1910.

NEW ZEALAND.

EDUCATION:

MANUAL AND TECHNICAL INSTRUCTION.

[In continuation of E.-5, 1909.]

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

CONTENTS.

No. 1.

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

Manual and Technical Instruction.

Manual Instruction in Schools.

Instruction in various branches of elementary handwork, such as modelling brush drawing, free-arm and blackboard drawing, paper and cardboard work treated sometimes as separate subjects, but more often correlated with other subjects of the syllabus, as well as in the more specialized forms of handwork, such as woodwork, cookery, and elementary agriculture, was given in about 60 per cent. of the public schools during the year. Some particulars are given below:—

TABLE I.—Subjects of and Number of Classes for Manual Instruction in Public Schools.

Subjects of Instruction.	Number of Classes. 1908.	1909.
Elementary handwork	2,880	3,178
Woodwork	270	281
Ironwork	...	5
Agriculture and dairy-work	498	559
Elementary science	57	47
Physical measurements	94	101
Cookery	330	339
Laundry-work	...	60
Dressmaking	72	79
Swimming and life-saving	103	136
Physiology and first aid	51	57
Totals	4,355	4,842

The number of public schools in which handwork was taught was	1,240
The number of pupils under instruction was	116,538
The percentage of total roll number under instruction was ...	76·5
The payments by way of capitation, grants, and subsidies in aid of classes amounted to	£20,536 18s. 8d.
The average cost per pupil was	3s. 6·3d.

The number of specially equipped centres for cookery, laundrywork, woodwork, and ironwork is now about fifty.

Increasing attention continues to be given to instruction in elementary agriculture. School gardens, experimental and observation plots, and, in many cases, suitable laboratory practice, form special features of the instruction, which in several districts is supervised by special itinerant instructors. The increase for the year in the number of classes was sixty-one. Suitable instruction in dairy-work is in many cases included in the course of instruction in agriculture. The total average attendance at classes for agriculture and dairying was 9,184.

It has been felt that the courses of instruction at many of the district high schools, most of which are located in rural districts, have not, for various reasons, been as intimately related to rural pursuits as they should be if the schools are properly to fulfil their functions. With the view of assisting the Education Boards, some of which have for some time past been endeavouring to arrange suitable courses of rural instruction in connection with the secondary departments of district high schools, provision has been made for a special capitation payment of £5 10s. per annum on account of each pupil taking an approved course of agricultural instruction. It is expected that with the aid of the additional funds so provided Education Boards will be enabled to make more satisfactory arrangements for efficient instruction than have hitherto been possible.

There are indeed indications already that in several districts fairly full courses will shortly be arranged. In several cases special itinerant instructors have been or are about to be appointed. It may be pointed out that it has been found possible to arrange a course which, besides having a direct bearing on rural pursuits, provides also for the needs of pupils preparing for the Matriculation or Civil Service Junior Examinations. The progress of the proposed schemes will be watched with much interest.

Practical instruction in various branches of elementary science was given to nearly fifty recognized classes. In this connection it may be noted that there are now over twenty well-equipped laboratories available for instruction in science in connection with primary and district high schools. In the case of several of the latter schools laboratory-work forms an important part of the course of agricultural instruction. In schools where laboratories are not yet available, courses in elementary physical measurements such as may conveniently be carried out in ordinary class-rooms are found to afford excellent opportunities for individual practical work. Such courses were taken by about 100 classes. The total average attendances at classes for elementary natural and experimental science was 5,181.

As in previous years, several classes received assistance in the way of voluntary contributions in money and in kind from local bodies, agricultural associations, members of the farming community, and others. Such contributions carry a Government subsidy of £1 for £1. The amount distributed by way of subsidies in 1909 was about £430.

In 1901, the year in which the present scheme of manual instruction may be said to have been inaugurated, very few of the then existing district high schools were provided with any facilities for hand-and-eye or science training.

At the present time over 50 per cent. of the district high schools have been provided with buildings and equipment for the teaching of one or more of the following subjects—Woodwork, ironwork, cookery, physics, and chemistry, with the result that the range of the instruction at these schools has been considerably widened.

Recognized classes for manual instruction were also held during the year at over twenty secondary schools. The subjects of instruction included woodwork (average attendance, 273), cookery (average attendance, 463), dressmaking (average attendance, 170), natural science (average attendance, 841), and experimental science (average attendance, 691). Some particulars relating to the classes are as follows:—

	1908.	1909.
The number of recognized classes for manual instruction in secondary schools was	159	189
The capitation on classes amounted to	£861 18s. 5d.	£946 3s. 7d.
The average cost per class was	£5 8s. 5d.	£5 0s. 1·5d.

Technical Instruction.

A review of the year's work indicates that satisfactory progress continues to be made by controlling authorities and managers of classes in the various education districts in providing and improving facilities for technical instruction. The organization of the technical schools, in the larger centres especially, is improving year by year, graded courses are becoming an essential feature of the curriculum, while every effort is being made to provide, as far as possible, courses of instruction adapted to local requirements. Considerable interest continues to be taken in the schools by local bodies and by industrial, trade, and other organizations, augmented in most cases by assistance of a practical nature in the way of monetary contributions, which, with the Government subsidy of £1 for £1 thereon, form an important source of revenue to the classes concerned. During the year nearly £6,000 was so contributed, indicating clearly the sympathetic attitude, generally, of local bodies and others with regard to technical education. The Government has, so far as available funds and other circumstances have permitted, favourably considered applications by controlling authorities for grants

for new buildings or additions, and for necessary equipment. During the year grants for these purposes amounting to over £17,000 were distributed. New buildings for manual and technical instruction have been erected, or are in course of erection at Auckland, Hamilton, Cambridge, Otahuhu, Inglewood, Hawera, Bull's, Taihape, Palmerston North, Westport, Akaroa, Rangiora, Christchurch, Dunedin, and Gore, while necessary equipment has been provided for classes for manual and technical instruction at Hawera, Taihape, Bull's, Palmerston North, Petone, Napier, Nelson, Westport, the School of Engineering attached to the Canterbury College, the Christchurch Technical College, Akaroa, Rangiora, the Dunedin Technical School, and the manual-training centres at Christchurch and Dunedin.

Apart from special centres for manual instruction in the larger towns, there are now about forty well-equipped buildings for technical classes. In 1901 when the Act came into force the number was twelve. Classes in places where special buildings were not available were held as usual in the local schools or in suitable rented buildings. The system of providing instruction in rural subcentres by means of itinerant instructors continues to work well in the districts in which it is in operation. In Auckland classes conducted on this system were held at nine, and in Wanganui at thirty-three, centres. The number of recognized technical and continuation classes in operation during the year was over 1,700, an increase of 200; of these, 152 were continuation classes. This latter number does not, however, include a large number of continuation classes included in approved courses of commercial instruction recognized under the regulations as courses of technical instruction. The number of centres at which classes were held was over 100.

The following are some particulars relating to technical classes in operation during 1909:—

The number of places at which recognized technical classes were held was	110
The number of recognized classes was	1,702
The total number of individual students was....	14,137
The average attendance at all classes was	23,070
The capitation on attendances was....	£18,497 12s. 8d.
The rate of capitation per unit of average attendance was	16s. 0·4d.

The classes were divided as follows:—

Classes.	Number of Centres.		Number of Classes.		Average Attendance.	
	1908.	1909.	1908.	1909.	1908.	1909.
"Special" classes ...	98	89	854	858	11,016	10,287
"Associated" classes ...	23	26	520	712	9,002	11,250
"College" classes ...	1	1	131	132	1,500	1,533
Totals	122	116	1,505	1,702	21,518	23,070

It will be noticed that "special" classes, as last year, were the most numerous and the most widely distributed. The number of "associated" classes and the number of centres at which they are held have increased. These classes had an average attendance of 15·8 per class, as against 12 in the case of "special" classes. The increase (192) in the number of "associated" classes may be regarded as an index of the continued interest taken in technical instruction by local bodies, industrial associations, and other similar organizations. "College" classes were conducted by one only, as heretofore, of the University colleges—namely, Canterbury College, Christchurch. There are, however, indications that certain classes conducted by one or more of the other colleges will shortly be brought under the regulations.

The receipts by controlling authorities and by managers of "special" and "associated" classes respectively were by way of (1) capitation, £26,071; (2)

voluntary contributions, and subsidies thereon, £11,468; (3) fees, £8,510: making a total of £46,049 from these sources. The expenditure by these bodies on (1) administration, &c., was £7,025, and on (2) salaries of instructors was £28,580; making a total of £35,605. The same bodies received £17,882 in grants for buildings and equipment, and expended thereon £25,314.

TABLE II.—Average Attendance at and Capitation on Classes for certain Subjects.

Subjects of Instruction.	1908.		1909.	
	Average Attendance.	Capitation.	Average Attendance.	Capitation.
		£ s. d.		£ s. d.
Engineering	1,658	1,425 8 9	1,592	1,984 0 9
Lead and wood working	1,897	1,810 9 7	1,586	1,430 0 6
Pure and applied art	4,355	4,494 15 7	4,513	4,957 19 1
Experimental and natural science ...	2,079	1,174 3 4	2,234	1,014 7 5
Domestic economy	3,278	2,563 13 8	3,417	3,059 19 7
Commercial subjects	5,549	4,198 5 6	5,867	4,884 2 11
Subjects of general education ...	2,601	1,844 11 2	2,979	771 6 6
Agriculture, wool-classing, &c. ...	101	89 15 0	882	395 15 11
Totals	21,518	17,601 2 7	23,070	18,497 12 8

Though there has been a slight falling-off in the attendance at classes for engineering and for lead and wood working, the classes in these subjects are among the best in the Dominion. The workshops are well equipped for the work, while well-graded and full courses of instruction are generally provided.

The attendance at classes for pure and applied art continues to increase. Here again well-arranged courses are in most cases provided. It is indeed becoming the exception for students attending these and other classes to take single subjects. Courses are being more and more insisted on by directors of technical schools.

Classes for commercial instruction appear to be as much in demand as ever. Classes for such instruction were held at forty-five centres, while the total average attendance continues to be higher than for any other group of subjects.

Classes for various subjects related to domestic pursuits were held at eighty-eight centres, with a total average attendance of over 3,000. In the larger centres steps are being taken to establish full courses in domestic economy, and it is hoped that before long it will be found possible to provide efficient instruction in the various subjects included in the term "home economics." The appointments recently made by the Council of the Otago University in connection with the Chair of Domestic Science at that institution should do much to place the teaching of domestic subjects on a sound footing. It is gratifying to note the liberal support in the way of voluntary contributions that is being accorded to the movement in Otago. Instruction in subjects related to agricultural and pastoral pursuits has again been almost entirely confined to wool classing and sorting. Classes to the number of sixty were held at forty places, the total average attendance being over 800. Last year classes with a total average attendance of 101 were held at five places. There is abundant evidence as to the benefits to farmers arising out of the instruction given. The enhanced prices obtained for wool classed by students attending the classes have been very encouraging, and afford a striking example of the value of the instruction.

The hope is expressed in connection with the hitherto generally unsuccessful efforts of controlling authorities to provide suitable courses of instruction for farmers that the latter will ere long discover that instruction bearing on primary industries other than wool is equally worth while. It is useless for controlling authorities to attempt to provide such instruction unless they can rely on the sympathetic and continued support of the farming community.

The number of free pupils admitted during the year to technical schools was 2,207, an increase of about two hundred. About 24 per cent. of these students held senior free places, as against 19 per cent. in 1908. Some particulars are given below.

—	Males.	Females.	Totals.
Junior free pupils	871	812	1,683
Senior free pupils	336	188	524
Totals	1,207	1,000	2,207

Courses of Instruction.	Number of Free Pupils. 1908.	1909.
Science and technology	516	649
Pure and applied art	137	152
Domestic economy	277	319
Agriculture	7	21
Commercial instruction	1,063	1,066
Totals	2,000	2,207

Capitation on account of free places amounted, for 1909, to £6,401 1s. 6d., being at the rate of about £2 18s. per free place. As predicted last year, there has been a gratifying increase in the proportion of free pupils taking courses other than commercial courses. Last year about 55 per cent. of the free pupils attended commercial courses, this year the percentage is 48. Day technical schools—that is to say, schools providing day courses of not less than twenty hours a week—were in operation during the year at Auckland, Wanganui, Wellington, Napier, Westport, Christchurch, and Dunedin. As has been previously stated, these schools appear to be filling a distinct gap in our educational system. The curriculum is mainly secondary in character, yet the establishment of these schools does not appear to have adversely affected the attendance at the secondary schools in their vicinity. These schools have, moreover, had a distinctly beneficial effect on the evening technical classes, the best students at the latter being those who have previously attended the day classes. The total number of free pupils attending the day technical schools was 846, of whom 501 were girls.

Speaking generally, it may be said that much good and useful work, within the limits imposed by existing conditions, continues to be done by the technical schools. Most of the instruction is necessarily given in the evenings, and it is gratifying to note that the attendance at evening classes, although entirely optional, in most cases continues to be satisfactory, and, further, that the number of evening students who attend definite courses on two and three evenings a week continues to increase. The chief inducements at present held out to students are free places offered by the Government, scholarships and free tuition provided locally, and the payment of fees by some employers.

Assuming that one of the chief functions of evening classes should be to provide such instruction as students do not or cannot get in the ordinary course of their occupations, it should, it seems, be unnecessary in connection with such classes to supplement the above-mentioned inducements or an extension of them on the lines indicated in the report of last year by anything savouring of direct compulsion.

That something more in the way of such compulsion is needed in the case of he relatively large number of young persons who do not on the completion of their primary-school course proceed to secondary or to technical schools seems now to be generally admitted. Without referring here to what has been done on the Continent in regard to this important matter, it may be mentioned that the Education (Scotland) Act of 1908 imposes on each School Board the duty of making suitable provision of continuation classes for the further instruction of young persons above the age of fourteen with reference to the crafts and

industries (including agriculture) practised in the district, and also for their instruction in the English language and literature; and, further, that the English Board of Education, recognizing the importance of the matter, instructed its Consultative Committee to advise as to whether any means, and, if so, what, could be devised for securing (1) that a much larger proportion of boys and girls on leaving the public elementary schools commence and continue attendance at evening schools than at present do so, and (2) that employers and other persons and bodies in a position to give effective help should co-operate in arranging facilities for such attendance on the part of their employees and in planning suitable courses and subjects for the schools and classes. After examining a large number of witnesses selected from employers, representatives of labour, Inspectors of Schools, local education authorities, teachers, and women, together with certain persons possessing special knowledge and experience, the committee arrived at certain definite conclusions which are embodied in the report adopted by the committee in May, 1909. Some of the more important of these conclusions are as follows:—

(*a.*) Increased attention should be given to the connection between the continuation school and the public elementary school, with the view of lessening discontinuity of attendance.

(*b.*) The age of exemption should at no distant period be raised to fourteen, subject to certain limitations.

(*c.*) Junior employment registries should be established to give skilled advice to parents, managers, and teachers on the selection of suitable occupations for young persons.

(*d.*) Head teachers in the public schools should be able to take part in the direction of the continuation school to which their pupils go.

(*e.*) The present voluntary system of attendance at evening classes could be improved by effective encouragement from employers of labour, by the systematic visitation of the parents of children who are about to leave the public school, by the personal influence of the public-school teacher, by propaganda among workpeople, and by close co-operation on the part of the local authority with the managers of boys' and girls' clubs, and other voluntary agencies.

(*f.*) Pupils should be encouraged to attend continuation schools during the closing months of their public-school course, due precautions being taken to prevent overstrain.

(*g.*) The committee believes that, though the present voluntary system might be much improved by the above methods, so long as the local authorities are under no obligation to provide continuation schools, so long as adolescents are under no obligation to attend them, and so long as employers are under no obligation to enable their young workpeople to attend classes at convenient hours, large numbers of young people will remain without the education they so sorely need.

(*h.*) The committee therefore recommends that it should be the statutory duty of local authorities to make suitable provision of continuation classes from the time boys and girls leave the public school up to their seventeenth birthday, and that it should be lawful for local authorities to make by-laws for requiring the attendance at continuation classes to an age not exceeding seventeen years of any young person who is not otherwise receiving a suitable education; provided that such classes are not held more than two miles from his place of residence.

(*i.*) Further, that it should be the statutory duty of the employer of such young person to enable him to attend continuation classes for such period of time and at such hours as may be required by the by-laws of the local authority.

(*j.*) An employer should be forbidden by penalty to employ or continue to employ any young person who fails to produce evidence of attendance at classes in conformity with the local by-laws.

(*k*.) The local authority should have power to fix, after consultation with representatives of the employers and of the workpeople in each trade, the hours and seasons at which the compulsory continuation classes should be held.

(*l*.) For the planning of suitable courses the local authority should establish advisory committees, including representatives of the employers and workpeople in each calling and of persons experienced in teaching.

It need scarcely be added that the opinions, deliberately expressed, of a body such as the Consultative Committee of the Board of Education demand the most careful consideration of educationists everywhere. It is true that here in New Zealand questions bearing on the education of adolescents do not, fortunately, bristle with complications and difficulties such as are met with in older lands. It is, however, also true that under the voluntary system that obtains in New Zealand too large a number of young persons do not proceed to any school or class on the completion of their public-school course. So it seems necessary, at no far distant date, to consider the expediency of imposing some measure of compulsion designed to lessen as far as possible this undesirable discontinuity of attendance.

The special grants to Education Boards for the training of teachers on subjects of manual and technical instruction have been continued this year. In one or two districts special sessions have again been held with satisfactory results. Agriculture and kindred subjects have received considerable attention in connection with these special sessions and the usual week-end classes.

The Science and Art Examinations of the English Board of Education, and the Technological Examinations of the City and Guilds of London Institute, were held as usual, the former at fifteen, the latter at seventeen, centres. The number of entries for the Science and Art Examinations was 781, the number of passes being 501; while for the Technological Examinations the number of entries was 437, and the number of passes 268. Although the time, May to July, at which these examinations require to be held is not altogether convenient from the point of view of the schools, the number of schools making use of these examinations continues to increase.

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

	£ s. d.	£ s. d.
Capitation,—		
School classes	18,741 17 8	
Technical classes	18,497 12 8	
Free places	6,401 1 6	
		43,640 11 10
Subsidies on voluntary contributions,—		
School classes	431 14 11	
Technical classes	5,764 3 0	
		6,195 17 11
Grants for buildings, equipment, and rent,—		
School classes	2,501 18 8	
Technical classes...	17,830 16 9	
Grants for material for technical classes...	1,316 17 2	
		21,649 12 7
Railway fares of instructors and students	...	4,799 18 6
Examinations	...	646 3 3
Inspection and other expenses	...	1,051 0 4
Total	...	£77,983 4 5

The total expenditure by the Government in the way of capitation, subsidies, and grants was—for school classes, £21,675 11s. 3d.; and for technical classes, £49,810 11s. 1d.

The expenditure for the previous year was £21,260 19s. 2d. and £54,163 8s. 6d. respectively.

No. 2.

REPORT OF THE INSPECTORS OF TECHNICAL INSTRUCTION.

SIR,—

We have the honour to make the following report on the state and progress of manual and technical instruction in the Dominion during the year ending 31st December, 1909.

A. MANUAL INSTRUCTION.

Instruction in one or more branches of handwork was given in 1,240 primary schools during the year, an increase of 40. As regards the more elementary forms of handwork, paper-work, modelling, brush drawing, and free-arm and blackboard drawing in the lower classes, and brush drawing and cardboard-work in the upper classes, continue to receive most attention. The value of handwork as an aid to teaching other subjects of the syllabus is being recognized more widely every year, and we hope that in the near future elementary handwork will cease altogether to be regarded as a separate subject of instruction. We desire again to emphasize the value of a course of instruction in cardboard-work, especially in schools where it is impracticable at present to provide facilities for instruction in woodwork. Apart from its value in connection with the training of the hand and eye, a course of instruction on right lines will be found of considerable assistance in the teaching of arithmetic and instrumental drawing.

A word of warning regarding the attitude of many teachers towards brush drawing may not here be out of place. While it may be conceded that instruction in the use of the brush should form part of the course in drawing in every school, and, further, that brush drawing is a valuable aid in awakening the artistic instinct and stimulating the appreciation of beauty, it appears questionable whether the educational value of the work has not been largely overestimated, and whether the value of a course of brush drawing on the lines usually adopted is commensurate with the time given to the work. To isolate brush drawing from the ordinary instruction in drawing seems unnatural, and, moreover, tends to give it an importance it does not deserve. In this connection the following note on brush drawing, included in a memorandum on the teaching of drawing recently issued by the Scotch Education Department, is worthy of earnest consideration: "Skill in the use of the brush should be acquired, as in the case of the pencil, by employing it in a rational manner as a drawing-instrument from the beginning. No preliminary course of brush-marks should be indulged in, nor should the brush ever be treated in any special or exceptional way as a thing apart from the regular drawing lesson. Whether exercises in the use of the brush are included in the syllabus of manual occupations or not, the whole of this work should be carried on as an integral part of the general drawing scheme, and strictly in accordance with its principles. The substitution of a series of mechanically produced brush-markings for the study and representation of the natural forms they may appear to more or less resemble is a singularly perverted and uneducational method of instruction, however showy the immediate results may be."

Good work, generally, both theoretical and practical, continues to be done in the more specialized forms of handwork, such as drawing in light and shade, elementary design, woodwork, cookery, physical measurements, agriculture, dairying, &c., taken by pupils in the higher standards of primary schools, and in the secondary departments of district high schools.

The instruction in woodwork, generally speaking, is probably more satisfactory than that in any other subject of handwork. Most of the instructors appreciate the value of woodwork as an instrument of education, while the courses of instruction and the conduct of the majority of the classes are to be commended. Incidentally it may be pointed out that the woodwork room should be regarded as a class-room, and treated as such. Pupils should not be asked to work in an atmosphere of disorder and litter. As a general rule, the last five minutes of each practical lesson should be devoted to sweeping down benches and tool-stands and gathering up shavings and waste wood, so that the room may be left clean and tidy for the next class. This is particularly desirable where woodwork is taught on the central system. In an increasing number of cases instruction in elementary plane and solid geometry and in scale drawing is being connected with the instruction in woodwork. This is to be regarded as a step in the right direction.

It is gratifying to note that certain defects in methods of instruction in cookery referred to in previous reports are gradually disappearing, and that at most of the centres some attention is being given to instruction in principles, and some effort made to correlate the instruction with that of some other subjects. Nevertheless it cannot yet be said that principles and practice receive attention proportionate to their relative importance. Method and recipes still loom too large in the pupils' notebooks. Regular and systematic instruction on such topics as the physiology of digestion and the elementary chemistry and physics of food and culinary operations should on no account be omitted, and might with considerable advantage form the principal part of the so-called demonstration lesson. If this were done, and the practical lessons during the year confined to the preparation of a much smaller number of dishes than is usually the case, more time would be available for instruction in what may be regarded as essentials, while the expenditure on material would be considerably reduced without any sacrifice of efficiency. In some cases the records of the instruction given are not altogether satisfactorily kept. If the records are to be regarded merely as reminders for the instructors, then the briefest entries therein might suffice, but when, as is the case, they are class records kept for a specific purpose, the information furnished by them should be as complete as possible, and should show the range and character of the whole course of instruction. The pupils' notebooks in certain cases require more attention. Little use is made of the pupils' rough notes as material for exercises in composition: a valuable opportunity of correlating cookery with other subjects is thus missed.

With the view of affording opportunities to girls for a general training in domestic economy, provision is being made in some districts for instruction in laundry-work or in dressmaking in addition to cookery. The importance of and the necessity for such training is gradually being recognized.

The establishment of a chair of domestic economy, recently decided upon by the Council of the Otago University, should be of considerable assistance in developing and improving existing schemes. The arrival of the two ladies appointed by the Council to organize and carry on classes will, we are sure, be awaited with much interest by all who recognize the need for more thorough training in what should form a very important feature in the education of girls.

Considerable attention continues to be given to instruction in various branches of science. In the primary schools the unavoidable absence of laboratories restricts the work mainly to such elementary physical measurements as can be carried out in the ordinary class-room. In many cases, however, excellent work is being done. There still appears to be a tendency to attempt to cover too much ground in the year's work. Instructors should remember that the educational value of work in science, as in other subjects, is very often in inverse proportion to the amount of ground covered. A course consisting of a few properly graded exercises carefully and thoroughly carried out is worth more to the pupil than a more ambitious course which could not possibly be properly carried out in the time allotted to the work. Many of the district high schools are now provided with well-equipped laboratories, with the result that science occupies a much more satisfactory position in the curriculum of these schools than heretofore. It is to be regretted that the demand for qualified science-teachers appears at present to be in excess of the supply. Instruction in elementary agriculture, combined in an increasing number of cases with instruction in dairying, is being given in about five hundred public schools. The work generally is good. Pupils take an intelligent interest in the work, and in many cases put their knowledge to practical use in their homes. It is encouraging to note the interest, often of a very practical nature, taken in the work by the various agricultural and horticultural associations. The work is not now, as at first, restricted practically to the primary classes. In many of the district high schools more or less complete agricultural courses have been inaugurated.

With the view of encouraging the establishment of rural courses in connection with the secondary departments of district high schools, the Government has recently provided a special additional payment where approved courses are taken. In several districts earnest efforts are being made to provide suitable courses, and, although matters are admittedly in the experimental stage, enough has already been accomplished, in spite of certain real difficulties, to show that a course having not only a distinct bias in the direction of agriculture, but also providing adequate opportunities for those who desire to prepare for the various public examinations, can be arranged. The courses generally are on the lines of a suggested programme issued by the Department. The following is an outline of the programme: English, 4 hours; arithmetic and book-keeping, 4 hours; geography, 1 hour; civics and economics, 1 hour; drawing to scale and elementary building-construction (boys) or hygiene and physiology (girls), 2 hours; surveying and mensuration (boys) or dressmaking (girls), 2 hours; woodwork (boys) or cookery (girls), 2 hours; elementary physiology and anatomy of farm animals (boys) or household economy (girls), 1 hour; elementary physics (farm mechanics), 2 hours; agricultural science and rural economy, 3 hours; dairying, 1 hour; physical instruction, 1 hour: making a total of 24 hours a week. The instruction, so far as the special subjects are concerned, is usually in the hands of qualified itinerant instructors. Such an arrangement is not altogether without disadvantages, but in the face of present circumstances seems to be the only practicable one.

Some particulars relating to classes for manual instruction in public schools will be found in Tables 1, 1A, and 1B, on pages 15 and 16.

Recognized classes for manual instruction were carried on during the year at twenty-one secondary schools. The subjects usually taken up include various branches of natural and experimental science, woodwork, cookery, and dressmaking.

There is evidence that increasing attention is being given to the necessity for extending as opportunity offers the provision made for the instruction of girls in domestic science. The establishment of a chair of domestic economy at the Otago University, already referred to, should do much to help on this important side of a girl's education. Most of the secondary schools are now supplied with well-equipped laboratories, while the science-teaching generally is on sound lines. In the case of some of the rural secondary schools signs are not wanting of an earnest desire to bring the curriculum into closer relation with local conditions by establishing fairly full courses in agriculture.

Some particulars relating to classes for manual instruction at secondary schools will be found in Tables 2, 2A, and 2B, on pages 17 and 18.

B. Technical Instruction.

Details of the work of the various technical schools and classes for the year 1909 will be found in the reports of the controlling authorities or managers, as the case may be, attached to this report. Various details relating to technical instruction are given in Tables 3 to 8, inclusive, on pages 19–29.

The progress of the technical schools and classes during the year has for the most part been in the direction of consolidation rather than expansion. During the period 1901–9—that is to say, the period during which the present system of technical instruction has been in force—there has been a very great improvement in respect of the conditions under which the classes are being carried on. The needs of both large and small centres of population in the way of buildings and equipment have been and are being met as far as is practicable. In the larger centres full

use is being made of the facilities provided. In some cases, indeed, the available accommodation is being taxed to the utmost As regards the smaller centres, the number of persons attending technical classes is not in all cases as large as it might be. The primary purpose, however, of the so-called technical schools in such centres is to provide suitable forms of manual instruction for boys and girls attending rural schools. In other words, the smaller technical schools are really to be regarded as manual-training schools, and as such they are performing a not unimportant part in the scheme of education. Most of them are attached to or are adjacent to district high schools or secondary schools, and are used mainly for classes for science, woodwork, and cookery from such schools and from other schools in their vicinity. Where there is a demand for evening technical or continuation classes these buildings are available for such classes. In not a few cases, and in some of the smallest districts, the attendance at evening classes is exceedingly good.

The number of approved classes, and the attendance thereat, continues to increase. A pleasing feature is the steady diminution in the number of students who attend for instruction in one subject only. Courses of instruction suited to various trades and occupations are now provided in all of the technical schools proper, and it it very encouraging to note the number of young persons who, under the voluntary system that at present obtains, are willing after their ordinary day's work to attend evening classes on two and three nights a week.

The day technical classes in which regular instruction for not less than twenty hours a week is given to young persons who have qualified for free places have been well attended, and, as has been stated in previous reports, appear to fill a distinct gap in the scheme of secondary education. It is a significant fact that the establishment of these classes has not been accompanied by any diminution in the number of pupils entering the secondary schools. The opinion is advanced that had these classes not been established the majority of the pupils who have taken advantage of them would not, on leaving the primary schools, have proceeded to secondary schools, but would have drifted into some form of employment. Day technical classes were held during the year at the four large centres, and at Wanganui, Napier, and Westport, and were attended by 846 free pupils. The classes provide excellent courses relating to commercial, industrial, and domestic pursuits. In two cases special courses in art have also been provided. Each course extends, generally speaking, over two years, and is so arranged as to form a suitable introduction to more specialized studies later on. It may be here mentioned that the services of the young people in attendance at these day classes are eagerly sought after by merchants and other employers of labour. A fair percentage of those who complete the junior course qualify for senior free places entitling them to three more years' free tuition. Such senior free places are usually held at evening classes, the holders taking up some form of employment on the completion of their junior course. It is needless to say that the presence of these students in the evening classes has done much to raise the standard of work therein.

It is, however, apparent that, in spite of the facilities provided for free secondary education at secondary schools, district high schools, and technical schools, the number of boys and girls who leave the primary schools and do not proceed to one or other of the above-mentioned schools remains far too large. It is probable that without disturbing existing arrangements the number could be materially diminished. Thus there appears to be a need for a much closer connection than at present obtains between the primary schools on the one hand and the schools of secondary grade on the other. Again, parents in many cases stand in need of guidance and instruction as to the best course to pursue in the case of boys or girls who are about to leave the primary schools. Too much appears to be too often left to chance at what is undoubtedly the most critical period in the lives of young people. Last, but not least, every opportunity should be taken to press upon the public attention the importance, both from the civic and the economic standpoint, of the need for better provision for the further education of adolescents. The case of Halifax may be cited as an example of what it is possible to accomplish in the way of encouraging the attendance of adolescents at classes under the voluntary system. The chief attendance officer forwards weekly a list of pupils who have left the primary schools during the week to the Principal of the Technical College. As each list is received, an officer of the College visits the home of each pupil, and points out the advantages of attending the classes, and the serious loss that may result if any length of time is allowed to elapse before the boy takes up evening-school work. If the parent gives an unfavourable reply, the officer makes a point of seeing the boy himself. The population of Halifax is 107,000, yet the services of one officer are as a rule sufficient for the work of visitation. During four weeks in 1907, 66 per cent. of the boys leaving the primary schools in Halifax immediately joined the evening classes. Only 12·3 per cent. refused. Of the remainder, 9·6 per cent. were working late, and so were unable to attend, 8·5 per cent. lived too far away from the technical school, and 3·6 per cent. were ill or otherwise unfitted for evening-school work.

Though much good work has been and is being done in New Zealand under the voluntary system, it is becoming increasingly apparent that it will be necessary in the near future to take some further steps to prevent, by reducing as far as possible the proportion of children who leave the primary schools at an early age and attend no further classes of any sort, the present waste of the results of the primary-school training, and the evils that accompany this waste. The matter is receiving considerable attention at Home. Thus, under the Education (Scotland) Act, 1908, it is now the duty of School Boards to make provision for the further instruction of persons between the ages of 14 and 17 who are not otherwise receiving a suitable education. The Boards are further empowered to make by-laws requiring the attendance of such persons, with certain exemptions, at continuation classes, and determining the times at which and the periods for which such classes shall be held. It is the opinion of the Consultative Committee of the English Board of Education that local education authorities in England and Wales should be given powers similar to the powers now held by the Scotch School Boards. It will be interesting

and instructive to watch the progress made by these bodies in developing what is really a system of local compulsion by means of by-laws. The problems involved are admittedly difficult, and need to be handled with very great care. Progress towards the complete solution of all of them must necessarily be more or less gradual, according as the attitude of the public generally, especially that of certain sections of it, becomes more enlightened or remains antagonistic or indifferent. In any case it may safely be said that the problems are not to be solved in their entirety by Acts of Parliament nor by any form of external compulsion. What is needed above all and first of all is the hearty and thorough co-operation of all employers of labour. Given that, we are satisfied that local education authorities will have little difficulty in providing what is required. Employers of skilled labour in New Zealand are in the main, we believe, alive to the value of technical education. The opinion is also general among them that the most suitable time for young workers to receive this education is after working-hours. On the other hand, it is the deliberate opinion of those directly concerned with the conduct of evening technical classes not only in New Zealand, but elsewhere, that it is well-nigh impossible for young students attending classes after working-hours to take full advantage of the instruction given, and that if these students are to make substantial progress some concessions in the way of time off must be allowed. How these conflicting issues are to be reconciled is one of the problems that await solution. The conviction is expressed that, as technical schools exist principally for the betterment of industrial and social conditions, it rests with employers to decide whether these aims shall or shall not be realized. Is it too much to hope that one day employers generally will come to see that the greater efficiency of the workers as the result of education must have the effect of enlarging, partly by improved methods of production and partly by the avoidance of waste, the produce out of which both wages and profits are drawn? The following general remarks have reference to the work of the art and technical schools as a whole during 1909:—

Art.—Instruction in various branches of pure and applied art is given in three fairly well-equipped schools of art and at several technical schools, as part of a general scheme of technical instruction. There is in the main a marked improvement in the work of most of the classes, due largely to improved methods of instruction, and in some measure to the marked change in the attitude of leading art-teachers generally in relation to art-teaching. Thus the use of flat copies and conventional models, and to some extent casts, is giving place to living things as subjects for drawing and painting. Students are brought face to face with tangible realities, and are taught to give expression to their own conceptions of these realities in various media. The stump has given place to charcoal, while colour-studies, the most complete method of rendering the whole appearance of an object, play a very important part in elementary art instruction. Design is steadily emerging from the indefinite and meaningless stage, and its value as an aid to the development of originality and invention is being more and more recognized. Greater insistence is being laid on the importance of students applying in various ways the knowledge they have gained, and this application is considered to be of greater importance than the acquisition of great facility in merely imitative work. It is gratifying to note that instructors generally are responding to the new movement, and, although it is too early to estimate the full value and effect of the new methods, there can be no question as to the general improvement in the work. In some branches of applied art—notably modelling, enamelling, and jewellery work—excellent work has been done, but it appears necessary again to call attention to what cannot be regarded as other than a great weakness, namely, the inability of many students taking wood-carving and art metal-work to either draw or model, and their ignorance of the elementary principles of design. These pupils are necessarily compelled to work from designs that are not their own. Again, the instructors too often do too much of the pupils' work. The defects noted are so pronounced in some few cases as to suggest the expediency, if steps are not taken to remove them, of revoking the recognition of the classes concerned.

Architecture and Building-construction.—Considerable progress has been made by most of the classes for these subjects. In view of the importance of the building trade, it is a matter for regret that the attendance generally at the classes is small. The reason for this is not that competent instructors and adequate equipment are not available—the classes are well provided in these respects—but must be sought for in other directions. It is suggested that the number in attendance might be increased if, instead of requiring students to attend for two hours and a half on three evenings a week under different instructors for the various subjects included in the course, a minimum attendance of five hours a week for an elementary course and of six hours for an advanced course was arranged for, each course being taken by one instructor. Students would under this arrangement take fewer subjects in any given year, but their attendance might well be secured during the greater part of their apprenticeship. The following is suggested as a suitable elementary course: (1) Descriptive geometry and setting-out, sketching building details, 1 hour; (2) elementary mathematics, including mensuration, and elementary mechanics, 2 hours; (3) drawing with instruments from pupils' own sketches, 2 hours. Quantity surveying might with advantage be taken alternately with mathematics and mensuration, while occasional lessons in plain lettering might also be given in connection with the instruction in drawing.

Carpentry and Joinery, Cabinetmaking, &c.—There has been a decrease in the attendance at classes for both elementary and advanced instruction in these subjects, due largely to the very general depression in the building trade. Some really excellent work has, however, been accomplished, especially in the larger technical schools. We have in mind certain specimens of advanced joinery and cabinetmaking which must be regarded as silent witnesses of the value of the training given. The specimens in question were designed, the working-drawings prepared, and the whole of the bench-work carried out by the students themselves. In the smaller centres signs of improvement are not easy to detect. The classes consist mainly of amateurs, and much of the work is, we

regret, amateurish in character. It is the exception for the students to work from drawings or sketches, while rule-of-thumb and slipshod methods are too often allowed. We are unable to suggest any reason why classes for amateurs should not be conducted on right lines. It is open to question whether classes conducted as indicated above are really worth while.

Painting and Decorating, &c.—Little improvement, if any, is noticeable in methods of instruction. Conditions similar to those to which attention was directed in last year's report still prevail. Generally speaking, the classes cannot be regarded as complying with the requirements for technical classes. It is to be hoped that those responsible for the instruction will make some attempt to remedy matters.

Commercial Instruction.—As usual, classes for instruction in subjects related to commercial pursuits were attended by a large number of students. The demand for this instruction continues to be far greater than that for any other kind of technical instruction. With few exceptions the instruction is arranged with the view of giving students a clear insight into, and a practical experience of, business methods and operations. We are glad to note that in the day technical schools boys and girls taking commercial courses are being required to devote some part of the year to subjects not strictly commercial: for instance, the boys are given a course in the workshops, while the girls take various subjects of domestic instruction. It is to be hoped that this very desirable arrangement will have the effect in not a few cases of enabling pupils to discover that their powers would probably be better employed elsewhere than in an office.

Domestic Science, Dressmaking, &c.—Excellent courses in domestic subjects have been provided in the larger centres. Many of the classes are held in the afternoons only, the mornings being left free for domestic duties, &c. The courses include needlework, dressmaking, millinery, cookery, household accounts, drawing, elementary science, physiology, hygiene, and home nursing. Classes for dressmaking continue to be largely attended, particularly in country districts, and the instruction given appears to meet the needs of those who are unable to avail themselves of the services of a professional dressmaker. We notice that patent chart systems of various kinds are not being used to the same extent as formerly. In quite a number of cases, including some of the best classes, simple, rational, and inexpensive methods of drafting are being adopted with quite satisfactory results. The number of adult classes for cookery, and the attendance thereat, continues to decrease. This decrease is no doubt mainly due to the large number of pupils in primary and secondary schools who are receiving instruction in this subject. Classes for nurses for instruction in invalid cookery have been held at several of the technical schools.

Mechanical and Electrical Engineering.—The facilities provided at the larger centres during the last few years for practical work in these important subjects are, generally speaking, being taken full advantage of by students. Some excellent specimens of work in mechanical engineering have been executed, some of them by young students attending the technical day-schools. An improvement is noticeable in the character of the theoretical work in the evening classes for these subjects. The conditions under which these classes are held, together with the variations in the mental aptitudes and attainments of the students that attend them, make the bringing-about of much needed improvements a matter of some difficulty. To arrange a suitable programme of work for young students just fresh from school and free to give twenty hours a week or more to the study of a group of engineering subjects should be a comparatively easy matter, but all sorts of difficulties arise when students who have left school three or four years and whose object in attending evening classes is to learn something of one subject only—say, mechanical drawing—have to be provided for. So far as the larger centres are concerned, little exception can be taken to the courses provided for evening students. It is suggested, however, that more attention might be given to mathematics. It is well known that many young men attending classes for mechanical drawing have forgotten most of the arithmetic they learned at school, and are unable on that account to make the simplest calculations. The following course is accordingly suggested for young engineers attending technical schools in the evening: (1) Descriptive geometry and setting-out, freehand sketching of machine-details, 1 hour; (2) elementary mechanics and steam, 1 hour; (3) mathematics (including arithmetic if necessary), 1½ hours; (4) instrumental drawing, 1½ hours. All the subjects included in the course should be taught by one instructor, there being no question as to the advantage to a young mechanic of receiving his preliminary theoretical training in subjects related to his trade at the hands of one capable and well-trained instructor.

Plumbing.—The number of classes for this subject, and the attendance thereat, continue to be well maintained, and good practical work has been done. The recognition by City Councils and Drainage Boards of technical-school certificates for plumbing has undoubtedly done much to keep up the attendance and the standard of work.

Agriculture.—Again we have to report that very little progress has been made in the establishment of classes relating to agriculture. With the exception of some elementary work at one of the day technical schools and a few scattered classes for dairying, bee and poultry keeping, &c., the only classes the establishment of which can be said to have met with adequate response at the hands of those immediately concerned are those for instruction in wool sorting and classing. Woolgrowers appear to have discovered that it is worth while for them to send their wool away properly sorted and classed. As a consequence there has been a large demand for classes. That controlling authorities were willing to meet this demand as far as possible may be gathered from the fact that classes were held at some forty places during the year, as against five for the previous year. Great interest has been taken in the work by the students, many of whom had to travel considerable distances to attend. It is to be hoped that it will be found practicable to extend the programme of work so as to include systematic instruction in such topics as breeding, and the influence of soil and climate on wool-production. At present the wool is studied chiefly from the point of view

of the wool-spinner—a very important point of view certainly, but surely not the only one. It has been said that to make two blades of grass grow where but one grew before is good farming. Surely it is also good farming to increase the quantity and improve the quality of wool produced by a flock. The success that has attended the few classes that have been held for instruction in poultry and bee keeping leads us to hope that more will be done in this direction in the near future. These occupations, though not the most important in the wide field of agriculture, are providing employment for a large number of individuals in other parts of the world, and if conducted on right lines should be found worthy of more general attention in New Zealand, especially in connection with small holdings.

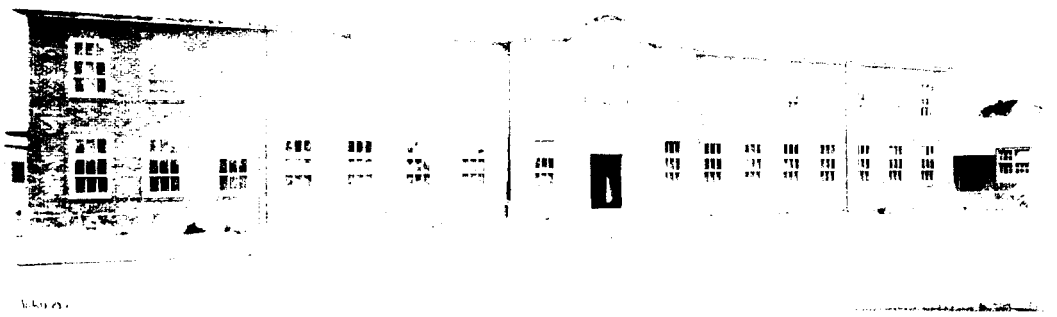
General.—We are glad to note that in the larger centres more and more importance is being attached to the social element as a valuable aid to the successful conduct of evening technical classes. In view of the voluntary system that obtains in New Zealand, it is obviously necessary to use every legitimate means of encouraging attendance. In the case of the evening schools the authorities thereof are confronted by obstacles to attendance in the shape of numerous forms and places of amusement that are almost entirely absent in the case of schools open only in the daytime. The fact that so many young people (the total number for the year was about 14,000) find their way to evening classes in spite of counter-attractions and other disabilities points, in our opinion, to the existence of a not altogether unsatisfactory state of affairs. We are sure that controlling authorities will use every endeavour, as opportunity offers and circumstances permit, to make the evening technical schools something more than mere aggregations of classes.

