..	318	..	..	20	..	338	20	91	..	..	13	13	..	475
Wellington Small Centres ..	380	59	..	..	..	439	61	39	..	..	7	2	..	548
Nelson Small Centres ..	..	..	10	..	..	10	..	17	..	..	13	..	..	30
Canterbury Small Centres ..	84	50	..	..	..	134	..	27	..	..	..	..	..	40
Totals	147,723	29,056	12,179||	1,715	552	191,225	3,827	10,277	1,238	464	15,630	4,994	7,316	43,746	234,971

* Includes £280 from Elam Trust.

† Includes £1,000 from Wellington City Council.

‡ Hostel furnishing.

§ Figures not available.

| Amounts paid direct to Public Works Department not shown.

SECTION C.—FULL-TIME AND PART-TIME COURSES—continued.

TABLE J 11(B).—PAYMENTS BY CONTROLLING AUTHORITIES FOR THE YEAR ENDED 31ST DECEMBER 1927.

Name of School.	Salaries and Allowances (Full-time, Part-time, and Student Teachers).	Sites, Buildings, Equipment, and Rent.	Working Expenses.							Totals.	Other Expenditure.	Transfers to other Accounts.	Hostel Payments.	Total Expenditure.	
			Office Salaries.	Office Expenses (including Advertising and Printing).	Material for Class use.	Maintenance of Buildings, Grounds, and Equipment.	Caretaking and Cleaning.	Lighting, Heating, and Water.	Miscellaneous.						
Under Technical School Boards—															
Auckland ..	16,139	972	526	325	1,989	188	606	368	166	4,168	148	531	..	21,958	
Elam School of Art ..	1,814	27	156	88	125	49	130	64	..	612	..	..	..	2,453
Pukekohe ..	4,330	236	78	166	238	726	234	59	181	1,692	..	..	..	6,258
Hamilton ..	6,224	358	108	115	637	155	239	44	81	1,379	18	..	..	7,979
New Plymouth ..	4,683	909	251	172	478	150	189	82	100	1,422	..	..	..	7,014
Hawera ..	3,618	568	114	120	77	38	227	46	77	699	..	..	..	4,885
Stratford ..	4,612	497	53	89	97	296	367	74	134	1,110	..	..	..	6,219
Wanganui ..	9,826	683	332	255	753	416	332	91	1,465	3,644	75	..	2,867	17,095	
Felling ..	3,959	367	100	151	130	251	338	95	318	1,383	..	27	2,265	8,001	
Napier ..	4,558	625	271	157	269	147	185	143	305	1,477	..	212	..	6,872	
Wairapa ..	98	9	11	6	..	..	1	2	..	20	..	..	..	127
Wellington ..	15,257	10,942	746	316	1,134	515	596	503	1,267	5,077	289	..	..	31,565
Petone ..	695	50	161	22	62	15	99	58	..	417	..	..	..	1,162
Nelson ..	2,836	378	130	86	296	69	104	38	131	854	..	..	..	4,068
Westport ..	3,356	384	130	57	268	18	215	114	131	933	..	..	..	4,673
Christchurch ..	17,885	2,744	966	457	1,776	464	1,125	352	2,634	7,774	913	..	2,025	31,341	
Ashburton ..	3,882	927	130	96	289	41	195	76	139	966	..	..	..	5,775
Greymouth ..	4,600	373	172	93	165	8	203	76	901	1,618	22	..	100	6,713	
Timaru ..	2,687	699	91	116	235	180	115	76	63	876	..	..	..	4,262
Kaipoi ..	69	..	35	3	25	..	9	6	7	85	..	..	..	154
Temuka* ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Waimate ..	6	..	..	..	..	..	1	..	..	..	..	..	..	10
Dunedin ..	11,992	1,819	601	415	999	118	650	424	560	3,767	143	..	..	17,721
Oamaru ..	127	..	40	40	1	3	10	2	..	96	..	..	..	223
Invercargill ..	8,636	310	449	251	541	116	591	252	35	2,235	25	..	..	11,206
Under High School Boards—															
Whangarei ..	141	..	20	13	45	..	29	9	..	116	..	..	..	257
Palmerston North ..	5,964	564	281	182	430	229	191	128	212	1,653	28	150	..	8,359	
Dannevirke ..	57	..	..	..	11	..	..	1	1	13	..	..	..	70
Blenheim ..	88	..	..	..	42	..	..	..	..	42	..	..	..	130
Gore ..	50	..	20	3	..	..	..	6	..	29	..	..	..	79
Under University College Board—															
Canterbury College School of Art ..	4,451	53	200	215	177	144	343	253	51	1,383	43	..	..	5,930
Under Secondary Education Board—															
Masterton ..	2,901	258	75	95	295	78	98	132	138	911	..	..	..	4,070
Under Education Boards—															
Auckland Small Centres ..	302	..	..	4	6	..	1	2	5	18	..	..	..	320
Hawke's Bay Small Centres ..	296	..	45	7	64	18	8	7	..	149	..	..	..	445
Wellington Small Centres ..	338	..	69	5	36	1	9	25	..	145	..	..	..	483
Nelson Small Centres ..	..	20	..	8	17	3	..	5	..	33	..	..	..	53
Canterbury Small Centres ..	101	15	5	7	..	..	..	..	22	34	..	..	..	150
Totals	146,578	24,787	6,366	4,138	11,707	4,436	7,450	3,613	9,124	46,834	1,704	920	7,257	228,080	

