

C. Science subjects specialized from core syllabuses—					
Applied mechanics	..	..	..	..	241
Biology	..	..	..	..	1,305
Chemistry	..	..	..	..	2,887
Electricity and magnetism	..	..	..	..	615
Heat, light, and sound	..	..	..	..	150
Physiology and hygiene	..	..	..	..	305
D. Agricultural subjects—					
General agriculture	..	..	..	..	370
Animal husbandry	..	..	..	..	90
Dairying	..	..	..	..	150
Horticulture	..	..	..	..	60
E. Trades and industrial subjects—					
Engineering-shopwork and theory	..	..	..	..	222
Heat engines	..	..	..	..	35
Technical drawing	..	..	..	..	458
Technical electricity	..	..	..	..	130
Woodwork	..	..	..	..	187
F. Home-course subjects—					
Homecraft	..	..	..	..	453
Clothing	..	..	..	..	599
G. Commercial subjects—					
Commercial practice	..	..	..	..	632
Book-keeping	..	..	..	..	1,211
Shorthand and typewriting	..	..	..	..	351
H. Foreign languages—					
French	..	..	..	..	2,904
German	..	..	..	..	32
Greek	..	..	..	..	1
Latin	..	..	..	..	1,002
Maori	..	..	..	..	88

In section A the growth of the new subject, general science, and of the former "Cinderella" subject, geography, are noteworthy. In the syllabus for general science, biology is a prominent section, and the interest stimulated through the universal study of the subject in the core has also led to its development as a specialized School Certificate option.

Mathematics as a specialized study is not taken by as large a proportion of pupils as formerly, even in boys' courses; but it is still taken as a School Certificate option by nearly half the candidates. The elementary mathematics of the core taken by every pupil is not so far being taught to the entire satisfaction of the Inspectors, but as yet there are no completely suitable text-books to assist the teachers, although the difficulty has in part been overcome through the free issue to schools by the Department of a bulletin on statistics. There is still need for teachers to adapt the syllabus to the various courses. It is probable that a refresher course for teachers in mathematics would be of great benefit. The standard of mathematics in the Sixth Form remains high, and, indeed, is higher than ever it was in the larger schools which have specialist teachers and senior classes limited to able pupils who are interested in the subject.

Partly as a result of their inclusion in the core, the fine-art subjects are developing noticeably as specialized studies. The core work itself has attracted the keen interest of teachers and pupils, and the result of the work in music especially has exercised an influence outside the walls of the schools. In too many schools embroidery has been regarded as a subject for the home course only and has failed so far to gain recognition rather as one of the fine arts.