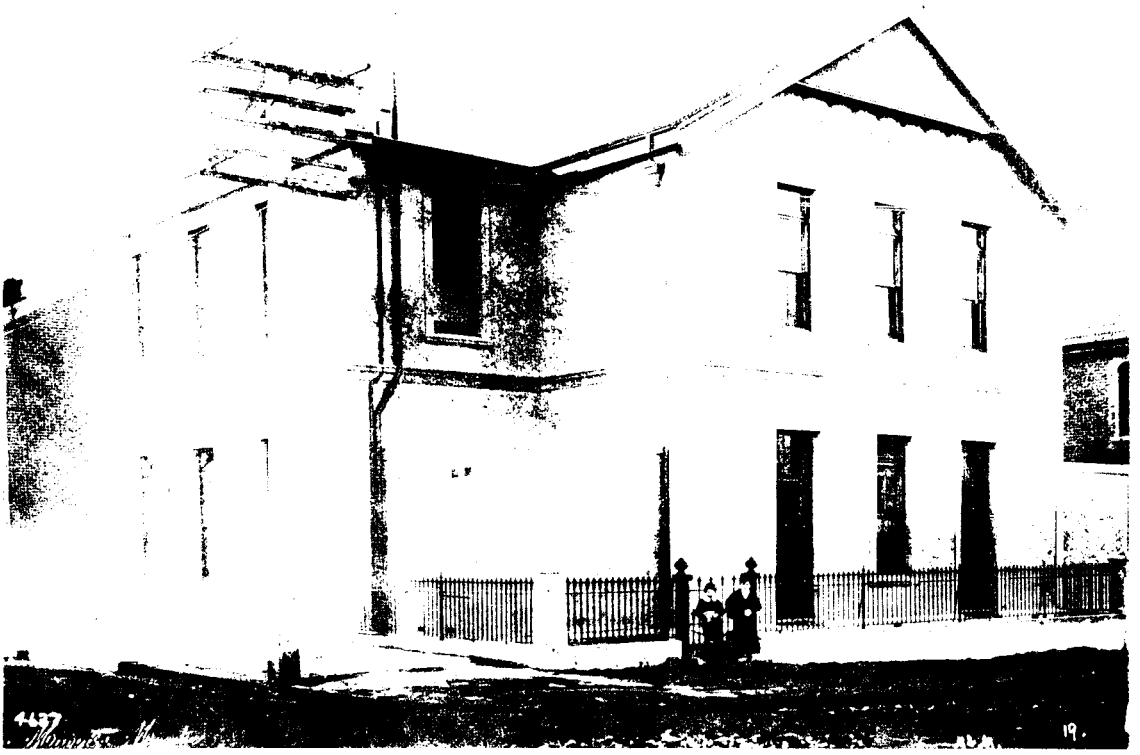
Classes for the training of public-school teachers in subjects of manual instruction were again held in the various education districts. The subjects of instruction included elementary handwork and drawing, woodwork, cookery, physical measurements, and agriculture. In several instances special sessions have again been arranged. The success that has attended these sessions, which are usually devoted to agricultural instruction, is no doubt due in large measure to the enthusiasm displayed by the teachers themselves. Generally speaking, neither the attendance at nor the interest taken in the usual week-end classes by teachers can be regarded as altogether satisfactory.

The Science and Art Examinations of the Board of Education, London, and the Technological Examinations of the City and Guilds of London Institute, were conducted at various centres as usual by the Department. For the Science and Art Examinations the number of entries was 781, and the number of passes 501. Twenty-nine students' works were sent Home for examination in connection with art certificates and the National Competition, of which seventeen were accepted by the examiners. The work of a student of the Wellington Technical School was awarded a book prize, while that of a student of the School of Art, Christchurch, was commended. For the Technological Examinations the number of entries was 437, and the number of passes 268. A bronze medal was awarded to a student of the Wellington Technical School for plumbers' work, ordinary grade. Compared with last year there were 262 more entries for both examinations, and 133 more passes.

M. H. Browne, }
E. C. Isaac, } Inspectors of Technical Instruction.

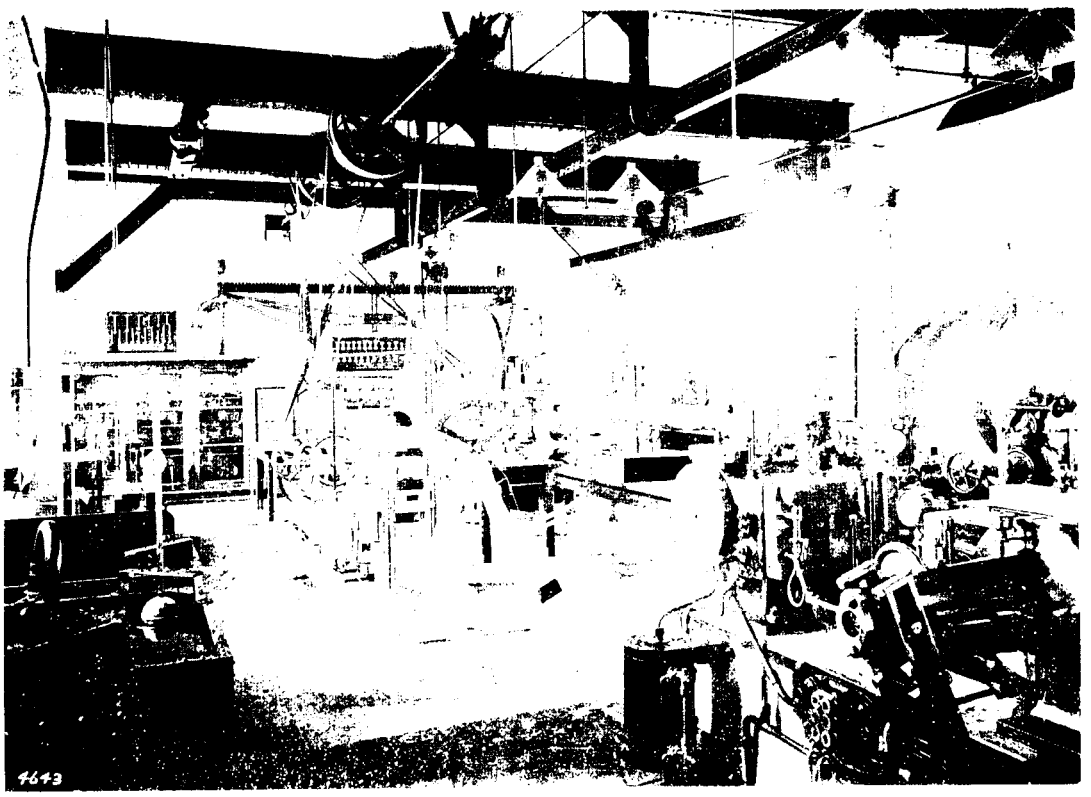
The Inspector-General of Schools, Wellington.





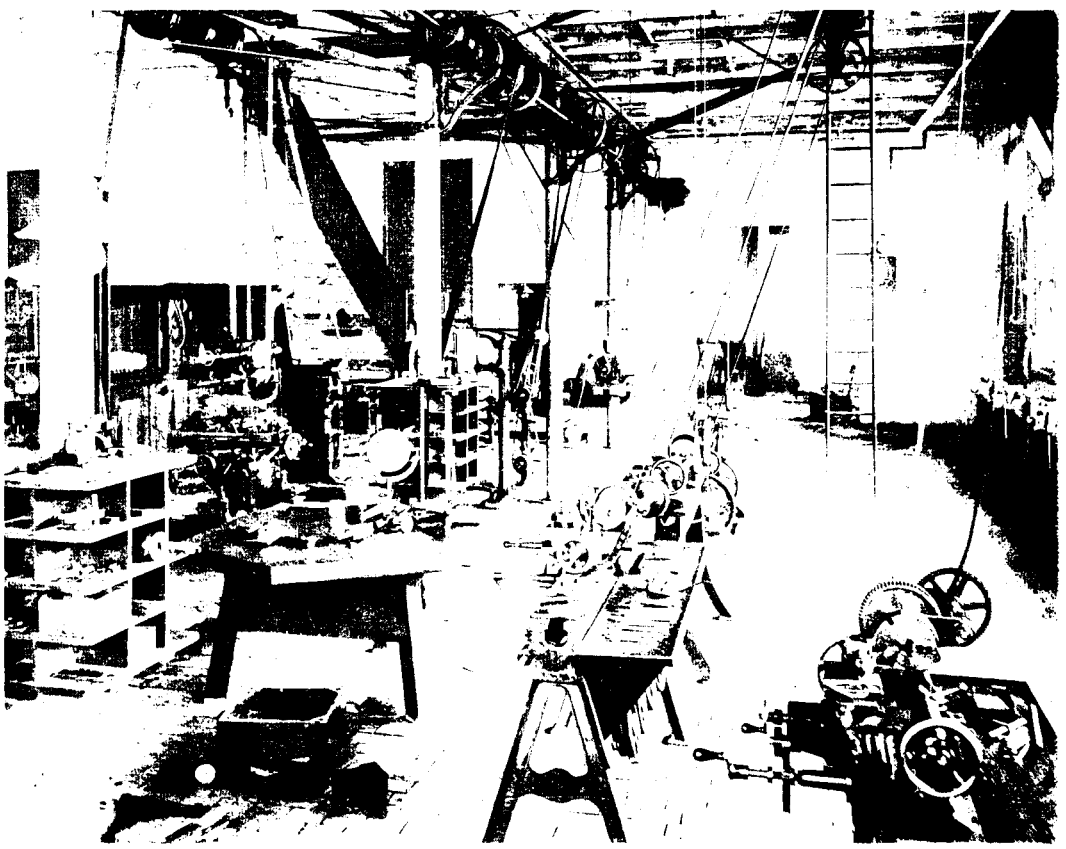
North Dundas Manual Training Centre. Type of Urban Manual Training Centre

Teachers' Training Class in Elementary Agriculture, Invercargill

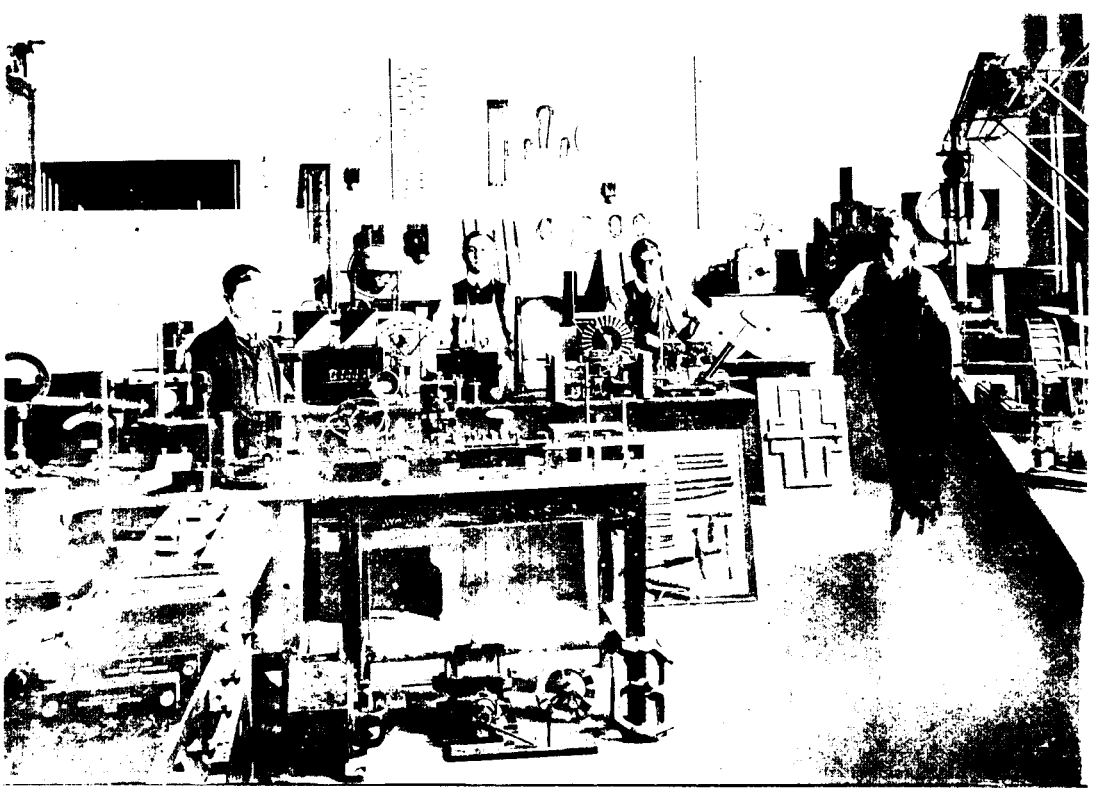


Mechanical Engineering Laboratory.—Centered by College School of Engineering.

Hydraulics Laboratory.—Centered by College School of Engineering.



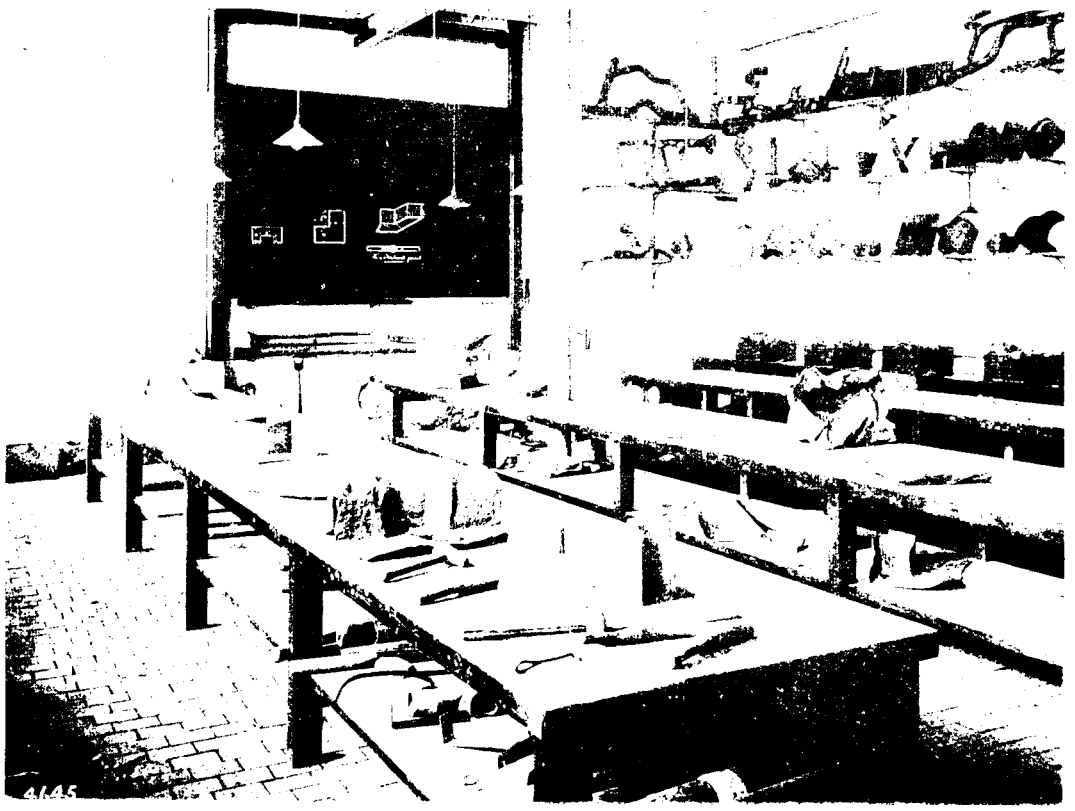
Engineering Workshop.—Wellington Technical School.



Elementary Electrical Engineering.—Wellington Technical School.

Life Class.—Christchurch School of Art.

Modelling.—Christchurch School of Art.



Plumbers' Workshop, Wellington Technical School.

Workshop for Carpentry, Cabinetmaking, etc., Christchurch Technical College.

Wool-classing Class, Christchurch Technical College.

Rural Course: Blacksmithing, Stratford District High School.

Rural Course: Plot Experiments.—Stratford District High School.

Rural Course: Dairying.—Stratford District High School.

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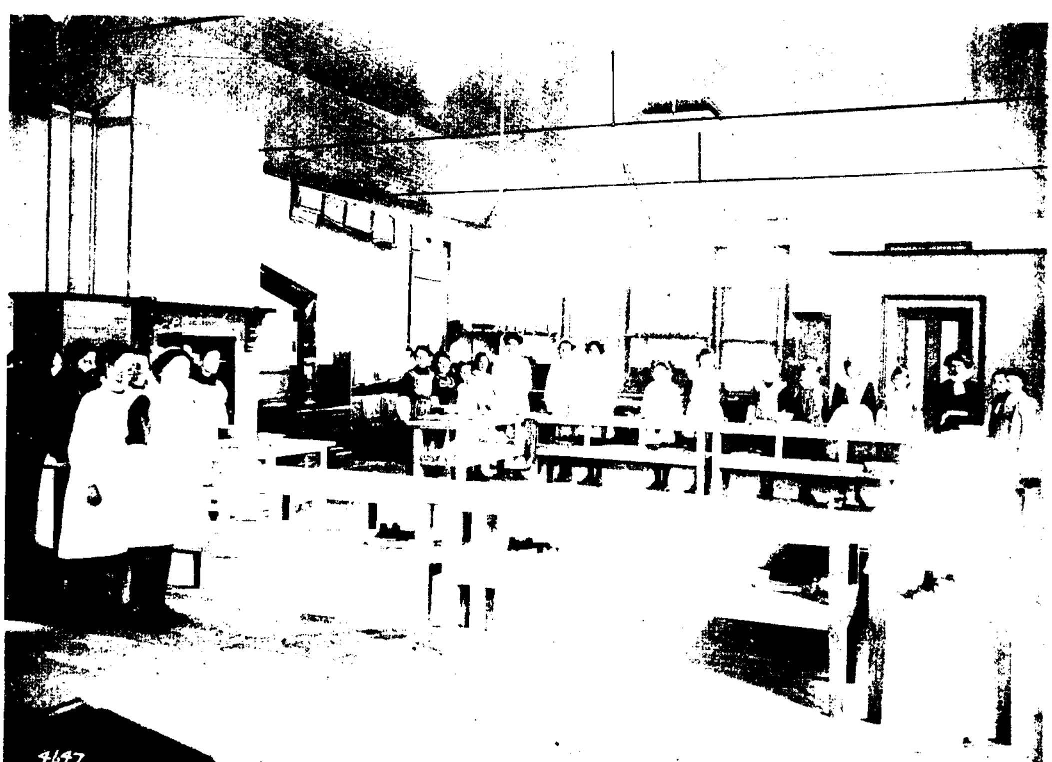

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No. 3.

DETAILS RELATING TO MANUAL AND TECHNICAL INSTRUCTION.

TABLE 1.—MANUAL INSTRUCTION, 1909—PUBLIC SCHOOL CLASSES.

Controlling Authority.	Total Number of Schools.	Subjects of Instruction and Number of Classes in each Subject.												Payments up to 31st December, 1909.		
		Elementary Handwork.	Cookery.	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.	Capitation.	Grants for Buildings, Rent, Furniture, and Apparatus.	Pound-for-pound Subsidy on Voluntary Contributions.
														£ s. d.	£ s. d.	£ s. d.
Education Board, Auckland ..	242	639	68	..	63	47	70	3	1	15	84	..	990	3,388 6 5	..	192 14 7
Education Board, Taranaki ..	64	152	17	10	9	..	17	7	17	3	28	4	264	738 9 1	..	11 9 5
Education Board, Wanganui ..	168	563	33	..	18	..	27	3	1	14	140	14	813	3,251 11 7	150 0 0	15 10 0
Education Board, Wellington ..	112	352	43	4	16	..	28	10	12	13	60	12	550	1,815 10 7	130 3 1	108 13 11
Education Board, Hawke's Bay ..	61	136	28	28	9	..	22	6	3	5	30	5	272	1,456 5 1	100 18 0	2 15 0
Education Board, Marlborough ..	23	72	8	7	3	..	9	..	..	..	..	..	99	285 16 7	..	10 0 0
Education Board, Nelson ..	66	90	21	..	6	..	17	..	10	15	32	8	199	720 1 1	17 11 0	86 10 0
Education Board, Grey ..	10	16	2	..	1	..	..	..	1	..	4	..	24	151 1 9	..	..
Education Board, Westland ..	19	20	4	..	..	..	2	..	..	..	4	..	30	60 7 8	..	..
Education Board, North Canterbury	118	283	42	1	20	13	40	6	..	41	49	..	495	2,035 14 8	879 13 9	..
Education Board, South Canterbury	50	95	17	1	16	..	15	7	..	7	20	..	178	833 9 0	2 2 10	4 2 0
Education Board, Otago ..	136	329	39	1	19	..	22	3	8	16	71	27	535	1,655 10 9	1,024 1 0	..
Education Board, Southland ..	171	431	17	27	34	..	17	2	4	7	37	31	607	1,403 9 10	5 0 0	..
Totals, 1909	1,240	3,178	339	79	214	60	286	47	57	136	559	101	5,056	17,795 14 1	2,309 9 8	431 14 11
Totals, 1908	1,200	2,880	330	72	239	..	270	57	51	103	498	94	4,594	16,540 6 0	3,426 3 9	225 4 8

TABLE 1A.—RECEIPTS (BY WAY OF CAPITATION) OF EDUCATION BOARDS AS CONTROLLING AUTHORITIES OF PUBLIC SCHOOL CLASSES FOR THE YEAR ENDING 31ST DECEMBER, 1909.

Education District.	Elementary Handwork.	Needlework.	Woodwork.	Cookery.	Laundry-work.	Dressmaking.	Agriculture and Dairy-work.	Elementary Physiology.	Swimming and Life-saving.	Elementary Physical Measurements.	Elementary Science.	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	821 18 5	412 14 6	1,091 13 6	795 1 1	..	..	220 18 9	8 14 5	24 15 9	..	12 10 0	3,388 6 5
Taranaki	142 1 1	53 17 6	165 19 1	169 19 9	..	11 15 0	140 16 0	14 2 10	9 7 6	16 3 10	14 6 6	738 9 1
Wanganui	623 18 3	107 13 0	618 9 6	702 10 4	..	7 8 5	1,044 9 0	4 0 11	53 6 0	73 19 11	15 16 3	3,251 11 7
Wellington	506 18 1	86 16 0	281 11 10	478 8 8	..	23 15 0	245 12 8	36 14 0	66 12 6	61 9 7	27 12 3	1,815 10 7
Hawke's Bay	210 9 9	18 3 6	613 17 6	363 10 0	..	89 5 0	128 16 0	10 1 8	1 15 0	6 7 6	13 19 2	1,456 5 1
Marlborough	50 18 2	23 6 6	78 5 6	74 5 6	..	..	51 18 3	1 5 0	3 12 6	2 5 2	..	285 16 7
Nelson	93 3 1	59 4 6	169 10 0	186 12 6	..	30 13 3	91 3 8	35 7 1	29 5 6	25 1 6	..	720 1 1
Grey	33 2 9	..	17 0 0	81 6 0	..	..	19 13 0	..	..	..	..	151 1 9
Westland	12 9 9	2 0 0	9 10 0	27 0 0	..	..	5 7 0	..	..	..	4 0 11	60 7 8
North Canterbury	368 7 7	134 6 6	635 4 3	519 16 3	42 5 0	7 8 6	184 9 8	..	128 13 9	..	15 3 2	2,035 14 8
South Canterbury	141 9 2	84 7 3	219 2 11	277 4 4	..	0 19 2	74 2 5	..	13 0 4	..	23 3 5	833 9 0
Otago	446 3 7	116 13 6	299 0 0	432 11 6	..	5 0 0	149 1 11	18 5 0	71 14 3	109 3 6	7 17 6	1,655 10 9
Southland	434 1 7	170 12 6	231 15 0	177 10 0	..	101 14 6	119 6 0	16 5 11	20 2 6	128 16 10	3 5 0	1,403 9 10
Totals for 1909 ..	3,885 1 3	1,269 15 3	4,430 19 1	4,285 15 11	42 5 0	277 18 10	2,475 14 4	144 16 10	422 5 7	423 7 10	137 14 2	17,795 14 1
Totals for 1908 ..	3,225 0 0	1,345 1 11	3,763 14 11	4,977 9 9	..	260 18 10	1,842 15 1	249 18 2	239 3 11	525 10 10	110 12 7	16,540 6 0

TABLE 1B.—EXPENDITURE BY EDUCATION BOARDS AS CONTROLLING AUTHORITIES OF PUBLIC SCHOOL CLASSES FOR THE YEAR ENDING 31ST DECEMBER, 1909 (EXCLUSIVE OF EXPENDITURE OUT OF SPECIAL GRANTS FOR BUILDINGS AND EQUIPMENT).

Education District.	Elementary Handwork.	Needlework.	Woodwork and Ironwork.	Cookery.	Laundry-work.	Dressmaking.	Agriculture and Dairy-work.	Elementary Physiology.	Swimming and Life-saving.	Elementary Physical Measurements.	Elementary Science.	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	878 4 10	409 16 9	1,153 19 3	772 4 10	147 17 2	..	334 4 5	1 18 9	18 11 9	..	..	3,716 17 9
Taranaki	49 13 0	40 17 9	224 15 8	129 19 11	..	15 1 6	106 3 5	0 8 0	5 7 6	0 3 0	3 11 6	576 1 3
Wanganui	362 19 5	116 17 9	568 0 0	462 2 8	..	6 13 7	864 14 7	4 1 11	53 6 0	..	1 0 8	2,439 16 7
Wellington	377 19 1	99 16 0	292 19 7	487 19 8	..	13 5 0	608 2 3	14 7 3	30 11 11	17 6 0	71 11 0	2,013 17 9
Hawke's Bay	68 13 6	18 3 6	470 8 8	201 10 8	..	151 17 10	237 15 6	5 4 0	1 13 3	..	..	1,155 6 11
Marlborough	37 11 2	23 6 6	94 3 0	86 0 9	..	0 1 0	24 4 0	1 4 8	2 14 5	2 5 1	..	271 10 7
Nelson	175 1 0	71 0 6	307 15 9	179 9 0	..	..	230 8 9	17 16 10	23 1 0	22 8 11	..	1,027 1 9
Grey	39 1 4	12 0 0	17 1 0	8 4 3	..	..	9 4 3	3 2 6	..	..	..	88 13 4
Westland	23 3 6	..	9 10 0	36 9 3	..	..	0 14 8	..	..	..	0 11 0	70 8 5
North Canterbury	172 14 4	134 13 0	707 5 4	826 6 2	0 19 11	7 8 6	170 17 9	..	128 14 9	..	2 13 4	2,151 13 1
South Canterbury	106 15 2	109 4 9	270 11 0	294 13 5	..	..	107 7 6	..	6 1 6	..	40 15 3	935 8 7
Otago	363 14 0	118 10 0	276 11 8	366 8 2	..	..	74 1 9	19 4 4	73 4 0	100 1 2	..	1,391 15 1
Southland	302 0 10	176 12 3	295 9 6	207 19 6	..	59 15 5	56 14 2	..	36 16 0	36 1 1	..	1,171 8 9
Totals for 1909.. ..	2,957 11 2	1,330 18 9	4,688 10 5	4,059 8 3	148 17 1	254 2 10	2,824 13 0	67 8 3	380 2 1	178 5 3	120 2 9	17,009 19 10
Totals for 1908.. ..	3,067 7 11	1,339 7 3	4,334 14 0	4,535 4 0	..	332 12 0	2,216 13 3	63 11 11	209 7 1	274 6 7	100 15 6	16,473 19 6

TABLE 2.—MANUAL INSTRUCTION, 1909.—SECONDARY SCHOOL CLASSES.

Secondary Schools.	Subjects of Instruction and Number of Classes in each Subject.									Payments up to 31st December, 1909	
	Drawing in Light and Shade, Perspective Drawing and Design.	Cookery.	Dressmaking.	Woodwork.	Experimental and Natural Science.	Swimming and Life-saving.	Elementary Agriculture.	Elementary Physical Measurements.	Totals.	Capitation.	Grants for Apparatus.
										£ s. d.	£ s. d.
Thames High School ..	2	2	..	2	..	..	..	..	6	28 5 10	..
Whangarei High School ..	..	1	1	1	1	..	..	..	4	51 3 3	..
New Plymouth High School	6	2	2	3	6	..	..	..	19	87 17 8	..
Wanganui Girls' College ..	..	3	3	..	4	4	..	..	14	146 7 6	..
Palmerston North High School	4	1	..	1	4	..	2	2	14	61 0 10	..
Wellington Girls' College ..	3	..	..	..	8	..	..	..	11	32 6 3	..
Wellington Boys' College ..	..	..	..	..	9	..	..	..	9	..	..
Dannevirke High School ..	..	1	1	1	2	..	..	..	5	33 0 0	63 5 9
Napier Girls' High School	..	2	..	..	..	..	..	..	2	25 12 6	..
Gisborne High School ..	..	2	2	2	..	..	..	2	8	71 5 0	..
Marlborough High School	..	1	..	1	5	..	..	2	9	44 16 9	6 17 3
Nelson Girls' College ..	1	4	..	..	6	..	..	..	11	43 7 6	..
Nelson Boys' College ..	..	..	..	1	..	..	..	..	1	..	..
Christchurch Girls' High School	6	2	2	..	12	1	..	..	23	54 4 7	19 16 0
Christchurch Boys' High School	..	..	..	3	4	..	..	3	10	54 16 8	..
Rangiora High School ..	..	..	..	..	..	..	..	..	..	..	100 0 0
Ashburton High School ..	..	2	2	2	..	..	..	..	6	27 7 6	..
Timaru Girls' High School	1	1	1	..	4	..	..	..	7	15 8 9	..
Timaru Boys' High School	..	..	..	2	2	1	..	2	7	47 10 0	..
Waitaki Girls' High School	..	..	..	..	4	..	..	..	4	4 17 6	..
Otago Girls' High School ..	..	..	..	..	..	3	..	..	3	7 9 6	..
Otago Boys' High School ..	..	..	..	..	..	2	..	..	2	22 5 0	..
Southland Girls' High School	3	2	1	..	7	..	..	..	13	69 1 0	2 10 0
Southland Boys' High School	..	..	..	1	..	..	..	..	1	18 0 0	..
Totals, 1909 ..	26	26	15	20	78	11	2	11	189	946 3 7	192 9 0
Totals, 1908 ..	28	21	10	14	74	11	1	0	159	861 18 6	207 6 3

TABLE 2A.—RECEIPTS (BY WAY OF CAPITATION) OF GOVERNING BODIES OF CERTAIN SECONDARY SCHOOLS, AS CONTROLLING AUTHORITIES OF SECONDARY SCHOOL CLASSES, FOR THE YEAR ENDING 31ST DECEMBER, 1909.

Secondary Schools.	Subjects of Instruction.																		Totals.		
	Drawing and Painting.			Science, Experimental and Natural.			Swimming and Life-saving.			Woodwork.			Cookery.			Dressmaking.					
	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
Whangarei High School ..	2	19	9	..			..			24	0	0	24	3	6	..			51	3	3
Thames High School	..			8	18	4	..			11	10	0	4	7	6	3	10	0	28	5	10
New Plymouth High School ..	9	2	6	15	16	8	..			31	10	0	30	0	0	1	8	6	87	17	8
Wanganui Girls' College.. ..	..			22	5	0	37	5	0	..			64	7	6	22	10	0	146	7	6
Palmerston North High School ..	5	5	10	23	10	0	..			18	15	0	13	10	0	..			61	0	10
Wellington Girls' College ..	12	18	9	19	7	6	..			..			..			..			32	6	3
Dannevirke High School ..	..			..			..			17	5	0	15	15	0	..			33	0	0
Napier Girls' High School ..	..			..			..			..			25	12	6	..			25	12	6
Gisborne High School	..			15	0	0	..			29	5	0	21	5	0	5	15	0	71	5	0
Marlborough High School ..	..			17	16	9	..			14	5	0	12	15	0	..			44	16	9
Nelson Girls' College	..			14	5	0	..			..			24	7	6	4	15	0	43	7	6
Christchurch Girls' High School ..	10	15	10	22	8	4	1	6	3	..			13	19	2	5	15	0	54	4	7
Christchurch Boys' High School ..	..			34	16	8	..			20	0	0	..			..			54	16	8
Ashburton High School ..	..			..			..			15	0	0	12	7	6	..			27	7	6
Timaru Girls' High School ..	1	3	9	6	5	0	..			..			..			8	0	0	15	8	9
Timaru Boys' High School ..	..			7	10	0	7	15	0	32	5	0	..			..			47	10	0
Waitaki Girls' High School ..	..			4	17	6	..			..			..			..			4	17	6
Otago Girls' High School ..	..			..			7	9	6	..			..			..			7	9	6
Otago Boys' High School ..	..			..			22	5	0	..			..			..			22	5	0
Southland Girls' High School ..	8	10	0	19	7	6	..			..			34	7	6	6	16	0	69	1	0
Southland Boys' High School ..	..			..			..			18	0	0	..			..			18	0	0
Totals for 1909	50	16	5	232	4	3	76	0	9	231	15	0	296	17	8	58	9	6	946	3	7
Totals for 1908	37	13	8	172	16	8	16	7	6	260	14	6	340	5	0	34	1	2	861	18	6

TABLE 2B.—EXPENDITURE BY GOVERNING BODIES OF CERTAIN SECONDARY SCHOOLS, AS CONTROLLING AUTHORITIES OF SCHOOL CLASSES, ON MAINTENANCE OF CLASSES FOR THE YEAR ENDING 31ST DECEMBER, 1909 (EXCLUSIVE OF EXPENDITURE OUT OF SPECIAL GRANTS FOR BUILDINGS AND EQUIPMENT).

Secondary Schools.	Subjects of Instruction.																		Totals.		
	Drawing and Painting.			Science, Experimental and Natural.			Swimming and Life-saving.			Woodwork.			Cookery.			Dressmaking.					
	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
Whangarei High School ..	2	19	9	..			..			24	0	0	24	3	6	..			51	3	3
Wanganui Girls' College.. ..	..			..			42	15	0	..			100	0	0	..			142	15	0
Palmerston North High School ..	..			..			..			8	10	5	14	9	0	..			22	19	5
Wellington Girls' College ..	11	6	3	16	0	0	5	0	0	..			..			..			32	6	3
Napier Girls' High School ..	..			..			..			..			34	6	3	..			34	6	3
Dannevirke High School ..	..			2	5	8	..			17	0	0	13	0	0	10	5	0	42	10	8
Marlborough High School ..	..			11	10	7	..			..			..			..			11	10	7
Nelson Girls' College	..			..			..			..			75	0	0	4	15	0	79	15	0
Christchurch Girls' High School ..	..			1	4	4	..			..			22	15	11	1	2	8	25	2	11
Christchurch Boys' High School ..	..			33	4	7	..			4	17	1	..			..			38	1	8
Ashburton High School	..			..			..			15	0	0	12	7	6	..			27	7	6
Timaru Girls' High School ..	..			..			..			..			16	11	3	..			16	11	3
Timaru Boys' High School ..	..			..			..			41	12	4	..			..			41	12	4
Otago Girls' High School ..	..			..			7	9	6	..			..			..			7	9	6
Otago Boys' High School ..	..			..			22	5	0	..			..			..			22	5	0
Southland Girls' High School ..	..			..			..			..			34	7	6	..			34	7	6
Southland Boys' High School ..	..			..			..			18	0	0	..			..			18	0	0
Totals for 1909	14	6	0	64	5	2	77	9	6	128	19	10	347	0	11	16	2	8	648	4	1
Totals for 1908	96	5	0	46	0	6	45	7	4	228	19	11	309	11	9	18	8	11	744	13	5

TABLE 3.—TECHNICAL INSTRUCTION, 1909.—SPECIAL, ASSOCIATED, AND COLLEGE CLASSES.

School or Classes.	Subjects of Instruction and Average Attendance.																			Payments up to 31st December, 1909.								
	Number of Classes.	Freehand, Perspective, and Geometrical Drawing; Light and Shade.	Design and Ornament.	Drawing, Modelling, and Painting from Antique and Nature.	Machine Construction and Drawing, Trade Drawing.	Architecture, Building-construction, Practical Plane and Solid Geometry.	Practical Mechanics and Mathematics, Surveying.	Mechanical and Electrical Engineering, Telegraphy and Telephony.	Experimental and Natural Science (Chemistry, Botany, Magnetism, Electricity, Physics, Photography).	Applied Art: Wood-carving, *Repoussé*, Jewellery, Book-illustration, &c.	Carpentry and Joinery, Cabinetmaking, Painters' and Decorators' Work, Coachbuilding, Woodwork, Typography.	Plumbers' and Tinsmiths' Work, Blacksmithing.	Domestic Economy: Dressmaking, Millinery, Tailoring.	Agriculture, Wool-sorting, Dairy-work	Commercial Subjects.	English, Latin, French, German, Maori, Arithmetic, Mathematics	Singing and Elocution.	Training-classes for Teachers in Elementary Handwork and Drawing.	Training-classes for Teachers in Experimental and Natural Science.	Totals.	Capitation.			Grants for Buildings, Furniture, and Apparatus.			Rent.			Grants for Material.			Pound-for-pound Subsidy on Voluntary Contributions.		
																					£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
Auckland Education Board—																																
Auckland Technical College	182	190	..	38	166	26	357	200	387	..	156	120	260	12	1,008	347	..	94	40	3,401	3,613	6	2	..			200	0	0	214	19	1	1,926	11	0
Whangarei Technical School	13	9	..	25	..	..	..	..	..	..	10	..	9	..	23	7	..	..	..	83	6	14	0	..			..			13	19	1	..		
Thames "	17	..	..	..	8	..	..	..	..	..	10	7	63	..	39	62	..	..	..	189	173	12	3	30	18	3	..			21	6	6	..		
Waihi Technical Classes	9	..	..	..	3	..	..	..	..	..	3	..	16	..	49	15	..	..	..	86	64	17	1	92	7	5	54	13	4	..			35	3	6
Te Aroha "	1	..	..	..	..	..	..	..	..	..	..	..	4	..	..	..	..	..	..	4	21	16	6	..			5	7	7	..			..		
Hamilton "	3	..	..	..	..	..	..	..	..	..	..	4	26	..	..	..	..	..	..	30	17	7	9	..			12	5	11	9	16	7	219	6	3
Cambridge "	1	..	..	..	..	..	..	..	..	..	..	..	12	..	..	..	..	..	..	12	44	2	0	..			9	4	6	..			..		
Buckland "	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	9	18	9	..			..			..			..		
Ngaruawahia "	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	9	7	6	..			..			..			..		
Pukekohe "	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	13	7	9	..			..			..			..		
Otahuhu "	2	..	..	..	..	..	..	..	..	..	4	..	15	..	..	..	..	..	..	19	..			..			..			..			..		
Paparoa "	1	..	..	..	..	..	..	..	..	..	..	..	..	8	..	..	..	..	..	8	..			..			..			..			..		
Tauranga "	1	..	..	..	..	..	..	..	..	..	..	..	..	20	..	..	..	..	..	20	..			..			..			..			..		
"Elam" School of Art	20	328	..	135	..	..	..	..	..	50	..	..	..	..	..	..	..	..	..	513	447	5	10	23	7	11	20	0	0	23	2	2	200	0	0
Taranaki Education Board—																																
New Plymouth Technical School	36	53	..	8	..	..	..	..	3	8	9	3	57	3	38	53	17	26	19	297	127	6	6	121	0	8	..			33	15	2	16	16	0
Stratford Technical Classes	23	..	..	..	..	..	..	..	..	..	..	..	42	12	29	26	8	17	22	156	60	7	10	30	9	11	..			7	8	11	3	4	3
Inglewood "	1	..	..	..	..	..	..	..	..	..	..	..	12	..	..	..	..	..	..	12	8	2	9	0	18	0	..			..			..		
Wanganui Education Board—																																
Wanganui Technical School	71	17	12	94	32	..	28	44	64	94	46	18	194	13	214	46	20	8	18	962	1,343	2	9	200	5	2	1	10	0	63	8	5	208	16	6
Hawera "	20	5	..	15	..	..	..	..	..	5	..	..	19	..	35	11	27	16	9	142	55	17	10	1,209	10	0	..			2	0	1	147	17	2
Feilding "	23	..	..	7	8	2	..	..	6	13	13	4	45	21	38	20	31	52	..	260	168	1	6	36	1	3	..			2	14	9	128	19	6
Eltham "	7	..	..	9	..	..	..	..	..	..	..	..	8	..	10	20	11	..	..	58	71	15	9	..			2	10	0	3	2	6	31	8	6
Mangatoki Technical Classes	1	..	..	..	..	..	..	..	..	..	..	..	6	..	..	..	..	..	..	6	12	6	9	..			..			..			..		
Palmerston North "	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	8	..	8	19	17	0	..			..			..			..		
Foxton "	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	4	5	11	..			..			..			13	18	0
Marton "	9	..	..	..	..	..	..	..	..	..	4	..	17	19	7	14	6	..	..	67	41	13	6	141	2	4	..			..			8	15	0
Taihape "	12	..	..	..	..	..	..	..	..	..	6	..	22	..	52	..	12	12	10	114	54	15	7	488	10	0	..			..			213	4	6
Hunterville "	2	..	..	..	..	..	..	..	..	..	..	..	7	15	..	..	..	..	..	22	12	15	0	..			1	2	6	..			50	0	0
Turakina "	1	..	..	..	..	..	..	..	..	..	..	..	23	..	..	..	..	..	..	23	26	15	6	..			..			..			1	0	0
Waverley "	7	..	..	6	..	..	..	..	..	7	..	..	9	19	21	..	..	..	..	62	42	2	8	8	14	0	1	5	0	..			..		
Bull's "	9	..	..	..	..	..	..	..	..	..	10	..	15	8	5	23	..	..	..	61	23	10	1	213	10	0	..			..			..		
Ashhurst "	5	..	..	..	..	..	..	..	..	..	..	..	6	9	15	7	..	..	..	37	31	0	11	..			3	3	6	..			..		
Kaponga "	9	..	..	8	..	..	..	..	..	7	..	..	21	..	6	12	..	..	..	54	31	8	3	..			1	4	0	..			5	0	0
Apiti "	8	5	..	8	..	..	..	..	..	..	6	..	19	22	30	..	..	..	..	90	80	14	0	..			10	15	0	..			49	5	0
Manaia "	7	..	..	..	..	..	..	..	..	6	..	..	19	..	6	..	16	..	..	47	77	19	10	..			12	0	0	..			8	17	3
Alton "	2	..	..	..	..	..	..	..	..	..	..	..	9	..	11	..	..	..	..	20	18	8	3	..			..			..			..		
Patea "	8	..	..	11	..	..	..	..	..	..	..	..	20	8	15	..	16	..	..	70	74	7	8	..			1	5	0	1	14	11	3	0	6
Kakaramea "	1	..	..	..	..	..	..	..	..	..	..	..	8	..	..	..	..	..	..	8	..			..			..			..			..		
Rongotea "	2	..	..	..	..	..	..	..	..	..	..	..	14	..	..	..	..	..	..	14	6	3	9	..			..			..			1	17	6
Okaiawa "	1	..	..	8	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	8	22	16	1	5	0	0	2	15	0	..			5	14	0
Pohangina "	4	..	..	..	..	..	..	..	..	..	..	..	7	18	23	..	..	..	..	48	38	1	4	..			5	2	0	0	5	2	67	10	0