* Figures not available.

SECTION D.—PRIMARY MANUAL INSTRUCTION.

TABLE J 12.—STATEMENT OF RECEIPTS AND PAYMENTS BY EDUCATION BOARDS FOR THE YEAR ENDED 31ST DECEMBER, 1927, IN RESPECT OF CLASSES FOR MANUAL INSTRUCTION AND ELEMENTARY HANDWORK.

Receipts.

Education Board.	Receipts from Government.							Other Receipts.					Total Receipts.
	Salaries (Full-time and Part-time).	Conveyance of Instructors and Pupils.	Capitation and Incidental Allowances.	Refunds in connection with Handwork Supplies.	Sites, Buildings, Rent, and Equipment.	Subsidies on Voluntary Contributions.	Total Government Receipts.	Voluntary Contributions.	Sales of Material.	Payments by Pupils for Material.	Miscellaneous.	Total other Receipts.	
Auckland	£ 12,902	£ 1,948	£ 9,317	£ 357	£ 830	£ 6	£ 25,360	£ 20	£ 181	£ 948	£ 2	£ 1,151	£ 26,511
Taranaki	2,756	1,147	1,349	105	82	..	5,439	..	14	125	21	160	5,599
Wanganui	2,867	1,136	1,739	99	121	..	5,962	..	49	183	33	265	6,227
Hawke's Bay	3,581	701	2,750	151	131	..	7,314	..	2	256	69	327	7,641
Wellington	5,476	902	3,180	107	18	..	9,683	..	..	477	50	527	10,210
Nelson	921	312	920	58	17	..	2,228	..	25	..	4	29	2,257
Canterbury	7,335	773	3,960	157	182	..	12,407	..	4	422	10	436	12,843
Otago	4,197	541	2,381	124	..	..	7,243	10	..	193	..	203	7,446
Southland	2,374	244	1,702	59	165	8	4,552	34	8	173	1	216	4,768
Totals	42,409	7,704	27,298	1,217	1,546	14	80,188	64	283	2,777	190	3,314	83,502

Payments.