TABLE 3.—TECHNICAL INSTRUCTION, 1909.—SPECIAL, ASSOCIATED, AND COLLEGE CLASSES—*continued.*

School or Classes.	Subjects of Instruction and Average Attendance.																				Payments up to 31st December, 1909.				
	Number of Classes.	Freehand, Perspective, and Geometrical Drawing; Light and Shade.	Design and Ornament.	Drawing, Modelling, and Painting from Antique and Nature.	Machine Construction and Drawing, Trade Drawing.	Architecture, Building-construction, Practical Plane and Solid Geometry.	Practical Mechanics and Mathematics, Surveying.	Mechanical and Electrical Engineering, Telegraphy and Telephony.	Experimental and Natural Science (Chemistry, Botany, Magnetism, Electricity, Physics, Photography).	Applied Art: Wood-carving, Repoussé, Jewellery, Book-illustration, &c.	Carpentry and Joinery, Cabinetmaking, Painters' and Decorators' Work, Coachbuilding, Woodwork, Typography.	Plumbers' and Tinsmiths' Work, Blacksmithing.	Domestic Economy: Dressmaking, Millinery, Tailoring.	Agriculture, Wool-sorting, Dairy-work.	Commercial Subjects.	English, Latin, French, German, Maori, Arithmetic, Mathematics.	Singing and Elocution.	Training-classes for Teachers in Elementary Handwork and Drawing.	Training-classes for Teachers in Experimental and Natural Science.	Totals.	Capitation.	Grants for Buildings, Furniture, and Apparatus.	Rent.	Grants for Material.	Pound-for-pound Subsidy on Voluntary Contributions.
																					£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Wanganui Education Board—*continued.*																									
Matapu Technical Classes	1	..	..	..	..	..	..	..	..	..	..	..	9	..	..	..	..	..	..	9	13 15 3	..	1 16 0	..	..
Rata "	1	..	..	..	..	..	..	..	..	..	..	..	10	..	..	..	..	..	..	10	..	..	..	..	..
Halcombe "	1	..	..	..	..	..	..	..	..	..	..	..	..	8	..	..	..	..	..	8	19 16 9	..	2 0 0	..	..
Bunnythorpe "	2	..	..	..	..	..	..	..	..	..	..	..	17	..	..	..	..	..	..	17	15 0 9	5 0 0	..	..	0 14 6
Kimbolton "	3	..	..	..	..	..	..	..	..	..	..	..	17	22	..	..	..	..	..	39	30 18 0	..	1 10 0	..	9 11 3
Kapuni "	5	..	..	..	..	..	..	..	..	5	..	..	23	..	11	..	..	..	..	39	43 10 0	..	9 0 0	..	3 7 6
Cheltenham "	1	..	..	..	..	..	..	..	..	..	..	..	..	14	..	..	..	..	..	14	6 7 6	..	2 0 0	..	..
Sandon "	1	..	..	..	..	..	..	..	..	..	..	..	..	20	..	..	..	..	..	20	7 10 0	..	1 0 0	..	..
Utiku "	1	..	..	..	..	..	..	..	..	..	..	..	6	..	..	..	..	..	..	6	1 16 9	..	..	..	..
Waituna "	2	..	..	..	..	..	..	..	..	..	..	..	..	35	..	..	..	..	..	35	14 19 3	..	2 0 0	..	..
Hurleyville "	1	..	..	..	..	..	..	..	..	..	..	..	13	..	..	..	..	..	..	13	5 13 3	..	..	..	2 8 0
Waitotara "	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	5 0 0	..	..	..
Mangaweka "	1	..	..	..	..	..	..	..	..	..	..	..	12	..	..	..	..	..	..	12	..	..	..	..	..
Palmerston North High School Board—																									
Palmerston North Technical School	45	..	..	69	8	4	..	15	24	5	28	15	43	14	59	113	27	..	..	424	314 13 5	5,433 18 0	100 10 10	21 14 0	298 2 7
Wellington Education Board—																									
Wellington Technical School	235	298	25	149	55	35	142	68	51	294	112	110	238	..	1,669	359	..	..	..	3,605	2,907 15 11	..	..	217 17 10	280 0 0
Wellington Special Technical Classes	6	..	..	..	..	..	..	..	..	..	..	..	12	..	..	..	53	45	..	110	47 15 5	64 17 1	..	5 16 9	..
Masterton Special Technical Classes	2	..	..	..	..	..	..	..	..	..	..	..	9	..	..	..	33	..	..	42	12 18 10	..	..	..	..
Greytown Special Technical Classes	3	..	..	..	..	..	..	..	..	..	..	..	..	64	..	..	..	..	..	64	59 8 1	..	..	7 2 9	18 4 3
Carterton Special Technical Classes	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	5	..	..	..	5	2 17 2	..	..	..	..
Eketahuna Special Technical Classes	1	..	..	16	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	16	..	..	..	..	..
Petone Technical School	13	3	..	7	6	..	..	..	7	..	13	8	8	..	27	41	..	..	..	120	108 2 0	784 10 9	54 12 0	..	104 5 0
Masterton Technical Classes Association—																									
Masterton Technical School	19	30	..	3	..	7	..	..	..	7	5	6	22	36	52	51	..	..	..	219	182 2 9	17 1 1	..	7 8 2	126 0 0
Hastwell Technical Classes	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	6 3 0	..	..	..	..
Hawke's Bay Education Board—																									
Napier Technical School	59	..	..	41	9	28	28	..	139	3	46	11	230	56	315	166	..	19	187	1,278	881 16 8	953 6 8	..	24 11 4	241 11 0
Hastings Technical Classes	11	..	..	..	..	..	..	..	..	5	18	8	37	13	12	14	..	..	..	107	23 18 0	55 3 0	..	27 1 6	22 10 0
Dannevirke "	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	21	..	21	28 9 6	..	..	..	..
Waipawa "	7	..	..	..	..	..	..	..	..	..	..	..	..	36	3	19	..	..	..	58	26 11 9	..	..	..	..
Gisborne "	2	..	..	..	..	..	..	..	..	..	..	..	18	..	..	..	..	..	..	18	11 4 0	..	..	3 8 0	..
Dannevirke High School Board—																									
Dannevirke Technical Classes	12	..	..	33	..	..	..	..	4	..	..	5	8	59	19	..	..	.	..	128	45 1 1	6 5 1	..	..	35 0 0
Gisborne High School Board—																									
Gisborne Technical School	10	..	..	5	..	..	..	..	..	..	8	..	..	..	22	32	..	..	..	67	32 13 9	32 13 8	..	22 3 3	20 5 0

Marlborough Education Board—																																
Blenheim Technical Classes ..	5	..	..	..	..	..	..	..	..	..	15	..	19	..	..	..	..	..	13	47	31	4	0	..	..	..	..	..				
Canvastown "	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	16	16	11	..	..	..	..	..				
Havelock "	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	5	1	8	..	..	..	..	..				
Nelson Education Board—																																
Nelson Technical School ..	29	..	..	23	11	6	..	10	11	4	26	7	87	11	37	105	..	13	27	378	323	11	7	483	2	2	..	75	18	3	36	18	0
Westport " ..	24	11	..	14	5	7	10	24	5	..	..	..	25	..	28	..	..	46	..	175	39	8	0	1,412	14	6	8	15	0	4	2	0	79	4	6
Reefton Technical Classes ..	2	12	..	..	..	..	..	..	..	..	4	..	..	..	..	..	..	..	..	16	16	8	6	..			..			..			..		
Wakefield " ..	4	..		..	..	..	..	..	..	..	14	..	8	18	..	..	..	..	..	40	51	8	3	..			..	2	16	0	10	7	6
Richmond " ..	1	..	..	..	..	..	..	..	..	..	..	..	8	..	..	..	..	..	..	8	12	12	9	..			..	..			..		
Brightwater " ..	1	..	..	..	..	..	..	..	..	..	..	..	9	..	..	..	..	..	..	9	9	15	0	..			..	..			..		
Motueka " ..	2	..	..	..	..	..	..	..	..	..	..	..	..	8	..	..	..	..	17	25	9	1	1	..			..	..			15	0	0
Takaka " ..	2	..	..	..	..	..	..	..	..	..	..	..	..	10	..	..	..	..	21	31	4	13	9	..			1	5	0	..		9	0	0
Millerton " ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	4	6	3	..			..	..			..		
Denniston " ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	11	1	3	..			..	..			..		
Waimangaroa " ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	5	15	6	..			..	..			..		
Granity " ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	4	2	6	..			..	..			..		
Seddonville " ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	8	1	3	..			..	..			..		
Stoke " ..	4	..	..	..	..	..	..	..	..	..	33	..	8	16	..	..	..	..	..	57	58	16	9	67	5	8	4	16	6	..		3	0	0
Upper Moutere " ..	1	..	..	..	..	..	..	..	..	..	..	..	..	9	..	..	..	..	..	9	3	19	6	..			..	..			..		
Tapawera " ..	1	..	..	..	..	..	..	..	..	..	..	..	..	8	..	..	..	..	..	8	7	8	6	..			3	2	6	..			..	
Murchison " ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..			..			..			..		10	10	0
Grey Education Board—																																
Greymouth Technical School	6	..	..	..	9	..	9	..	..	9	26	..	..	..	7	..	..	..	24	84	37	18	0	..			..	20	13	4	..			
Blackball Technical Classes ..	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	4	..	..	..	4	7	1	2	..			..	..			..		
Brunner " ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	2	6	6	..			..	..			..		
Totara Flat " ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	8	19	3	..			..	..			..		
Hatters " ..	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	10	..	..	..	10	..			..			..	..			..		
Westland Education Board—																																
Hokitika Technical Classes ..	2	..	..	..	..	..	..	..	..	..	..	..	16	..	..	..	..	15	..	31	30	11	0	..			..	..			..		
Kumara " ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	12	4	6	..			..	..			..		
Canterbury College Board of Governors—																																
Christchurch School of Art ..	65	314	18	305	51	24	..	..	..	174	32	..	..	..	..	44	..	..	..	962	970	7	9	87	10	10	..	46	2	8	..		
Christchurch School of Engineering	53	85	..	..	111	4	70	220	23	..	..	..	..	..	..	..	..	..	..	513	435	9	9	800	10	0	..	42	8	8	..		
Commercial Classes ..	14	..	..	..	..	..	..	..	..	..	..	..	..	..	58	..	..	..	..	58	21	17	9	..			..	..			..		
North Canterbury Education Board—																																
Christchurch Technical College	147	122	..	..	52	11	211	..	235	5	372	35	402	101	1,067	222	..	..	..	2,835	1,988	18	9	326	3	8	50	0	0	273	12	6	520	9	0
Normal School Technical Classes	3	..	..	..	..	..	..	..	..	..	10	..	22	..	..	..	..	..	..	32	22	6	6	..			..	..			..		
Kaiapoi Technical Classes ..	5	..	..	..	..	..	..	..	..	17	9	..	54	..	..	..	..	..	..	80	101	6	6	7	0	0	36	10	0	..			..	
Amberley " ..	4	..	..	..	..	..	..	..	..	8	4	..	33	..	..	..	..	..	..	45	71	17	9	5	0	0	..			0	10	0	..	
Leeston and Doyleston Technical Classes	1	..	..	..	..	..	..	..	..	..	11	..	..	..	..	..	..	..	..	11	37	0	3	..			..			..			..	
Southbridge Technical Classes	1	..	..	..	..	..	..	..	..	..	..	..	13	..	..	..	..	..	..	13	22	8	6	..			..			..			..	
Darfield Technical Classes ..	1	..	..	..	..	..	..	..	..	6	..	..	..	..	..	..	..	..	..	6	11	5	4	..			..			..			..	
Little River " ..	1	..	..	..	..	..	..	..	..	..	..	..	16	..	..	..	..	..	..	16	6	11	3	..			..			..			..	
Lincoln " ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..			6	14	0	..			..			..	
Christchurch Continuation Classes	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	18	..	..	..	18	1	13	3	..			..			..			..	
Akaroa Technical Classes Association	5	..	..	..	..	..	..	..	..	..	16	..	33	19	..	..	..	..	..	68	42	12	9	586	0	0	40	6	0	..		25	0	0
Rangiora Technical Classes Association	2	..	..	..	..	..	..	..	..	..	..	..	32	..	..	..	..	..	..	32	47	1	3	736	2	3	8	0	0	..		10	0	0
Cust Technical Classes ..	1	..	..	..	..	..	..	..	..	..	..	..	17	..	..	..	..	..	..	17	..			..			..			..			..	
East Oxford Technical Classes	1	..	..	..	..	..	..	..	..	..	..	..	21	..	..	..	..	..	..	21	..			..			..			..			..	
Ashburton Technical Classes Association	13	..	..	7	..	4	..	..	..	7	6	..	47	9	45	..	6	..	..	131	100	17	8	..			..	13	11	0	113	5	0
Methven Technical Classes ..	2	..	..	..	..	..	..	..	..	..	..	..	19	..	..	..	..	..	..	19	14	6	10	5	0	0	2	12	6	..		..		

TABLE 3.—TECHNICAL INSTRUCTION, 1909.—SPECIAL, ASSOCIATED, AND COLLEGE CLASSES—*continued*.

School or Classes	Subjects of Instruction and Average Attendance.																			Payments up to 31st December, 1909.								
	Number of Classes.	Freehand, Perspective, and Geometrical Drawing; Light and Shade.	Design and Ornament.	Drawing, Modelling, and Painting from Antique and Nature.	Machine Construction and Drawing, Trade Drawing.	Architecture, Building-construction, Practical Plane and Solid Geometry.	Practical Mechanics and Mathematics, Surveying.	Mechanical and Electrical Engineering, Telegraphy and Telephony.	Experimental and Natural Science (Chemistry, Botany, Magnetism, Electricity, Physics, Photography).	Applied Art: Wood-carving, *Repoussé*, Jewellery, Book-illustration, &c.	Carpentry and Joinery, Cabinetmaking, Painters' and Decorators' Work, Coachbuilding, Woodwork, Typography.	Plumbers' and Tinsmiths' Work, Blacksmithing.	Domestic Economy: Dressmaking, Millinery, Tailoring.	Agriculture, Wool-sorting, Dairy-work.	Commercial Subjects.	English, Latin, French, German, Maori, Arithmetic, Mathematics	Singing and Elocution.	Training-classes for Teachers in Elementary Handwork and Drawing.	Training-classes for Teachers in Experimental and Natural Science.	Totals.	Capitation.	Grants for Buildings, Furniture, and Apparatus.	Rent.	Grants for Material.	Pound-for-pound Subsidy on Voluntary Contributions.
North Canterbury Education Board—*continued*.																					£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Rakaia Technical Classes ..	1	..	..	..	..	..	..	..	..	..	..	..	8	..	..	..	..	..	..	8	6 15 0	..	2 10 0	..	..
Dunsandel „ ..	2	..	..	..	..	..	..	..	..	..	..	..	19	..	..	..	..	..	..	19	..	..	..	..	..
Hinds „ ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	5 8 0	..	..
Lyttelton Technical Classes Association	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	40 0 0	..	10 0 0
South Canterbury Education Board—																									
Timaru Technical School ..	29	..	..	..	..	8	..	..	34	5	7	21	42	17	88	40	5	25	40	332	128 8 10	600 0 0	..	8 19 1	..
Waimate Technical Classes Association	8	..	..	..	..	..	..	..	..	7	5	..	62	..	26	37	..	..	..	137	71 14 4	17 9 3	..	4 0 0	58 1 6
Temuka Technical Classes Association	9	..	..	7	..	..	..	..	..	8	9	..	60	11	16	..	..	..	..	111	114 4 6	8 7 6	..	7 1 9	..
Pleasant Point Technical Classes Association	4	..	..	..	..	..	..	..	..	..	..	8	22	..	..	..	7	..	..	37	16 13 9	5 0 0	3 12 6	3 4 8	5 11 6
Fairlie Technical Classes Association	3	..	..	..	..	..	..	..	..	..	..	..	22	12	..	..	..	..	..	34	..	7 7 6	6 7 6	3 11 3	19 4 0
Hannaton Technical Classes..	1	..	..	..	..	..	..	..	..	..	..	..	17	..	..	..	..	..	..	17	8 5 0	..	..	..	..
Timaru Special Technical Classes	2	..	..	..	..	..	..	..	..	..	..	..	..	40	..	..	..	25	..	65	..	..	..	..	..
Otago Education Board—																									
Dunedin School of Art ..	55	132	17	77	..	23	..	..	..	16	..	..	..	..	..	..	..	..	..	265	310 7 6	..	..	..	..
Dunedin Technical School ..	115	..	..	..	..	..		114	109	39	33	28	261	..	461	347	..	..	..	1,434	999 17 5	1,137 1 6	..	71 6 0	200 5 0
Kaitangata Technical Classes	2	..	..	..	..	..	..	..	..	..	..	..	32	..	..	..	..	..	..	32	46 5 8	..	..	..	..
Romahapa „ ..	2	..	..	..	..	..	..	..	..	..	..	..	40	..	..	..	..	..	..	40	19 10 0	..	..	..	..
Waitati „ ..	1	..	..	..	..	..	..	..	..	..	..	..	19	..	..	..	..	..	..	19	12 13 1	..	..	..	..
Stirling „ ..	1	8	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	8	3 17 3	..	..	..	..
Clinton „ ..	2	..	..	..	..	..	..	..	..	..	..	..	25	..	..	..	..	..	..	25	..	..	..	..	..
Oamaru Special Technical Classes	16	..	..	..	..	..	..	..	..	6	..	5	38	9	68	16	4	..	..	146	61 7 7	250 0 0	..	4 3 1	73 3 0
Dunedin Special Technical Classes	2	..	..	..	..	..	..	..	..	..	..	..	30	..	..	..	..	..	..	30	..	..	..	..	..
Southland Education Board—																									
Invercargill Technical School	46	..	..	21	6	14	..	..	19	16	12	12	56	..	70	262	..	120	106	714	235 3 4	575 0 0	..	..	7 0 6
Mataura Technical Classes ..	6	..	..	..	..	..	..	..	15	..	..	..	14	..	4	12	..	..	..	45	19 1 0	..	2 2 0	..	..
Bluff „ ..	10	10	..	15	5	6	..	..	..	9	..	..	9	..	13	14	..	..	..	81	49 13 10	..	11 10 0	..	..
Greenhills „ ..	3	18	..	..	..	..	..	..	..	..	..	..	..	..	..	34	..	..	..	52	23 6 10	..	..	..	..
Charlton Continuation Classes	3	..	..	..	..	..	..	..	..	..	..	..	..	..	..	13	..	..	..	13	3 4 1	..	..	..	..
Gore High School Board—																									
Gore Technical Classes ..	6	..	..	..	..	..	..	..	..	11	..	..	16	..	16	39	..	..	..	82	21 17 0	2 8 0	..	..	50 0 0
Totals for 1909	1702	1,650	72	1,164	545	209	897	695	1,136	856	1,151	435	3,417	882	5,867	2,680	299	562	553	23,070	18,497 12 8	17,085 7 1	745 9 8	1,316 17 2	5,764 3 0
Totals for 1908	1505	2,028	149	1,036	459	276	739	460	1,025	437	1,022	499	2,878	101	5,549	2,465	136	1,205	1,054	21,518	17,601 2 7	21,156 9 10	805 0 10	1,535 17 3	6,156 17 6

TABLE 3A.—CAPITATION PAYMENTS UP TO 31ST DECEMBER, 1909, TO CONTROLLING AUTHORITIES OF SPECIAL, ASSOCIATED, AND COLLEGE CLASSES ON ACCOUNT OF CERTAIN SUBJECTS OF TECHNICAL INSTRUCTION.

Controlling Authorities.	Pure Art.	Applied Art.	Drawing with Instruments, Trade Drawing.	Civil, Mechanical, and Electrical Engineering.	Wood and Lead Working.	Experimental and Natural Science.	Agriculture and Wool-sorting.	Domestic Instruction.	Commercial Subjects.	Subjects of General Education (Continuation Classes).	Totals.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d	£ s. d.	£ s. d.
Auckland Education Board	319 4 0	..	256 9 0	800 15 6	278 13 0	367 10 9	51 17 3	451 2 6	1,280 19 7	167 18 2	3,974 9 9
Managers of the "Elam" School of Art ..	363 10 10	65 15 3	17 19 9	..	..	..	..	..	..	..	447 5 10
Taranaki Education Board	50 15 6	5 19 0	..	..	18 15 6	22 8 0	..	65 3 3	12 16 3	19 19 7	195 17 1
Wanganui Education Board	408 5 9	178 1 2	131 6 9	220 2 0	182 11 0	58 11 9	82 17 9	612 9 11	453 6 2	89 15 2	2,417 7 5
Board of Governors, Palmerston North High School	89 3 9	12 6 3	9 10 0	12 19 0	33 11 3	9 18 0	11 6 3	38 19 0	52 0 9	44 19 2	314 13 5
Wellington Education Board	596 6 0	46 3 0	158 13 9	307 19 3	276 7 3	81 14 6	59 8 1	256 19 3	1,259 15 6	95 10 10	3,138 17 5
Managers of the Masterton Technical School ..	17 4 0	9 16 0	15 16 0	..	10 1 6	..	21 17 6	40 7 0	52 11 3	20 12 6	188 5 9
Hawke's Bay Education Board	83 5 6	7 3 6	32 0 6	105 14 9	92 14 6	111 17 3	10 5 6	215 8 0	279 9 4	34 1 1	971 19 11
Board of Governors, Dannevirke High School ..	35 4 6	..	..	..	3 10 0	0 9 3	..	4 12 0	..	1 5 4	45 1 1
Board of Governors, Gisborne High School ..	6 10 0	..	..	..	20 16 6	..	..	..	3 7 6	1 19 9	32 13 9
Marlborough Education Board	..	1 9 0	..	..	5 11 6	..	4 9 6	15 8 3	18 10 9	7 13 7	53 2 7
Nelson Education Board	72 19 6	1 17 6	18 1 6	16 17 6	85 18 0	30 8 9	55 16 4	159 9 0	89 8 9	39 13 7	570 10 5
Grey Education Board	..	3 7 6	..	..	..	4 11 6	..	41 4 9	..	7 1 2	56 4 11
Westland Education Board	6 8 6	..	..	..	..	..	3 1 6	33 5 6	..	..	42 15 6
Board of Governors, Canterbury College ..	859 13 3	43 7 6	244 1 0	191 0 6	23 15 3	44 0 0	..	..	21 17 9	..	1,427 15 3
North Canterbury Education Board	74 1 6	59 9 10	116 19 0	208 3 3	293 13 9	153 3 9	57 17 3	663 8 1	810 13 2	37 12 0	2,475 1 7
South Canterbury Education Board	10 2 6	25 12 6	4 17 6	..	33 8 3	29 11 9	18 1 3	125 10 3	78 8 11	13 13 6	339 6 5
Otago Education Board	213 17 6	51 8 3	89 18 6	118 18 6	53 9 3	74 2 7	2 10 0	282 0 4	442 6 0	125 7 7	1,453 18 6
Southland Education Board..	101 4 9	19 12 6	17 13 9	1 10 6	17 4 0	25 19 7	16 7 9	47 0 0	24 14 9	59 1 6	330 9 1
Board of Governors, Gore High School ..	..	5 6 0	..	..	..	..	..	7 12 6	3 16 6	5 2 0	21 17 0
Totals for 1909	3,307 17 4	536 14 9	1,113 7 0	1,984 0 9	1,430 0 6	1,014 7 5	395 15 11	3,059 19 7	4,884 2 11	771 6 6	18,497 12 8
Totals for 1908	4,078 3 4	416 12 3	635 5 8	954 18 6	1,645 14 2	1,174 3 4	89 15 0	2,563 13 8	4,198 5 6	1,844 11 2	17,601 2 7

TABLE 4.—RECEIPTS OF AND EXPENDITURE BY EDUCATION BOARDS AS CONTROLLING AUTHORITIES OF CLASSES FOR MANUAL AND TECHNICAL INSTRUCTION FOR THE YEAR ENDING 31ST DECEMBER, 1909.

Education Districts.	Receipts.												Expenditure.							
	From Government.						From Local Sources.			Maintenance.		Buildings and Equipment.		Payments to Managers of Associated Classes.	Other Expenses.
	Capitation on Classes.	Capitation on Free Places.	Grants for Material.	Subsidies on Voluntary Contributions.	Grants for Buildings and Equipment.	Fees.	Voluntary Contributions.	Other Receipts.	School Classes.	Special Classes.	School Classes.	Special Classes.		
	£ 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.	£ s. d.
Auckland ..	7,872 6 8	1,920 15 11	260 1 3	49 9 7	404 17 0	1,108 15 8	4 14 1	101 18 0	3,716 17 9	5,397 2 7	500 15 1	4,129 2 4	..	1,274 19 3
Taranaki ..	1,054 6 2	20 19 3	41 4 1	31 9 8	152 8 7	216 15 0	212 9 9	41 6 2	576 1 3	765 9 10	57 16 11	137 1 0	..	..
Wanganui ..	5,508 19 0	354 6 8	73 5 10	976 14 8	2,648 0 9	1,897 8 11	566 5 8	242 18 7	1,936 4 5	5,265 14 3	172 16 5	3,830 10 8	..	30 15 7
Wellington ..	4,803 4 4	1,774 6 10	217 17 10	505 7 8	969 5 10	..	39 19 9	51 14 5	2,013 17 9	2 17 2	207 7 4	..	6,407 16 4	..
Hawke's Bay ..	2,428 5 0	183 15 6	55 0 10	266 16 0	1,109 7 8	56 11 0	22 15 8	21 11 4	1,155 6 11	358 17 8	16 9 10	253 19 8	1,113 6 3	..
Marlborough ..	338 19 2	9 14 6	..	10 0 0	..	2 5 0	..	1 2 6	241 7 7	60 5 4	..	..	..	..
Nelson ..	1,290 11 6	..	82 16 3	250 10 0	1,985 12 4	260 4 0	185 3 0	32 10 0	1,037 10 10	1,514 4 1	266 11 9	1,571 5 2	..	..
Grey	207 6 8	..	20 13 4	..	..	25 15 0	..	3 19 10	78 7 10	138 4 6	..	40 17 6	..	..
Westland ..	103 3 2	..	..	..	..	..	..	14 15 0	65 9 3	86 15 2	0 18 0	..	..	41 17 6
North Canterbury	4,318 1 6	1,178 8 2	..	678 14 0	2,841 0 2	46 7 6	..	245 4 5	2,000 15 4	297 18 8	275 1 9	55 14 0	6,401 13 7	30 0 0
South Canterbury	1,172 15 5	44 7 6	26 16 9	67 15 0	650 7 1	6 15 0	2 0 0	79 9 3	935 8 7	92 7 5	..	1 5 0	1,114 2 11	..
Otago	3,086 16 9	646 11 9	75 9 1	273 8 0	2,431 13 6	246 17 0	24 1 0	..	1,391 15 1	1,079 5 3	789 18 0	754 0 0	3,858 11 2	..
Southland ..	1,667 4 10	11 7 6	76 3 2	7 0 6	657 2 0	278 17 6	133 8 0	67 16 0	1,058 18 9	962 5 9	153 4 2	586 14 0	..	174 10 0
Totals 1909 ..	33,852 0 2	6,144 13 7	929 8 5	3,117 5 1	13,849 14 11	4,146 11 7	1,190 16 11	904 5 6	16,208 1 4	16,021 7 8	2,440 19 3	11,360 9 4	18,895 10 3	1,552 2 4
Totals 1908 ..	31,522 2 6	6,250 9 11	1,266 18 9	3,635 3 9	23,683 17 3	4,180 16 3	1,518 14 10	958 16 1	16,352 19 0	15,877 19 11	4,634 9 1	11,487 15 9	23,717 7 1	2,083 2 11

SUMMARY.

	Auckland.	Taranaki.	Wanganui.	Wellington.	Hawke's Bay.	Marlborough.	Nelson.	Grey.	Westland.	North Canterbury.	South Canterbury.	Otago.	Southland.	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.	£ s. d.
Receipts from Government	10,507 10 5	1,300 7 9	9,561 6 11	8,270 2 6	4,043 5 0	358 13 8	3,609 10 1	228 0 0	103 3 2	9,016 3 10	1,962 1 9	6,513 19 1	2,418 18 0	57,893 2 2
Receipts from local sources	1,215 7 9	470 10 11	2,706 13 2	91 14 2	100 18 0	3 7 6	477 17 0	29 14 10	14 15 0	291 11 11	88 4 3	270 18 0	480 1 6	6,241 14 0
Total receipts, 1909	11,722 18 2	1,770 18 8	12,268 0 1	8,361 16 8	4,144 3 0	362 1 2	4,087 7 1	257 14 10	117 18 2	9,307 15 9	2,050 6 0	6,784 17 1	2,898 19 6	64,134 16 2
Total receipts, 1908	10,592 1 8	2,320 13 6	13,441 2 11	14,593 6 7	3,685 8 1	418 8 7	3,018 15 2	379 12 2	150 13 11	10,041 16 7	3,652 1 0	7,381 11 0	3,301 8 2	72,976 19 4
Expenditure, 1909	15,018 17 0	1,536 9 0	11,236 1 4	8,631 18 7	2,898 0 4	301 12 11	4,389 11 10	257 9 10	194 19 11	9,061 3 4	2,143 3 11	7,873 9 6	2,935 12 8	66,478 10 2
Expenditure, 1908	12,844 17 10	1,817 5 9	12,870 17 10	13,815 18 1	4,565 13 11	446 6 1	3,295 5 8	479 0 3	298 0 10	10,483 5 10	3,936 10 4	7,087 17 7	2,212 13 9	74,153 13 9

TABLE 5.—COURSES TAKEN BY STUDENTS HOLDING JUNIOR AND SENIOR FREE PLACES AT TECHNICAL SCHOOLS OR CLASSES, 1909.

["J." represents Junior; "S." Senior.]

School or Classes.	Courses of Instruction and Number of Students.												Capitation for the Year ending 31st December, 1909.
	Science and Technological.		Pure and Applied Art.		Domestic Economy.		Agricultural.		Commercial.		Totals.		
	J.	S.	J.	S.	J.	S.	J.	S.	J.	S.	J.	S.	
													£ s. d.
Auckland Education Board—													
Technical College, Auckland	143	75	11	3	52	15	..	..	179	44	385	137	1,781 11 10
Technical School, Whangarei	1	1	3	..	..	..	..	..	2	1	6	2	..
" Thames	3	..	..	..	5	2	..	..	6	4	14	6	103 12 9
" Waihi	3	..	..	..	2	..	..	..	10	..	15	..	85 11 4
Taranaki Education Board—													
Technical School, New Plymouth	..	..	..	..	3	..	..	..	5	2	8	2	15 8 0
Technical Classes, Stratford	..	..	2	..	..	..	..	..	..	1	2	1	5 11 3
Wanganui Education Board—													
Technical School, Wanganui	22	13	8	1	21	..	..	..	24	4	75	18	236 19 8
" Feilding	4	..	..	..	5	..	..	..	10	1	19	1	10 8 6
" Eltham	..	..	..	..	..	..	..	..	5	..	5	..	1 18 6
" Taihape	2	..	..	..	8	..	..	..	3	..	13	..	..
Technical Classes, Ashhurst	..	..	..	..	..	..	..	..	5	..	5	..	33 6 9
" Apiti	3	..	..	..	2	..	..	..	..	..	5	..	27 16 0
" Halcombe	..	..	..	..	..	..	..	..	..	..	..	..	15 15 6
" Pohangina	1	..	..	..	4	..	..	..	..	..	5	..	9 18 3
" Manaia	..	..	..	..	3	..	..	..	3	..	6	..	18 3 6
" Bull's	3	..	..	..	..	..	..	..	3	..	6	..	..
" Waverley	..	..	..	..	1	..	..	..	1	..	2	..	..
" Kaponga	..	..	..	..	3	..	..	..	2	..	5	..	..
Palmerston North High School Board—													
Technical School, Palmerston North	19	2	1	..	2	1	..	..	13	1	35	4	91 1 0
Wellington Education Board—													
Technical School, Wellington	74	78	22	21	18	4	..	..	193	88	307	191	1,710 5 0
" Petone	4	1	1	..	1	..	..	..	10	1	16	2	33 0 6
Masterton Technical Classes Association	3	2	4	..	10	..	..	..	20	1	37	3	81 11 0
Hawke's Bay Education Board—													
Technical School, Napier	24	..	..	..	30	..	..	..	16	..	70	..	183 15 6
Gisborne High School Board—													
Technical School, Gisborne	..	..	..	..	..	..	..	..	1	..	1	..	..
Marlborough Education Board—													
Technical Classes, Canvastown	..	..	..	..	..	..	..	..	..	..	..	..	6 8 6
" Havelock	..	..	..	..	..	..	..	..	..	..	..	..	3 6 0
Nelson Education Board—													
Technical School, Nelson	11	8	4	1	15	2	..	..	14	6	44	17	..
" Westport	7	..	..	..	..	1	..	..	4	1	11	2	..
North Canterbury Education Board—													
Technical College, Christchurch	79	12	..	..	40	4	11	10	155	35	285	61	1,099 17 2
Canterbury College Board of Governors—													
School of Art, Christchurch	..	..	24	13	..	..	..	..	..	..	24	13	181 8 0
South Canterbury Education Board—													
Technical School, Timaru	6	..	..	..	..	..	..	..	19	..	25	..	44 7 6
Otago Education Board—													
Technical School, Dunedin	22	11	13	12	48	6	..	..	107	29	190	58	634 2 3
" Oamaru	..	..	..	..	..	..	..	..	7	1	7	1	12 9 6
Southland Education Board—													
Technical School, Invercargill	7	5	6	..	5	..	..	..	19	..	37	5	..
Technical Classes, Bluff	..	..	1	..	..	..	..	..	1	..	2	..	3 18 0
" Mataura	..	..	..	..	3	..	..	..	2	..	5	..	7 9 6
Gore High School Board—													
Technical Classes, Gore	..	..	1	..	3	..	..	..	7	..	11	..	12 0 3
Totals for 1909	441	208	101	51	284	35	11	10	846	220	1,683	524	6,401 1 6
Totals for 1908	374	142	122	15	250	27	6	1	867	196	1,619	381	6,908 0 6

TABLE 6.—SUMMARY OF EXPENDITURE BY GOVERNMENT ON MANUAL AND TECHNICAL INSTRUCTION FOR THE YEAR ENDING 31ST DECEMBER 1909.

	£ s. d.	£ s. d.	£ s. d.
Capitation—			
School classes	18,741 17 8		
Technical classes	18,497 12 8		
		..	37,239 10 4
Subsidy of £1 for £1 on contributions—			
School classes	431 14 11		
Technical classes	5,764 3 0		
		..	6,195 17 11
Grants—			
Buildings, apparatus, and rent—			
School classes	2,501 18 8		
Technical classes	17,830 16 9		
		20,332 15 5	
Material for technical classes	..	1,316 17 2	
			21,649 12 7
Railway fares of instructors	..	..	785 16 10
,, students attending registered classes	..	..	163 11 8
,, free-place holders	..	..	786 9 0
,, pupils attending manual-training centres ..	..	..	3,064 1 0
Expenses in connection with examinations—			
Science and Art, Board of Education, South Kensington ..	..	151 19 6	
City and Guilds of London Institute	..	712 1 0	
			864 6
Inspectors—			
Salaries	..	800 0 0	
Travelling-expenses	..	246 12 1	
			1,046 12 1
Free places at technical schools	..	..	6,401 1 6
Specimens and examples of students' work	..	..	2 14 6
Sundries	..	..	1 13 9
			78,201 1 8
Less recoveries (examination fees, £201 17s. 6d.; proceeds of sale of material used at examinations, £14 7s. 0d.; sundries, £1 12s. 9d.)	..	..	217 17 3
Total	..	..	£77,983 4 5

TABLE 7.—BOARD OF EDUCATION, SOUTH KENSINGTON.—ART AND SCIENCE EXAMINATIONS, 1909.

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

Subjects of Examination.	Whangarei.		Auckland.		New Plymouth.		Wanganui.		Palmerston North.		Wellington.		Masterton.		Napier.		Blenheim.		Nelson.		Westport.		Greymouth.		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—																																
Freehand drawing			48	28	1	1	16	11	3	1	20	13	2	0	..	..	..	..	2	2	..	..	2	1	7	1	10	6	4	4	115	68
Model-drawing			24	20	1	1	18	10	5	2	16	9	..	..	..	..	..	..	1	0	..	..	2	0	5	2	8	4	6	3	86	51
Geometrical drawing			30	22	..	..	..	..	1	0	6	3	..	..	2	2	..	..	..	..	..	..	1	0	2	2	4	1	..	..	46	30
Perspective drawing			5	4	..	..	..	..	1	1	5	2	..	..	..	..	..	..	..	..	..	..	..	..	3	3	2	1	..	..	16	11
Drawing in light and shade			9	7	2	0	10	5	1	1	9	7	..	..	..	..	..	..	4	1	..	..	..	..	3	2	2	0	1	0	41	23
Blackboard drawing			..	..	..	..	3	1	3	1	9	6	..	..	..	..	..	..	2	0	..	..	..	..	2	0	5	0	2	0	26	8
Memory drawing of plant-form			5	5	..	..	6	6	..	..	10	8	..	..	1	1	..	..	..	..	..	..	1	0	4	4	3	0	..	..	30	24
Drawing common objects from memory			..	..	..	..	1	1	..	..	7	6	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	8	7
Painting ornament			..	..	..	..	..	..	..	..	1	0	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	0
Principles of ornament			..	..	..	..	..	..	..	..	1	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	1
Anatomy			1	1	..	..	..	..	..	..	1	1	..	..	..	..	..	..	..	..	..	..	..	..	1	1	1	1	..	..	4	4
Design			4	4	..	..	..	..	..	..	10	9	..	..	1	1	..	..	1	0	..	..	..	..	7	4	1	1	..	..	24	19
Architecture			..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	2	2	..	..	2	2
Architectural design			..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	0	..	..	1	0
Painting from still life			1	0	..	..	7	0	..	..	4	2	..	..	..	..	..	..	..	..	..	..	..	..	7	2	3	1	..	..	22	5
Drawing from the antique			..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	1	2	0	..	..	3	1
Drawing from life			2	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	0	..	..	..	..	3	1
Students' works			14	8	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	8	4*	6	4	..	..	28	16
Science—																																
Practical plane and solid geometry			11	9	..	..	..	..	..	..	1	1	..	..	2	2	..	..	..	..	..	..	..	..	..	..	..	..	..	..	14	12
Machine construction and drawing			41	32	..	..	18	15	1	1	3	3	..	..	1	1	..	..	..	..	1	1	..	..	..	..	7	6	..	..	72	59
Building construction and drawing			23	17	..	..	..	..	4	2	15	14	6	1	2	2	..	..	..	..	..	..	..	..	5	3	5	3	3	1	63	43
Mathematics			20	5	..	..	7	6	1	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	0	..	..	29	12
Practical mathematics			7	7	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	7	7
Applied mechanics			15	9	..	..	12	8	1	0	2	1	..	..	..	..	1	1	..	..	..	..	..	..	1	0	13	9	1	0	46	28
Heat-engines			3	3	..	..	7	4	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	10	7
Magnetism and electricity			18	14	..	..	2	1	2	2	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	2	1	..	..	24	18
Sound, light, and heat			..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	2	0	..	..	..	..	..	..	2	0
Physiology	2	2	5	3	..	..	2	2	1	1	..	..	1	1	..	..	..	..	..	..	..	..	1	1	3	2	3	2	1	1	19	15
Hygiene	1	1	4	4	..	..	1	1	1	1	1	1	..	..	..	..	..	..	..	..	..	..	1	1	4	4	..	..	..	..	13	13
Elementary science of common life	..	..	..	..	..	..	1	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	1
Agricultural science and rural economy	..	..	..	..	..	..	..	..	7	2	3	1	..	..	1	1	..	..	..	..	..	..	5	4	2	2	1	1	..	..	19	11
Botany	..	..	..	..	..	..	..	..	2	2	..	..	..	..	..	..	..	..	..	..	..	..	1	0	..	..	..	..	..	..	3	2
Physiography	..	..	..	..	..	..	1	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	1
Students' works	..	..	..	..	..	..	..	..	..	..	1	1†	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	1
Totals	3	3	290	203	4	2	112	73	34	18	125	89	9	2	10	10	1	1	10	3	1	1	16	7	66	37	82	43	18	9	781	501

* The work of one student was commended.

† A book prize was awarded for these works (machine design).

TABLE 7A —CITY AND GUILDS OF LONDON INSTITUTE.—TECHNOLOGICAL EXAMINATIONS, 1909.

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

Subjects of Examination.	Auckland.		Whanga-rei.		Thames.		New Plymouth.		Wanganui.		Palmers-ton N.		Welling-ton.		Masterton.		Napier.		Gisborne.		Blenheim.		Nelson.		Grey-mouth.		Christ-church.		Ashburton.		Dunedin.		Inver-cargill.		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 (1st year) ..	21	10	..	..	1	0	..	..	3	2	..	..	12	6	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	37	18
Principles of plumbing (ordinary) ..	8	8	..	..	..	..	2	2	..	..	6	4	3	3	2	1	1	1	..	..	..	..	2	0	..	..	..	..	..	..	..	..	..	..	24	19
" " (honours) ..	2	2	..	..	..	..	..	..	1	1	..	..	..	..	1	0	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	4	3
Plumbers' work, practical (ordinary)	7	0	..	..	..	..	2	0	..	..	5	1	3	0	2	2	1	0	..	..	..	..	3	2	..	..	..	..	..	..	..	..	..	..	23	5
" " (honours)	2	0	..	..	..	..	..	..	1	0	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	3	0
Plumbers' work (ordinary) ..	7	7	..	..	3	1	..	..	3	0	6	6	8	7*	1	1	3	2	..	..	..	..	1	0	..	..	4	3	..	..	..	..	..	..	36	27
" (honours) ..	12	7	..	..	..	..	..	..	..	..	..	..	2	0	..	..	..	..	..	..	..	..	2	0	..	..	..	..	..	..	..	..	..	..	16	7
Carpentry and joinery (preliminary)	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	6	2	..	..	..	..	..	..	6	2
" " (ordinary) ..	4	4	..	..	1	0	..	..	..	..	..	..	..	..	..	..	2	2	..	..	..	..	..	..	..	..	7	4	..	..	4	2	..	..	18	12
" " (honours) ..	3	3	..	..	..	..	1	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	4	4
Cabinetmaking (ordinary) ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	1	..	..	2	0	..	..	..	..	..	..	3	1
" (honours) ..	..	..	..	..	1	0	..	..	..	..	..	..	1	1	..	..	..	..	..	..	..	..	..	..	..	..	3	0	..	..	..	..	..	..	5	1
Mechanical engineering (ordinary), Part I	2	1	..	..	..	..	..	..	15	5	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	6	0	..	..	23	6
Mechanical engineering (ordinary), Part II	..	..	..	..	..	..	..	..	15	3	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	3	0	..	..	18	3
Mechanical engineering (honours) ..	..	..	..	..	..	..	..	..	1	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	0	..	..	2	1
Electrical engineering (elementary)	1	0	..	..	3	1	..	..	7	1	..	..	3	2	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	4	4	..	..	18	8
" " (ordinary) ..	6	2	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	2	2	..	..	4	0	..	..	12	4
" " (honours) ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	0	..	..	..	..	..	..	..	..	1	0
Electric wiremen's work (1st year)	3	3	..	..	..	..	..	..	..	..	..	..	1	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	4	4
Telegraphy (ordinary)	2	2	..	..	..	..	..	..	..	..	..	..	3	2	..	..	..	..	..	..	..	..	1	1	..	..	..	..	..	..	..	..	..	..	6	5
" (honours)	1	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	1	..	..	2	2
Telephony (ordinary)	2	2	..	..	..	..	..	..	..	..	..	..	4	3	..	..	..	..	..	..	..	..	2	1	..	..	..	..	..	..	..	..	2	1	10	7
" (honours)	..	..	..	..	..	..	..	..	..	..	..	..	2	0	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	1	3	1
Road-carriage building (ordinary) ..	1	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	1
Painters and decorators' work (ordinary)	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	1
Photography (ordinary)	..	..	..	..	..	..	..	..	..	..	1	0	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	0
Woodwork	6	2	6	1	..	..	..	..	3	1	..	..	2	1	..	..	1	1	..	..	..	..	..	..	..	..	8	6	..	..	..	..	..	..	26	12
Cookery	40	30	7	7	2	1	5	5	10	10	..	..	5	5	2	2	9	7	10	10	3	2	..	..	1	1	10	9	7	6	7	7	2	2	120	104
Dressmaking	5	5	..	..	1	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	6	6
Millinery	4	4	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	4	4
Totals	139	94	13	8	12	4	10	8	59	24	18	11	49	31	9	7	17	13	10	10	3	2	12	5	2	1	42	26	7	6	30	14	5	4	437	268

*One candidate was awarded a bronze medal.

TABLE 8.—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, 1909.

Auckland Education Board,—
Department of Technical Education and Manual Training.—Director, £600. Assistant Director, £98 13s. 4d. (3 months). Instructor in Agriculture, £166 13s. 4d. (4 months). Chief Clerk, £191 18s. 11d. Three typistes, 1 at £61 13s. 4d., 1 at £29 3s. 4d., 1 at £16 13s. 4d. Three clerks, 2 at £76 12s. 8d., 1 at £51 13s. 4d. Office boys, £24 1s. 5d.
Auckland Technical College.—Thirty-seven instructors, at salaries or allowances ranging from £322 15s. to £16 13s. 4d.
Manual Training Centres, Auckland.—Eleven instructors, at salaries or allowances ranging from £200 to £4 10s. Caretakers, £111 11s. 10d.
Thames Technical Classes.—Superintendent (also instructor), £30. Six instructors, at salaries or allowances ranging from £80 to £8 15s. 11d.
Thames Manual Training School.—Two instructors, 1 at £186 7s. 5d., 1 at £100. Caretaker, £28 10s.
Whangarei Technical Classes.—Three instructors, at salaries or allowances ranging from £54 8s. 10d. to £9 11s. 5d.
Whangarei Manual Training Centre.—Two instructors, 1 at £155 16s. 8d., 1 at £100. Caretaker, £26 8s.
Sundry country classes.—Six instructors, at salaries or allowances ranging from £25 2s. 1d. to £6.
Managers of the "Elam" School of Art.—Director and secretary, £450. Three instructors, at salaries or allowances ranging from £130 to £75. Two attendants, 1 at £39, 1 at £26.
Taranaki Education Board,—
New Plymouth Technical School.—Director (also Inspector of Schools), £75. Assistant, £43 18s. Two clerks, 1 at £27 2s. 6d., 1 at £5 16s. 8d. Fifteen instructors, at salaries or allowances ranging from £83 15s. 3d. to £1 16s.
Stratford Technical School.—Superintendent, £25 8s. 6d. Secretary, £5. Six instructors, at salaries or allowances ranging from £6 10s. to £2 10s.
Training Classes for Teachers at various Centres.—Nine instructors, at salaries or allowances ranging from £8 10s. to £1 17s. 6d.
Itinerant Instructors.—Woodwork, £182 16s. Cookery, £108 18s. 8d. Agriculture, £68 13s. Dressmaking, £93 2s. 3d.
Wanganui Education Board,—
Wanganui Technical School.—Director (also Director, Central District), £300. Thirty-three instructors, at salaries or allowances ranging from £300 to £3 15s.
Hawera Technical School.—Director, Northern District (also instructor in dairy work), £300. Twelve instructors, at salaries or allowances ranging from £28 19s. 1d. to £2 10s.
Feilding Technical School.—Director, Southern District (also instructor in woodwork), £153 4s. 6d. Thirteen instructors, at salaries or allowances ranging from £40 to £2 16s. 3d.
Eltham Technical Classes.—Eight instructors, at salaries or allowances ranging from £12 15s. to £1 7s.
Marton Technical Classes.—Nine instructors, at salaries or allowances ranging from £17 13s. 8d. to £3 11s. 3d.
Manaia Technical Classes.—Six instructors, at salaries or allowances ranging from £36 to £2 17s.
Patea Technical Classes.—Eight instructors, at salaries or allowances ranging from £19 11s. 6d. to £2 12s. 6d.
Taihape Technical Classes.—Seven instructors, at salaries or allowances ranging from £31 5s. 3d. to £1 2s. 6d.
Technical Classes at Sundry (Twenty-six) Country Centres.—Thirty-three instructors, at salaries or allowances ranging from £84 2s. 6d. to £1 18s. 6d.
Itinerant Instructors.—Commercial, 1 at £300 and 1 at £150. Agriculture, 1 at £300. Cookery (2 instructors), 1 at £150 and 1 at £130, and 1 assistant at £36 5s. 10d. Woodwork (2 instructors), 1 at £235 and 1 at £175. Wool-sorting, 1 at £275.
Board of Governors, Palmerston North High School,—
Palmerston North Technical School.—Director, £250. Art Master, £275. Twenty-five instructors, at salaries or allowances ranging from £37 16s. to £4 4s.
Wellington Education Board,—
Wellington Technical School.—Director, £650. Registrar, £125. Acting-registrar, £100. Librarian, £52. Three assistants, 2 at £26, 1 at £23. Thirty-nine instructors, at salaries or allowances ranging from £340 to £12.
Petone Technical Classes.—Director (also instructor, Continuation Classes), £100. Eight instructors, at salaries or allowances ranging from £54 to £27.
Carterton Technical Classes.—Secretary, £6 6s. Instructor, at £2 17s. 2d.
Special Instructors.—Agriculture, 1 at £300. Woodwork (2 instructors) 1 at £225, 1 at £65 5s. 7d., and 1 assistant at £27 3s. 4d.
Cookery, 4 instructors at salaries or allowances ranging from £125 to £41 2s. 3d. Singing, 1 at £50.
Managers of the Masterton Technical School.—Secretary, £70. Eleven instructors, at salaries or allowances ranging from £124 15s. to £15.
Hawke's Bay Education Board,—
Napier Technical School.—Director, £325. Secretary, £50. Clerk, £43 6s. 8d. Caretaker, £51 8s. 2d. Nineteen instructors, at salaries or allowances ranging from £196 13s. 4d. to £3 10s.
Hastings Technical Classes.—Eight instructors, at salaries or allowances ranging from £24 10s. to £3.
Waipawa Technical Classes.—Secretary, £10 10s. Three instructors, at salaries or allowances ranging from £30 to £10 16s.
Special Instructors.—Woodwork (2 instructors), 1 at £148 10s., and 1 at £132. Agriculture, 1 at £156 5s. Cooking and dressmaking, two instructors, each at £119 3s. 4d.
Board of Governors, Gisborne High School,—
Gisborne Technical School.—Secretary, £25. Nine instructors, at salaries or allowances ranging from £22 10s. to £5 5s.
Board of Governors, Dannevirke High School,—
Dannevirke Technical School.—Seven instructors, at salaries or allowances ranging from £87 5s. 6d to £6.
Marlborough Education Board,—
Blenheim Technical School.—One instructor for agriculture, £100 (also instructor for Nelson Board). One instructor for cookery, £55. One instructor for woodwork, £66 13s. 4d.
Canvastown Technical Classes.—One instructor, at £23 5s. 5d.
Havelock Technical Classes.—One instructor, at £8 7s. 8d.
Nelson Education Board.—Director, £275.
Special Instructors.—Agriculture, 1 at £300 (see Marlborough). Woodwork, 1 at £200. Ironwork, 1 at £225. Cookery (2 instructors) 1 at £150 and 1 at £60.
Nelson Technical School.—Eleven instructors, at allowances based on fees and capitation.
Westport Technical Classes.—Supervisor, £10. Nine instructors, at allowances based on fees and capitation.
Reefton Technical Classes.—Three instructors, at allowances based on fees and capitation.
Grey Education Board,—
Greymouth Technical School.—Director (also Inspector of Schools), £25. Six instructors, at salaries or allowances ranging from £35 to £3 3s. 7d.

Westland Education Board.—Two instructors; 1 at £30, and 1 at £21.
Canterbury College Board of Governors,—
School of Engineering.—Professor in Charge, £800. Nine instructors, at salaries or allowances ranging from £450 to £30.
School of Art.—Director, £500. Caretaker, £130. Assistant caretaker, £6. Eleven instructors, at salaries or allowances ranging from £250 to £20.
North Canterbury Education Board.—Director of School Cookery and Woodwork Classes (also Director, Christchurch Technical College), £100. Clerk, £30. Two instructors in woodwork, 1 at £188 15s., and 1 at £172 10s. Cookery Instructor, £158 15s. Instructor in agriculture, £150.
Christchurch Technical College.—Director, £600. Registrar, £166 18s. Assistant Secretary, £80. Office assistant, £11. Thirty-one instructors, at salaries or allowances ranging from £321 16s. to £12 12s.
Akaroa Technical Classes.—Five instructors, at salaries or allowances ranging from £35 to £6.
Amberley Technical Classes.—Four instructors, at salaries or allowances ranging from £54 to £10 10s.
Ashburton Technical Classes.—Director and Secretary, £50. Eleven instructors, at salaries or allowances ranging from £114 10s. 6d. to £6.
Kaiapoi Technical Classes.—Secretary, £10. Six instructors, at salaries or allowances ranging from £49 14s. 6d. to £6 14s. 6d.
Lyttelton Technical Classes.—Two instructors, 1 at £17 and 1 at £15.
Rangiora Technical Classes.—Three instructors, at salaries or allowances ranging from £48 to £8.
Other Country Centres (3).—Five instructors, at salaries or allowances ranging from £26 5s. to £10.
South Canterbury Education Board.—Special instructor for woodwork, £210 15s. 6d.; assistant, £9. Cookery (2 instructors), 1 at £155, 1 at £83 19s. 8d.
Timaru Technical School.—Director, £305; Caretaker, £22 2s. Eighteen instructors, at salaries or allowances ranging from £38 11s. to £2 2s.
Waimate Technical Classes.—Director, £20. Secretary, £10 10s. Nine instructors, at salaries or allowances ranging from £23 2s. to £4 4s.
Fairlie Technical Classes.—Director, £15. Three instructors, at salaries or allowances ranging from £15 12s. 6d. to £7 2s. 6d.
Temuka Technical Classes.—Director, £60. Eight instructors, at salaries or allowances ranging from £32 8s. to £2 2s.
Pleasant Point Technical School.—Director, £10. Secretary, £10. Four instructors, at salaries or allowances ranging from £7 16s. to £3 10s.
Hannaton Technical Classes.—One instructor at £8 6s. 6d.
Otago Education Board.—Special instructor for cookery, £142; for woodwork, 1 at £154, 1 at £24, 1 at £10.
Dunedin School of Art.—Director, £400. Twelve instructors, at salaries or allowances ranging from £120 19s. 4d. to £4.
Dunedin Technical School and Sub-centres.—Director, £500. Registrar, £100. Forty instructors, at salaries or allowances ranging from £100 to £12.
Oamaru Technical School.—Secretary, £100. Thirteen instructors, at salaries or allowances ranging from £30 to £5.
Southland Education Board.—Director (also architect to Education Board), £50. Clerk, £100. Special instructor in woodwork, £240; in cookery, £107 19s. 3d. Caretaker, £22 10s.
Invercargill Technical School.—Twenty-seven instructors, at salaries or allowances ranging from £88 10s. 10d. to £7.
Mataura Technical Classes.—Five instructors, at salaries or allowances ranging from £11 17s. 6d. to £10.
Bluff Technical Classes.—Eight instructors, at salaries or allowances ranging from £15 2s. 6d. to £5 5s.
Board of Governors, Gore High School,—
Gore Technical School.—Secretary, £10. Six instructors, at salaries or allowances ranging from £14 19s. 2d. to £10.

No. 4.

MANUAL AND TECHNICAL INSTRUCTION IN THE SEVERAL EDUCATION DISTRICTS.

AUCKLAND.

Extract from the Report of the Education Board.

Manual and Technical Instruction.—A tender has been accepted for the erection of a Technical College building, to be called the "Seddon Memorial Technical College." The building will be constructed of ferro-concrete, and will be fireproof throughout. The cost of the site, building, and equipment will be between £25,000 and £30,000. A Manual-training School was erected and opened at Otahuhu during the year, and this is being attended by the boys from the public schools of Otahuhu, Drury, Manurewa, Papakura, and Papatoitoi. Elementary agriculture was taught in 80 schools, swimming in 15, handwork in 176, and sewing in 59 schools below Grade IV, taught by a male teacher.

Extract from the Report of the Chief Inspector of Schools.

In country and village schools above Grade III elementary agriculture is generally taken up. None of the Inspectors touch on this important subject, and I have not come much into contact with schools of this class. Though to a certain extent the leading theoretical principles are fairly taught, I am of opinion that the teaching, broadly regarded, is disappointing, and that the considerable expense the Board has incurred in recent years to improve this department of educational effort has not as yet reaped an adequate reward. Clearly arranged notes of the teaching, and especially of the practical and experimental work on which it should be based, are not, so far as I am aware, very commonly

kept by pupils. A definite course of work that could be overtaken without strain in the average country school, divided into sections for consecutive years (as far as such division is practicable), is still a desideratum, and an effort should be made to provide it. As changes of teachers are rather frequent in such schools, a common definite course of work is all the more needful. At the same time, I feel that the farming public expect the public schools to do more in this direction than can be reasonably looked for. They fail to recognize the limitations of the pupils' general knowledge.

It has been suggested to me by Mr. Grierson that were the capitation grant allowed for the teaching of elementary agriculture paid directly to the head teacher, or to the Chairman of Committee of a country school, local contributions and services, and enthusiasm for the work, would be more readily forthcoming; and I think this is true. Many teachers, I have reason to believe, have been greatly discouraged by difficulties and prolonged delays in getting supplies of needful appliances for the practical and experimental work, while one or two teachers have for this reason given up applying for recognition of their classes. The present divided direction of this work is certainly unsatisfactory.

I have no desire to depreciate the value of the instruction in woodwork and cookery now given to the pupils of Standards V and VI of the larger schools, but I would again draw attention to the fact that the taking-up of this work curtails the time available for teaching the general studies laid down in the syllabus by about two and a half hours per week on the average. Work for which twenty-five hours a week were formerly available has now to be overtaken in twenty-two hours and a half, though there has been no appreciable diminution in its amount. Under the newly issued regulations for cadets fifty-two hours per year have to be devoted to drill, which means that the time required for this is being increased by a quarter of an hour each week. In this way nearly three hours a week have been cut off from the time formerly available for teaching the general course laid down in the syllabus. In view of this, I am of opinion that the question of lengthening the school-hours of the upper classes in our schools calls for serious consideration. An extension of school-hours is not likely to be welcomed by teachers, but the example of other educationally enlightened countries may well weigh with us in deciding the question. I am decidedly of opinion that for adequate instruction in such subjects as civics, health, elementary science and agriculture, and singing more time is needed than can be devoted to them in the larger schools under existing conditions.

Extract from the Report of the Director of Technical Education and Manual Training.

In many ways the year was an eventful one, more especially on account of the fact that a commencement was at last made towards the erection of an up-to-date Technical College in Auckland, an institution of which the city has had great need for many years.

In April the Assistant Director, Mr. G. P. Darnell-Smith, resigned, to take up the position of an Assistant Director to the Bureau of Microbiology, New South Wales, and Mr. William Lewins, B.Sc., Inspector to the Education Committee, Blackburn, England, was appointed in his stead.

Primary Schools.

Handwork: As a result of my attendance at the International Art Congress in London in August, 1908, some slight changes in the courses of study in handwork were introduced during the year. As in previous years, Messrs. Harry Wallace and F. C. J. Cockburn visited many of the schools, and advised the teachers as to the courses of work and methods of teaching handwork subjects. Handwork subjects, such as brush drawing, paper-folding, cardboard and plasticine modelling, free-arm drawing, &c., were taught in 176 schools. *Swimming and Life-saving:* There was an increasing interest taken in this important subject, which was taught in fifteen schools. As a rule, teachers are quite in sympathy with the teaching of swimming, but unfortunately few of the schools are within easy distance of baths. In some instances creeks near the school have been made use of; but unless these are shallow, there is some danger in the case of beginners. *Needlework:* Special provision for the teaching of sewing in schools below Grade IV and having no female teacher is made under the regulations for manual and technical instruction, under which fifty-nine schools received capitation. There is no doubt that greater attention should be given to the teaching of this important subject to the girls in our public schools, and it is hoped that in the near future the Board will be able to make better provision for the training of teachers in needlework than at present exists. *Domestic Science and Woodwork:* As in previous years, cookery and woodwork classes for the pupils of the upper standards of the primary schools were conducted at Newton, Newmarket, Ponsonby, Thames, and Whangarei Manual-training Schools. Laundrywork was also added to the girls' curriculum at the Ponsonby, Newton, and Newmarket centres. A Manual-training School was also opened in May at Otahuhu, and this was attended by boys from the Otahuhu, Papatoitoi, Papakura, Drury, and Manurewa Public Schools. Domestic science for girls has not yet been provided at this centre. In two of the public schools—Mayfield and Bombay—woodwork was taught by the headmasters. During the present year manual-training centres will be completed at Devonport, Cambridge, Hamilton, and Waihi. The importance of domestic science and manual training is now universally recognized, and it is hoped that before long a considerable extension in the teaching of these subjects will take place in the Auckland District, so that more of the country districts may enjoy the advantages now enjoyed by the towns. *Elementary Agriculture:* There was a slight falling-off in the number of schools in which elementary agriculture was taught last year, the number of recognized schools for this subject being eighty, as against ninety-one in 1908. This is rather disappointing in view of the fact that no fewer than 277 teachers in the service of the Board hold certificates qualifying them to teach this subject. No doubt many of these are engaged in town schools where there is perhaps not much facility for teaching agriculture, but I feel sure that if encouragement were given them in the way of awarding marks for the teaching of special subjects such as agriculture, more teachers would take up such subjects in their schools. It is also likely that we should see fewer "wildernesses" around the school if teachers knew that marks for "environment" would be largely awarded on the condition of the school grounds

Training of Teachers in Subjects of Manual and Technical Instruction.

Special classes for teachers in the service of the Board were conducted as in the previous year. The subjects taught included art, cookery, dressmaking, handwork, hygiene, physiology, and woodwork. All of these classes were held at the Auckland Technical College, and were attended by 208 teachers. Classes in cookery and woodwork, attended by thirty-two teachers, were also conducted at the Thames and Whangarei Manual-training Schools. The teachers in training at the Auckland Training College attended special courses of instruction in art, cookery, handwork, and woodwork at the Technical College. Special courses of instruction in nature-study and elementary agriculture were given during the early months of the year at Auckland, Paparoa, and Tauranga by the Board's Instructor, Mr. Vincent W. Jackson, B.A. These courses were attended by fifty teachers, of whom thirty-six received certificates of proficiency. Unfortunately, the Board lost Mr. Jackson's services in April, when he returned to Canada, having completed his three-years engagement with the Board. During the three years that Mr. Jackson was in the Auckland District he conducted special courses for teachers at Auckland (4), Hamilton, Cambridge, Whangarei, Hikurangi, Onehunga, Papakura, Pukekohe, Paeroa, Te Aroha, Aoroa, Te Kopuru, Dargaville, Te Awamutu, Tauranga, and Paparoa. At these centres no less than 382 teachers attended, and of these, 277 obtained certificates of proficiency. I wish here to record my deep appreciation of the excellent work done by Mr. Jackson during the three years he was on my staff. I very much regret the loss of his services, and feel sure that he will be a very difficult man to replace.

Continuation and Technical Classes in Country Centres.

Technical and continuation classes were conducted during the year at Thames, Whangarei, Waihi, Otahuhu, Hamilton, Cambridge, and Te Aroha.

Thames: These classes were held as usual at the Manual-training and Kaueranga Public Schools. The subjects taught embraced the following: Commercial arithmetic, commercial correspondence, commercial geography, book-keeping, shorthand, typewriting, millinery, dressmaking, cookery, plumbing, trade drawing, practical geometry, machine construction and drawing, carpentry and joinery. The number of individual students enrolled was 108, the number of class entries being 272. At the examinations held in December, 94 papers were worked and 52 passes obtained. The Local Superintendent, Mr. W. H. P. Marsden, who had been an indefatigable worker since these classes were initiated in 1904, resigned his position in July. *Whangarei:* The following classes were conducted at Whangarei during the year: Commercial arithmetic, commercial correspondence, English, book-keeping, shorthand, drawing, brush drawing, carpentry and joinery, woodwork, and cookery. The number of individual students in attendance was 65, the number of class entries being 122. There were 53 entries for the December examination, and 40 successes recorded. *Waihi:* Pending the erection of a Manual-training and Technical School for Waihi, classes were conducted in a rented building and at the District High School. The Local Superintendent, Mr. S. H. Macky, was most enthusiastic in his endeavours to promote technical education at Waihi, and the following classes were conducted: Commercial arithmetic, commercial correspondence, English, shorthand, book-keeping, dressmaking, trade drawing, and woodwork. The number of individual students enrolled was 51, the number of class entries being 110. Thirty-eight students sat for the annual examinations in December, and 24 were successful in passing. *Otahuhu:* The Manual-training School at Otahuhu having been opened during the year, a commencement was made with evening classes, dressmaking and woodwork being the subjects taken. The former was a most successful class, 19 students being in attendance, and some excellent work was done under the instructor, Miss Hilda Atkin. The woodwork class was not well patronized, only 5 students attending. *Hamilton:* Classes in dressmaking and millinery were held in Hamilton during the year by the itinerant instructors, Miss Bessie Campbell and Miss Grace Probert. A plumbing class was also conducted by Mr. E. A. Tisch. The number of students in attendance at the various classes was as follows: Dressmaking, 16; millinery, 5; plumbing, 11. *Cambridge:* Classes in dressmaking were conducted at this centre by Miss Bessie Campbell, 30 students being in attendance. *Te Aroha:* A millinery class was held here under Miss Grace Probert, but the attendance was very unsatisfactory, only 5 students being enrolled.

Auckland Technical College.

Day Classes.—There was an increased attendance at the day technical classes for boys and girls who have passed through the primary school. During the four years that these classes have been in existence there has been an increasing public appreciation of them, as is shown by the increased attendance. The classes were inaugurated in 1906, when there were 80 students in attendance. In 1907 this increased to 133, to 186 in 1908, and last year the number was 218. *Woodwork Class for the Blind:* A special woodwork class for the boys of the Jubilee Institute for the Blind was held at the College as in the previous year. This class, which was attended by 12 students, is much appreciated by the Principal of the Jubilee Institute, as the work is correlated with other work done at the Institute, such as piano-repairing, &c. *Wool-classing for Farmers:* A course of instruction in wool-classing for farmers was held in Auckland for the fortnight following the holding of the Winter Show. Although the number in attendance (8) was small, some excellent work was done under the instructor, Mr. W. Mullon, wool-classer to Messrs. Murgatroyd Bros.

Evening Classes.—During the year evening classes were carried on as before in temporary buildings, of which there were seven—viz., the Rutland Street building (an old boot and shoe factory); the Lorne Street building (an old furniture-factory); the carpenters' shop, St. Paul's Street (a galvanized-iron shed); the machine-shop and plumbers' shop, Wellesley Street (a galvanized-iron shed); the Newton Manual-training School, Upper Queen Street; the Normal School, Wellesley Street (a primary school);

and the dressmaking and millinery rooms, Hall of Commerce, Coburg Street. Most of these buildings are quite unsuitable for technical classes, and that classes have had to be held in such buildings has had a most depressing effect upon the students and teachers alike. It speaks well for the enthusiasm of the Auckland youth that the attendances at technical classes should have been so satisfactory under such adverse conditions.

As previously mentioned, a new Technical College is now in the course of erection, and should be ready for occupation early next year. Unfortunately, however, on account of lack of funds, it has only been possible to accept a tender for three stories instead of the five contemplated. This means that the accommodation provided when these three stories are completed will be inadequate even for present requirements without the use of some other temporary building. Even had the five stories been erected, the acommodation thus provided would not have been more than sufficient for present requirements. It seems shortsighted policy on the part of the Government not to provide adequate buildings for technical instruction in the larger centres, and I feel sure that a considerable sum of money is wasted annually in maintenance for technical education on account of the lack of proper teaching facilities.

Amongst the evening classes initiated last year were those in cookery for nurses, and special courses in electrical and mechanical engineering for Volunteers.

The total number of individual students in attendance at all classes of the College last year was 1,319. The number in 1902 was 30 (about); in 1905, 791; and in 1908, 1,086.

The continuation classes held at the Normal School, Wellesley Street, to enable students who had left the primary school without having passed the Sixth Standard to improve their education and become eligible for admission to the Technical College by obtaining certificates of proficiency, were attended by 114 pupils. Seventy-nine of these sat for the proficiency examination at the end of the year, and, of these 39 obtained certificates of proficiency, and 10 certificates of competency.

Students of the College were again most successful in the examinations held by the City and Guilds of London Institute, and by the English Education Board, South Kensington, London. The 90 passes obtained by the students of the College in the City and Guilds Examination was 14 more than the successes obtained by Dunedin, Christchurch, and Wellington students put together, or exactly one-third of the whole of the successes of the Dominion. The most conspicuous success was again in the plumbing department, no less than 34 successes in plumbing being recorded, or 12 more than any Polytechnic Institute in London. It should be noted, too, that the Auckland students claim 9 out of the 10 Honours passes in plumbing awarded in the Dominion.

The successes (160 in all) under the Board of Education, South Kensington, showed an increase of 50 per cent. over the preceding year. The most notable successes were those in machine construction and drawing, and geometry.

In conclusion, I wish to thank the Board for the manner in which it has dealt with my recommendations, and for the progressive spirit it has shown in the development of technical education and manual training. I wish also to thank my colleagues for their loyalty and enthusiasm in their work.

GEORGE GEORGE, Director.

Statement of Receipts and Expenditure for the Year ending 31st December, 1909, in respect of Special Classes conducted at the Auckland Technical College.

Receipts.	£	s.	d.
Balance at beginning of year	18,120	3	10
Capitation on special classes	3,602	1	2
Capitation on account of free places	1,781	11	10
Rent	200	0	0
Material	214	19	1
Subsidies on voluntary contributions	1,926	11	0
Fees	818	5	8
Voluntary contributions	1,976	11	0
Grant for training of teachers	500	0	0
Rents from site	22	10	0
Sale of old buildings	54	17	4
Interest on fixed deposits	663	10	6
	£29,881	1	5

Expenditure.	£	s.	d.
Salaries of instructors	3,787	16	3
Office expenses (including salaries, stationery, &c.)	371	4	3
Advertising and printing	169	1	4
Lighting and heating	160	2	6
Insurance and repairs	68	18	0
Rent	466	0	0
Examinations, &c.	7	7	0
Material for class use	205	12	2
Contracts (new buildings, additions, &c.)	3,371	17	2
Architect, &c	105	4	0
Furniture, fittings, and apparatus	132	14	11
Balance at end of year	21,035	3	10
	£29,881	1	5

R. CROWE, Secretary.

Statement of Receipts and Expenditure for the Year ending 31st December, 1909, in respect of Technical and Continuation Classes in Country Districts.

Centre.	Receipts.								Totals.	Expenditure.						Totals.
	Balance at Beginning of Year.	Grants from Government.					Other Receipts.			Balance at Beginning of Year.	Administration.			Furniture, Fittings, and Apparatus.	Balance at End of Year.	
		Capitation on Special Classes.	Capitation on Free Places.	Furniture, Fittings, and Apparatus.	Material and Rent.	Subsidies on Voluntary Contributions.	Fees.				Salaries of Instructors.	Advertising and Printing, Lighting and Heating.	Material and Rent.			
	£ 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.	£ s. d.	£ s. d.
Thames ..	300 15 0	173 12 3	103 12 9	30 18 3	21 6 6	..	79 1 6		709 6 3	..	104 14 0	25 2 6	25 11 11	11 16 6	542 1 4	709 6 3
Hamilton ..	..	8 14 9	..	..	9 16 7	219 6 3	10 11 6		248 9 1	3 7 4	17 2 9	..	28 0 4	..	199 18 8	248 9 1
Whangarei	360 7 10	6 14 0	..	..	13 19 1	..	47 17 0		428 17 11	..	47 6 0	17 19 5	12 10 3	..	351 2 3	428 17 11
Otahuhu ..	..	..	..	..	..	..	24 0 0		24 0 0	..	10 0 0	2 8 0	..	..	11 12 0	24 0 0
Waihi ..	18 6 3	53 1 7	35 11 4	92 7 5	54 13 4	35 3 6	33 18 0		323 1 5	..	93 0 10	20 3 3	63 11 4	41 9 9	104 16 3	323 1 5
Waikato ..	70 11 0	119 1 0	..	..	26 18 0	..	95 2 0		311 12 0	..	116 4 6	5 13 5	37 12 7	..	152 1 6	311 12 0
Totals ..	750 0 1	361 3 7	139 4 1	123 5 8	126 13 6	254 9 9	290 10 0		2,045 6 8	3 7 4	388 8 1	71 6 7	167 6 5	53 6 3	1,361 12 0	2,045 6 8

R. Crowe, Secretary.

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

The number of students on the roll at the present time is about 370, of whom about sixty pay fees, the rest being admitted free under the "Elam" bequest. The attendance of students at the various classes continues satisfactory, the total number of attendances registered during the year being 35,549, an increase of nearly 2,000 on the number for 1908. In the winter term, ending 9th October, 10,504 attendances were registered during the ten weeks, being an average of considerably over 1,000 per week. The attendances at the "life" and wood-carving classes during the year showed a large increase over 1908. The attendances at the advanced "life" classes numbered 2,912 for the year, while those at the wood-carving classes were 5,369, or nearly 1,000 greater than in 1908. An exhibition of students' works was held early in December in the City Council Chamber, by kind permission of His Worship the Mayor, and was visited by a very large number of people, and the opinion was generally expressed that the work exhibited was the best that had been seen at these shows for some years.

At the Annual Examinations of the Science and Art Department, of London, forty-two students of the school obtained certificates in various branches of art, while eight works submitted to London for examination for the Art Class Teachers' and Art Masters' Certificates were accepted.

I am pleased to state that during the last few months three sudents of the school have obtained positions as instructors of recognized classes. The latest of these appointments is that of Miss I. Copeland to the Assistant Art Mastership at the Wanganui Technical School.

E. W. PAYTON, Director.

Statement of Receipts and Expenditure for the Year ending 31st December, 1909, in respect of Associated Classes conducted at Auckland by the Managers of the "Elam" School of Art.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
Balance at beginning of year	186	13	3	Salaries of instructors	788	14	8
Capitation on associated classes	447	5	10	Office expenses (including salaries, stationery, &c.)	82	11	9
Rent	20	0	0	Advertising and printing	24	19	0
Furniture, fittings, apparatus	23	7	11	Lighting and heating	24	14	7
Material	23	2	2	Insurance and repairs	3	16	8
Subsidies on voluntary contributions	200	0	0	Material for class use	11	18	11
Fees	67	2	6	Models	36	12	8
From the trustees for the "Elam" School of Art	264	10	0	Various expenses	1	14	0
				Furniture, fittings, and apparatus	61	7	11
				Balance at end of year	195	11	6
	£1,232	1	8		£1,232	1	8

SAM. JACKSON, Chairman
E. W. PAYTON, Secretary } of Managers.

TARANAKI.

EXTRACT FROM THE REPORT OF THE EDUCATION BOARD.

Saturday classes for the training of teachers were held during the year at Stratford and New Plymouth, and among the subjects studied were drawing, cookery, physiology and first aid, nature-study, cardboard work, singing, botany, and dairying. The Board fully recognizes the benefit to be derived by pupils of the higher standards taking a course in dairying, and would like to see a greater number of teachers in attendance at the Saturday classes in this subject. Classes for instruction in elementary handwork were conducted at forty-seven schools, and sewing under the manual regulations at nine. In addition, instruction in agriculture, physiology and first aid, physical measurements, advanced needlework, swimming, chemistry, botany, cookery, woodwork, dressmaking, and dairying was recognized in 102 cases. Mention might be made of the special rural classes established in connection with the District High School, Stratford. These classes promise to be a great success, the course covered embracing English, arithmetic, chemistry, botany, elementary surveying, dressmaking, woodwork, cookery, agriculture, physical measurements, and dairying. Technical and continuation classes were again conducted at Stratford and New Plymouth, and met with a fair amount of support. The subjects studied were much the same as in previous years, and satisfactory interest was evinced on the part of the students.

EXTRACT FROM THE REPORT OF THE DIRECTOR OF TECHNICAL INSTRUCTION.

Manual Instruction.—During the year there were ninety schools in operation in the district, and, of these, forty-seven took up handwork in some form or other. In addition to the ordinary handwork subjects, instruction in woodwork, cookery, agriculture, chemistry, physiology and first aid, physical measurements, advanced needlework, botany, swimming, dressmaking, dairying, and elementary surveying was recognized in 102 cases. The classes in woodwork and cookery were attended by over six hundred children, and the Board's instructors in these subjects have been kept very fully employed. Elementary agriculture, which was carried on in twenty-four schools, proved a very popular subject,

and the Board's instructor reports that considerable all-round improvement was noticeable in the general neatness and arrangement of the plots. In an important dairying district like Taranaki a greater number of our schools might reasonably be expected to take up the subject of dairying, especially in the higher classes. The subject could well be taken in conjunction with the agricultural course, and, as suggested last year, a good deal of the work could be taken during that period of the year when very little agriculture can be done. However, it will be readily recognized that to get the best results with their classes the teachers themselves must be thoroughly competent to impart instruction. With a view to enabling teachers to make themselves conversant with the course required in dairying, and, if need be, to qualify in this subject for the Teachers' C Certificate, a course of lessons in both the theory and practice of dairying was carried on at the Teachers' Saturday Classes. Unfortunately, only a few teachers took advantage of the opportunity afforded. If this subject is to take its proper place in the education of our children, it stands to reason that our teachers must equip themselves for the teaching of it. In connection with school classes special mention might be made of the success that has attended the establishment of rural classes in connection with the Stratford District High School. The course of instruction embraces English, arithmetic, book-keeping, botany, physical measurements, drawing, dairying, agriculture, cookery, woodwork, and dressmaking, and the attendance at the classes so far has been most encouraging. Every credit is due to Mr. Tyrer, the headmaster, who has gone wholeheartedly into the matter and has left no stone unturned to make the classes a success.

Teachers' Classes.—Saturday classes for the training of teachers were again held during the year at New Plymouth and Stratford, and included, among other subjects, cookery, drawing, physiology and first aid, botany, nature-study, dairying, chemistry, and cardboard-work. At the end of the session several of our teachers came up for the Handwork Examination conducted at New Plymouth by the Education Department's Inspector. For the City and Guilds Examination five teachers presented themselves in cookery, and were all successful in securing a first-class pass. The success achieved must be very gratifying to the instructress. Undoubtedly, from the standpoint of the Taranaki District, the class that should have received the greatest support was that of dairying, for it will be readily recognized that great benefit would be derived if this subject were made part of the science course in the higher classes of our schools. Unfortunately, the Saturday class in dairying was poorly attended, but what was lacking in numbers was made up for by the enthusiasm and interest shown by the students. Three of those who attended the class presented themselves in this subject for the Teachers' C Certificate, and it is pleasing to note that they were rewarded by receiving a pass. It is to be hoped that the successes recorded above may act as an incentive to other teachers to come up for examination in the subjects of the Saturday course. I have to thank Dr. Fookes, who again, at great inconvenience to himself, conducted the class in physiology and first aid, and thus enabled four of our teachers to secure a pass in the examination conducted by the St. John's Ambulance Association.

Technical and Continuation Classes.—Technical classes were held during the year at New Plymouth, Stratford, and Inglewood. Three hundred and seventeen students were enrolled at New Plymouth, 156 at Stratford, and 15 at Inglewood, as compared with 230, 86, and 15 in 1908. For the first time a class in dressmaking was conducted at Waitara, but received scanty support, only five students being in attendance. Although the numbers quoted above show a satisfactory increase on those of the previous year, it is a matter for regret that the numbers in attendance at classes such as plumbing and carpentry have steadily decreased. It is difficult to account for the indifference to technical training on the part of those for whose benefit the classes have been established. The opinion has often been expressed that employers might do a great deal in the direction of securing the attendance of their employees at the classes. In this connection an extract from the 1908 report of the Minister of Education may not be out of place as showing the various means adopted by employers in some countries to induce their workpeople to attend technical schools: "Not a few, for example, find it in their interests to give employees 'time off,' often without loss of pay, to enable them to attend day classes at technical schools. Other means adopted are payment of fees; refund of fees on condition of satisfactory attendance; increase of wages and special privileges; payment for, or loan of, books and apparatus; scholarships, bursaries, and prizes; increased prospects of promotion; acceptance of time spent at the technical school as part of apprenticeship. If employers elsewhere find that it pays to place as few obstacles as possible in the way of the educational advancement of their employees, it should not be too much to hope that employers in New Zealand will be moved to follow their lead when and so far as local conditions permit. Some of them, it is pleasing to record, are already doing something in one or other of the directions indicated. It is to be hoped that their example will speedily be followed by others, for it is beyond question that the advancement of technical education in New Zealand depends to no small extent on the enlightened attitude of the employer towards the technical schools." During the year two of our students presented themselves for the City and Guilds of London Examination in plumbing, and were granted a pass in the ordinary grade. As showing the excellence of the instruction imparted in the plumbing class, it may be mentioned that year after year students of this class have sat for the City and Guilds Examination, and have passed with credit to themselves and to the instructor. It would be most unfortunate if from lack of support this class were allowed to fall through. The fact that the Department has spent large sums of money in erecting and equipping technical buildings in the larger centres of population with a view to improving the knowledge and skill of our artisans is, in my opinion, sufficient reason why legislation should be introduced making compulsory the attendance of those for whose benefit the expenditure has been incurred.

In conclusion, I have to thank the instructors for the efforts they have put forth during the year to make the work a success, and also to express my appreciation of the assistance rendered by the Press in the interests of the classes.

W. A. Ballantyne, Director.

EXTRACT FROM THE REPORT OF THE SUPERINTENDENT (MR. TYRER), STRATFORD DISTRICT.

The usual difficulty was found in getting together a sufficient number of students to establish classes. Dressmaking, which was carried on practically through the year, was the most popular subject. An innovation was made in the establishment of the two law classes—Contracts and Torts, Property and Criminal Law—two of our leading barristers giving their services as lecturers. Technical classes were held in dressmaking, millinery, contracts and torts, property and criminal law, drawing and cookery.

The numbers attending the continuation classes, with the exception of that in shorthand, were small, and thanks are due to those instructors who gave their services practically gratis, so that these classes might be carried through without loss to the Board.

The usual classes for teachers in nature-work, cardboard-work, and cookery were held throughout the year. Classes were established for the first time in dairy-work and chemistry. Towards the end of the year classes in voice-production and drawing were established, as was also a class in surveying. In some cases, though the number on the roll was small, the attendance was very regular, while in others, though the number was large, the regularity of attendances left much to be desired. It seems to me that at least 80 per cent. of attendances should be expected from teachers who have once joined a class. The idea of making teachers who have joined classes responsible for the loss of capitation incurred through irregular attendance is a good one. Dairying is a subject of the greatest importance to the Taranaki Education District, and it seems only a question of time when dairy science will be a compulsory subject in all of its schools. It is gratifying to learn that the Stratford teachers who sat for examination in this subject were both successful in passing their examination. The course of instruction was well drawn up by Mr. F. J. Heatley, M.Sc. It covered the whole subject. The teachers who passed had no text-books, and depended entirely on the notes supplied by the lecturer, who throughout the whole course afforded a great amount of laboratory-work. The only disappointing feature in connection with the subject was the comparatively small attendance of teachers.

During the year arrangements were made by which children attending the Secondary Department of the District High School were afforded a choice of two courses, classical and rural. The former comprised the usual work taken in secondary schools—viz., languages, mathematics, and science; while the latter took English, arithmetic, book-keeping, botany, physics, drawing, the boys specializing in dairy science and agricultural work (including farm carpentry), the girls in domestic science, dressmaking, and cookery. These classes were opened in June, and twenty-four pupils availed themselves of the curriculum for the remainder of the year. In connection with the class in agriculture, an experiment was made to show the food value of turnips, a plot of which remained in the school garden. Ten sheep were purchased, and to these the turnips were fed. Improvement in the sheep's condition was carefully noted, and an account of the receipts and expenditure was kept by the book-keeping class. This showed a profit of £1 0s. 8d. The experiment caused so much interest among the boys that others of a similar nature will be conducted during the next year.

Statement of Receipts and Expenditure for the Year ending 31st December, 1909, in respect of Special Classes conducted at New Plymouth.

Receipts.	£	s.	d.	*Expenditure.*	£	s	d.
Balance at beginning of year	67	19	0	Salaries of instructors	220	1	2
Capitation on special classes	111	15	0	Office expenses (including salaries, stationery, &c.)	37	1	0
Capitation on account of free places	15	8	0	Advertising and printing	25	10	11
Buildings	40	0	0	Lighting and heating	21	7	5
Furniture, fittings, apparatus	76	13	11	Insurance and repairs	0	12	6
Material	28	2	10	Material for class use	18	3	8
Subsidies on voluntary contributions	16	16	0	Caretaker	26	0	0
Fees	128	10	0	Refunds	20	0	0
Voluntary contributions	87	8	0	Contracts (new buildings, additions, &c.)	5	16	1
Deposit fees	15	15	0	Furniture, fittings, and apparatus	55	18	10
Material sold	0	16	4	Balance at end of year	163	0	10
Refunds	3	13	9				
Sundry receipts	0	14	7				
	£593	12	5		£593	12	5

R. G. WHETTER, for Secretary.

Statement of Receipts and Expenditure for the Year ending 31st December, 1909, in respect of Special Classes conducted at Stratford.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
Balance at beginning of year	14	5	5	Salaries of instructors	70	12	8
Capitation on special classes	48	2	2	Office expenses (including salaries, stationery, &c.)	48	1	6
Capitation on account of free places	5	11	3	Advertising and printing	4	16	3
Furniture, fittings, apparatus	30	9	11	Lighting and heating	12	5	4
Material	7	8	11	Insurance and repairs	0	13	6
Subsidies on voluntary contributions	3	4	3	Material for class use	10	5	7
Fees	66	5	0	Caretaker	20	0	0
Voluntary contributions	9	13	0	Refunds	3	16	0
Sales	4	7	4	Contracts (new buildings, additions, &c.)	0	14	6
Balance at end of year	3	3	9	Furniture, fittings, and apparatus	21	5	8
	£192	11	0		£192	11	0

R. G. WHETTER, for Secretary.

Statement of Receipts and Expenditure for the Year ending 31st December, 1909, in respect of Special Classes conducted at Inglewood.

Receipts.	£ s. d.	*Expenditure.*	£ s. d.
Balance at beginning of year	11 18 1	Salaries of instructors	12 10 0
Capitation on special classes	8 2 9	Office expenses (including salaries, stationery, &c.)	7 18 0
Furniture, fittings, apparatus	0 18 0	Advertising and printing	2 4 6
Fees	22 0 0	Contracts (new buildings, additions, &c.) ..	39 15 10
Voluntary contributions	48 17 0	Balance at end of year	29 7 6
	£91 15 10		£91 15 10

R. G. WHETTER, for Secretary.

WANGANUI.

EXTRACT FROM THE REPORT OF THE EDUCATION BOARD.

Manual and Technical.—From the Superintendent's report it will be seen that satisfactory progress is being made in this department of the Board's work. In dealing with this matter the Board's purpose is threefold—(1) to extend the advantages of secondary (technical) education to places remote from centres; (2) to co-ordinate primary and secondary instruction; and (3) to make the work of the technical schools and classes so attractive that parents will not be satisfied with a primary course alone. The Board believes that somewhat has been gained in each of the three directions. The question of compulsion has also occupied the Board's attention, and the conviction is growing that in the larger towns, at any rate, some form of judicious compulsion will be found necessary. The best of the pupils do not require any other inducement than suitable classes and efficient instructors, but the interests of the great majority must be considered—the victims of ignorance, apathy, and selfishness—concerning whom an English nobleman recently wrote, "Between the period of a child's life during which the State spends immense sums upon his education and the time when these children take up their positions as adults in the life of the State, there yawns a chasm in which much of that gained with great labour and at great expense—knowledge, discipline, health, character—is lost." The Board is aware that the question of compulsion may be complicated by the introduction of a system of compulsory military training, but it is assured that it is not beyond the wisdom of the Legislature to see that our young people shall become not one-sided, but all-round citizens. Since the Board submitted its last annual report the new Technical School at Hawera was opened by the Minister of Education (the Hon. G. Fowlds) on the 27th July. The people of Hunterville have, at their own cost, with the aid of the statutory subsidy, erected a building for the purposes of technical instruction, and the residents of Pohangina are at the present time pursuing a like desirable end. In administrating the schools the Board has had great difficulty in making both ends meet on the allowance made by the Department. Indeed, if there were no other sources of revenue, our schools would speedily become insolvent, as it takes all fees and capitation grants to pay the instructors' salaries, leaving nothing for maintenance. Fortunately, local bodies and private citizens have responded nobly to the calls made on them for assistance, from one end of the district to the other, and the schools as a whole are paying their way. The Board feels that the Department should make an allowance for supervision and maintenance of technical schools, as it is ridiculous to compel it to rely on voluntary assistance for departmental charges. The system of government of the three districts into which the education district has been divided is working satisfactorily, and it is found that it answers the twofold purpose of giving local control and arousing interest and enthusiasm amongst those immediately benefited, while the contributions from year to year from local bodies and private individuals must constitute a record for the Dominion. The phenomenal success of the wool-classing instruction, by Mr. J. T. Cahill, has proved to farmers that there is immediate money value in technical education. A large number of instances are available where exceptionally good prices have been obtained from the sale of wool classed by his pupils, and it is to be hoped that this object-lesson will prove effective in breaking down prejudices against systematic instruction in rural occupations. The demand for classes is so general that the Board has been compelled to appoint a second instructor, and Mr. T. McGregor, of Napier, has been selected by the committee of stud-sheep breeders, who were responsible for the appointment of Mr. Cahill—viz., Messrs. G. C. Wheeler, of Stanway; E. Short, of Waituna; and J. Knight, of Makino. The Board is indebted to these gentlemen for the trouble they have taken in the matter, and also to those farmers all over the district who have placed their woolsheds at the disposal of the instructor, and contributed fleeces for the use of the pupils.