Education Board.	Salaries.			Conveyance of Instructors and Pupils.	Sites, Buildings, Equipment, and Rent.	Working-expenses.	Total Expenditure.
	Manual-training Teachers.	Elementary Needlework Teachers.	Office Salaries.				
Auckland	£ 12,784	£ 1,228	£ 1,299	£ 2,146	£ 581	£ 4,449	£ 23,701
Taranaki	2,756	307	1,28	1,163	212	623	5,427
Wanganui	2,868	662	217	959	313	746	5,886
Hawke's Bay	3,610	209	300	791	444	1,300	6,704
Wellington	5,500	177	500	863	122	1,966	9,295
Nelson	856	279	100	404	45	225	1,962
Canterbury	7,381	320	590	1,126	962	1,912	12,985
Otago	4,207	323	350	361	177	1,850	7,368
Southland	2,371	372	490	205	127	829	4,497
Totals	42,333	3,877	3,974	8,018	2,983	13,900	77,825

SECTION D.—PRIMARY MANUAL INSTRUCTION—*continued.*

TABLE J 13.—SOME PARTICULARS RELATING TO PUPILS ATTENDING PRIMARY MANUAL TRAINING CLASSES DURING THE YEAR ENDED 31ST DECEMBER, 1927.

Education District.	Number of Public Primary Schools at which Instruction in Elementary Agriculture was given.	Total Number of Pupils who received Instruction in Manual Training and Science.					Private Schools Attending Manual Training Centres.	
		Woodwork.	Metalwork.	Domestic Subjects.	Elementary Agriculture.	Elementary Science.	Number of Private Schools.	Number of Pupils (included in foregoing Totals).
Auckland	448*	5,893†	698	6,004†	14,000*	1,688	32	873
Taranaki	165	1,082	..	962	2,294	92	11	304
Wanganui	188	1,256	..	1,067	3,233	195	9	170
Hawke's Bay	163	1,308	..	1,134	3,293	872	12	308
Wellington	190	2,538	..	2,331	4,808	2,289	9	252
Nelson	107	783	40	726	1,969	377	4	159
Canterbury	311	3,629	61	3,799	5,603	..	28	872
Otago	212	1,812	..	1,702	3,590	..	4	72
Southland	143	1,108	..	1,165	1,788	32	5	138
Totals	1,927	19,409	799	18,890	40,578	5,545	114	3,148

* Includes Native schools.

† Includes junior high school.

SECTION E.—GENERAL SUMMARY.

TABLE J 14.—SOME PARTICULARS RELATING TO MANUAL AND TECHNICAL INSTRUCTION FOR THE YEAR 1927.

Technical Instruction.

1. Number of technical high schools and technical day schools offering full-time courses (excluding New Plymouth)	21
2. Number of pupils on roll of technical high schools and technical day schools at 30th June, 1927	6,720
3. Number of free pupils on roll of technical high schools and technical day schools at 30th June, 1927	6,455
4. Number of centres at which other technical classes were held (evening and part-time day)	41
5. Number of students attending evening or part-time day classes	12,408
6. Number of free pupils attending evening or part-time day classes	5,699
7. Number of full-time teachers, exclusive of principals, on staffs at 30th June, 1927	295
8. Approximate amounts payable by Government for—	
(a) Salaries and allowances (including part-time and overtime and manual training teachers on staffs of technical schools)	£ 146,200
(b) Incidental allowances	43,150
	189,350
Less recoveries from tuition fees	£ 10,200
	179,150
9. Total expenditure by Government for financial year	219,343
Including—	
(a) Consolidated Fund	187,192
(b) Education purposes loan	30,060
(c) Subsidies on voluntary contributions	2,091

Primary Manual Instruction.

10. Number of primary manual-training centres	119
11. Number of full-time teachers on staffs controlled by Education Boards at 30th June, 1927	141
12. Approximate amounts payable by Government for—	
(a) Salaries and allowances (including part-time and overtime, and excluding manual training teachers on staffs of technical schools)	£ 42,400
(b) Incidental allowances	9,750
(c) Capitation for agriculture, science, and elementary needlework classes	14,500
(d) Handwork supplies	10,380
13. Total expenditure by Government for financial year on account of—	
(a) Salaries, incidentals, capitation, and handwork material	80,798
(b) Education purposes loans	3,068

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