Agriculture and Dairy-work.—Much interest continues to be taken in these branches of instruction both by the pupils and the parents. At the Manawatu Agricultural and Pastoral Association Show a large number of our pupils entered for the milk-testing competition, and one—an Ashhurst pupil—obtained the pride of place by securing from the Agricultural Department's experts, as examiners, a total of 98 per cent. of marks. In many cases children taught in our primary schools are intrusted with the duty of checking the value of milk-production by individual cows, and the results are utilized in selecting or rejecting profitable or unprofitable cows in a herd. The Manawatu Agricultural and Pastoral Association devotes much attention to the primary-school phases of agricultural training. The Feilding Agricultural and Pastoral Association gives annually prizes for the best school gardens in their district, and the judges, in awarding the first three prizes to Colyton, 170 marks (out of a possible total of 200); Halcombe, 156; and Cheltenham, 150 marks, say, *inter alia*, "the results form, in our opinion, a striking

example of what may be accomplished by persistent effort, and suggest the possibilities of intensive cultivation." At one school (Cheltenham) special prizes were given for home gardens kept by school-children, and the competition proved the genuineness of the instruction given at the school. The Wanganui Horticultural Society also fosters school gardens by giving prizes liberal in number and value for the products of school gardens, while the Feilding Horticultural Society has followed suit. In addition, numbers of vegetables are entered at the various shows in open competition, and our schools are well able to hold their own.

Training of Teachers.—Saturday classes for teachers were held continuously throughout the year. At Wanganui—drawing, singing, agricultural botany, physical measurements, handwork and modelling (combined), woodwork, and cookery; at Feilding—drawing, singing, biology, and practical chemistry; at Hawera—drawing, singing, and nature-study; at Taihape—drawing, singing, and agricultural botany; at Palmerston North—drawing. The feature of Mr. Browne's nature-study class at Hawera was the large amount of field-work taken. The meeting-place of the class was changed each Saturday, and thus was it possible for the teachers to study the varying formations and characteristics of the different parts of the district. The whole of the practical work in connection with the biology class at Feilding was taken during the term holidays in September, some sixteen teachers attending five hours a day for four days on end. The Department showed consideration in granting permission for students attending this class to use free-pass railway certificates to enable them to travel to their homes each evening. The roll-numbers of the teachers attending classes at the various centres were as follows: Wanganui, 149; Feilding, 118; Hawera, 55; Taihape, 38; Palmerston North, 4: total, 364.

Extract from the Report of the Inspectors of Schools.

Nature-study, Science of Agriculture and Dairying, Physical Measurements.—Satisfactory progress is being made in these branches of school-work. It is certain that the pupils of our country schools are being well equipped for secondary training in agriculture; and it is to the Department's credit that in the provision of a secondary course in rural instruction at district high schools it has anticipated the needs of the farming community. It is to be hoped that all our district high schools will make the establishment of this course a matter of the first consideration.

Handwork.—This is the collective name for the studies embraced under drawing, woodwork, cookery, and modelling. It is in this group of subjects that the pupils express themselves visually and tangibly. All modern authorities are agreed that they form a necessary part of education. The least satisfactory of the group in respect of quality is drawing, which at many schools is very indifferently taught. The teacher who aims at mastery in this subject, even if he is not skilful, is an immeasurably better primary-school teacher than he for whom the subject lacks interest.

Extract from the Report of the Superintendent of Technical Instruction.

The introduction (this year, 1910) of the special course of agricultural instruction into some district high schools is an educational measure of the first importance. The course is being taken up at Hawera, Taihape, Feilding, and at the Wanganui Technical School. At some of our district high schools, even in purely agricultural districts, it is not an agricultural training that is desired, but preparation for the Civil Service Examination, a kind of educational work that could be very much better done by private tuition, and not of such a nature as, in itself, to justify the constitution of a district high school. By a stroke of the pen the Department could destroy this anomaly. It has merely to frame a regulation to the effect that the course in agriculture will count towards a pass in the Civil Service Examination, and by consequence become an avenue of admission to the teaching profession. If the course failed to make provision for general culture, one would hesitate to recommend it, but in this respect it is as good as, if not better than, the alternative course.

Upon the evidence of the reports both of the directors and instructors, it will, I think, be agreed that development in real, as contrasted with formal, education has been both rapid and sound, and that some progress has been made in the co-ordination of primary, technical, and secondary instruction as given in the district high schools. It may be stated, not as an inference, but as an established fact, that parents now regard some form of secondary or technical training as indispensable if their boys and girls are to make their way in the world with any chance of success. This not only at the centres, but at places more or less remote. Whether from the point of view of the statesman, economist, or educationist, no more inspiriting sight can be seen than young people or, it may be, adults, gathered at an instruction centre from homes more or less distant, after having travelled over roads as often as not dark, difficult, and dirty. For this manifestation of missionary enterprise, for such it is, we are indebted to the zeal of the directors, the ability of the instructors, and, last but not least, to the devotion of some of the primary-school teachers. In view of these facts one feels justified in saying that education is rapidly becoming what it ought to be, part of the life of the people.

The reports of the directors speak for themselves. As outstanding features there may be noticed the remarkable success of the wool-classing classes at Feilding and other centres, the opening of the new school at Hawera, and the successful inauguration of technical day classes at Wanganui. Of the efforts of the Technical School Committees it is impossible to speak too highly. If ever there was disinterested work done in the cause of education it is theirs. Again and again, despite the most unpromising outlook, Committees have brought into existence classes that have done themselves and their instructors credit. The number of students in individual subjects during the year stood at 4,246, or an increase over last year's number of 1,389. The number for each district was as follows: Central District, 2,051; Northern District, 1,240; Southern District, 955. The movement set afoot by the

Board to secure compulsory attendance at Technical schools, ably seconded as it was by the Committees, contributed greatly to awaken interest in the matter. The problem now is not whether such attendance is desirable, but how to make provision for it without unduly interfering with the rights of parents and employers. That educational and economic needs will compel the solution of the problem there is little reason to doubt.

The success of the wool-classing classes has been due very largely to the ability and enthusiasm of the instructor, who has been assured again and again that his work has resulted in better prices at the wool-sales. Outside of wool-classing nothing has been done in the direction of adult education for farmers. At Feilding the opinion has been expressed that what has been done in wool-classing may be done in other departments of the farmer's work, and it is due to the farming part of the community, in view of the liberal support that it has given to the technical schools, that the possibilities of this proposition should be squarely faced.

The *personnel* of the Technical Department changed somewhat during the year. Mr. Fossey, who had charge of the Southern District, has gone to Napier as Director of Manual and Technical Instruction for the Hawke's Bay Education Board, and his place at Feilding has been taken by Mr. L. J. Watkin. Miss Fergus, Cookery Instructor in the Southern District, resigned at the close of the year, and her place has been taken by Miss Grant, whose position in the North has been filled by the appointment of Miss Strack. Mr. Gill, Woodwork Instructor for the Southern District, resigned in December, and Mr. R. H. Anker succeeds him. In view of the additional work entailed by the establishment of courses in rural instruction, Mr. J. Williams, B.Sc., has been added to the list of science teachers. Mr. Hawson, who did excellent work in connection with the commercial classes in the Northern District last year, has been appointed instructor in the chief centres except Wanganui, where Mr. Cox's time is now fully occupied.

Instruction in various branches of elementary handwork was given in a large number of schools. In addition, instruction was given in agriculture in 78 schools, in agriculture and dairying combined in 40 schools, in dairying in 4 schools, in cookery in 14 schools, in woodwork in 13 schools, and in physical measurements in 10 schools. G. D. Braik, Superintendent.

Extract from the Report of the Director of the Central District (Mr. A. Varney).

Wanganui.—Art: This year has witnessed the inauguration of a day course of instruction in art, ten students taking the full course. This necessitated the appointment of an assistant, Mr. H. Collins being appointed. Much excellent work has been executed, and students have worked exceedingly well for their Board of Education examinations. The work reflects great credit on Mr. Seaward and his students. We have now few students who attempt painting without the accompaniment of instruction in the various branches of drawing. It is pleasing to note that students are gaining sufficient confidence in their teachers to place themselves in their hands and to follow their advice. The evening classes have been well attended, and capital results have been obtained.

Applied Art: The course of study for children noted last year has been a success in every way, the students entering zealously into the spirit of the work. This remark also applies to the applied-art classes allied with the art course, students originating their designs, afterwards modelling them in clay or plasticine, and working them out in wood, leather, or copper. Mr. Andrews has applied himself to the work with enthusiasm. There has been much improvement in the modelling classes, both in the number of students and the quality of the work turned out. In order to establish a more intimate relation between the work of the two art sections, they will next year (1910) be amalgamated under Mr. Seaward's supervision. This new order of things will benefit both departments.

Engineering: During the year twenty-three students have taken a course of instruction in engineering. In drawing up our scheme of instruction, two main objects have been kept in view. In the first place, the instruction is largely of a practical character, learning by doing; but side by side with this is carried on the general education of the boys. The State has a right to expect from every system of education that the cultural side should not be neglected, but that those who are to be the future citizens should be educated not merely to earn their livings, but so as to be fitted for the responsibilities of citizenship. This course we endeavour to pursue in all our classes. Mr. A. Morrison was appointed to the position of assistant instructor during the year. He has proved himself to be a most faithful workman. In his report Mr. Crow points out that the students of our Engineering School secured a larger number of passes in the City and Guilds Examinations than any other school in the Dominion, one student gaining Honours, a distinction attained by few engineers in New Zealand. He also points out that the day students have constructed for school purposes the following apparatus: A 5-horse power vertical steam-engine, a small dynamo, a 3-horse power horizontal steam-engine, and details for a 6-horse power producer-gas engine. It is pleasing to note that the boys have taken also such a keen interest in their cricket, football, swimming, and athletic clubs, the latter winning the Rangitikei School Athletic Shield. All the boys are now able to swim. Much credit is due to Messrs. Crow and Morrison for their year's enthusiastic work.

Artisan Classes: Owing to slackness of trade and so much country work, the attendance in these classes has been rather less than in previous years. With the advent of better times, 1910 will show much improvement. Splendid work has been done, however, especially in plumbing. It is to be hoped that for the sake of the boys some arrangement will in the near future be made for time off from work for those who attend evening technical classes.

Domestic Classes: The office still appears to be the attraction for most girls. The teachers in dressmaking and millinery, cookery, and home nursing have during the year done excellent work. Miss Bohan must again be complimented on the success of her classes. The evening cookery classes, strange to say, are still small in numbers. The class for nurses proved most satisfactory.

Commercial Classes: Mr. Cox, A.N.Z.A.A., has served the Board well, his appointment having done much to consolidate the commercial classes. There is no lack of students for commercial subjects, and much capital work has been done. Boys are now, one is pleased to find, turning their attention to the trades with much benefit to themselves and the community.

Other classes call for little comment. They have all done good work, and the students have shown much interest in their studies.

The number of students who entered for the examinations of the City and Guilds of London Institute and the Board of Education, London, and the results obtained, were far in advance of any previous year, and a credit to both students and teachers. Twenty-four students passed the former and sixty-eight the latter examinations.

Mr. E. C. Isaac, Organizing Inspector of the Education Department, visited the school in September last. We have to thank him for many valuable suggestions. The exhibition of school-work in December was well attended, and did much to make our work known in the town and district. To advertise our Engineering Section we sent exhibits to the Agricultural Shows at Palmerston North, Wanganui, and Hawera, where they secured very favourable Press notices and much attention from the public. In March the school swimming sports were held, and proved most enjoyable. In June last a fire occurred in the plumbing-room. The damage was quite covered by insurance. The number of individual students last year was 846.

Marton.—The classes here were again small. Mr. Cox's book-keeping classes lapsed at the end of the second quarter. The wool-classing class received good support, and much good work was done.

Turakina.—A most successful class in home nursing was conducted by Nurse Creech.

Hunterville.—Very good work was done in dressmaking and wool-classing.

Taihape.—The Hon. G. Fowlds opened the school in February. The classes were well attended, and give promise of doing very good work. Successful dressmaking classes were also conducted at Utiku, Rata, and Mangaweka.

Bull's.—Satisfactory classes were conducted in this centre, especially in building-construction and woodwork.

The staffs at the various schools have all worked untiringly; especially has this been the case in Wanganui. In technical work the key to success is the capable, enthusiastic teacher, and without exception in our large central school the instructors have worked well. Of the students, also, I should like to record my appreciation. They have done well.

EXTRACT FROM THE REPORT OF THE DIRECTOR OF THE NORTHERN DISTRICT (MR. BROWNE).

For 1909 I have to report a very successful year's work. Classes were held at Eltham, Manaia, Hawera, Patea, Waverley, Kaponga, Kapuni, Mangatoki, Matapu, Okaiawa, Alton, Hurleyville, and Kakaramea. The total number of students for the year was 1,240, an increase of 432 on last year's figures, while the individual students numbered 735, an increase of 137.

A pleasing feature in connection with the classes has been that in the smaller centres, where during 1908 dressmaking classes only were held, this year various others found a footing, and did good work. This was due partly to the great interest taken by the local directors in those centres, partly to the extension of the system of itinerant instructors. We have been very fortunate in commanding the services of good instructors throughout the year. A meed of praise is due to these for the spirit shown in carrying through their work, fair weather or foul. This district guaranteed the salary of a Commercial Instructor for six months. Mr. Hawson, of Palmerston North, was appointed, and, except as regards finances, his classes were a decided success.

During the year the Misses Young resigned, and Miss Dandy, of Feilding, took charge of the dressmaking classes. Owing to one cause and another dressmaking has had a set-back during the year, but there is every prospect of an improvement in 1910. The millinery classes under Mrs. Anderson have met with great success in Hawera. During the third term these classes have been extended to the country districts with a fair amount of success. Too late a start was made this year, but with two first-rate instructors available, millinery classes should next year take a prominent place. The art classes under Mr. Richardson have had a very satisfactory year. He worked hard to make his classes successful, and has met with distinct encouragement. A show of work at Patea and another at Hawera evoked considerable interest. A very successful class for bee-keeping was held at Hawera. Already inquiries are being made as to the prospect of holding classes in the outlying districts during next year. The South Taranaki Beekeepers' Association deserves credit for the way in which it supported the classes. All the leading members enrolled. Our district did not get the services of the Board's expert in wool-classing until the third term, when strong classes were formed at Waverley and at Patea. The students uniformly spoke in high praise of the work taken. Donations have come in fairly freely, but we have as yet no regular amounts on which we can depend. There is occasionally, therefore, some difficulty in arranging the amounts to be allowed for salaries. This is not in the best interests of the classes, and an attempt is being made to place salaries on a better footing. At all the centres except Patea and Waverley all fees for the year have been collected. This is a big improvement on previous years, but we had hoped to show a clean sheet.

Hawera is now provided with a Technical School suited to the needs of the district. Arrangements are almost completed by which a section at the rear of the building is secured to the school. This is to be used for a model apiary, poultry-runs, &c., and also for experimental work in agriculture. Those buildings in which District High School classes are regularly held are not looked after as they might be; greater attention is to be paid to these in the future. A difficulty frequently referred to is the want of funds to allow of the employment of a responsible caretaker.

EXTRACT FROM THE REPORT OF THE DIRECTOR OF THE SOUTHERN DISTRICT (MR. WATKIN).

Throughout the year classes were run in the following subjects: Plumbing, woodwork, commercial English and arithmetic, shorthand and typewriting, book-keeping and office routine, dressmaking and millinery, cookery, drawing and painting, wood-carving and metal-work, trade drawing, trade mathematics, and photography. Teachers' Saturday classes in art subjects and in singing were also held. The attendance was well maintained throughout the session, and good progress was made in every direction. There has been a decided increase in the number of free-place pupils, proving that the public is beginning to appreciate the advantages offered by the new system of technical instruction. Special mention may be made of the highly satisfactory work of the plumbing classes under Mr. Bert Woods, and of the excellent results of the examinations—not a single failure being recorded. Technical classes in Apiti, Pohangina, Ashhurst, and other attached centres have been conducted with marked success during the year, showing that an increased interest is being manifested in technical education throughout the district. Especial notice must be taken of the remarkable success of the wool-classing classes that have been held during the year at a large number of centres. The att ndance at these classes has been most excellent, and, best of all, the farming community has been awakened to a sense of the importance of the subject—so much so, indeed, that there have been numerous requests made to the Education Board for the establishment of classes in new districts. As a direct outcome of the notable success of the wool-classing, the question has been raised as how best the work of the technical schools can be extended to directly benefit the farmers, and steps are at present being taken by the Feilding Technical School Committee to convene a meeting of representative farmers and others interested to go thoroughly into the matter. It is claimed that the ultimate results of this conference will be of the utmost importance.

EXTRACTS FROM THE REPORTS OF ITINERANT INSTRUCTORS.

Agriculture and Dairy-work.

Central and Southern Districts (Mr. Grant).

At the end of the year 1908 the number of school classes in elementary agriculture was eighty-seven, the number of pupils receiving instruction, 1,988. At the end of this year (1909) the number of classes has increased to 118, the number of pupils receiving instruction to 2,459. On Friday evenings throughout the school year I conducted a class in practical biology in the Wanganui Technical School. On Saturdays I conducted a class for teachers in agricultural botany, the first half of the year in Taihape, the second half in Wanganui. In order to help to carry out the scheme of instruction in agriculture as outlined in Circular 18, I gave lessons in dairy science on one day a week for ten consecutive weeks in the Taihape, Bull's, and Marton District High Schools. The remainder of my time was spent in supervising the work in elementary agriculture done in the primary schools. In a few schools first-rate work is done in elementary agriculture, in the greater number very fair work is done, but in a small number, although a fairly good programme has been presented, the results have not been wholly satisfactory. The work in this latter case has not been attacked with enthusiasm, and the general effect of the course has been to make the pupils dull.

The notebooks are fairly well kept, but in too many instances slovenly work is permitted. The beginning is generally quite satisfactory, but towards the end the books are disfigured by bad writing and bad spelling. The tools are much better kept this year The amount of loss through breakages is small.

In the course of the next two years I hope all the country schools will be taking the combined course of agriculture and dairy-work. It will then be best to restrict the plants studied to those that are of most value as food for cattle. I hope during the next season to introduce the growing of maize into a number of school gardens.

As in former years the Manawatu and West Coast Agricultural and Pastoral Association, the Feilding Agricultural and Pastoral Association, and the Wanganui Horticultural Society have done their part in the encouraging of the study of practical elementary agriculture by offering substantial prizes for the various phases of school-garden work.

Northern District (Mr. Browne).

During the year all classes in this district were visited. Owing to the pressure of technical work, not so much time as formerly could be given to the work of regular instruction. This was, however, carried out at the various district high schools, where, on the whole, fair work was done. Dairy-work was taken at Hawera, agriculture and dairy-work at Eltham and Patea. I would recommend that in future, dairy-work as a separate subject be not taken in these classes, as the pupils, on the whole, have no interest in that subject. As part of the agricultural course ten or twelve lessons are quite sufficient. In ordinary school classes the work done varies from fair to exceptionally good. On the whole the Board has reason to be well satisfied with the way in which the classes are handled. Nothing could be better than the work done in agriculture at Kakaramea and Maxwelltown, and a number of other schools are following close on these. It is pleasing to note that in quite a number of the schools rural science is well correlated with the other work, more especially with arithmetic and with drawing.

On the whole the tools are well looked after, though in a few cases carelessness is noticeable; in one or two schools tools should be replaced, as, owing to breakages and to poor material, the sets are much reduced. At Waverley, Riverlea, and one or two other places the tools are regularly oiled once a quarter. This practice should be encouraged, and I should suggest that each school taking agriculture be supplied with a bottle of linseed-oil. The notebooks are very unequal. While admirable work is met with in some schools, in others notes and records are kept in a haphazard fashion. More uniformity is desirable.

A number of schools are now making arrangements to improve the appearance of the grounds by planting shrubs and trees, and by making lawns. It is to be hoped that this movement will become general. Kaponga is a good example of what may readily be done in this way.

Woodwork (*Mr. Clark*).

Thirteen school classes were held at Wanganui, Hawera, and Eltham. In addition there was a day class from the Wanganui Technical School, and a Saturday class for teachers, but the latter was poorly attended. On the whole the attendance was good. The highest percentage was attained by Standard VI, Queen's Park, but this class was a rather small one. At Eltham, Standard VII dwindled away towards the end of the year, and at Hawera the classes became irregular during the last few weeks. This was attributable partly to the removal of the workroom from the public school to the Technical School, and partly to the withdrawal of several pupils in Standard VI and Standard VII who were preparing for various examinations. The work proceeded on similar lines to those of the previous year. At Eltham a slight variation was made in the case of Standard VII anticipatory of probable changes in the conditions of their work if the rural course of instruction were introduced in 1910. The last series of lessons for this class was the construction of a bar-frame bee-hive, from suggestions made by the Government Bee Expert. The head teachers continue to lend their very welcome support in the maintenance of discipline.

Cookery (*Miss Mollison and Miss Grant*).

During the first half of the year the classes were held at Hawera and Eltham, and at the end of the term a practical examination was held in each centre, three local ladies acting as examiners. Work was then resumed in Wanganui—after a year's cessation—and, as in the northern centres, the work was tested by a practical examination, the results of which have been sent to the Board. In addition to the school classes, a teachers' class was held. Several teachers sat for the City and Guilds Examination, and all succeeded in gaining certificates. In Wanganui some of the utensils need replacing, and if the Board could see its way to provide diagrams of the digestive organs, &c., this part of the work could be carried on more efficiently.

School cookery classes were held at Patea, Marton, and Bull's, and two technical classes at Feilding. In all the classes there was a very good average attendance, and the children seemed to work earnestly during the whole course, while some especially showed signs of great progress.

Commercial Instruction (*Mr. Cox*).

Two classes were conducted weekly at Feilding (one afternoon and one evening). At the former the roll was only 4 at the commencement of the period, but rose later to 10, and the third term showed an average register of 7. For the evening classes the first and second terms showed an average roll of 20, and for the closing term 16. The attendances represented 85 per cent. of the roll, and the work of practically all the students was of a satisfactory nature.

During the first and second terms the average roll of the classes at Marton was 9 and 8 respectively, and 88 per cent. of attendances were registered. At the commencement of the third period only 4 students were offering, and it was deemed advisable to discontinue the class.

Classes were conducted at Hawera until the second week in June. Mr. Hawson then took over the work in that district, and I devoted the evening thus freed to Taihape. The term taken at Hawera commenced with 4 for senior work and 6 for junior, and ended with 3 and 5. The attendances were practically full, and the work of the students decidedly good. The endeavour to take two grades of work simultaneously I consider was not very satisfactory to either students or instructor, and only the small number allowed it to be done at all.

A class at Taihape was commenced in June, and continued to the end of the year. For the two terms the register averaged 15 and 13 students, a large portion of whom were adults. About 80 per cent. of attendances were registered, and the progress of the class was very satisfactory.

The attendances at book-keeping, &c. (day classes) at Wanganui averaged for the three terms 53, 55, and 57. These figures represent three classes weekly (two afternoon and one morning). Shorthand was also taken on one afternoon weekly, the attendances averaging 29, 31, 27. Two evening classes were held weekly throughout the year, the attendances together being 28, 26, 21. A third evening class for adults was also formed in the third term, 9 being enrolled. The work of the classes generally was satisfactory. A want is felt in connection with book-keeping classes, in that there is no New Zealand examination short of the accountancy degree for which students can sit. It has been suggested from various sources that the recently formed New Zealand Society of Accountants should establish an examination in book-keeping and commercial knowledge for those who have no desire to go so far, or as an intermediate step for those who do. Should this be brought about younger students would have something to aim at, and might obtain a certificate which would carry some weight with prospective employers. Failing any result from the source indicated, arrangements might possibly be entered into for local examination in connection with some English examining body.

Wool-classing (*Mr. Cahill*).

Useful work has been done by farmers in the first year of starting the wool-classing classes, and the returns coming to hand are bearing the instruction out. I myself saw a return of London January sales where the clip was handled by students attending the classes. This clip brought in London the highest price, 15d., average 13½d.; this clip fetched 8d. last year. Wool did not rise nearly double in price, so in this instance instruction paid handsomely. I might say that all who attended the classes were highly pleased at the instruction received, and this year, of course, I will go into it much more fully.

The most suitable building is a wool-shed in the different districts, if at all possible, and tables should not be less than 9 ft. long and 4 ft. wide, with 1 in. battens across; this is the most suitable table. There should also be smaller tables for sorting, 9 ft. by 3 ft., with 1 in. battens. You cannot have too much wool, and for a class of fifteen to twenty students you do not want less than one bale (about sixty fleeces) of all grades—Lincoln, Leicester, Romney, Corriedale, Merino, and so on. The more wool the better.

The advantages of instruction in wool-classing are these: (1.) If the owner sends his wool to market properly got up, he will get a much better price than the man who just puts it in anyhow; for instance, if the wool is classed into the right quality and condition, the wool-buyer can get the wool he wants, and can give his extreme limit for the line. (2.) The buyers that want the fleece wool perhaps do not want the fribs pieces that are in the fleece; so if the farmer skirts and rolls nicely, both the buyer who wants the skirted fleece wool and the buyer who wants the bellies and pieces are satisfied. (3.) If the farmer just puts his wool in the bale as it comes from the shearing-board, and sends it away like that, then the buyer cannot get to know the right value of the wool, and perhaps does not trouble to value it at all, but leaves it to some speculator to buy, who classes it and makes a handsome profit as the result of the farmer's carelessness. (4.) If the farmer classes carefully and on right lines, he will attract American competitors, who can outbid the world in competition for wool in spite of the fact that the enormous duty of 5½d. to 6d. per pound has to be paid on imported wool. (5.) If he puts his wool into reasonable size, he will get more competition for it, and that means a better price. (6.) I might say in conclusion that any farmers or wool-growers who classed their wool as taught in the classes reaped handsome returns last season.

Statement of Receipts and Expenditure for the Year ending 31st December, 1909, in respect of Special Classes conducted by the Wanganui Education Board at the following centres: Apiti, Ashhurst, Alton, Bull's, Bunnythorpe, Eltham, Feilding, Halcombe, Hawera, Hunterville, Hurleyville, Kaponga, Kimbolton, Kapuni, Kakaramea, Manaia, Mangatoki, Mangaweka, Matapu, Marton, Okaiawa, Patea, Pohangina, Rata, Rongotea, Taihape; teachers' classes, Turakina, Utiku, Waverley, Waitotara, Wanganui.

Receipts.	£	s.	d.
Capitation on special classes	2,417	7	5
Capitation on account of free places	354	6	8
Buildings	1,950	10	0
Rent	61	18	0
Furniture, fittings, and apparatus	325	12	9
Material	73	5	10
Subsidies on voluntary contributions	961	4	8
Training of teachers	400	0	0
Fees	1,897	8	11
Voluntary contributions	559	0	8
Material sold	40	6	8
Contributions towards cost of lighting, &c.	6	13	8
Hire of apparatus	1	5	0
Insurance	165	0	0
Sundry receipts	6	2	0
Balance at end of year	4,023	0	3
	£13,243	2	6

Expenditure.	£	s.	d.
Balance at beginning of year	4,007	5	7
Salaries of instructors	4,108	17	9
Office expenses (including salaries, stationery, &c.)	120	11	5
Advertising and printing	155	5	9
Lighting, heating, and cleaning	269	9	6
Insurance and repairs	87	16	4
Rent	83	7	6
Examinations, &c.	5	0	0
Material for class use	215	11	9
Fees refunded	1	1	3
Library and prizes	17	19	4
Instructors' travelling-expenses	227	16	0
Teachers' classes	174	8	6
Telephone	15	11	8
Miscellaneous	5	17	0
Contracts (new buildings, additions, &c.)	2,357	17	8
Architect, &c.	162	9	0
Furniture, fittings, and apparatus	1,226	16	6
	£13,243	2	6

W. J. Carson, Secretary.

Extract from the Report of the Director of the Palmerston North Technical School.

During the past year great progress has been made in the matter of technical education in Palmerston North. Not only have the classes increased in number, but it is with great pleasure that we have to report the possession and occupancy of a fine new school, which, to quote the words of the Hon. Mr. Fowlds, Minister of Education, "was one of the best-designed for technical-school purposes in the Dominion." The building was opened in September by the Minister, who concluded his speech by expressing the hope that the school had before it many years of helpful work, and that it would prosper and flourish as time went on.

A representative gathering was present at the opening ceremony, including Mr. G. Hogben, Inspector-General of Schools, who also congratulated the Palmerston people on their fine school, emphasizing the fact "that technical education gave people a proper understanding of their work—in fact, gave dignity to labour." The work done by the Chairman and his colleagues on the Board in all matters relating to the new building is so well known that no comment is necessary.

The classes moved into the new school the day after the official opening. The furnishing is now almost completed, and by the time the classes commence in 1910 it is expected that all the fittings, apparatus, &c., will be in place and ready for the students.

An effort has been made this year to bring the various classes under or into courses suitable to the trade or profession that a boy or girl wishes to enter. Commercial, domestic, carpentry, mechanical engineering, painting and decorating, and plumbing courses, among others, are contemplated.

The free-place students show an increase in number from fourteen to forty, and, I am also pleased to report, show a much higher percentage of attendances than in previous years. The number of classes for the year totalled forty-two, with an average roll-number of fourteen in each.

The average weekly roll for the year was 560, as against 420 in 1908—a considerable increase.

Art Department.—Mr. Elliott resumed duty at the beginning of the year, and has considerably benefited by his trip to the Old Land. The work in his department has been very successful this year. Several of the students were awarded prizes in the art section at the Agricultural and Pastoral Association Competition. Besides painting in colour, light and shade, drawing, &c., classes in leather-embossing and gessowork have been successfully conducted.

Commercial Department.—Good classes in English, arithmetic, book-keeping, shorthand, and typewriting have been carried on throughout the year. It will be necessary to procure another typewriter next year should the number of students in attendance continue to increase. The elocution classes under Rev. D. Hird, M.A., and Mr. A. V. Burnard have done good work.

Plumbing.—The class in this subject has been a good one this year, and excellent work has been done. Ten plumbers sat for the City and Guilds Certificates in July, of whom nine passed. Eight presented themselves at Wellington for the local plumber's certificate, and five were successful in obtaining a first-class pass.

Domestic Department.—The dressmaking class under the able management of Mrs. Whitehead has done excellent work, and the attendance has increased from twenty-eight to fifty. The millinery class under Miss Ellison has also done splendid work.

Trade Classes.—There is still a lack of interest in the classes pertaining to the building trade, but we hope that the courses proposed for next year will have the effect of getting more students to take up this work. A class in mechanical drawing has been started under the tuition of Mr. Jickell, Borough Engineer, and has done good work. It is proposed to include practical engineering-work next year. The wool-classing has attracted more students than last year, and two classes have been running. Good work has been done, and excellent results were recorded at the examination held last week. In the competition at the Palmerston Show first and second prizes were won by students of this school.

A good class in photography has been excellently conducted by Mr. A. Billens. This class also won many prizes at the Show. A good class in telegraphy and telephony has been conducted by Mr. Allen, of the local Post-office staff. Good work has been done in the magnetism and electricity, botany, singing, agriculture, and tailoring classes. In fact the Board is to be congratulated on the staff of instructors it possesses in connection with the technical classes. The instructors devote much time and attention to the securing of good work from the classes. There were in all twenty-three entries for the South Kensington examinations in July last, the number of certificates awarded being eleven.

One of the best and most successful classes in the school is the continuation class (general education) in charge of Mr. Warden, who has done excellent work. In connection with this class six certificates of proficiency and seven certificates of competency were obtained.

It is very gratifying to see the interest shown in the school by the public generally, and thanks are due to those who have materially assisted by generous donations during the year, the farmers who have given fleeces for wool-classing, and the Press for its willing assistance at all times in the matter of advertising, &c.

F. D. Opie, Director.

Statement of Receipts and Expenditure for the Year ending 31st December, 1909, in respect of Special Classes conducted at the Palmerston North Technical School by the Palmerston North High School Board.

Receipts.	£	s.	d.
Balance at beginning of year	172	19	7
Capitation on special classes	314	13	5
Capitation on account of free places	82	5	3
Buildings	4,835	10	0
Rent	100	10	10
Furniture, fittings, and apparatus	598	8	0
Material	21	14	0
Subsidies on voluntary contributions	298	2	7
Fees	457	2	1
Voluntary contributions	274	2	10
Contractors for Technical School plans, &c.	100	18	0
Sales	23	4	2
Rent of paddock	5	0	0
Proportion of art master's salary from High School Account	50	0	0
	£7,334	10	9

Expenditure.	£	s.	d.
Salaries of instructors	742	17	8
Office expenses (including salaries, stationery, &c.)	267	4	5
Advertising and printing	60	7	3
Lighting and heating	38	9	8
Insurance, repairs, &c.	40	1	9
Rent	79	5	0
Material for class use	51	0	1
Freights, cartage, &c.	40	10	6
Contracts (new buildings, additions, &c.)	4,835	10	0
Architect	566	6	0
Furniture, fittings, and apparatus	471	2	0
Sundries	22	12	4
Balance at end of year	119	4	1
	£7,334	10	9

William Hunter, Secretary.

WELLINGTON.

Extract from the Report of the Education Board.

During the year capitation under the Manual and Technical Regulations was earned by 116 schools, as compared with 121 in 1908, and 116 in 1907. Elementary handwork was taken in 97 schools, agriculture in 55 schools, cookery in 24 schools, and woodwork in 13 schools.

Instruction in cookery and woodwork was extended to Petone, where large classes received instruction in the Technical School. It is hoped to see next year a centre for cookery and woodwork established at the Mount Cook Schools. The Board has decided to undertake at the Normal, Carterton, Greytown, Masterton, Pahiatua, and Levin Schools the rural course at District High Schools as proposed under Manual and Technical Regulation 27 (*g*), and since the end of the year the necessary additional

instructors have been appointed. The development of this plan of instruction will be observed with the keenest interest. While the number of schools earning a grant has slightly decreased, on the other hand the number of pupils shows a substantial increase, especially in handwork, chemistry, physical measurements, woodwork, cookery, and agriculture. The number of instructors in the last three has now increased to three, three, and two respectively. The Board observes with pleasure the report of the Inspectors as to the steadily growing recognition of the high educational value of the school garden, and as to the excellence of the agricultural work accomplished at a number of schools.

Extract from the Report of the Inspectors of Schools.

Handwork is carried on in all schools in which it is a compulsory subject, and also in a number of schools in which it is not compulsory. Grants were earned for elementary agriculture, dairying, physical measurements, chemistry, botany, physiology and first aid, woodwork, cookery, dressmaking, swimming, and life-saving, and also for the usual school subjects for classes below Standard V. School classes in cookery were held by Miss McIntosh assisted by Miss Alexander, in Wellington, Levin, Otaki, and Petone, and by Miss Talbot in the Wairarapa. In woodwork twenty-six classes, with an average of twenty-four pupils at each class, were held by Mr. Howe assisted by Mr. Strack. During the year an application was made to the Department for a grant to establish at Mount Cook centres in cookery and woodwork, which are urgently required to carry on the work of the city efficiently.

Every year sees an improvement in the handwork of our schools, mainly because its co-ordination with the other subjects of the syllabus is now being more generally recognized. Very good work has been done in the woodwork classes, and better work would be done if cardboard modelling were more generally adopted in Standard IV. This is a subject which introduces the concrete element so often wanting in such subjects as drawing, measurements, and mensuration, and there is no reason why geometrical models for model-drawing and for exercises in mensuration should not be made by the children themselves. A number of these classes were visited by the Department's Inspector during the year, and his reports on the quality of the instruction ranged from "good" to "very good," and on the practical work only one class received the lower mark of "fair," all the others being "good." The equipment in all classes is reported as "good."

In practically all our country schools the nature-study in the lower classes is arranged to lead up to school gardening in the higher. As teachers begin to appreciate the aim and value of this work there is a steady improvement, and in an increasing number of our schools excellent work is being done. Mr. Davies reports that fifty-five schools are now earning capitation for elementary agriculture, that 180 visits were paid during the year—these visits not being confined to schools earning capitation—and that the instruction of teachers was provided for by three courses of lessons at Greytown. "At all these sessions," Mr. Davies reports, "special attention was paid to the elementary botany of grasses and weeds, which were studied not only in the laboratory, but also on field excursions. The advanced work was devoted mainly to the composition, properties, and improvement of soils, and the sources and composition of fertilizers. I have to acknowledge the assistance rendered by Mr. Nottage, of the Agricultural Department's staff, and Miss Haggett, of the Marima School. I have pleasure in reporting a steady advance in the condition of school gardens and in the educational value of the operations carried out, and higher appreciation on the part of the teachers of the true aims of agricultural nature-study. The weakest feature undoubtedly is the care of the agricultural note-books, which in but few instances give evidence of systematic attention. In some cases the moral influence of well-kept tools has been lost sight of. I have to thankfully acknowledge the hearty and steadily increasing spirit of co-operation in our work on the part of the Board's teachers."

With a view to bringing about a more intimate relation than, generally speaking, at present obtains between the course of instruction in district high schools and rural pursuits, the Department has promised an additional grant where the programmes are based on approved rural and domestic schemes. We are pleased to note that these suggestions have been adopted by the Board for our country district high schools, and arrangements are now being made to establish the classes necessary for this purpose. There has been a gradual decrease in the number of scholars attending the district high schools in the country, but it is to be hoped that the adoption of a programme more in touch with the requirements of the district will make these classes more popular than they at present seem to be.

Saturday classes for teachers in singing, cookery, woodwork, freehand, model, and blackboard drawing were held at Wellington, and in singing and cookery at Masterton. In the cookery and woodwork classes some of the teachers made good use of their time, but there were some who did not appear to take enough interest in the work to receive much benefit from the instruction. On the work of the pupil-teachers who attended the Technical School for drawing Mr. La Trobe reports, "Good progress was made in this class, the work reaching a higher level than in previous years." The thanks of the Board are due to the Managers of the Masterton Technical School for establishing a class for teachers in drawing. As it was held on Saturday afternoons, an awkward time for country teachers, it was consequently not as well attended as a morning class would have been. In view of the various opinions which are held with regard to manual training, it is interesting to note that the Headmaster of Eton, perhaps the most noted classical school in England, would include in his ideal curriculum for the preparation of boys for his own school, "such subjects as drawing, handicraft, music, and gardening, with the proviso that, if the last is difficult or impossible to teach, very great good can be done with the other three." He would omit science in the sense of chemistry, physics, biology, &c., from the early training, but mathematical measurements and handicraft, combined with drawing, are part of his curriculum, and he adds, "How far can we safely postpone the beginning of science proper, laboratory work, &c. ?" Probably the answer would now be to this effect: "That from fourteen to sixteen there should be an increased amount of rudimentary science work, such as weighing and measuring, and of the all-important work of accurate description."

Statement of Receipts and Expenditure for the Year ending 31st December, 1909, in respect of Technical and Continuation Classes in Country Districts.

Receipts.

Centre.	Balance at Beginning of Year.	Grants from Government: Capitation on Special Classes.	Other Receipts: Fees.	Balance at End of Year.	Totals.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Carterton	6 17 3	2 17 2	2 5 0	..	11 19 5
Greytown	9 7 9	..	..	..	9 7 9
Masterton	..	..	..	8 6 10	8 6 10
Totals	16 5 0	2 17 2	2 5 0	8 6 10	29 14 0

Expenditure.

Centre.	Balance at Beginning of Year.	Administration.			Balance at End of Year.	Totals.
		Salaries of Instructors.	Incidental Expenses.	Advertising and Printing.		
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Carterton	..	2 17 2	6 6 0	0 12 0	2 4 3	11 19 5
Greytown	..	..	..	..	9 7 9	9 7 9
Masterton	8 6 10	..	..	..	..	8 6 10
Totals	8 6 10	2 17 2	6 6 0	0 12 0	11 12 0	29 14 0

G. L. Stewart, Secretary.

Extract from the Report of the Director of the Wellington Technical School.

The attendance during the year 1909 was on the whole satisfactory. The total members were in most classes as great as the room available would allow. The average attendance was good, being somewhat better than in previous years, and the proportion of earnest students was also larger than usual. The number of free places held at the school was greater than in former years, but the increase was confined to the evening classes. Owing to the recent opening of other schools to free-place day students, the numbers at this school have been affected to a slight degree, and probably will not settle down to normal conditions for a year or two. It is, however, abundantly evident that this school fills a real want in the day educational system as judged by parents and guardians; and the success of old day-students is a further justification of the existence of these classes. The results of the year's working have further confirmed me in the opinion that the attendance of junior free-place students between fourteen and sixteen years of age at evening classes should be discouraged as much as possible. Numbers of those who began well were compelled—according to the statements of their parents, in some cases supported by medical opinion—to resign their free places in consequence of overstrain due to day and evening work. Indeed, evidence of this overstrain was very strong in some of the classes. The difficulties of teaching are largely increased when students come to class in a tired and unreceptive state, and it is often impossible to insist on home work being adequately performed. Further experience makes it very plain that two years in the junior day classes forms the best preparation for the evening trade classes. Many of our best evening students in the trade and applied-art classes are drawn from those who have completed a preparatory day course.

The totals of averages of class entries in the various departments were as follows: Art, 1,071; science, 772; trades, 479; commerce, &c., 1,861; domestic economy, 263; giving a grand total of 4,446.

Art Classes.—These classes have been satisfactorily attended during the year, and marked progress has been made by the majority of the students. The average quality of the work done is higher than in the previous year, and gives promise of good results as time goes on, and our younger students, well grounded in the elementary work have larger scope in more advanced subjects. The life and anatomy classes have been well attended, and good work has been done. In the applied-art classes excellent work was done in jewellery and metal-work and in stencilling and needlework design. The modelling classes have been large, and the results are very promising. A pleasing feature is the attendance of boys in the plastering trade at the evening classes; as also is the attendance of trade apprentices in the evening design class.

Science and Mathematics.—These classes have been well attended, largely by students reading for Civil Service and Matriculation Examinations. It is, however, cheering to notice that a considerable proportion of the students are apprentices in the engineering and building trades.

Engineering Department.—The classes in electrical engineering have been strong, and good work is being done. The institution of a Board of Control, and the necessity for passing a qualifying examination before being granted a license by the City Council to work as electric wiremen and fitters, have had a good effect.

The City Council contributed a special grant of £100 to the funds of these classes during the year, and also a special annual contribution of £50 to assist in running the classes.

In the mechanical engineering department steady progress has been maintained, and the classes are growing in popularity. The need for sufficient laboratory room and equipment is very great. The engineering workshop is, however, well equipped, and the classes in fitting and turning are growing in popularity.

Building Trades.—These classes have maintained their position, and have shown for the most part the good effects of careful and intelligent instruction.

Commercial Classes.—The demand for evening instruction in commercial work continues unabated, and the classes have been large and successful in all the subjects taken.

Continuation Classes.—The classes in arithmetic, English, and Latin were well attended, and good work was done, especially in the Civil Service senior class in English, in which out of thirty-five candidates twenty-six passed.

Domestic Economy Classes.—These classes have improved considerably in numbers and also in quality of work since last year. A large amount of day-work was done with classes of girls from the commercial department during the last six months of the year, with satisfactory results.

Examinations and Prizes.—Board of Education, London: At the art examinations conducted by this body ninety-four passes were secured. It may be noted that the percentage of passes obtained was higher than the average percentage in Great Britain. At the science examination conducted by the same body eighteen passes were obtained. The results, especially in building-construction, were very satisfactory.

National Competition.—The only works sent from the school were a set of drawings by a student of the machine-design class, S. H. Higgs, for a 50 brake horse-power suction-gas engine and producer. These obtained a book prize, and, had they been specially prepared in the form required by the examiners, would probably, in their opinion, have obtained a medal. The only other award in any subject made to a competitor outside the United Kingdom was a "Commended."

City and Guilds of London Examinations.—At the technological examinations conducted by this body thirty-two passes were obtained. Here, again, the percentage of passes was higher than the average percentage in Great Britain. A bronze medal, one of the only two which were awarded in all the examinations to candidates outside the United Kingdom, was obtained by C. H. Hocking in the plumbing examination ordinary grade.

The above results may be summarized as follows: Medal, 1; book prize, 1; first-class certificates, 32; second-class certificates, 55; pass certificates, 9; certificates in ordinary grade, 10; in honours grade, 1: total, 109. The total for the previous year was 97.

Local Examinations for Full Certificates.—At these examinations 49 candidates gained certificates as follows: Plumbers, 34; electric wiremen, 9; electric fitters, 6.

Fifty-four second-year junior free students were recommended for, and were granted, senior free places tenable for three years.

Other Examinations and Competitions.—The numbers of those entering for Junior Civil Service, Matriculation, and other examinations are not available, nor is it possible to assign the share which the school has had in the preparation of these candidates. I may mention, however, as instances of the work done, that out of 35 candidates in English in the Senior Civil Service prepared at the school, 26 passed; and that two candidates sent up for the Associateship Examination of the New Zealand Institute of Accountants were both successful. The Technical School Section at the Manawatu and West Coast Agricultural and Pastoral Assiociation's Show is a prominent feature. In the various competitions this school secured 28 first prizes, 25 second prizes, 4 third prizes, 25 V.H.C. certificates, and 1 H.C.—a total of 83 awards for 302 exhibits sent in. In the competitions for students arranged by the New Zealand Academy of Fine Arts the school secured 11 out of 15 prizes in competitions open to art students of the Dominion.

The present buildings and equipment are in the main thoroughly unsatisfactory. This Board has during the past year devoted a considerable amount of time and energy to the problem of securing a satisfactory and central site on which to lay the foundations of a technical institution more in keeping with the importance of the city. It is hoped that the efforts of this Board will shortly be crowned with success, and that the financial difficulties in the way of meeting the growing demands for better educational facilities in subjects of common interest may be overcome.

When it is remembered that the technical institutions should provide instruction suitable to the needs of about 90 per cent. of the young people of the country, it is at once obvious that an enormous disproportion exists at the present time between the facilities available and the real needs of the people; and it is further obvious that the inadequacy of the present arrangements must react to the prejudice of these institutions in public opinion, and so render less possible the establishment of a completely satisfactory system.

The present buildings have been maintained in good repair during the past year. The equipment has been added to where possible. In particular, the engineering workshop and equipment was increased by the addition of a first-class modern lathe, a modern type of planing-machine, a universal grinding-machine, and sundry small tools, with the result that it is now fairly representative of the ordinary engineering workshop. The machine tools are all of good modern design and in good working-order. We are now able to give thorough instruction in the handling of materials and in the ordinary processes of an engineering workshop. The crying need of the engineering and building department is a good mechanical and materials laboratory, without which our students are seriously hampered on the scientific side of their work.

We also need a good heat and heat-engines laboratory, and satisfactory electrical and electrical-engineering laboratories.

The Wellington City Council authorized a grant of £100 to the electrical classes, which will be spent in special apparatus for these classes during the year 1910.

The staff has worked well during the year, and the success of students in outside competitions and examinations is largely due to the skill and care which the teachers have shown in performing their duties.

W. S. La Trobe, M.A., Director.

Statement of Receipts and Expenditure for the Year ending 31st December, 1909, in respect of Associated Classes conducted at Wellington by the Wellington Technical Education Board.

Receipts.	£	s.	d.
Balance at beginning of year	2,306	2	0
Capitation on associated classes	2,907	15	11
Capitation on account of free places	1,710	5	0
Material	217	17	10
Subsidies on voluntary contributions	280	0	0
Fees	1,036	18	0
Voluntary contributions	280	0	0
Sales	63	13	7
From the Governors, Wellington Colleges for instruction	120	0	0
Refunds	11	3	9
Sundry receipts	19	4	0
	£8,953	0	1

Expenditure.	£	s.	d.
Salaries of instructors	5,681	8	8
Office expenses (including salaries, &c.)	498	8	5
Advertising and printing	117	12	0
Lighting and heating	190	0	1
Insurance and repairs	44	13	11
Rent	81	3	8
Examinations, &c.	51	6	9
Material for class use	683	5	4
Prizes	34	0	2
Library	59	2	4
Travelling and other expenses connected with the appointment of instructor in London, &c.	225	19	10
Furniture, fittings, and apparatus	728	15	11
Balance at end of year	557	3	0
	£8,953	0	1

John P. Luke, Chairman
W. S. La Trobe, Secretary } of Managers.

Extract from the Report of the Managers of the Petone Associated Classes.

Very satisfactory progress has been made in the various classes established in connection with the school. Most of the classes were better filled than in the previous year, and a new class was established in connection with the school. Most of the classes were better filled than in the previous year, and a new class was established in signwriting. The opening of a properly equipped Technical School building has resulted in a marked increase in the number of students, the total for the year being 239, as against 136 in 1908 and 189 in 1907. But for the depression in the building trade there would doubtless have been still better attendance in those classes connected with it. The art classes are being filled by the granting of a number of free studentships to promising pupils from the primary schools. Very successful day classes for woodwork and cookery are also being held by arrangement with the Board of Education, for the pupils of its schools. A demonstration of these classes at work was recently held, and provided an advertisement of the equipment of the school. A number of the students avail themselves of the "free place" regulations, chiefly for the purpose of taking a commercial course. The managers hope that there will be a still further increase in the numbers when the young people of the Hutt Valley realize that a good share of individual instruction is guaranteed. New classes can be opened whenever a sufficient number of enthusiastic students promise to attend. Classes in steam, wood-carving and metal-work, cookery, wool-classing, &c., are only awaiting support to be immediately established. The following are the numbers in the various classes for the year: English, 31; Latin and book-keeping, 26; mathematics, 41; shorthand and typewriting, 30; carpentry and architectural drawing, 25; dresscutting, 17; mechanical drawing, 13; art, 16; electricity, 10; plumbing, 22; signwriting, 8: total, 239. The following extracts are taken from the instructors' reports for the past year: In mechanical drawing and machine-construction satisfactory progress was shown, one student passing an examination as third marine engineer, while six are entering for the forthcoming South Kensington examinations. The course provides for the gaining of engine-drivers' certificates, and, with lectures on steam, should find much favour with young men in engineering workshops. In the plumbing class the new lecture-lantern was found very useful in the theory lectures, and was much appreciated by the students. A further stock of slides is required, and the trade journals would be a great advantage. The attendance and progress has been especially good. In the Wellington plumbing examination of December, 1908, the Petone candidates obtained 3 first-class and 2 second-class passes, a high percentage for the 6 who entered. In May, 1909, the school sent 7 students for the City and Guilds of London Institute Examination, and obtained 4 first-class passes in both practice and theory, and 2 passes in theory, one of the best results in the Dominion. In shorthand and typewriting the work was very fair, and in the case of a few students who worked right through the instruction-book it was excellent, and for the benefit of these a class for speed should be established. Some of the free-place pupils were not doing so well as could be desired, but on the whole there has been a noticeable improvement both in the numbers and in the work done in the new school. In the continuation classes rapid progress was made by several in algebra, and one candidate advanced sufficiently to sit for the Civil Service Senior Examination. A few juniors showed some lack of ambition, but the majority of the class satisfactorily did the work leading up to the Civil Service Junior Examination. A candidate for Standard VI was successful in gaining a certificate of competency. Many showed a keen appreciation of the literature of Shakespeare, Goldsmith, and Irving, displaying intelligent reading thereof. A few have been able to study the art of *précis*-writing. The book-keeping class was very much better attended this year, and most of its students advanced to double entry. The puplis wishing to take a purely commercial course were also instructed in commercial arithmetic and *précis*-writing, which, with book-keeping, shorthand, typewriting, and correspondence, necessitate attendance at the school

five nights a week; a few students have willingly given up their time to this extent, and one also attended art on Saturdays. It is hoped that during the ensuing year others will emulate this spirit of work. In the carpentry and architectural class instruction has been given in joinery, the art of building, and builders' geometry. Though the number of pupils was very fair, irregularity of attendance was a detriment. It is hoped that a revival of the building trade will result in fuller classes. All young carpenters would benefit by a course in architecture. In electricity the interest shown by the pupils was strong, the conditions in a room specially fitted up being a vast improvement on those of former years. Much practical work is to be done next year by the advanced students returning, and there is good prospect of an increase in numbers. In the dresscutting class the pupils showed great interest in their work, and were very regular in attendance. In the signwriting class very good progress was made by pupils who attended the full time. The depression in trade caused a fall in attendance, but several have intimated their intention of joining in the coming term. In the art class some light-shades are needed to improve the conditions of work. Several ex-pupils would probably return if a class were held in the evening. Some of the free pupils are showing aptitude for drawing in light and shade, and will probably take painting in the future.

The Managers have reason to be pleased with the results which followed the opening of the new Technical School, which act was performed by the Hon. George Fowlds in the early part of the year. Their thanks are due to the numerous local institutions which contributed to its support during the year, and they hope that the parents and young people of the district will continue to support the school with an increase of attendance.

E. KING, M.A., B.Sc., Director.

Statement of Receipts and Expenditure for the Year ending 31st December, 1909, in respect of Associated Classes conducted by the Petone Technical Classes Association.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
Balance at beginning of year	27	17	8	Salaries of instructors	369	0	6
Capitation on associated classes	108	2	0	Office expenses (including salaries, stationery, &c.)	18	9	4
Capitation on account of free places ..	33	0	6	Advertising and printing	11	10	6
Buildings	364	14	6	Lighting and heating	35	10	6
Rent	54	12	0	Insurance and repairs	6	2	0
Furniture, fittings, and apparatus ..	419	16	3	Material for class use	47	11	4
Subsidies on voluntary contributions ..	104	5	0	Cleaning, &c.	28	19	0
Fees	150	10	6	Cartage	1	10	6
Voluntary contributions	114	15	0	Refunds to free-place pupils	17	0	0
Petone School Committee, for gas used ..	4	10	0	Bank charges	0	18	6
Sales, &c.	7	17	9	Contracts (new buildings, additions, &c.) ..	179	5	3
				Architect, &c.	151	8	11
				Furniture, fittings, and apparatus ..	407	19	9
				Balance at end of year	114	15	1
	£1,390	1	2		£1,390	1	2

ALEX. THOMSON, Chairman
J. G. CASTLE, Hon. Secretary
of Managers.

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

The classes opened in the new Technical School in March, and closed in November, during the whole of which time they were well attended. The course of the work was spread out over three terms of twelve weeks each, and instruction was given to classes in the following subjects: Perspective and model drawing, geometrical drawing, building-construction and architectural drawing, freehand drawing, light and shade, painting, dressmaking (six classes), plumbing, commercial work (short-hand, typewriting and book-keeping), signwriting and ticket-writing, wood-carving, wool-classing (three classes), English and arithmetic, Civil Service subjects, and Pitman's shorthand. In all, twenty-two classes were established, and that the instruction thus provided was appreciated is amply demonstrated by the fact that of a total average number of 281 pupils on the combined rolls of the respective classes the average number in attendance was 209. Comparison with last year's records, when the respective totals were 260 and 176, shows a very considerable increase. While referring to the classes generally, special mention may be made of those in dressmaking under Miss M. Johnston. These classes proved most popular amongst the ladies, as is shown by the fact that they were attended by a total of 57 pupils, whilst the average number in attendance was 40. As in former years, the holders of proficiency certificates were this year also allowed to take up their free places at this institution. The number who took advantage of the opportunity thus afforded was 44, of whom 38 succeeded in complying with the departmental regulations in reference to the attendance of free pupils. Of the balance, three failed owing to removal from the district, while two were excused owing to illness. It is a noticeable fact that by far the larger proportion of these free pupils take for their optional work subjects connected with our commercial course, no less than 38 of them having followed this course during the past year. Early in the year the Managers found that there was a growing demand for the establishment of classes in wool-classing. The Masterton Agricultural and Pastoral Association was approached, their active co-operation and assistance secured, and classes in that branch of farming industry forthwith established. The Managers succeeded in securing the services of Mr. S. Wood, instructor to the Napier, Hastings, and Waipawa Technical School wool classes, and before the term was far advanced no fewer than 60 students, mostly farmers from all parts of the district, had joined the classes. The instruction provided was greatly appreciated, and it is the opinion of the Managers that classes such as those just referred to constitute a strong claim for the support of the general public on behalf of the institution. During the course of

the term of instruction in this subject, lectures were given to the students and their friends by Messrs. W. Perry and Alfred Matthews, two prominent sheep-breeders in the district. Mr. Perry took for his subject Lincoln sheep, whilst Mr. Matthews confined his remarks to the Romney breed. Both lectures were most attentively listened to by the large number of persons present, who demonstrated their appreciation at the close of each by passing a hearty vote of thanks to the lecturer. Prior to each lecture a number of sheep were judged and classified by the students, the lecturer afterwards commenting on and criticizing their written opinions. In the opinion of the Managers, l ctures such as the ones mentioned above, given by practical men, should prove of great benefit to the farming community as a whole, and the Managers trust to be able to arrange for a further series during the coming year. At the annual examination in connection with the City and Guilds of London Institute and the Science and Art Department, South Kensington, held in Masterton, nine certificates were gained. Five students obtained certificates at the local examination in the theory and practice of plumbing, conducted at this school under the auspices of the Wellington Technical School. A glance at the statement of receipts and expenditure for the year ended 31st December, 1909, shows the receipts for the year to have amounted to £859 10s. 11d., whilst the expenditure for the same period was £813 7s. 11d., leaving a credit balance of £46 3s., with which to commence the new year's operations. This is a state of affairs which the Managers consider eminently satisfactory, particularly in view of the fact that the operations of the institution are on a far wider scale than was the case a year or two ago. The work of the year has been carried on in the handsome new building formally opened by the Minister of Education, the Hon. George Fowlds, in 1908. Taken as a whole the work shows considerable advancement in attendance, in quality, and in results, due no doubt to the fact that it is now performed under comfortable and up-to-date conditions. While viewing with satisfaction the work of the past year, it is the earnest hope of the Managers that the progress accomplished will be not only maintained but also considerably augmented during the coming year. In conclusion, the Managers desire to take this opportunity of sincerely thanking all who have in any way assisted them in their efforts for the cause of technical education. In this connection special acknowledgment is made of the valuable assistance rendered by the Education Department, the Trust Lands Trust, the Masterton Borough Council, the Masterton County Council, and the Masterton Agricultural and Pastoral Association. The Managers wish also to specially acknowledge assistance rendered on behalf of the wool-classes by the following gentlemen: Messrs. H. H. Beetham, J. Strang, James McGregor, H. Morrison, A. Mackay, J. and H. Holmes, E. Harper, G. C. Williams, W. Perry, and A. Matthews. Owing to the liberal aid they have received from all parts of the district, the work of the Managers has been rendered possible, and they now conclude their report by giving expression to the hope that their efforts for the advancement of technical education in both town and country may long meet with similar appreciation.

EDWIN FEIST, Chairman.
N. D. BUNTING, Secretary.

Statement of Receipts and Expenditure for the Year ending 31st December, 1909, in respect of Associated Classes conducted by the Masterton Technical Classes Association.

Receipts.	£	s.	d.
Balance at beginning of year	39	16	11
Capitation on associated classes	188	5	9
Capitation on account of free places	81	11	0
Furniture, fittings, apparatus	17	1	1
Material	7	8	2
Subsidies on voluntary contributions	126	0	0
Fees	200	17	6
Voluntary contributions	156	0	0
Sales of material	26	10	6
Rent of rooms for examination purposes	16	0	0
	£859	10	11

Expenditure.	£	s.	d.
Salaries of instructors	538	19	2
Office expenses (including salaries, stationery, &c.)	72	4	4
Advertising and printing	14	14	0
Lighting and heating	27	2	9
Insurance and repairs	26	6	1
Rent	2	0	0
Examinations, &c.	2	8	6
Material for class use	21	17	8
Caretaker, postages, petties, &c.	26	9	10
Bank charges	0	15	0
Cartage, &c.	3	3	9
Wool-instructor's expenses	12	12	6
Furniture, fittings, and apparatus	64	14	4
Balance at end of year	46	3	0
	£859	10	11

EDWIN FEIST, Chairman }
N. D. BUNTING, Secretary } of Managers.

HAWKE'S BAY.

EXTRACT FROM THE REPORT OF THE EDUCATION BOARD.

Manual and Technical Instruction.—During 1909 the number of schools in which classes were held for manual instruction was as follows: Handwork, 44; agriculture, 27; swimming and first aid, 9. In July the Board appointed Mr. E. G. Loten, of the staff of the Sydney Training School, and formerly of the Hawkesbury Agricultural College, to undertake the instruction in agriculture throughout the district. Mr. Loten has been successful in arousing among the teachers enthusiasm in the work, and, as a result of his labours, it is anticipated that agriculture will be included in the curriculum of three-fourths of the Board's schools next year. Arrangements are being made to form experimental stations at Gisborne, Napier, Hastings, Waipawa, and Dannevirke, and a laboratory is being specially fitted

up at Hastings for the study of agricultural science. At the beginning of the year the management of the Napier Technical Day and Evening School was handed over to the Napier Technical Classes Association. The school has had a successful year, although it suffered a severe blow in the death of its director, Mr. R. P. Clarkson. The day-school is undoubtedly filling a long-felt want in the district, and with the erection and equipment of an engineering shop the school should become a most useful institution.

EXTRACT FROM THE REPORT OF THE INSPECTORS OF SCHOOLS.

Manual and Technical.—The appointment of a specialist to give instruction in elementary agriculture and dairying is an important event in the history of manual instruction in the Board schools. Until the middle of the school year only woodwork for the boys, and cooking and dressmaking alternately every half-year for the girls, had been attempted for the benefit of the senior pupils. Provision had been made at Gisborne, Napier, Hastings, Waipawa, and in part at Woodville for giving instruction in the subjects named. A few other schools have participated in places where the railway-trains were suitable, but much time has been lost, and none of the smaller schools have received any benefit. The Department's refusal to subsidize itinerant instructors in woodwork and dressmaking has led to the employment of an instructor in agriculture, who will be able to visit even the smallest country schools and give instruction of the utmost importance to the children. Already schemes of instruction dealing with plants, soils, &c., have been issued, and the Board's decision requiring elementary agriculture to be taught in all schools will do much to foster the teaching of this really useful and interesting subject. Woodwork and cookery alternately with dressmaking will still be continued in the places named, but it is considered that the additional subject can be taken in the larger schools in place of nature-study, and perhaps of a subject like the oral lesson in English history. In places where woodwork and cookery have been taken there has been a tendency to diminish the time for instruction in reading and writing; but were the school life extended, as we think it should be, more definiteness of purpose and greater thoroughness could be gained than is possible under present conditions. The Agricultural and Pastoral Societies and the County Councils have displayed much interest in the fostering of the systematic study of agriculture in the schools. The former bodies have mostly now established a "school garden" competition at their shows; and the latter are considering the granting of seeds, &c., for experimental work in the school gardens of the respective counties. It is likely, also, that a gold and a silver medal will be presented by each county to the school showing the highest progress in experimental agricultural work.

Statement of Receipts and Expenditure for the Year ending 31st December, 1909, in respect of Special Classes conducted at Gisborne, Napier, Hastings, Waipawa, and Dannevirke by the Hawke's Bay Education Board.

Receipts.	£	s.	d.
Capitation on special classes	971	19	11
Capitation on account of free places	183	15	6
Furniture, fittings, apparatus	1,009	7	8
Material	55	0	10
Subsidies on voluntary contributions	264	1	0
Fees	56	11	0
Voluntary contributions	20	0	0
	£2,560	15	11

Expenditure.	£	s.	d.
Balance at beginning of year	755	1	6
Salaries of instructors	199	12	0
Office expenses (including salaries, stationery, &c.)	43	2	1
Advertising and printing	33	18	6
Lighting and heating	7	14	8
Material for class use	33	16	0
Teachers' travelling-expenses	31	19	7
Gisborne High School Board, for teachers' classes	7	15	0
Payments on account of Napier associated classes	272	2	7
Payments to Managers of Napier and Waipawa Associated Classes	693	15	4
Transfer to School Classes Account	57	4	2
Cartage	0	19	10
Furniture, fittings, and apparatus	381	8	2
Balance at end of year	42	6	6
	£2,560	15	11

G. CRAWSHAW, Secretary.

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

The course of the work for the year was somewhat marred by the untimely death of the late director, Mr. Clarkson. A loss such as this could scarcely fail to leave its effect for some considerable time, upsetting and disorganizing the time-table, especially as it was three months before a successor arrived to endeavour to fill his place, the work being carried on in the meantime by Messrs. Niven and Smart and Miss Wallden.

Day-school.—On my arrival there were sixty pupils attending the day technical classes, doing work in trade and commercial courses. However, partly on account of pressure from the Education Department, and partly because it seemed to me to be absolutely necessary, the day-school course was reorganized so as to include more technical work and a domestic course for the girls, so arranged that every necessity for the successful management of a home was included in the curriculum in addition to a good training in commercial work. As far as the trade course was affected, I strongly advocated the establishment of an Engineering School, to be equipped with the latest machinery, so that the lads could be trained in the use of metal-working as well as woodworking machinery; and in my opinion this is absolutely necessary if our College is to be a really efficient technical college. The scheme put before the Managers and public alike was that the training should be equally useful to a lad who intended

taking up mechanical engineering as a trade or profession, or one who intended to take up farming as a means of livelihood, because in these go-ahead days the modern farmer uses considerable machinery, and the ability to repair, build, or design parts or even whole machines will undoubtedly be a good asset. The Minister of Education and the Inspector-General of Schools were interviewed by myself, and agreed heartily with the scheme. The Managers decided on a bazaar, and the collection of private subscriptions as a means of raising half the sums required, £1,250; also a concert was given by the school-pupils, the net results of which up to the present are that £188 is in the Treasurer's hands, being partly obtained by the concert, bazaar, and private subscriptions. This sum is, of course, quite independent of the ordinary school accounts.

The subjects taught in the day-school are arranged in three courses—a trade course, a domestic course, and a commercial course. Each course covers twenty-four hours a week. The courses have been modified for the present year by increasing the time given to cookery and adding chemistry and typewriting to the domestic and commercial courses for girls, whilst until the Engineering School is erected the boys' course remains unchanged.

In June seven girls entered for the City and Guilds of London Institute's Examination in Cookery, all of whom passed.

At the end of the year the usual examination was held. Twelve second-year pupils were, on the result of the examination and the director's recommendation, granted Senior Free Places by the Department, tenable for three years, and in the majority of cases these concessions have been availed of by the pupils either in the day or evening classes for 1910.

Miss Wallden, domestic science mistress, resigned at the end of the year, her place being admirably filled by Miss Maude Kibblewhite, late of the Dunedin Technical School.

Evening classes were carried on during the year in the following subjects: Wool-classing, trigonometry, mathematics, English, arithmetic, plumbing, shorthand, invalid cookery, Latin, geometry, building-construction, ticket-writing, machine-drawing, dressmaking, millinery, wood-carving, painting, book-keeping. Teachers' training classes were also held on Saturday mornings. The attendance at the majority of these classes was very low, the young people evidently not realizing the full value of the opportunity so closely within their reach, the highest average per week for any one month being 164, and the lowest 138. These numbers are scarcely a subject for congratulation, when one remembers that in Palmerston North, which has but a slightly larger population, the weekly attendance was nearly 500. However, the attendance for the present year is quite 70 per cent. better than last, so there is room for optimism. Referring to individual classes, I think the palm must be given to the wool-classing class, which kept up the best attendance during the year. The work done on the whole was very creditable to all concerned, and I am sure will have an appreciable effect for good on those pupils who attended.

Seven new typewriters have been received for the use of the day and evening classes for the present session.

In concluding this report, I have to return thanks to Mr. S. McLernon for donating two "dux" medals, also to all the members of the staff for unswerving loyalty to me during a most difficult and trying time, and for the ever-ready assistance and courtesy at all times rendered by the Managers.

W. Fossey, Director.

Statement of Receipts and Expenditure for the Year ending 31st December, 1909, in respect of Associated Classes conducted by the Napier Technical Classes Association.

Receipts.	£	s.	d.
Capitation on associated classes	451	4	10
Subsidies on voluntary contributions ..	219	1	0
Fees	191	9	6
Voluntary contributions	221	3	0
Sale of materials, &c.	11	17	9
	£1,094	16	1

Expenditure.	£	s.	d.
Salaries of instructors	860	11	9
Office expenses (including salaries, stationery, &c.)	21	5	3
Advertising and printing	30	8	9
Lighting and heating	23	10	6
Insurance and repairs	3	13	0
Examinations, &c.	2	0	0
Materials for class use	51	2	1
Contracts (new buildings, additions, &c.) ..	3	7	7
Furniture, fittings, and apparatus ..	34	18	9
Rates and taxes	9	2	6
Sundries	35	4	8
Balance at end of year	19	11	3
	£1,094	16	1

Chas. H. Edwards, Chairman
Walter Fossey, Secretary } of Managers.

Extract from the Report of the Managers of the Waipawa Technical Classes Association.

The changes and additions rendered necessary by the establishment of the secondary department are now completed. The original woodwork room has been converted into a class-room, and a new detached woodwork room built, which will also give accommodation for other manual classes when required. The laboratory has been fitted up at a cost of £150, the amount of the Government grant, and is now ready for use. More apparatus will require to be provided as circumstances demand. The *continuation classes* in English, mathematics, Latin, and book-keeping have not been taken advantage of to the same degree as at first, but there is still a demand for these subjects, and they will be continued this year though not self-supporting. *Wool-sorting classes* for farmers were inaugurated last June under Mr. Wood, and proved highly successful. The number of students—forty-eight—was so large that two classes had to be formed, one in the forenoon and the other in the afternoon. Without any exception all the students were farmers, some coming a very great distance to avail themselves of Mr. Wood's help and instruction. In connection with these classes practical demonstrations were

occasionally given at the sheep-yards on the points and qualities of a sheep. These wool-sorting classes will be continued this year, and extended to Waipukurau, and also to some of the outlying districts. The Director is endeavouring to secure the services of Mr. Loten, the Education Board's Instructor in Agriculture, for a farmer's class in agriculture—including laboratory-work—to be held on the same day as the wool-sorting class. Arrangements are also being made for an evening class in magnetism and electricity, including electrical measurements, which it is expected will be largely taken advantage of by the employees at the post-office. A plumbing class will also be established if sufficient inducement offers.

The Education Board still continues school classes in woodwork, cookery, and dressmaking. School classes have also been established this year in practical agriculture and in chemistry. As will be seen from the statement of accounts, the Managers will have a credit balance of £111 16s. 11d. after all moneys due are received and accounts paid. As soon as the Municipal Gasworks are completed arrangements will be made for gas lighting, and also gas heating where required. At present a temporary acetylene installation is being erected in connection with the laboratory.

J. D. Watson, Director.
A. E. Jull, Chairman.

Statement of Receipts and Expenditure for the Year ending 31st December, 1909, in respect of Associated Classes conducted by the Waipawa Technical Association.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
Balance at beginning of year	33	8	1	Salaries of instructors	64	16	0
Capitation on associated classes	23	19	6	Office expenses (including salaries, stationery, &c.)	9	13	6
Fees	64	5	6	Advertising and printing	6	1	0
Voluntary contributions	15	0	0	Lighting and heating	1	18	3
From controlling authority on account of equipment for school classes	105	16	0	Bank charges	1	2	0
				Furniture, fittings, and apparatus	121	1	0
				Balance at end of year	37	17	4
	£242	9	1		£242	9	1

A. E. Jull, Chairman
Jno. D. Watson, Secretary } of Managers.

Extract from the Report on Classes conducted by the Board of Governors of the Gisborne High School.

As in former years, under arrangement with the Hawke's Bay Education Board, school and teachers' classes in woodwork, under Mr. Levey, and cookery and dressmaking, under Miss Higgens, were carried out at Gisborne. Pupils from the following schools attended free of cost: Gisborne High School, Gisborne Primary, Kaiti, Mangapapa, Matawhero, Makauri, Ormond, Te Karaka, Kaiteratahi, and Puha. Classes in physical measurements were attended by pupils from the Gisborne High School and Gisborne Primary School. The class for teachers in woodwork on Saturdays was discontinued, as the teachers objected to attending on Saturday. Teachers' classes for cookery and dressmaking were fairly well attended. An examination in cookery, under the auspices of the City and Guilds of London Institute, was held during the year. Ten teachers entered, two gaining first-class and eight second-class passes. Towards the latter end of the year the Education Board of Hawke's Bay intimated that they had engaged the services of an instructor in agriculture, and that, from the 1st January, 1910, they would take over the control of all school classes in Poverty Bay. Special classes in woodwork, cookery, English, shorthand, book-keeping, typewriting, accountancy, art, and matriculation subjects were also carried on with varying success as regards attendance. We regret that parents and young people do not realize the good to be derived from attendance at these classes.

Mr. Isaac, Technical Inspector, visited Gisborne during the year, and reported favourably on the work being done.

The question of starting a class for instruction in wool sorting and classing is receiving the attention of the Board, and we hope to be able to make a start early in the new year.

The Borough Council again assisted us with a donation, which was of very material benefit.

W. Morgan, Secretary.

Statement of Receipts and Expenditure for the Year ending 31st December, 1909, in respect of Special Classes conducted by the Gisborne High School Board.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
Balance at beginning of year	53	1	4	Salaries of instructors	113	0	0
Capitation on special classes	32	13	9	Office expenses (including salaries, stationery, &c.)	25	0	0
Furniture, fittings, and apparatus	32	13	8	Advertising and printing	20	11	6
Material	22	3	3	Lighting and heating	20	14	3
Subsidies on voluntary contributions	20	5	0	Insurance and repairs	4	0	0
Fees	74	7	0	Material for class use	33	6	1
Voluntary contributions	20	5	0	Caretaker, cleaning, &c.	24	1	6
From Hawke's Bay Education Board, on account of school and teachers' classes	151	0	0	Teachers' travelling-expenses	10	14	0
Capitation on account of High School classes	50	10	0	Bank charges	0	5	0
Grant from Education Board on account of teachers' classes	25	0	0	Furniture, fittings, and apparatus	41	6	0
Sales	18	0	0	Advance from secondary funds repaid	138	16	0
				Balance at end of year	68	10	8
	£499	19	0		£499	19	0

W. Morgan, Secretary.

EXTRACT FROM THE REPORT ON CLASSES CONDUCTED BY THE BOARD OF GOVERNORS OF THE DANNEVIRKE HIGH SCHOOL.

School classes in cookery (24 pupils), dressmaking (25 pupils), woodwork (27 pupils), and chemistry (two classes, 50 pupils) were regularly attended, and good work was done. The total number of pupils was 75.

Continuation Classes.—Classes in shorthand (10 students) and typewriting (20 students) were successfully carried on, but the class in book-keeping failed to get sufficient support, and was discontinued. The total number of pupils was 20.

Technical Classes.—Of these the classes in wool-sorting were most successful, being highly appreciated by the farmers. Two classes were formed at Dannevirke (28 students), two at Takapau (35 students), one at Ormondville (15 students), and one at Makotuku (9 students). The plumbing class (10 students) and the painting and drawing classes (43 students) were again very well supported. The dressmaking class (12 students) was well supported in the first term, but not so in the second term. The number of students prepared to take advantage of our splendidly equipped chemistry laboratory was unaccountably small, only five students being enrolled. The total number of students was 155.

The attendance of the students was fairly regular on the whole; those in the painting and drawing classes being most regular, while those in shorthand and plumbing were irregular. The total number of students (250), although a considerable advance on the previous year, is only a very small proportion of those who might, with benefit to themselves and the community, avail themselves of the classes.

JAS. M. SUNNIERS, Director.

Statement of Receipts and Expenditure for the Year ending 31st December, 1909, in respect of Special Classes conducted by the Dannevirke High School Board.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
Capitation on special classes	45	1	1	Balance at beginning of year	80	15	5
Furniture, fittings, and apparatus	6	5	1	Salaries of instructors	237	11	8
Subsidies on voluntary contributions ..	35	0	0	Advertising and printing	12	5	6
Fees	167	14	0	Lighting and heating	1	7	7
Voluntary contributions	35	0	0	Insurance and repairs	1	15	5
Sales	37	19	3	Rent	9	0	0
Sundry receipts	3	0	0	Material for class use	37	3	5
Balance at end of year	63	6	5	Furniture, fittings, and apparatus	13	6	10
	£393	5	10		£393	5	10

THOMAS MACALLAN, Secretary.

MARLBOROUGH.

EXTRACT FROM THE REPORT OF THE EDUCATION BOARD.

Manual and Technical Instruction.—Handwork is a prominent part of the training of our pupils, and in practically every school in the district some branch of this subject is being taught. The attendance at the school classes in woodwork, cookery, and needlework conducted at the Technical School was very satisfactory. The Board regrets that it has received no inducement, except in the case of wood-carving, to conduct evening classes in connection with the Blenheim Technical School.

EXTRACT FROM THE REPORT OF THE INSPECTOR OF SCHOOLS.

Handwork.—Elementary handwork in one or more of its forms enters into the programme of nearly all schools. The intellectual benefits may not in all cases be obtained to the full, but the children are at least learning to use their hands. There are thirty-seven gardens at public and three at private schools; in many of them much valuable elementary science is learned. During the past year Ocean Bay has made most progress in garden-formation. In flower-gardening Seddon makes the bravest show. I should like to see more use of the notebook in connection with the gardening operations. Under Mr. Bruce's supervision, general knowledge in science is increasing. His work will be more effective when there is some scientific apparatus at each school he visits. A properly equipped science room is much wanted. If erected at the High School, it would meet the needs of both secondary pupils and teachers. Woodwork, cookery, and advanced plain needlework are taught at the Blenheim Technical School. Solid geometry is correlated with woodwork. The record of attendance has improved. Arrangements are made for a teachers' class in physical measurements to be held during 1910. A school class in this subject was held at Canvastown during the year.

Three teachers sat for the certificate in cookery of the City and Guilds of London Institute, and two were successful in gaining first-class passes. Altogether eleven teachers have gained these valuable awards at the local institution. Swimming has been well taught at a number of schools. In April forty-five teachers met Mr. Isaac, who gave practical illustrations of cardboard work. At Canvastown continuation classes were held in English and arithmetic, and a technical class in botany; while at Havelock there were continuation classes in English, arithmetic, and book-keeping.

Statement of Receipts and Expenditure for the Year ending 31st December, 1909, in respect of Special Classes conducted at Blenheim, Canvastown, and Havelock by the Marlborough Education Board.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
Balance at beginning of year	68	5	10	Salaries of instructors	159	18	1
Capitation on special classes	53	2	7	Office expenses (including salaries, stationery, &c.)	18	10	3
Capitation on account of free places	9	14	6	Advertising and printing	0	15	0
Training of teachers	120	0	0	Lighting and heating	2	1	7
Fees	2	5	0	Material for class use	11	14	2
				Cleaning	2	10	0
				Refund of fees paid by teachers	14	0	0
				Furniture, fittings, and apparatus	3	12	6
				Balance at end of year	40	6	4
	£253	7	11		£253	7	11

E. Hylton, Secretary.

NELSON.

Extract from the Report of the Education Board.

From the report of the Director of Technical Schools it will be noted that satisfactory results have obtained in this branch of education during the year. The number of students attending the various special classes throughout the district shows a substantial increase, whilst in the manual-training classes efficient instruction has been given at the various class centres. The regulations for the control and management of manual and technical instruction in the district were revised and brought up to date, securing a more adequate and improved system of dealing with this now large and important branch of instruction. The Board sanctioned the starting of a technical day-school in Nelson this year, and trusts that the school will be well supported. The thanks of the Board are due to the Department for the very liberal manner in which they have provided grants to cover the cost of equipping the various technical schools with fittings and apparatus, and also to the local bodies who have so generously contributed to the support of the classes. Now that the schools have been provided with suitable equipment, and an efficient teaching staff secured, the Board expects that every attention will be devoted to securing systematic and thoroughly efficient instruction in every branch of the work. The report of the Director sets forth in detail the work carried on during the year.

Extract from the Report of the Inspectors of Schools.

Manual and Technical Instruction.—For the figures given under this section we are indebted to the Director of Technical Schools.

Elementary handwork was taken in thirty-eight schools, modelling and brush drawing being the branches most generally taken up.

The opening of the Technical School at Westport has led to a marked development of school as well as technical classes, the children from Westport and from schools along the railway-line as far as Seddonville being assembled for ironwork and cookery. The school classes in ironwork are, we understand, the first of the kind to be instituted in the Dominion, and, besides affording a valuable training, they have proved exceedingly popular with both pupils and teachers. Different subjects of manual training have been taken in forty-two schools. Among the subjects taken up are ironwork, woodwork, cookery, agriculture, swimming, and physical measurements.

The Minister of Education recently complimented this district upon possessing in proportion to its size so large a number of schools in which swimming was taught. Though pleased with what has been undertaken, we think that a knowledge of this useful art might be yet more generally imparted, as the time required makes little or no demands upon the ordinary time-table.

In connection with the woodwork lessons the boys in their drawing are now obtaining sound practice in isometric projection. We regret to find that occasionally a parent, through lack of appreciation of these "new-fangled" subjects of instruction, has attempted to debar his child from attending. Where travelling by rail is involved the objector may deserve some consideration, but the usual attendance at a certain room for cookery, woodwork, or ironwork ranks simply as an attendance at any other lesson on the school time-table, and a pupil wilfully absenting himself from any school subject commits a breach of discipline. It is the head teacher's duty, under the jurisdiction of the Board, to arrange the course of lessons for all his pupils, and pandemonium must soon ensue if choice of times and subjects is left to the pupil. *Cookery classes* have also been formed for the benefit of St. Mary's (private) Schools, and classes in farm carpentry for the boys of the Stoke Industrial School.

Teachers at Nelson received instruction in chemistry, physical measurements, geometrical, blackboard and model drawing, and woodwork. At Westport teachers' classes were formed for blackboard, model and light-and-shade drawing, cookery, and ironwork. At Takaka and Motueka short sessions for physical measurements and agriculture were held.

The Technical Department has progressed. New classes in mechanical drawing, building-construction, ironwork and wool-sorting have been inaugurated, and, in addition to other technical and continuation classes, have been successfully carried on, the dressmaking in particular being exceedingly popular. A day class for ironwork students was opened at Westport, and another for trade students is about to commence operations in Nelson.

The Instructor of Agriculture at four different centres held classes in practical agriculture for farmers. We notice that at a recent conference of fruitgrowers the delegates from this district spoke in high appreciation of the instruction so given.

In a circular recently issued the Department sketched an admirable scheme of agricultural work for the instruction of the pupils of the secondary classes in rural district high schools. Practical difficulties have so far prevented the adoption of it in its entirety. Only two of our high schools are in agricultural centres; the difficulty of communication between them is too great to admit of their being economically worked by one instructor; the want of cookery and woodwork rooms and equipment makes it impossible to take two of the essential subjects.

The work throughout has been enthusiastically undertaken, and development made in the number of classes and of students, as well as in variety of subjects of instruction. It should now be the principal aim of the management to bestow as efficient a training as possible upon the students, and to insure the continuance of the system by such close attention to the details of the working of a somewhat complex department as will enable it to be most economically administered by the Board.

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EXTRACT FROM THE REPORT OF THE DIRECTOR OF TECHNICAL INSTRUCTION.

At least one branch of handwork has been taught regularly throughout the year at forty schools in the Board's district, this total making an increase of 4 over the preceding year. Modelling in plasticine as a handwork subject still finds greatest favour among teachers; but it is worthy of note that paper-folding and cardboard modelling are being adopted in several schools, particularly on the West Coast, where attention was given to these subjects at the summer school for teachers held in Westport at the end of 1908. Classes for elementary needlework were conducted at 6 schools in which no female teacher was employed upon the staff. Capitation for needlework in 1909 was £39, as compared with £63 14s. 6d. for 1908. The decrease is accounted for by the fact that there were fewer sole-teacher schools in charge of males last year than during the previous twelve months. The total handwork revenue (exclusive of needlework capitation) for 1908 was £91 10s. 10d. The sum of £107 has been paid for 1909.

The past year has witnessed considerable progress in subjects of manual training taken by teachers on the staff of the primary schools, and by the special instructors in the Board's employ. There has been a gratifying increase of 142 in attendance at classes in agriculture, for which 30 schools claimed capitation, as compared with 21 for the preceding year. There are still, however, a few schools which do not comply with the Board's Manual and Technical Regulations. Waimea West and Tapawera have received initial grants and have purchased apparatus for practical work, but for the past two years have not applied for recognition for their classes.

Classes were recognized at Collingwood, Ferntown, Little Grey, and Hope Schools, but in each of these cases the teacher failed to forward returns for the year. This neglect means a considerable loss in revenue to the Board. *Elementary physiology* as a recognized manual-training subject was taught in 9 schools, as compared with 13 schools for the previous year. This decrease is accounted for by the opening of the manual-training centre at Westport, and the abandonment of physiology as a subject by classes attending that centre for ironwork or cookery. *Swimming and life-saving* was taken in 16 schools, classes at 15 schools being recognized during the previous year. An increase of 98 in average attendance at swimming classes has to be recorded. It is perhaps worthy of note that in Nelson District a larger proportion of school-children are taught to swim than in any other education district of the Dominion. Further, it is to be regretted that, through the demolition of the marine baths, there is at present no safe locality where the girls attending the Nelson schools can receive instruction, and as a consequence the classes which have annually provided training for over a hundred girls have now to be abandoned. The Board may see fit to make some representation on this matter to the City Council. *Physical measurements*, which in 1908 was taught in 3 schools, to an average attendance of 37 pupils, is now being taken in 8 schools, to an average attendance of 175, an increase of 138 pupils for the year. Teachers are recognizing the advantage of this subject in the teaching of practical arithmetic and geometry, and I anticipate a further increase in the work during the coming year.

With the completion of the Technical School at Westport in May last, the Board now has four manual-training centres well equipped for their work, and staffed with well-qualified instructors employed wholly in the Board's service. This reorganization, which was commenced in May, 1908, and was completed by the appointment of a cookery teacher for the West Coast portion of the district in November last, has resulted in a great improvement in the work of manual training, which now, in the capable hands of Misses Sutherland Smith and Lousley, Messrs. Thompson and Tomkies, will compare favourably with that undertaken in any other portion of the Dominion. A keener interest and appreciation from both parents and pupils is being evinced, and objections to attendance at manual-training classes, which have been somewhat frequent in the past, have only twice been brought under my notice during the year. The cookery centre at Richmond, which was used by only one class per week, and proved most inconvenient to work, was disestablished, and the equipment transferred to Westport and Reefton.

Woodwork: Eleven classes in this subject have been conducted during the year, the average attendance being 18 less than for 1908. At Nelson and Wakefield centres, in addition to bench-work, particular attention has been given to the drawing which forms an essential portion of the course, and which in the past has not received the amount of attention it warranted. *Cookery:* During 1909 16 classes were conducted, as against 11 for the preceding year, the average attendance increasing from 225 to 319. The thanks of the Board are due to Miss D. Harkness, who capably conducted the Westport classes pending the appointment of Miss Lousley. *Ironwork:* The chief development in manual

training during the yea has been the establishment at Westport of classes in ironwork, a complete equipment for the teaching of this subject having been provided by the Department. The Westport classes are the only ones of their kind in the Dominion, and their progress will be watched with interest. The five classes conducted by Mr. Tomkies, through not commencing work till June, were unable to complete the sixty hours prescribed for a full years' course in the subject, but covered two-thirds of that period, earning proportionate capitation. During 1908 181 girls in upper standards received instruction in dressmaking. These classes not proving altogether successful, the Board decided to confine the teaching of dressmaking to technical classes only.

Technical Instruction.—In attendance and work carried out there has been a marked advance in technical instruction during the past year. Greater facilities have been provided for conducting classes having a direct bearing upon industries of the district, and in almost all cases these facilities have been well availed of by students. Domestic and art classes have become increasingly popular, and classes for instruction of farmers have been carried out on a scale not previously attempted. The roll-numbers of classes in the district were as follows :—NELSON : Cookery, 68 ; dressmaking, 103 ; painting, 22 ; drawing, 21 ; modelling, 6 ; plumbing, 11 ; building-construction, 8 ; machine-construction, 23 ; woodwork, 21 ; carving, 6 ; telegraphy, 15 ; electricity, 18 ; wool-classing, 14 ; commercial, 85 ; mathematics, 10 ; arithmetic, 49 ; English, 89 ; French, 11 ; geography, 11 ; proficiency certificate classes, 18 : total entries, 619. WAIMEA District : Dressmaking, 57 ; agriculture, 42 ; wool-classing, 25 ; carpentry, 61 : total entries, 185. BAY District : Agriculture, 25 ; wool-classing, 11 : total entries, 36. REEFTON District : Drawing, 15 ; carpentry, 5 : total entries, 20. WESTPORT District. —Dressmaking, 20 ; painting, 21 ; engineering, evening class, 28 ; engineering, day class, 6 ; commercial, 24 ; chemistry, 6 ; mechanical drawing, 6 ; mechanics, 6 ; arithmetic, 23 ; mathematics, 17 ; building-construction, 9 ; drawing, 5 ; Latin, 7 ; English, 48 ; shorthand and typing, 14 ; geography, 20 : total entries, 270.

The numbers of individuals enrolled in technical and continuation classes throughout the district are as follows : Nelson, 378 ; Waimea, 134 ; Bays, 39 ; Westport, 172 ; Reefton, 20 : total, 740.

One hundred and two pupils were granted free places at technical classes in Nelson District during 1909, compared with 33 for 1908. The following is a summary of the work undertaken in the five subdistricts :—

Nelson.—A very large increase in the number of students attending during the past year has at times taxed the accommodation of the school, which during the coming session will probably be found insufficient for the demands being made upon it. The equipment has been materially added to, through assistance of departmental grants, enabling further special apparatus for science, art, and trades classes to be procured. The main feature of the year's work has been the establishment of a number of classes directly bearing upon several avenues of employment in the district. Mechanical drawing, thanks to the liberal assistance from the Anchor Foundry, has been very successfully taught, and a class in telegraphy and telephony has received good support from the local Telegraph officials. A class in practical electricity and magnetism was also inaugurated, and should become a permanent one on the syllabus of the school. A course in building-construction, on the lines required for the South Kensington Examination, was carried on throughout the year, but did not meet with the measure of support it deserved. However, the Master Builders' Association having taken up the question of technical education for employees, I hope to see a full class in this subject, and also in staircasing and handrailing, during 1910. As most of the journeymen attending plumbing classes have now secured their certificates, these classes were not so well patronized as during the previous year. Commercial classes have experienced a marked increase in attendance, and have carried out very satisfactory work in shorthand, typing, and elementary book-keeping. There is scope, however, for instruction in advanced book-keeping. During the year a considerable number of students at commercial work have found employment in offices in the city. Instruction in drawing, painting, and modelling has been conducted with slightly increased attendance, but the art work at Nelson is considerably below the standard of that at Wanganui, Palmerston, and Timaru. The room in which the subjects are taught is not at all suited to requirements, and until we are in possession of a properly designed art room, well equipped, and in charge of an art master such as the centres above mentioned possess, we cannot expect to attain to the standard of work produced by them. If an agreement with the College Governors could be arrived at, I have no doubt that a capable man could be secured whose services would be available for both College and Technical School. The effect of obtaining experienced teachers for the various branches of work is strikingly shown in the great increase in attendance and the improvement in work of the dressmaking classes. Under the excellent management of Miss Pitts the roll-number of dressmaking pupils increased from 26 to 103 ; and the work done was of a most creditable kind. It is much to be regretted that Miss Pitts's services could not be retained, but the Board is to be congratulated in securing such a capable successor as Miss Hosie. I have again to draw attention to the fact that no financial assistance towards the classes has been received during the year from local bodies. Nelson is one of the few towns of any importance in the Dominion where technical education is conducted without financial support from the Municipality. As work progresses, classes have to be arranged in smaller divisions according to the various stages of advancement of pupils, and to cater adequately for the public this implies the same expenditure with decreased revenue per class. Hence outside support is becoming more necessary.

I trust that during the coming year the Nelson City Council will see its way to afford that financial assistance to technical education which is elsewhere recognized by municipalities as one of the just claims upon their funds.

Waimea District.—The increase in roll-numbers from 36 to 189 is an indication of the advance of work in this district. By arrangement with the authorities of Stoke Orphanage, the Board's instructor in woodwork has been able to conduct much-appreciated classes in farm carpentry at that

institution, these classes having been attended regularly throughout the year by forty youths. Mention should here be made of the great assistance lent by Mr. M. Flaherty, the Manager of the Orphanage, in the conduct of these classes. A class in carpentry for adults at Wakefield has been particularly successful, averaging over 16 in attendance for the year. Dressmaking classes show an increase of over 100 per cent. on the attendance of the previous year, and well-attended classes in branches of agricultural work have been carried on at Stoke and Wakefield. A tribute to the work of these classes was paid at the recent Fruitgrowers' Conference, when one of the delegates stated that the scientific knowledge disseminated by these classes had done a considerable amount of good for the industry in his district. The teaching of wool-classing in the Waimea, Nelson, and Bay Districts formed a new feature, and one that is deserving of as much support from Farmers' Unions as Mr. Bruce's agricultural classes have received. I desire to gratefully acknowledge the financial and other assistance given to farmers' classes in the Waimea District by the Wakefield Farmers' Union and the Stoke Fruitgrowers' Association.

Bay District.—The work in this district has been confined to farmers' instruction in wool-classing and agriculture, for which there was satisfactory support.

Westport District.—It is in the Town of Westport that the chief development of technical work has taken place. The new Technical School was officially opened in May last by the Minister of Education, and the classes established therein have since received most encouraging support. A special feature of the work at Westport is the establishment of an engineering department, which has been placed under the instruction of Mr. A. G. Tomkies, who, with the assistance of his pupils, has carried out all of the equipment of the mechanical workshop in a most creditable and economical manner, so that the Board now possesses an engineering shop which, though small, is as conveniently equipped and arranged as any in the Dominion. Day technical classes in engineering subjects, embracing twenty hours' instruction per week, were commenced in June, and attended by 6 students. I anticipate that this number will considerably increase during the coming year. Evening classes in engineering subjects, for trade apprentices and others, were held thrice weekly, and received very gratifying support. Through the energy and interest of Mr. Boswell, the local supervisor, classes in dressmaking, bookkeeping, shorthand and typing, building-construction, Latin, English, mathematics, geography, and proficiency-certificate subjects were successfully conducted, and art classes on the lines of the previous year continued. All circumstances considered, Westport has made a very auspicious commencement with technical instruction, and the institution there, with the continued interest of the public and local bodies that has already been manifested, should continue to flourish.

Reefton District.—Classes in drawing and painting, and carpentry have comprised the extent of technical work at Reefton during the year. Though there is but little scope for the extension of the work at this centre, I anticipate that the appointment of Miss Lousley as teacher of cookery, and of Mr. Austin as local supervisor, will increase the classes and attendance at the most isolated school of the district.

Saturday training classes for teachers were held during the year at Nelson and Westport, and were attended with much greater regularity than during the previous year. A very successful twelve-weeks course in chemistry was conducted by Mr. Bruce at Nelson Laboratory. This course, which through unavoidable circumstances was all too short, will be conducted for an extended period during the coming year. Classes in various branches of drawing, physical measurements, and woodwork were also carried on at Nelson. At Westport, ironwork for males, and cookery and drawing for females, were the subjects of instruction, while short courses in physical measurements were carried on at Motueka and Takaka.

In conclusion, I need only point out that assured annual support from local bodies will place the Department of Manual and Technical Instruction on a sound financial basis, and enable necessary renewals of plant, increases of equipment, &c., to be carried out by the Board. It may further be mentioned that it is during the coming year, and thereafter, that the Board may expect to see some of the results of the policy regarding manual and technical instruction which it has adopted, and has been steadily improving, during the last two years, and I feel confident that these results will justify the adoption of that policy and warrant its continuance. I desire to express my thanks to the Board's Inspectors and Secretary, and to the permanent and temporary technical staff, for hearty co-operation given during the past twelve months.

A. A. HINTZ, Director.

Statement of Receipts and Expenditure for the Year ending 31st December, 1909, in respect of Special Classes conducted in the Nelson Education District by the Nelson Education Board.

Receipts.	£	s.	d.
Capitation on special classes	573	16	8
Buildings	1,046	0	6
Rent	17	9	0
Furniture, fittings, apparatus	918	2	10
Material	82	16	3
Subsidies on voluntary contributions	264	0	0
Fees	254	4	0
Voluntary contributions	191	3	0
Marlborough Education Board, on account of instructor in agriculture	100	0	0
Westport lease	32	10	0
The Governors of Nelson College, for instruction	75	0	0
Training of teachers	150	0	0
Balance at end of year	827	8	5
	£4,532	10	8

Expenditure.	£	s.	d.
Balance at beginning of year	1,796	19	3
Salaries of instructors	1,164	10	5
Office expenses (including salaries, stationery, &c.)	106	2	11
Advertising and printing	30	3	9
Lighting and heating	32	2	9
Insurance and repairs	13	2	6
Rent	2	0	0
Material for class use	44	5	6
Travelling-expenses of Director and instructors	38	14	5
Incidentals	5	7	9
Contracts (new buildings, additions, &c.)	526	2	8
Architect, &c.	8	3	0
Furniture, fittings, and apparatus	764	15	9
	£4,532	10	8

N. R. WILLIAMS, Secretary.

GREY.

Extract from the Report of the Education Board.

Technical Instruction.—Classes in the following subjects were held at the Technical School during the year: Applied mechanics, mechanical drawing, wood-carving, cookery, carpentry and joinery (two classes), chemistry. Classes in agriculture, physiology, first aid, carton and paper work have also been held at various schools, and at these classes over a thousand of our children have received instruction in handwork.

Extract from the Report of the Director of Technical Instruction.

Engineering classes (applied mechanics, mechanical drawing, and mathematics) have been successfully conducted during the year by Mr. J. G. Hambleton. The only drawback to this class is that at present the attendance is drawn exclusively from the employees of a single firm, there being apparently some impression in the minds of other employees that the membership of the class is in some way limited or restricted. This idea is, of course, entirely erroneous. The classes are open to all, and it is most desirable that the whole body of young men interested in those subjects should take advantage of what is a particularly valuable and practical course. The cooking classes have been taken charge of by Miss Blair and Miss Moore, two of our State-school teachers, who have given sati faction in every way. These ladies deserve a special word of thanks and praise for their readiness to take up this work, and for the extremely capable way in which they have carried it out. A wood-carving class was very successfully conducted by Mrs. E. Warnes. This lady is a teacher of much ability, and her class evinced much enthusiasm for their work. Two carpentry and joinery classes, under Mr. J. Galbraith, have been efficiently conducted, and have met with a fair amount of success. The teachers' Saturday chemistry classes, under Mr. A. Talbot, M.A., have been very well attended, and have done good work. In addition to the actual knowledge acquired, teachers received an insight into the manipulation of apparatus and the carrying-out of experiments which will be of direct service to them in their school-work. The work of the Technical School has been materially assisted by the liberal treatment accorded by the Department and by its generous grant of models, books, &c. It is satisfactory to note that the attendance at the various classes has been fairly well maintained, and that all the classes have been financially successful, there being practically no deficit on any one of them.

E. A. Scott, Director.

Statement of Receipts and Expenditure for the Year ending 31st December, 1909, in respect of Special Classes conducted by the Grey Education Board.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
Capitation on special classes	56	4	11	Balance at beginning of year	150	3	10
Material	20	13	4	Salaries of instructors	74	6	2
Fees	25	15	0	Office expenses (including salaries, stationery, &c.)	32	3	4
Grazing-right	2	10	0	Advertising and printing	3	11	6
Balance at end of year	239	12	7	Lighting and heating	3	11	0
				Material for class use	15	14	6
				Teachers' travelling-expenses	11	8	0
				Caretakers	13	0	0
				Contracts (new buildings, additions, &c.)—fencing	37	3	6
				Furniture, fittings, and apparatus	3	14	0
	£344	15	10		£344	15	10

P. F. Daniel, Secretary.

WESTLAND.

Extract from the Report of the Education Board.

Manual and Technical Instruction.—The following classes have been in operation during the year: A teachers' class for cardboard and solid geometry was continued for twenty weeks under the tuition of Mr. H. G. Wake, B.A.; 21 teachers attended. Two school classes and one special evening class in cookery were held under the direction of Mrs. Ellis for twenty weeks; the total number of students was 60. Two school classes for woodwork were held in Hokitika, with a total attendance of 26. A school class for practical chemistry and physics was held in connection with the Hokitika District High School. Elementary agriculture was taken at 4 schools, and handwork at 14 schools.

Statement of Receipts and Expenditure for the Year ending 31st December, 1909, in respect of Special Classes conducted at Hokitika and Kumara by the Westland Education Board.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
Balance at beginning of year	22	3	5	Salaries of instructors	31	0	0
Capitation on special classes	42	15	6	Office expenses (including salaries, stationery, &c.)	5	9	6
Fees	8	12	6	Advertising and printing	1	10	6
Sales	3	7	6	Lighting, heating, and cleaning	8	14	6
Balance at end of year	15	5	9	Material for class use	9	18	2
				Fares of teachers	33	14	6
				Teachers' cookery class	1	17	6
	£92	4	8		£92	4	8

Chas. Kirk, Secretary.

NORTH CANTERBURY.

Extract from the Report of the Education Board.

Manual and Technical Instruction.—In addition to the work carried on at the Christchurch centres, where a large number of pupils have received instruction in woodwork, cookery, and laundry-work, handwork classes have been continued in 88 of the Board's schools. At 16 schools classes in swimming and life-saving have been held. School classes have also been conducted at Akaroa, Amberley, Ashburton, Kaiapoi, Lyttelton, and Rangiora. A general estimate of the progress made in technical instruction may be formed from a perusal of the annual reports sent in from the several centres. The Board's evening classes in subjects of the public-school syllabus for Standards V and VI have been continued at the Christchurch Technical College. In elementary agriculture, which includes nature-study and practical instruction in connection with school gardens, a notable advance has been made, recognized classes having been held at 51 schools. During the year, recognizing the great importance of this subject, the Board agreed to appoint a Chief Instructor in Agriculture and an Assistant Instructor, the former to be under engagement for two days each week to the Board of Managers of the Christchurch Technical Classes, who will pay proportion of salary. Mr. T. G. Malcolm, a teacher of wide experience, has been appointed to the first-named position, and his duties will be to direct the training of agriculture in the primary schools, and to conduct theoretical and practical classes for students and teachers. The appointment of Mr. J. Moodie as Assistant Instructor will insure more frequent visits to the country schools, and enable the instructors to give teachers personal assistance and advice in the establishment and maintenance of school gardens.

Extract from the Report on Special Classes at Kaiapoi.

During the year classes have been held in Kaiapoi for the following subjects: Dressmaking, millinery, wood-carving (chip and relief), woodwork, and cookery. The class for dressmaking has been extremely popular, but is handicapped by the unsuitable room in which it has been conducted. The class for woodwork was very poorly attended during the first term, but during the second the membership increased splendidly. The class for wood-carving was also well attended, but millinery and cookery did not appeal to the public this season. The Kaiapoi Technical Committee made a new departure by conducting a dressmaking class in Belfast. It was fairly well received, and promises to be well attended during the coming season. As this class has been a success, we are considering the advisability of extending our classes to the other surrounding districts, where suitable accommodation and support can be obtained; but the classes in Kaiapoi are greatly handicapped by the scattered condition of the accommodation, which in some cases is unsuitable.

Extract from the Report on Special Classes at Leeston and Doyleston.

The woodwork class, which was held at Leeston on Monday and Wednesday evenings from 7 to 9 p.m., commenced work at the beginning of March and ended in November. The attendance was very good right through the whole period, and a good deal of useful work was done. The cookery class at Doyleston, under Miss Rennie, which was commenced about the same time, was also well attended, and much interest was taken in the work by the pupils.

Extract from the Report on Special Classes at Lincoln.

Woodwork Class.—The year's work has been on the whole very successful. The attendance has been fairly good, and the pupils have made satisfactory progress. As usual, a few boys stand out prominently, their aptitude and industry being shown in some highly creditable work. The lining of the workshop by the pupils is well under way, and will be finished early in the new year. All the appliances are in good repair.

Cookery Class.—This class has again been working up to its full strength, and the regular attendance and earnestness of the pupils have insured a successful year's work. All the girls in the secondary department, and as many in the primary classes as could be accommodated, have attended.

Extract from the Report on Special Classes at Amberley.

With the exception of woodwork, the enrolment and attendance has been most satisfactory, the interest of last year being fully sustained. The school classes are much appreciated by parents and pupils. One student gained first-class in cookery at the examination of the City and Guilds of London Institute, and other candidates are forthcoming this year. Prizes were won in each department of work at the local show, most of them keenly contested. The roll-numbers for the year were—dressmaking, 75; cookery, 57; woodwork and carving, 23.

Statement of Receipts and Expenditure for the Year ending 31st December, 1909, in respect of Special Technical and Continuation Classes in Country Districts.

Centre.	Receipts.															Expenditure.													
	Balance at Beginning of Year.	Grants from Government.			Other Receipts.				Totals.	Administration.				Furniture, Fittings, and Apparatus.	Balance a End o Yea	Totals.													
		Capitation on Special Classes.	Buildings.	Furniture, Fittings, and Apparatus.	Fees.	Voluntary Contributions.	On Account of Public-school Classes.	Sale of Material.		Salaries of Instructors.	Incidental Expenses, Insurance, and Repairs.	Advertising, Printing, Lighting, and Heating.	Rent and Material.																
	£ 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.	£ s. d.	£ s. d.	£ s. d.													
Amberley	31 9 1	71 17 9	..	5 10 0	38 13 3	3 7 0	24 19 7	9 1 11	184 18 7	130 5 0	6 15 3	1 16 0	19 12 1	8 2 6	18 7 9	184 18 7													
Kaiapoi	93 0 2	30 2 3	..	7 0 0	42 12 6	19 11 6	..	3 6 6	195 12 11	111 11 4	0 5 0	1 2 6	17 4 7	7 0 0	58 9 6	195 12 11													
Leeston and Doyleston ..	58 11 5	36 12 9	..	..	5 9 1	6 5 0	..	..	106 18 3	35 10 0	0 12 0	4 11 1	13 11 3	..	52 13 11	106 18 3													
Lincoln	26 18 7	..	6 14 0	..	..	4 0 0	16 16 3	..	54 8 10	30 10 0	8 3 2	..	2 7 2	..	13 8 6	54 8 10													
Southbridge	41 17 7	22 8 6	..	..	10 11 10	4 0 0	..	..	78 17 11	26 5 0	2 1 0	0 17 0	3 2 6	..	46 12 5	78 17 11													
Totals	251 16 10	161 1 3	6 14 0	12 10 0	97 6 8	37 3 6	41 15 10	12 8 5	620 16 6	334 1 4	17 16 5	8 6 7	55 17 7	15 2 6	189 12 1	620 16 6													

H. C. Lane, Secretary.

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

The technical day-school was opened in July, 1907, and has therefore been in existence for two years and a half. Since it is of a type new in the Dominion, and possesses certain peculiar features, it will be of interest to place on record such facts as will show how far it has met a need. It was felt that in a centre of population like Christchurch there were, in sufficient numbers to justify a school of this type, boys and girls who could only give one or two or three years to their further education during the daytime after leaving the primary school, and who would therefore need a curriculum that would, even in this short time, give them a sound preliminary training for the work which they intended to take up in after-life. For such the curriculum of the ordinary secondary school is admittedly unsuited, since it is arranged with a view to a minimum school period of three years, and a maximum of from five to seven years. It was thought by some that the opening of a school such as this would seriously affect the secondary schools already in existence; but the fact that during the two years and a half of its existence no less than 316 pupils have attended the school, and that during the same period no marked decrease in the numbers attending any of the secondary schools of other types has taken place, is sufficient to show that the expectations of the Board have been amply realized, and that the school is filling a gap in the educational system of Christchurch and district. The school provides four courses of instruction, as follows: An agricultural course for intending farmers; an industrial course for boys who intend to enter one or other of the skilled trades; a domestic-science cours for girls who wish to prepare themselves for the work of the home; a commercial course for boys and girls who propose to take up office-work. As each course is intended to provide a sound basis of education, there is no hard and fast line between them. English forms an important part of each. All girls, whatever they may be taking up, are required to give not less than four hours a week to domestic science, including cookery, needlework, and hygiene or elementary science of common life; and similarly all boys are given an opportunity of acquiring that accurate co-ordination between hand and eye that a suitable course in woodwork or metal-work affords.

The commercial course was taken by 96 students in 1908, and by 110 in 1909; the domestic course by 23 students in 1908 and by 40 in 1909; the industrial course by 33 students in 1908 and by 50 in 1909; and the agricultural course by 11 students in 1908 and by 21 in 1909. The total number of students for 1908 was 163, and for 1909 221.

It will be of interest to note how many of the pupils remain for more than one year, and how many for more than two years. Of those who joined in 1907, 85 per cent. remained at the school during 1908, while of those who joined in 1908, 66 per cent. remained during the present year. The high percentage of second-year pupils during 1908 is, no doubt, due to the fact that the school started in July, 1907, and accordingly the session for that year was barely six months. Of those who joined in 1907, 33 per cent. have been with us during the present year. These figures are, I think, distinctly encouraging. They show that, while the pupils are for the most part unable to remain long at school, nevertheless only about one-third leave after the first year, and about one-third remain for a third year. With these conditions the school should do and is doing sound educational work. That this is so, we have received striking testimony from outside. During the past year, acting under instructions from the Board, I addressed the following inquiries to employers who had former pupils in their employ: (1.) Have you found this employee steady and trustworthy? (2.) Is he generally adaptable and willing to learn? (3.) Do you find the special training which he received here to be of any value in your business? With only one exception, and that readily explicable, the replies were uniformly favourable, and in some cases most heartily so. The same evidence is afforded by our evening classes, for the students who have been in our day-school generally show that they are easily able to outdistance other students of the same standing. There is one feature of our work that should not be passed over: During 1907 representations were made by some country parents as to the desirability of establishing short courses of three days a week for country pupils who either could not be spared from the work of the farm or home for longer, or who would find the long train journey every day too great a tax. Short courses were accordingly arranged, and they have proved an undoubted benefit to not an inconsiderable number of pupils. During the present term a lending library in connection with the day-school has been founded, the nucleus being provided by donations from the pupils themselves, assisted by a generous grant from the Board of Managers. In the future this library should do much towards cultivating the taste of our pupils for good and healthy literature—one of the greatest benefits that any school can bestow. The school curriculum has kept in view the fact that one of the most important factors in the education of girls is physical culture. Regular instruction has been given in breathing-exercises, marching, dumb-bells, and Indian clubs, with the result of a marked improvement in the general physique and health of the girls. There has also been a keen interest taken in the sports, which have included hockey and basket-ball in the winter, and cricket and tennis in the summer terms. Matches have been played with teams from other schools and local clubs. The sports have done much in fostering a spirit of good-comradeship and healthy emulation among the girls, and in furthering the development of "a sound mind in a sound body." With the boys hockey has been the favourite winter game, though football has found a fair number of adherents. In the summer months cricket has exclusively occupied their attention. Throughout the year swimming classes have been held once a week at the Christchurch Tepid Baths, and have been attended by over forty pupils, with very satisfactory results.

The discipline of the school is excellent. Much to the credit of my colleagues, and no little to the credit of the boys—perhaps I should add to that of the girls also, for their influence may have had something to do with the matter—the cane has never once been found necessary, and not only so, but detention, that bugbear of the teacher and terror of the slow or stupid child, is comparatively rarely used. Yet in spite of the absence of these deterrents the order of the school is very good. I have had a fairly wide experience of schools, but I have never known a school where the discipline was better or where

a friendlier relationship existed between pupils and staff; and this experience is corroborated by that of my colleagues. In a worthy school one of the most helpful agencies in the formation of right habits of thought and conduct is that subtle influence known as the school spirit. The growth of this is a matter of time, but we have every reason for believing that it is here, and that it is becoming effective. I may not be in the best position for analysing this spirit or gauging its strength, but I hope, and would fain believe, that its chief characteristics are kindliness and helpfulness one to another, and the recog nition of that truth embodied in the College motto, "The useful is the noble."

Evening School.—Owing to the depression in trade, which made itself generally felt throughout the Dominion, the past year has been for technical institutions one of no marked growth; but I am glad to be able to report that even in these circumstances there has been a satisfactory increase in the number of students taking the trade courses. As regards the commercial classes, there has been a decrease, which is largely explained by the fact that the age at which pupils were admitted to free places in the evening school was raised last year to fifteen. This raising of the age has been, I am sure, a step altogether in the right direction, for it has prevented from joining us a number of boys and girls who, after a long day's work would have been too tired to profit by the instruction. It has further had the effect of causing a number of pupils to enter the day-school, where they spend a much longer time over the same subjects, and where they are brought under the wholesome discipline and influences of school life. Of the trade classes, that of wool classing and sorting has made the most marked progress, there being an average attendance of over fifty adult students per week, while the numbers taking fitting and turning have nearly doubled. In two classes started last year—viz., bookbinding and photography—I regret to say that we have to record comparative failure. An endeavour will be made later on to re-form the class in bookbinding, as soon as we have a suitable room in which to carry on the work, and it is hoped that sufficient interest will have been by that time awakened amongst the young workers in the trade to make it successful. Thirteen students passed the City and Guilds of London Examination, three of them taking Honours in cabinetmaking.

Domestic Science Department.—The number of students taking advantage of the facilities afforded for instruction in this branch was much larger than at any previous period, no less than 274 adults attending the classes in cookery, dressmaking, millinery, and needlework. In directing the work and policy of this department the Board has the great advantage of the assistance of an advisory committee of ladies, who have always taken a great interest in the work of the institution, and offered many valuable suggestions. In order to complete our system of training in domestic economy, the advisory committee has strongly urged the Board to establish a training hostel, so that students may receive instruction in the care and management of the home; and for this object they have already succeeded in raising the sum of £255. They hope that this hostel will serve a further purpose as a place of residence for students from country districts who at present have to spend many hours in the train going to and from school. In addition to the annual contributions from local bodies, which have been renewed this year, great encouragement has been received from a number of local firms, who have very generously contributed towards prizes in the various departments, while the Canterbury Carpenters and Joiners' Union, in addition to its annual subscription, has granted special prizes to the value of £5 to the apprentices making most progress during the year in the principles and practice of carpentry and joinery.

JOHN H. HOWELL, Director.

Statement of Receipts and Expenditure for the Year ending 31st December, 1909, in respect of Associated Classes conducted by the Christchurch Technical Classes Association.

Receipts.	£	s.	d.
Balance at beginning of year	346	0	2
Capitation on associated classes	1,988	18	9
Capitation on account of free places	1,099	17	2
Buildings	117	12	2
Rent	50	0	0
Furniture, fittings, and apparatus	208	11	6
Material	273	12	6
Subsidies on voluntary contributions	520	9	0
Fees	766	1	3
Voluntary contributions	557	10	0
Capitation refunded by Education Board	1	8	0
Rent—part-payment by Education Board	50	0	0
Furniture, fittings, and apparatus—refunds	3	19	2
Materials—part-payment by Education Board—charges, &c.	135	15	1
Sales—books, stationery, &c.	287	15	8
Students' deposits	24	2	6
Prize-fund donations	55	19	10
Salaries—part-payments and refunds by Education Board	267	3	2
Lighting and cleaning—part-payments and refunds by Education Board	68	12	4
Working-expenses—refunds	5	0	0
Sessional charges for typewriting and material	45	5	9
Cadet Corps Account—repayments	28	6	0
	£6,902	0	0

Expenditure.	£	s.	d.
Salaries of instructors	3,498	14	6
Office and general expenses (including salaries, stationery, &c.)	684	6	11
Advertising and printing	112	9	0
Lighting, heating, and cleaning	379	1	10
Insurance and repairs	34	1	8
Rent	200	0	0
Material for class use	413	13	8
Prizes	45	3	1
Purchases, books, &c.	192	19	11
Students' fees—refunds	44	18	9
Deposits—refunds	0	5	0
Cadet Corps—advance for uniforms	110	0	6
Contracts (architect, &c.)	182	8	0
Furniture, fittings, and apparatus	562	17	7
Balance at end of year	440	19	7
	£6,902	0	0

JAMES HIGHT, Chairman
JOHN H. HOWELL, Secretary
of Managers.

EXTRACT FROM THE REPORT OF THE MANAGERS OF THE ASHBURTON ASSOCIATED CLASSES.

In submitting the annual report for the year ended 31st December, 1909, the Managers have pleasure in reporting another year's successful work. The attendances at most of the classes have been well maintained, while a marked increase is noticeable in several instances, and the instructors and students continue to take an enthusiastic interest in the work. During the year several new classes have been started, including drawing, painting, repoussé work, and enamelling, which, under capable and enthusiastic instructors, have made highly satisfactory progress. A dressmaking class was opened at Dunsandel for the last term of the year, twenty students attending, and the financial results being very satisfactory. An exhibition of work done by students attending the cookery, dressmaking, woodwork, wool-sorting, drawing, painting, and repoussé-work classes was held in December, and proved the most successful of the kind ever held in Ashburton, and it has done much towards awakening public interest in the classes. The main difficulty with which the Managers have to contend is still the lack of proper accommodation for the steadily increasing number of classes, which acts as a serious deterrent to the proper development of the work. We sincerely hope that it will not be long before suitable buildings are erected on the very desirable site offered by the Borough Council. Generous financial assistance has been received from the Ashburton County and Borough Councils, High School Board, Agricultural and Pastoral Association, and the borough and Hampstead School Committees, and also from a number of private subscribers. The lively interest exhibited by members of the above bodies in our work has been of great assistance to, and is appreciated by, the Managers. In conclusion, the Managers desire to acknowledge their appreciation of the courteous consideration and assistance they have received at the hands of the North Canterbury Education Board and its officers during the year.

HENRY DAVIS, Chairman
J. B. CHRISTIAN, Secretary } of Managers.

Statement of Receipts and Expenditure for the Year ending 31st December, 1909, in respect of Associated Classes conducted by the Ashburton Technical Classes Association.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
Capitation on associated classes	121	19	6	Balance at beginning of year	24	16	7
Rent	10	10	6	Salaries of instructors	384	19	0
Furniture, fittings, apparatus	14	11	0	Office expenses (including salaries, stationery, &c.)	60	4	8
Material	13	11	0	Advertising and printing	11	0	0
Subsidies on voluntary contributions	113	5	0	Lighting and heating	27	6	1
Fees	162	14	11	Insurance and repairs	10	2	4
Voluntary contributions	68	5	0	Rent	2	10	0
From controlling authority, on account of school classes	43	2	0	Examinations, &c.	4	6	6
From High School Board, capitation	27	7	6	Material for class use	34	16	1
Proceeds breaking-up ceremony	10	17	0	Caretaker	13	10	0
Sales	35	9	9	Sharpening tools	3	12	0
Examination fees	1	10	0	Bank charges	1	10	0
				Text-books	2	5	0
				Hire of wool	2	18	6
				Sundries	1	12	9
				Contracts (new buildings, additions, &c.)	5	17	6
				Furniture, fittings, and apparatus	29	15	7
				Balance at end of year	2	0	7
	£623	3	2		£623	3	2

HENRY DAVIS, Chairman
J. B. CHRISTIAN, Secretary } of Managers.

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

The Managers have much pleasure in stating that the two subjects (cooking and dressmaking) taught during the past year have been very satisfactory, and a good attendance has been maintained. The Managers established classes for dressmaking at Cust and Oxford during the last term of the year. The classes were well supported. The new school buildings have been completed, and the Managers have decided to establish classes in woodwork, wool-classing, typewriting, shorthand, and book-keeping during the year.

Statement of Receipts and Expenditure for the Year ending 31st December, 1909, in respect of Associated Classes conducted by the Rangiora Technical Classes Association.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
Balance at beginning of year	21	11	11	Salaries of instructors	96	0	0
Capitation on associated classes	47	1	3	Office expenses (including salaries, stationery, &c.)	0	16	10
Buildings	726	10	0	Advertising and printing	2	16	3
Rent	8	0	0	Lighting and heating	2	0	6
Furniture, fittings, apparatus	9	12	3	Insurance and repairs	1	17	9
Subsidies on voluntary contributions	10	0	0	Rent	11	0	0
Fees	60	9	9	Material for class use	8	14	10
Voluntary contributions	10	0	0	Caretaker	9	0	0
From controlling authority on account of school classes	14	7	6	Prizes	1	12	0
Prize fund	0	8	6	Bank charges	0	14	0
Sales	2	11	5	Board and lodgings of instructor	6	15	0
				Contracts (new buildings, additions, &c.)	698	14	0
				Architect, &c.	28	0	0
				Furniture, fittings, and apparatus	8	12	3
				Balance at end of year	33	19	2
	£910	12	7		£910	12	7

J. CARMICHAEL, Chairman
J. MARSHALL, Secretary } of Managers.

EXTRACT FROM THE REPORT OF THE MANAGERS OF THE BANKS PENINSULA ASSOCIATED CLASSES.

The following classes were held during the year: Woodwork, 23 students; dressmaking, 22 students; cookery, 24 students; laundry, 17 students; wool-sorting, 31 students. In addition, a school class of 20 pupils for cookery was also held. All the classes were well attended, and both pupils and teachers took great interest in their work. The new Technical School was found very suitable in every way, and much better work was done in all the classes. The farmers in the district are commencing to appreciate the school, and were all loud in their praises of the great advantages gained by attending the wool-sorting classes. Many consider that they obtained better prices for their wool owing to the knowledge gained at the class. ALEX. GRAY, Hon. Secretary.

Statement of Receipts and Expenditure for the Year ending 31st December, 1909, in respect of Associated Classes conducted by the Banks Peninsula Technical Classes Association.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
Balance at beginning of year	33	13	0	Salaries of instructors	90	0	0
Capitation on associated classes	42	12	9	Office expenses (including salaries, stationery, &c.)	1	4	0
Buildings	526	0	0	Advertising and printing	3	2	6
Rent	40	6	0	Lighting and heating	4	13	0
Furniture, fittings, apparatus	60	0	0	Insurance and repairs	4	1	4
Subsidies on voluntary contributions	25	0	0	Cleaning, &c.	12	18	0
Fees	59	5	0	Material for class use	9	10	7
Voluntary contributions	25	0	0	Labour, removing from old building, &c.	3	13	6
From controlling authority on account of school classes	6	6	0	Bank charges	0	12	0
Dressmaking charts sold, sales	15	1	9	Water rate	2	10	0
Balance at end of year	6	4	8	Contracts (new buildings, additions, &c.)	601	0	0
				Furniture, fittings, and apparatus	108	19	2
				Fencing	2	5	1
	£839	9	2		£839	9	2

JOHN BRUCE, Chairman
W. K. VIRTUE, Secretary } of Managers.

EXTRACT FROM THE REPORT OF THE MANAGERS OF THE LYTTELTON ASSOCIATED CLASSES.

School classes were held during the year in woodwork and cookery. The classes have been well attended and some fairly good work has been done by the pupils.

Statement of Receipts and Expenditure for the Year ending 31st December, 1909, in respect of Associated Classes conducted by the Lyttelton Technical Classes Association.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
Balance at beginning of year	38	17	0	Salaries of instructors	32	0	0
Rent	40	0	0	Lighting and heating	1	3	5
Subsidies on voluntary contributions	10	0	0	Rent	40	0	0
Fees	4	1	0	Cleaning	5	9	0
Voluntary contributions	10	0	0	Bank fee, &c.	0	12	0
From controlling authority on account of school classes	35	5	0	Balance at end of year	58	18	7
	£138	3	0		£138	3	0

S. H. WEBB, Chairman
G. LEWIN, Secretary } of Managers.

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

The School of Engineering.—The new hydraulic laboratory is virtually now complete, and at the beginning of the session of this year the students were able to avail themselves of the opportunities offered by the valuable apparatus that has been installed.

As a most expensive and up-to-date equipment has been provided for this school, which is to be regarded as one not for this province alone, but also for the whole Dominion, it was decided that scholarships should be established, open to candidates from the four University colleges, tenable for five years from the date of passing the preliminary examination. This, in all probability, will secure to the School of Engineering the candidate of the year who out of all the University colleges shows most promise. If the local bodies in the larger towns could be induced to act on the suggestions made by the late Chairman—viz., to establish a scholarship of the same kind for pupils attending the engineering classes at their technical schools—further opportunities would be given to deserving students to thoroughly equip themselves for a successful career in the engineering profession. I would suggest that communications be opened with the various local bodies to see if such a scheme would meet with their approval, and if they could be persuaded to set apart a small portion (for it would need only a small portion) of their funds for such a purpose.

School of Art.—Very little need be added by me to the exhaustive report given by the Director on the department over which he has control, but the suggestions contained in it seem so valuable that it will be well for us to consider whether in the coming year effect can be given to some at least of the more important.

The provision made by the Board for establishing scholarships at the school is already making itself felt by increasing keenness among the senior students, and when the finances are able to bear it I hope that a scheme will be devised by which a brilliant student will be helped to visit the art centres of the Old World and obtain there a fuller knowledge which may be used on his return for the advancement of art in the Dominion.

Extract from the Report of the Professor in Charge School of Engineering, Electricity, and Technical Science.

Attendance.—During the year 176 individual students attended lectures, the hour-attendances per week amounting to 1,120. Twenty-five students were taking courses for the University degree or for the Associateship of the school, and 11 College students took lectures in electricity and magnetism. Thirty-two lectures were delivered, and instruction was given in drawing and designing experimental work in the laboratories, and in field-work for 150 hours per week, the total instruction-hours per week amounting to 183.

The number of students who finally qualified in 1909 was above the average. Fourteen men obtained either the University degree or the Associateship of the School of Engineering, and have finished their courses here.

At the University examinations of 1908, 7 students passed the final examination for the degree of Bachelor of Engineering, 3 obtaining the degree in Mechanical and 4 in Electrical Engineering. In addition to these, 2 students passed the first part of the Second Examination, 2 the second part of the First Examination, 1 the first part of the First Examination for the degree, and 2 passed the Engineering Entrance Examination. At the Associateship examinations of 1909, 5 students passed the Final Examination for the Associateship in Mechanical Engineering, and 2 that for the Associateship in Civil Engineering. The passes in the subjects of the Associateship course taught in the School of Engineering were—In physics (B) (electricity and magnetism), 5; freehand mechanical drawing, 1; descriptive geometry (advanced), 1; steam-engine (elementary), 1; steam-engine (intermediate), 4; steam-engine (advanced), 6; applied mechanics, 5; mechanics of machinery, 5; hydraulics and pneumatics, 6; mechanical drawing (second year), 5; strength of materials (elementary), 6; strength of materials (intermediate), 6; strength of materials (advanced), 5; theory of workshop practice, 4; surveying (elementary), 1; principles of civil engineering, 2; electrical engineering (intermediate), 6. Associateship students taking subjects outside their regular course attended lectures, passed examinations, and obtained certificates in surveying (elementary), 2; surveying (advanced), 1; building-construction, 2; electrical engineering (elementary), 1.

Evening Students.—One hundred and forty-three certificates were awarded to students who attended evening lectures, and passed examinations in the following subjects:—

Free hand mechanical drawing, 21; descriptive geometry and setting-out work, 17; mechanical drawing, Section I. 13, Section II, 15, Section III, 4; steam-engine (elementary), 23; applied mechanics (elementary), 8; strength of materials (elementary), 8; steam-engine (advanced), 1; strength of materials (intermediate), 1; strength of materials (advanced), 2; theory of workshop practice, 2; surveying, elementary and advanced, 2; building-construction, 1; principles of civil engineering, 2; electricity (elementary), 11; electricity and magnetism (pass), 1; electrical engineering, Section I C.C., 8, Section II A.C., 2, intermediate, 1.

The number of appointments obtained by students during the year is satisfactory. Another professorship in engineering has been secured by an old student: Mr. R. S. Cree-Brown, who graduated here in 1904, and did not subsequently attend any other institution, has received the appointment of Professor of Engineering at the Poona College of Science. Amongst the other appointments have been —Lecturer in Electrical Engineering at the School of Mines, Auckland University College; First Assistant Engineer, Drainage Board, Christchurch; Chief Engineer, Pumping-station, Christchurch Water-supply; Draftsman, Auckland Harbour Board; Railway Surveyor, Public Works Department; Demonstrator, School of Engineering; Lecturer in Mechanical Engineering, Westport Technical School; Manager Electrical Department, Messrs. Scott Bros.; Lecturer in Machine-construction and Mechanical Drawing, Technical College, Christchurch; Engineer and Technical Assistant to Patent Agents, London; Assistant Engineer, Drainage Board, Christchurch; and Assistant Engineer.

The tests made during the year included—Complete test of a suction-gas centrifugal pumping plant recently installed at Heathcote for the water-supply of Lyttelton; steel bars for ferro-concrete work in Auckland; steel bars for Wellington; cement and stones for Dunedin and Auckland; timbers for North Island firms; rails for New Zealand Government.

The equipment of the hydraulics laboratory was proceeded with, and practically completed by the installation of a low-lift centrifugal pump of 2,000-gallons-per-minute capacity, driven by a 35-horse-power electric motor; a 20 horse-power experimental Pelton wheel with a specially designed generator as brake, the current from this generator being utilized to assist in driving the supply pumps; a low-fall Thomson-type turbine of about 8-horse power; a low-pressure supply range; a high-pressure supply range with artificial head; a venturimeter; a cast-iron roof tank of 11,400 gallons capacity; together with measuring-tanks, weirs, and nozzles, pressure and velocity gauges, and other necessary apparatus. A special tilting-tank arranged for investigations into the flow of water-races and rivers and over dams and through pipes and channels has been erected in the centre of the laboratory. This and a large amount of experimental gear was constructed locally, and a most satisfactory job has been made. This equipment being of a size comparable with that with which the engineer has to deal in

practice, will form a most valuable addition to the experimental appliances of the school, and be of great assistance in the teaching of a most important branch of engineering. The whole of the plant has been carefully upkept, and is in very fair order, though it will soon be necessary, especially on the electrical side, to replace some of the older by more modern machines A small number of additions have been made. These include a Sankey's steel-testing machine, insulation and resistance indicator, gas-engine indicator, demonstration lantern, and a rheostat.

I have to record, with regret, the death of Mr. G. P. Williams, M.Inst.C.E., part-time Lecturer in Railway Engineering. During the year Mr. M. W. Mehaffey, B.Eng. (Mechanical), and Mr. J. Dalmer, A.M.I.C.E., were appointed Demonstrators in Engineering.

ROBT. J. SCOTT, M.I.C.E., M.I.M.E., M.A.Inst.E.E.,
Professor in Charge.

Statement of Receipts and Expenditure for the Year ending 31st December, 1909.

Receipts.	£	s.	d.
Balance, 1st January, 1909	2,084	13	1
Contribution from Museum, Library, and School of Technical Science Endowment	525	0	0
Contribution from superior-education reserves (College)	350	0	0
Contribution from superior-education reserves (for exhibitions)	40	0	0
Government grants—			
For specialization	2,000	0	0
For technical classes (three terms)	435	9	9
For material (1908 and 1909)	42	8	8
For buildings	21	10	0
For apparatus, fittings, &c.	779	0	0
Students' fees	768	5	6
Testing-fees	52	10	0
Sale of scrap copper	5	8	11
Fees for certificate of associate	2	2	0
Students' fines	0	13	0
Interest	77	15	8
	£7,184	16	7
Balance 1st January, 1910	£432	0	5

Expenditure.	£	s.	d.
Salaries	2,795	10	6
Apparatus for surveying, civil engineering, &c.	7	1	0
Rent of building (College)	162	10	0
Exhibitions	40	0	0
Contribution towards expenses of Registrar's office	120	0	0
Gas and electric light	110	11	2
Insurance	33	13	4
Printing and stationery	43	15	10
Advertising	34	6	9
Fuel (coal and gas)	18	5	0
Laboratory stores	12	7	7
Cleaning machinery	153	11	3
Experimental work and apparatus (applied mechanics and mechanical engineering)	135	11	2
Experimental work and apparatus (electricity and electrical engineering)	161	10	6
Stores and chemicals (electricity and electrical engineering)	18	2	4
Upkeep of plant, repairs to machinery	78	0	2
General expenses—			
Telephone subscription	8	0	0
Telegrams	2	1	2
Books and binding	7	1	3
Travelling-expenses (Dalmer)	3	1	0
Sundries	4	11	6
Apparatus, hydraulics, &c.	2,656	12	8
Technical chemistry—			
Lectures	75	0	0
Apparatus	15	0	0
Rent of section in Hereford Street (share of)	20	0	0
Testing-fees (share of)	25	14	6
Contribution towards travelling-expenses of members of the Board of Governors	10	17	6
Balance	432	0	5
	£7,184	16	7

GEO. H. MASON, Registrar.

EXTRACT FROM THE REPORT OF THE SCHOOL OF ART.

I have the honour to report that during the last term of 1909 414 students attended the various art classes. The programme of instruction was on the lines of that adopted during 1908. At the beginning of 1909 I left for Europe for the purpose of making a study of the methods of instruction adopted in the principal European art schools. I visited the leading English provincial art schools, the art schools of London, and those in France, Germany, Belgium, and Holland. On my return I furnished the Board with a short report of my tour. It might not be out of place if I mention that the most satisfactory results in connection with art-teaching I found in those English towns where schemes of correlation are in progress. In the most important centres the art-work shows a sequence covering all grades of art-teaching, from kindergarten to art school. The scheme of art-work in the primary and secondary schools in Leicester, Birmingham, Bradford, and other large towns is outlined by the School of Art, whose teachers supervise it in a rota of visits. Every available use is made of the services of the Art School staff to foster and cultivate an appreciation of nature and art throughout the school life of the child, and when children showing a special aptitude for drawing during their ordinary school career arrive at the School of Art they are in a position to profit by the instruction given there. It is to be regretted that so little connection exists between the primary and secondary schools and the School of Art in relation to the teaching of art in Canterbury. It is true the pupil-teacher in the elementary school attends the School of Art for one hour or so a week, but the connection with

the work in drawing in the public school ends there. The trend throughout France and Germany is towards linking up the various educational institutions whereby the pupil can automatically pass forward. In the well-organized schemes in vogue on the Continent a constant stream of pupils ascend the co-ordination ladder from the elementary schools to the School of Art and the workshops, returning to the School of Art for increased power. Where such co-ordination exists, overlapping in the work of preparation is avoided, and facilities for the development of talent is given. If such a system were adopted in Canterbury much waste of time and material would be avoided, while the instruction received under such conditions would be far more complete and effectual than at present. While something has been done by the well-conceived syllabus in drawing issued by the Education Department in New Zealand, there yet remains a great deal to do before co-ordination can be said to be a factor in our art-education system. As I have already said, there is practically no connection between the elementary day school and the School of Art. The only way to bring this about is some scheme of supervision from the district School of Art This scheme of supervision of drawing in the elementary schools by the art master of the district School of Art has proved so valuable where tested in England that it is steadily growing, and will no doubt in a short time be generally adopted in all countries advanced in educational matters. What is wanted is to get it generally adopted in New Zealand ; it is so important to the welfare of art in this country. The constitution of the School of Art in Christchurch, controlled as it is by the Governors of a University college, is quite in line with the leading thought as to control in Europe. The tendency all over the Old World is to place the teaching of art and artistic craft in an institution apart from the teaching of science and commerce, so that an art atmosphere can be cultivated, without which it is impossible to get really valuable work. This atmosphere cannot be cultivated in an institution where every branch of education receives attention. It is necessary in New Zealand, as in England, that the higher branches of art teaching be given in a school specially designed and equipped for such work. In the smaller centres in New Zealand the art-teaching could be carried on up to a certain level in the drawing classes in connection with technical schools, but the higher branches of art-study will have to be taken in the School of Art, which, if real art-teaching is to be given, must be an independent institution, and not a department of a science or commercial school. Though the School of Art can do better work for the higher branches of art and craft teaching by being an independent institution, yet it should be closely connected with the drawing and art-work of the primary and secondary schools of all classes. Its staff should be acquainted with the kind of work done in drawing in the schools in the district, and should be also in a position to exercise some little supervision over such work. By this means the elementary classes at the School of Art would be in a position to continue the art-instruction left off at the elementary and secondary schools. Under the present conditions this is not possible. In New Zealand, as in the smaller centres in England, it is necessary for a school of art to teach both pure and applied art. The applied art and craft teaching should be designed to help those trades and professions in the district that depend for the most part on a knowledge of form, colour, and design. In New Zealand these crafts are very limited, and comprise principally the profession of architecture and the trades of the building crafts, jewellers' work, lithographers' work, plasterers' work, cabinetwork, signwriters and painters and decorators' work, modellers and carvers' work. It would be greatly to the advantage of those responsible for the direction of schools of art in New Zealand if the Education Department defined the scope of instruction, so that when the programmes of classes are submitted unnecessary duplication by other educational institutions could be prevented.

The scope of work in a school of art and crafts is definitely outlined by the English Education Department. To give an idea of what is considered the work of an English school of arts and crafts, I might mention that the Central School of Arts and Crafts in London has an Architecture and Building Crafts Department, a Cabinetwork and Furniture Department, a Silversmiths' and Allied Crafts Department, a General Book-production Department, a Drawing, Painting, Design, and Modelling Department, a Needlework Department, a Stained Glass, Mosaic, and Signwriters and Decorators' Department. The Principal of the school is a decorative artist, who also occupies the position of Professor in Design at the Royal College of Art at South Kensington. Amongst the examples of students' work I purchased for the permanent exhibition that is to be started at the School of Art in Christchurch, I was fortunate in getting a complete set of drawings and notes made by one of the advanced students in the Furniture Department of the Central School of Arts and Crafts. The set of examples of the mural-painting course at the Royal College of Art will also be most valuable, and will enable our advanced students to make a start in this direction next year. The set of etchings from the School of Etching at the Royal College of Art will also form splendid examples for our students in the etching classes that are to be commenced next year. The examples of jewellery and enamels, and the fine collection of figure-modelling, together with the reproductions of the studies of Alfred Stevens, Lord Leighton, A. M. Mucha, and the Raphael and Michael Angelo cartoons, will be most valuable to the students of the life classes. The up-to-date collection of books and portfolios of drawings I was able to procure in England and on the Continent of Europe with the grant that was provided by the Board for this purpose has been the means of placing the school in line with similar institutions in England in the matter of equipment. I look forward next year to being in a position to obtain from the life classes some creditable mural work, as well as other forms of illustration and figure compositions. In conclusion I have to thank the Board for enabling me to visit Europe and make the purchases on behalf of the school. I also wish to thank the staff for the able way the work of the school was conducted during my absence.

R. Herdman-Smith, F.S.A.M., Director.

Statement of Receipts and Expenditure for the Year ending 31st December, 1909.

Receipts.	£	s.	d.
Balance, 1st January, 1909	618	8	2
Students' fees	655	4	0
Government grants—			
Capitation for technical classes	970	7	9
Capitation for free places	181	8	0
Grant for furniture, fittings, and apparatus	87	10	10
Grant for material	46	2	8
Grant from Museum, Library, and School of Technical Science Endowment Fund	300	0	0
Interest	18	9	2
Special prize	1	10	0
	£2,879	0	7
Balance, 1st January, 1910	£636	12	3

Expenditure.	£	s.	d.
Salaries	1,610	2	5
Contribution towards expenses of Registrar's office	80	0	0
Insurance	16	13	6
Gas	80	5	3
Repairs	5	2	10
Advertising	26	1	11
Printing, stationery, &c.	35	11	4
Fuel	13	14	11
General expenses—			
Materials for classes	7	16	1
Washing and cleaning	2	4	2
Expenses of speech night and exhibition	13	6	9
Sundries	7	6	3
Fittings for class-rooms	65	9	0
Removing partition	4	8	6
Apparatus	53	10	6
Material	6	19	7
Books for school library	46	18	0
Telephone subscription	7	0	0
Official postage-stamps	1	0	0
Subsidy to life classes (models)	60	0	0
Grant to still-life class	25	8	6
Grant for prizes	16	3	3
Art works (England)	50	0	0
Contribution towards cost of travelling-expenses of members of Board of Governors	7	5	7
Balance	636	12	3
	£2,879	0	7

GEO. H. MASON, Registrar.

SOUTH CANTERBURY.

EXTRACT FROM THE REPORT OF THE EDUCATION BOARD.

Agricultural Instructor.—During the year the Government decided to make special grants to those district high schools which make a special feature of the teaching of agriculture. This Board, recognizing the great importance of the subject in an agricultural and pastoral district like South Canterbury, at once set to work to secure the services of a properly qualified instructor to organize and supervise the teaching of agriculture in its primary, secondary, and technical schools. The co-operation of the County Councils, High School Boards, and agricultural and pastoral associations was secured, and promises of financial assistance were readily given. Applications for the position of organizing instructor were obtained from the Dominion, America, and Britain, and early this year Mr. John Brown, B.Sc., of the West of Scotland Agricultural College, was appointed. The Board hopes soon to devote to the teaching of agriculture the attention it deserves.

EXTRACT FROM THE REPORT OF THE DIRECTOR OF TECHNICAL INSTRUCTION.

Elementary handwork was taken up at thirty-five different schools. In most of the schools the same definite course of instruction was carried out as has been adopted in previous years. There seems, however, a tendency in this district to drop brushwork out of the course of instruction. The following course is generally adopted in schools where the Standard V and Standard VI take woodwork and cookery: Paper-folding, stick-laying or brick-laying in the infant classes, plasticine or paper-folding in Standard I, modelling or paper-folding in Standard II, carton-work in Standard III, cardboard modelling in Standard IV, woodwork and cookery in Standards V and VI. In some of the schools agriculture is taken in the upper standards as well. In the smaller schools one subject was often taught right through the standards, while in some schools elementary handwork was taken in the lower standards only. This seems rather a pity, as much of the value of the work was lost by not being continued in the upper standards. Last year sixteen sole-charge schools having no female teacher took advantage of the financial assistance given under the regulations for manual and technical instruction, and appointed sewing mistresses, and at four of these schools the boys took needlework as well as the girls. In addition to the above, 68 classes for manual instruction were recognized by the Department—viz., cookery, 18; woodwork, 17; elementary agriculture, 18; advanced plain needlework, 1; botany, 4; swimming and life-saving, 7; chemistry, 2; scientific beekeeping, 1. Cookery classes were conducted at Timaru, Waimate, Temuka, Pleasant Point, and Fairlie centres. The new room recently erected at Pleasant Point proved a great convenience to the cookery instructor. At Fairlie the classes had to be carried on under great disadvantages, as the only available room was the public hall. This will be obviated during the coming year, as a new cookery room is in course of construction, and it is hoped that it will be ready for the opening of the classes. The average attendance at cookery classes for the year was 357. Woodwork classes were also conducted in conjunction with cookery classes at Timaru, Waimate, Temuka, and Fairlie. The average attendance at the woodwork classes for the year was 357. Benches and woodwork tools have now been supplied to Pleasant Point, and it is proposed to conduct woodwork

classes at that centre during the present year. As in former years, the programme in woodwork and cookery was made to correlate with the other class subjects, and most teachers now seem to realize the importance of this, as they are all anxious that their pupils should take advantage of the woodwork and cookery lessons: this is especially the case with respect to country schools Wherever it is possible, the pupils from country schools are conveyed to woodwork and cookery classes thus giving them all the advantages of the town children in this respect.

Swimming and life-saving has again received due attention in this district during the past year, and the subject was taught in all schools where it was practicable. In the upper standards of the town schools it is a rare thing to find a boy who cannot swim. The annual sports which took place last February brought out a good deal of competition, and some fine swimming records were put up. The Challenge Shield presented by the Board was won by the Marist Brothers' School, Timaru. As in most other districts of New Zealand, the interest in elementary agriculture as a school subject increases year by year. During the past year eighteen different schools were recognized as taking elementary agriculture, but many schools in the district have school gardens, which are not recognized, as the teachers cannot see their way to comply with the requirements. Mr. Cross was appointed by the Board to visit the schools; he reported that the work done in all of the schools was of a high order: each school had its experimental plot where valuable experiments were conducted, and the æsthetic side had not been neglected, as all the gardens when visited were in a blaze with flowers. The Board has now appointed an agricultural instructor, and doubtless during the coming year there will be considerable development in this class of school work.

During the year the Board carried on a special class in dressmaking at Hannaton. The class was well attended. Classes for teachers were conducted at Timaru in drawing and agriculture. Mr. William Greene had charge of the drawing, and Dr. Hilgendorf, from Lincoln College, the classes in agriculture. Both classes were well attended by teachers, the interest and enthusiasm being maintained up to the last. The Technical Inspector visited this district last July, and reported favourably on all the classes he had had an opportunity of seeing at work. In conclusion I have to thank the Central Department at Wellington for the fairness and promptitude with which all claims for capitation and applications for grants were met. I have also to thank teachers of handwork classes for their loyal support in carrying on the work during the past year. RITCHINGS GRANT, Director.

EXTRACT FROM THE REPORT OF THE MANAGERS OF THE TIMARU ASSOCIATED CLASSES.

The 1909 session began on the 19th April, and lasted for twenty-six weeks, making two terms of thirteen weeks each. The Managers have made several attempts to prolong the session, but experience has proved that there is very little use in starting the classes before "the Easter holidays," or keeping the school going after October. Students will not attend the school during the summer evenings, and diminished attendance means running the school at a loss. In July last the school suffered an irreparable loss by the death of the Chairman, Mr. John Jackson. Mr. Jackson was one of the founders of the Technical Association, and he had been a Manager of the school since its inception. For the last two years he had occupied the position of Chairman. Mr. Jackson was always ready to help on the cause of education, and he was a great factor in the development of technical education in Timaru. Early in the year 1908 the Government granted the sum of £2,500 for the purpose of making additions to the Technical School. These additions were completed, and the building was made ready for occupation by the end of February, 1909. At the invitation of the Managers, the Hon. George Fowlds, Minister of Education, visited Timaru on the 22nd of April, and performed the opening ceremony. The erection of the handsome building has done much to promote the growth of technical education in Timaru. More classes can now be taken than formerly, and not only that, the classes can be conducted with a greater degree of comfort both to students and to teachers. Although the school has shown a considerable increase in the number of students during the year, there is still plenty of room for development, especially in what might be called the purely technical subjects. The attendance at art subjects is not what it should be in a place like Timaru; but with the appointment of Mr. William Greene as art instructor, the Managers hope to see a big development in this department of the school. A pleasing feature of the year's work was the excellent class for farmers and others, conducted by Mr. F. H. Harte, in wool-classing. This class of work requires developing in connection with the school, and the Managers expect when the agricultural instructor appointed by the Board arrives from Home that other classes will be conducted on similar lines. The following gives the list of classes and the number of students enrolled in each class during the year: Commercial arithmetic, 35; ambulance work, 26; book-keeping, 29; cookery, 25; drainage, 13; dressmaking, 24; English, 32; elocution, 10; electricity, 17; German, 6; building-construction, 9; home nursing (two classes), 20 and 12; carving, 8; photography, 9; plumbing, 22; senior English, 13; shorthand—Gregg's 7, Pitman's 15; typing, 23; Standard VI work, 12; wool-classing, 24; woodwork, 11; art classes, 15: total, 417 class entries. During the year the Managers paid visits of inspection at different times to the various classes under their control. The Technical Inspector, Mr. E. C. Isaac, paid the school an official visit last July. His report, which has already been published, was altogether a very favourable one. At the end of the session examinations were held in the different subjects, and certificates were issued to successful candidates. Mr. Mark Kershaw also conducted examinations to enable plumbers and drain-layers to obtain licenses from the Borough Council. A Sixth Standard examination was also held by the Inspectors, to enable students attending the Standard VI class to gain certificates of proficiency. By the strictest economy the finances of the association are kept in a sound condition. The statement of assets and liabilities shows a credit balance of £150. This must be considered highly satisfactory when the increased expenditure in connection with the opening of the new building is taken into account. It should be pointed out, however, that but for the voluntary contributions of the public and contributing bodies, the school

could not exist, as the only other sources of revenue are the fees and capitation, and it requires the whole of these to pay the salaries of instructors. Summarizing, the past year's work must be considered highly satisfactory. Four hundred and seventeen students enrolled during the year is the highest number in the history of the school; the amount collected for fees, £215 12s. 6d., also constitutes a record. A special word of thanks is due to the teachers for the very able manner in which they carried out their work during the past year. The whole success of the school depends on the staff, and their loyal enthusiasm in the past has helped to place the school in the position it occupies to-day. The thanks of the association are due to all local bodies and citizens who contributed liberally to the funds of the association, and to the Press, who always support the school loyally, and are ever ready to promote the cause of technical education in our midst. 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, 1909, in respect of Associated Classes conducted by the Timaru Technical Classes Association.

Receipts.	£	s.	d.
Balance at beginning of year	717	18	10
Capitation on associated classes	128	8	0
Capitation on account of free places	44	7	6
Buildings	600	0	0
Material	8	19	1
Fees	215	12	6
Voluntary contributions	61	3	6
Sundry receipts	2	6	11
	£1,778	16	4

Expenditure.	£	s.	d.
Salaries of instructors	405	0	0
Office expenses (including salaries, stationery, &c.)	5	1	0
Advertising and printing	24	14	6
Lighting and heating	16	19	10
Insurance and repairs	2	6	8
Examinations, &c.	15	5	0
Material for class use	44	15	8
Cartage	1	6	0
Refund of fees	0	10	0
Sundries	3	12	6
Contracts (new buildings, additions, &c.)	950	11	1
Architect, &c.	115	15	0
Furniture, fittings, and apparatus	114	10	8
Balance at end of year	78	8	5
	£1,778	16	4

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

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

The Board of Managers consisted of nine members, as against seven for the previous year—viz., Messrs. M. McLeod (Chairman), T. Buxton, W. Jeffries, Dr. Hayes, representing the subscribers; A. Frew, the Borough Council; J. W. Joynt, the Temuka Road Board; W. F. Evans, the Caledonian Society; G. Thomson and D. McInnes, the South Canterbury Education Board. In July, 1909, Dr. Hayes sent in his resignation on account of having sold his practice and left the town. The resignation was accepted with regret, all members expressing appreciation of Dr. Hayes's services as a Manager, and of the excellent example he set the young people of the district by attending various classes himself. Mr. John Bambridge was elected to fill the vacancy on the Board, and he has proved an enthusiastic and valuable member. The association is fortunate in having a staff of competent instructors, and during the year nine classes were conducted—namely, a commercial class of 25 pupils, a dressmaking class of 40 pupils, two cookery classes with 14 pupils in each, a relief-carving class of 12 pupils, a wool-classing class of 14 students, a millinery class of 10 pupils, a painting and sketching class of 12 pupils, and a carpentry and joinery class of 14 students. These classes are all useful, and the Managers were pleased to see that the students were enthusiastic in their work, and that the young people of the district are showing greater desire to avail themselves of the benefits of the institution. The mere fact of their attendance at a school cannot fail to make them better citizens. We are glad to note that the public are gaining still more confidence in the school, as is evidenced by the fact that a well-known farmer living some forty miles from Temuka had heard of the success of Mr. Harte's pupils, and asked that one be sent to his district for wool-classing. Unfortunately all the pupils were under engagement, and the request could not be complied with. We take this opportunity of thanking those farmers and others who have from time to time assisted the school by supplying wool. In this matter Mr. J. McInnes, of Winchester, deserves special thanks for what he has done to help the wool students, and Mr. Harte by lending wool every year from his works. The oil and water colour painting class made rapid progress under Mr. Greene, who is considered to be the best animal painter and one of the best landscape painters in the Dominion. He conducted the class on the best lines, all the work being done from nature and out in the open whenever the weather was fine enough. Consequently the work was interesting and the class enthusiastic; and some really excellent work was produced. This year we look forward to still further success in this department, not only from the pictures produced, but from the interest awakened in our beautiful and varied scenery and plant-life. Miss Rennie's cookery classes were, as usual, highly successful, and very creditable work was done. She is anxious that some of her pupils should sit for the City and Guilds of London Examinations. Her pupils in North Canterbury last session gained much success, and there is no reason why Temuka students should not do the same. The other classes, especially the wool-classing and carpentry and joinery classes, would do well to keep these London Examinations in view. The association this year presented only five of its proficiency certificates, as it is not the intention to make awards to any but to those who have attended regularly and done really high-class work; so that if the holders find it necessary to make use of them, employers will know that they are of real value. The names of those who gained first-class certificates are John

A. Paterson, Murdoch McLeod, Charles Williams, John W. Archibald, all for wool-classing; Mr. J. W. Joynt, for book-keeping. We may here draw attention to the fact that all the above-named attended most regularly in all kinds of weather—Messrs. Paterson and McLeod without a break for three years. Mr. J. W. Joynt did not miss a single lesson during the term, and he did a great deal of private study besides. We hope that intending students will profit by the splendid example shown. In addition to the classes conducted by the association in their school, the South Canterbury Education Board used the buildings for three woodwork classes, three cookery classes, and two chemistry classes. This year £112 13s., or £15 more than last year, was earned in capitation, while contributions amounted to £62 2s. 9d. With some of the money the management desire to make further improvements and to equip the classes more fully, after which there should be funds enough in hand to give the 1910 classes a good start. It would be well for the incoming Managers to take into consideration the formation of other classes that the people of this district would find useful for the youthful members of their families. Some of the following subjects are, we think, suitable to choose from: Laundry-work, dairy-work, tailoring, plumbers' work, agricultural science and rural economy, household management, practical geometry, and mathematics. With reference to the formation of new classes, we note with pleasure that the South Canterbury Education Board has just appointed an agricultural instructor, Mr. Brown, at £400 per annum. He holds very high certificates, and has had wide experience both in practical and theoretical farming. We hope that the farmers will be able to take advantage of the benefits to be derived from attending a course of instruction in agriculture. In conclusion, the Board have again to express their thanks for the liberal way in which associated bodies and private individuals have supported the institution by contributions; and there can be no doubt that as the school becomes more widely known all classes of the community will, as the public are beginning to do in other districts, give it their whole-hearted support.

M. McLeod Chairman
J. T. Smart, Director } of Managers.

Statement of Receipts and Expenditure for the Year ending 31st December, 1909, in respect of Associated Classes conducted by the Temuka Technical Classes Association.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
Balance at beginning of year	56	5	7	Salaries of instructors	160	16	0
Capitation on associated classes	114	4	6	Office expenses (including salaries, stationery, &c.)	63	12	10
Furniture, fittings, apparatus	8	7	6	Advertising and printing	12	10	9
Material	7	1	9	Lighting and heating	12	5	3
Fees	73	3	0	Insurance and repairs	11	10	8
Voluntary contributions	67	1	9	Janitor	10	0	0
Refund from South Canterbury Education Board for gas, coal, &c.	8	3	3	Material for class use	15	1	2
Sales	11	15	6	Sundries	3	6	8
Sundries	0	2	0	Bank charges and interest	0	12	6
				Railway-fares, board for instructors, &c.	14	13	6
				Furniture, fittings, and apparatus	18	6	9
				Balance at end of year	23	8	9
	£346	4	10		£346	4	10

M. McLeod, Chairman
J. T. Smart, Secretary } of Managers.

Extract from the Report of the Managers of the Waimate Associated Classes.

Classes in the following subjects have been held: Dressmaking, 80 pupils; cooking, 20 pupils; wood-carving, 11 pupils; shorthand, 25 pupils; typewriting, 23 pupils; carpentry and joinery, 10 pupils; English, 21 pupils; Latin, 19 pupils: a total of 209 pupils in all. All the classes except wood-carving and carpentry were satisfactorily attended: we fear that unless these two classes receive more support next year, it will be impossible to carry them on. The cooking and dressmaking classes have been splendidly attended throughout. As requested, the Director conferred with the Directors of the Timaru and Temuka Schools regarding itinerant teachers. The matter was fully discussed, and it was thought that only in such subjects as painting, wool-classing, and agricultural chemistry would it be desirable to appoint a visiting teacher. It was found, however, that the support by pupils was too small, only four offering for painting, and, after four weeks' strenuous canvassing, very few for wool-classing; the Managers therefore agreed to postpone the matter till next year.

H. C. Barclay, Chairman.

Statement of Receipts and Expenditure for the Year ending 31st December, 1909, in respect of Associated Classes conducted by the Waimate Technical Classes Association.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
Capitation on associated classes	71	14	4	Balance at beginning of year	11	9	11
Furniture, fittings, and apparatus	17	9	3	Salaries of instructors	177	9	0
Material	4	0	0	Office expenses (including salaries, stationery, &c.)	15	1	11
Subsidies on voluntary contributions	58	1	6	Advertising and printing	13	19	1
Fees	20	5	0	Lighting and heating	12	17	11
Voluntary contributions	49	1	0	Insurance and repairs	3	10	4
Received from Education Board for material, apparatus, &c.	12	5	11	Material for class use	6	9	2
Balance at end of year	20	0	5	Sundries	1	4	0
				Furniture, fittings, and apparatus	10	16	1
	£252	17	5		£252	17	5

H. C. Barclay, Chairman
W. H. Beckett, Secretary } of Managers.

EXTRACT FROM THE REPORT OF THE MANAGERS OF THE PLEASANT POINT ASSOCIATED CLASSES.

During the year classes have been conducted in four subjects, the class entries numbering 45, made up as follows: Blacksmithing, 9; first-aid and home nursing, 14; dressmaking, 15; vocal music, 7. The class in blacksmithing was most successful, both in regularity of attendance and excellence of work, but the number of entries was disappointing. The St. John's Ambulance Association appointed Dr. C. S. Thomas to conduct an examination of the first-aid class, and all the members who sat for examination passed. The class in vocal music opened well, but after the second night an epidemic of measles caused a break of several weeks, and when work was resumed the number had dropped to seven. An exhibition of work was held at the end of the session to advertise the classes. The attendance was large, and the evening was successful in every way, thanks largely to the enthusiasm and energy of the instructors. The financial position of the association is sound. Though voluntary contributions show an increase from £5 11s. 6d. in 1908 to £13 10s. 9d. in 1909, a still more liberal public support may be looked for. The year was begun with a credit balance of £28 4s. 10d., with outstanding liabilities amounting to about £20, and ends with a credit balance of £16 15s. 3d. The amount passed through the association's books has increased from £64 11s. 10d. in 1908 to £112 16s. in 1909.

GEORGE CROZIER, Chairman
M. E. LAWRELL, Secretary } of Managers.

Statement of Receipts and Expenditure for the Year ending 31st December, 1909, in respect of Associated Classes conducted by the Pleasant Point Technical Classes Association.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
Balance at beginning of year	28	4	10	Salaries of instructors	36	12	0
Capitation on associated classes	16	13	9	Office expenses (including salaries, stationery, &c.)	28	0	6
Rent	3	12	6	Advertising and printing	2	7	0
Furniture, fittings, and apparatus	5	0	0	Lighting and heating	1	17	9
Material	3	4	8	Insurance and repairs	1	3	6
Subsidies on voluntary contributions	5	11	6	Rent	1	5	0
Fees	25	11	0	Material for class use	5	1	6
Voluntary contributions	13	10	9	Caretaker	5	18	0
Rent of Technical School	6	5	0	Carting	0	15	0
Sales, &c.	5	2	0	Sundries	1	1	9
				Bank charge, 10s.; cheque-book, 2s.	0	12	0
				Furniture, fittings, and apparatus	11	6	9
				Balance at end of year	16	15	3
	£112	16	0		£112	16	0

GEORGE CROZIER, Chairman
M. E. LAWRELL, Secretary } of Managers.

EXTRACT FROM THE REPORT OF THE MANAGERS OF THE FAIRLIE ASSOCIATED CLASSES.

The classes conducted, with their average attendances, were—dressmaking, 15; wool-classing, 13; cookery, 9. Dressmaking was carried on for three terms, wool-classing and cookery for two terms. In May last the Managers were very fortunate in securing the services of W. J. Holstead to give instruction in wool-classing, and this class, a very necessary one in the district, has been most successful. The number of students attending the classes shows a substantial increase in the previous session.

Since the initiation of the classes the association has been greatly handicapped by the want of suitable accommodation, and at the beginning of the year application was made for a grant for a building, the Managers undertaking to furnish and equip it at their own expense. Word has been received that the grant has been passed, and the building will be ready for next year's classes.

The financial position of the association is very satisfactory. The credit balance on the 31st December was £31 7s. 6d.; but this will be increased to £95 when all outstanding Government grants are received. The Managers wish to thank those associated bodies and private persons who have so liberally assisted with their contributions. They trust that with a well-equipped school a considerable advance will be made in technical education in the district.

JOSEPH KING, Chairman.
D. MCCASKILL, B.A., Director.

Statement of Receipts and Expenditure for the Year ending 31st December, 1909, in respect of Associated Classes conducted by the Fairlie Technical Classes Association.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
Balance at beginning of year	50	8	3	Salaries of instructors	38	10	0
Rent	6	7	6	Office expenses (including salaries, stationery, &c.)	16	0	0
Furniture, fittings, apparatus	7	7	6	Advertising and printing	0	10	6
Material	3	11	3	Rent	11	13	9
Fees	33	2	6	Material for class use	5	11	7
Voluntary contributions	19	4	0	Instructors' meals, &c.	9	8	8
Interest	3	8	9	Caretaker	1	5	3
Sales	2	1	0	Furniture, fittings, and apparatus	9	6	0
				Balance at end of year	33	5	0
	£125	10	9		£125	10	9

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

OTAGO.

Extract from the Report of the Education Board.

Shortly after the beginning of the year Mr. D. C. Hutton, who for nearly thirty-nine years filled the important position of Principal of the Dunedin School of Art, found it necessary to retire owing to impaired health. Mr. Hutton was engaged in Britain in 1870 by the Provincial Government of Otago to organize and conduct the Dunedin School of Art, which, it may here be noted, was the first public institution of its kind in the Dominion. Mr. Hutton came to Dunedin with very high credentials as an art master, and the success of the school under his management is signal proof that, considering the necessities of the community so far as art in relation to crafts is concerned, no more suitable appointment could have been made. The school has had an honourable and in some respects a distinguished history. Than Mr. Hutton, the Board has had no one who has served it with more enthusiasm, ability, and conscientiousness. The Board believes that under the new Director, Mr. R. Hawcridge, a man of acknowledged attainment, whose artistic gifts are well known in the Dominion, the school has entered upon a new career of usefulness.

Extract from the Report of the Inspectors of Schools.

In all the branches of handwork taken in the schools there is steady improvement. Cookery is much appreciated by the girls, woodwork by the boys, and gardening by both. In the last-named, much very good work is done in the country schools. The gardens are useful and educative in four ways—(1) they provide useful and pleasurable occupation; (2) they provide material for nature-study; (3) they induce in the children love of the beautiful in nature; (4) where comparative work is done, they teach something of the methods of science. We should like to see more made of the last of these.

Hitherto the chief aim of the district high schools has been to prepare their pupils for the Civil Service, Matriculation, and Scholarship Examinations. It is now felt that the chief aim ought to be a thorough training in the principles underlying the crafts and industries of the districts in which the schools are placed. We hope soon to be able to place before the Board a scheme of work that will, without making preparation for the public examinations impracticable, enable the schools to realize this new aim, at any rate so far as agriculture, our leading industry, is concerned.

We return to a question discussed in our last general report—namely, the question of waste in education. The education system of New Zealand provides for three categories of pupils—(1) those who leave school at thirteen to fourteen; (2) those who leave at sixteen to seventeen; (3) those who remain at school to eighteen or nineteen. The third recruit the professional life of the Dominion; the second—a much larger number—recruit the *élite* of the commercial and industrial workers; and the first recruit the workers on a lower plane. The primary school provides for the first, and the secondary or the technical school for the second and third. Is this provision sufficient for purposes of civic and economic equipment? For the second and third, yes, if the schools are adequately staffed and equipped; for the first, no. It is certain that, however excellent its quality, an education that terminates at thirteen or fourteen does not provide this equipment, and it is also certain that much of the money spent on education that terminates at fourteen yields a very inadequate return in the shape of increased national efficiency. At the most critical period of life, at the time when their education is beginning to operate most efficiently and the continuance of mental, moral, and physical discipline is all-important to the life of the future citizen, thousands of boys and girls year by year pass from the discipline of school to a world where, when not at work, they loaf about, learning little that is good and much that is ruinous to character, and soon forget what they learnt at school except the mechanical parts of reading, writing, and arithmetic. How is this to be remedied? How is the Dominion to get an adequate return for the huge sums of money spent in elementary education? There is, we think, but one *certain* remedy—namely, the establishment of continuation classes at which attendance shall be compulsory to the age of seventeen or eighteen. This is what the most efficiently educated nations of Europe have done, what the School Boards of Scotland are now empowered to do, and what we must do if we would occupy a place in the front rank of educated nations. We quote the following from the Scottish Education Act of 1908: "It shall be the duty of a School Board to make suitable provision of continuation classes for the further instruction of young persons above the age of fourteen years with reference to the crafts and industries practised in the district, or to such crafts and industries as the School Board may select, and also for their instruction in English language and literature." And again: "It shall be lawful for a School Board from time to time to make by-laws requiring the attendance at continuation classes up to seventeen years (or such other age not exceeding seventeen years as may be specified by the by-laws) of young persons above the age of fourteen not otherwise receiving suitable instruction." The Act, it will be seen, makes the establishment of continuation classes compulsory, prescribes what shall be the course of instruction, and empowers School Boards to compel attendance. Obviously it would be cruel to compel children and adolescents to attend evening classes after working seven or eight hours at their daily employment. How can we reconcile compulsory attendance with daily employment? By limiting the hours of work for all under seventeen or eighteen, and making it compulsory upon employers to grant facilities for attendance at the classes. The method of compulsion, it will be said, is un-English (or un-British, if that is preferred), but in our opinion trade interest should not be allowed to weigh against the larger interest of adequate preparation of the rising generation for efficient citizenship. To the nation this is a question of vital importance, and what is good for the nation will in the end be good for the employers, with whose active sympathy and that of the trades-unions it would be easy to add enormously to the civic and industrial efficiency of the Dominion. It is obvious that the question of extended school life, like the question of protection, is bound up with our industrial system; and, just as we have made sacrifices to foster variety of employment and make the nation self-contained, so we ought to make sacrifices to lift every class of worker to a higher plane of civic and industrial efficiency.

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

During the month of May the school was remodelled, renovated, and extra accommodation provided, being now in a perfectly sanitary and comfortable state. The work has been much facilitated by the rearrangement of the rooms, and the provision throughout of individual seats. The lighting, both by day and night, is now exceedingly satisfactory, and is especially appreciated by the students attending the evening classes. The entrance has been widened and improved, an office being provided on the ground floor. In the near future it is hoped that the entrance-hall will be furnished with the work of the students in the design, crafts, and modelling sections, but in the meantime it is convenient and safe compared with the dangerous cramped passage which it replaces. The total number of individual students receiving instruction has this year reached 611, an increase of 22·7 per cent. upon those attending in 1908. This number comprises 147 teachers, 68 pupil-teachers, 74 Training College students, 149 day students, and 173 students attending the evening classes. Such courses of instruction as have been demanded by the particular requirements of the various groups of students have been afforded. The juveniles have been taught freehand and model drawing, brushwork, and the arrangement within geometrical spaces of simple decorative forms derived from floral, animal, and landscape sources. These classes, which have been well attended, have been held in the late afternoon, and the amended hour seems to have the approbation of parents and guardians. The classes for pupil-teachers have also been held at a like hour, so as to interfere as little as possible with their home and University studies. The free day students of the Technical School have been provided with one hour's instruction each afternoon, and have been treated as an intermediate section. Drawing from models, natural objects, floral and plant forms, has been the principal part of their course, but ornamental forms have not been neglected. The school has been open to them at any spare hour, and many of them have availed themselves of the opportunity to attend the morning classes, the afternoon classes in light and shade, and some few enthusiasts have even attended the evening classes. By interesting them in this way it is hoped to cull a number of earnest art students for the more advanced work. For the mining students of the University a special class in geometry and isometry was held at an hour to suit their University arrangements. Freehand and model drawing, geometrical and perspective drawing, have received careful attention as the foundation of correct art education, and a distinct effort has been made to impress the logical principles underlying these subjects so as to increase the self-reliance of the student, and to permit their application to original work. In drawing and painting the classes have been well attended, and much enthusiasm shown in the work both by day and evening students. Instruction has been given in drawing and painting from life, still life, the antique, landscape, and flowers. Much good work has been done in all these sections, both of painting and drawing in every medium. The students have been keen, and have gained many minor successes in addition to their usual works for the Board of Education, South Kensington, London. The still-life paintings of the students at the school have gained a special prize at the exhibition of the New Zealand Academy in Wellington, first prize at Palmerston North, first prize at Wanganui, and special mention at the Otago Art Society's exhibition. Paintings from life and landscapes by the students also received honourable mention in the latter exhibition. At Palmerston North the school was successful in gaining both first and second prizes in drawing from the antique. These and other New Zealand successes have done much to rouse the spirit of emulation among the students—so much so that some of the more advanced have been at work from 9 in the morning and yet attended the evening life class. The students in modelling have received instruction in relief and round representations from plant-form, natural objects, conventional decoration, the figure, and from their own designs, casting from waste and piece moulds. It is hoped to devote special attention to this and the art crafts in 1910. Drawing for tradesmen has been specially catered for. A successful inauguration of a six-months course of trade preparatory drawing made during the winter, was most regularly attended, and justified the care bestowed upon it. The importance of plane and solid geometry to the trades is not sufficiently recognized, but a thorough course was provided, and the attendance was fairly well maintained throughout the year. Drawing for cabinet-makers was specially provided for under most able and practical instruction, and the work executed by the students was of so high an order that it is confidently expected that a constantly increasing number of tradesmen and apprentices will take advantage of the course. Another departure during the year was a special course of decorative painting, lettering, stencilling, and ticket-writing under expert tuition. The students were enthusiastic, and the attendance during the winter months often taxed the accommodation. Too great stress cannot be laid on the advantage to apprentices and journeymen of holding this course in a school of art, where the practical portion of the work can be co-ordinated with the higher branches of drawing, design, and colour, to the obvious welfare of the trade. Architects and the building trade have had special facilities in the provision, in addition to the various branches of ornamental, geometrical, and perspective drawing, of a complete course of building-construction. The class has been well attended throughout the year, and the students have been thoroughly alive to the advantages offered. Machine construction and design have also been taught with most successful results, and there is a distinct advantage in taking this subject at a school of art, not only on account of its correlation with geometrical and model drawing, but because its separation from the workshop is in accord with actual trade practice. The atmosphere of the school of art impresses the student by its sense of aloofness, as does that of the draughtman's office or the rooms of the consulting engineer. For teachers and pupil-teachers a complete course of instruction in elementary drawing, brushwork, modelling, wood-carving, and design has been provided on Saturday mornings. Every effort has been made to make the instruction of such a nature as to be directly applicable to the work of the elementary school, and the course seems to have been met with cordial sympathy on the part of the teachers, who have attended in large numbers and taken a keen interest in the schemes of work submitted to them. It will be a genuine hardship to the country teachers of Otago if these classes have to be abandoned or

curtailed. The students of the Training College have attended for three hours each week for training in freehand, model drawing, geometry, brushwork, and modelling. In addition to this, the Director has visited the College and devoted an hour each Friday afternoon to the delivery of lectures, demonstration lessons, schemes of drawing for the standards, brushwork, &c., and supervised the teaching of drawing in the Model School. With the kindly co-operation of such experts in education as Professor White and such able enthusiasts as Mr. Pinder and his staff, these earnest efforts should bear fruit in the years to come throughout the schools controlled by the Education Board of Otago. In connection with the science and art examinations of the Board of Education, South Kensington, nine first-class and seventeen second-class certificates were obtained. I wish to thank the members of the staff for their constant attention to duty and their zeal in the interests of the school. The staff now numbers eleven, all of whom devote their best efforts to the progress of the students. No resignations have been received during the year. To the principal of the Training College and his staff I express appreciation of their invariable kindness and sympathetic assistance in the work undertaken at that important institution. In conclusion I must thank the Education Board for the very careful consideration invariably given to any recommendation I have made. R. HAWCRIDGE, Director.

Statement of Receipts and Expenditure for the Year ending 31st December, 1909, in respect of Special Classes conducted by the Otago Education Board.

Receipts.	£	s.	d.
Capitation on special classes	310	7	6
Capitation on account of free places ..	28	3	6
Training of teachers	300	0	0
Fees	246	17	0
Balance at end of year	1,732	13	10
	£2,618	1	10

Expenditure.	£	s.	d.
Balance at beginning of year	706	6	3
Salaries of instructors	867	7	11
Office expenses (including salaries, stationery, &c.)	30	0	0
Advertising and printing	64	14	9
Lighting and heating	38	19	5
Repairs and renovations	599	0	0
Material for class use	32	2	2
Janitor, School of Art	35	6	0
Furniture, fittings, and apparatus ..	165	15	0
Adjustment, training of teachers, balance ..	78	10	4
	£2,618	1	10

P. G. PRYDE, Secretary.

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

The Minister of Education having decided the number of representatives to be elected by each of the associated bodies, the Board of Management was at the beginning of the year constituted as follows: Hon. T. Fergus, Rev. P. B. Fraser, M.A., and Messrs. P. Goyen, G. C. Israel, J. Mitchell, W. Scott, representing the Otago Education Board; Mr. T. Scott, Councillor J. B. Shacklock, and His Worship the Mayor (J. H. Walker), the Dunedin City Council; Messrs. A. Burt, A. Sligo, and G. M. Thomson, M.P., the subscribers to the Technical Classes Association. At the first meeting Mr. Thomson was re-elected Chairman, and Mr. Sligo Hon. Treasurer. Early in the year Mr. Fergus resigned, and the vacancy thus caused was filled by the appointment of Mr. D. T. Fleming, of Balclutha. Towards the end of the year education lost a staunch friend and energetic worker by the death of our late treasurer, Mr. A. Sligo. The Board of Management have inserted in their records a special minute expressive of his untiring aid to education (1) as a member of the Caledonian Society, (2) as a School Committee man, and (3) as one of the Managers of this school.

The Director's report deals in detail with the work of the classes. It should, as he points out, be noted that the decrease in enrolment was due almost entirely to the falling-away in the number of applications for free places, and this for the most part was owing to the fact that at the Dunedin centre fewer pupils than formerly succeeded in gaining the qualifying proficiency certificate. Excepting for this numerical decrease, the attendance, punctuality, and general work of the students was extremely satisfactory.

During the past year the afternoon classes were extended so as to afford complete preparatory courses in technical, commercial, and domestic branches respectively. It is a regrettable fact that a course so important as the first-mentioned did not meet with sufficient support to justify its continuance for the year. On the other hand, both of the other branches drew more students than could be conveniently taught in the various classes. Special attention is now being given to provision for these three courses, and, by a simplification of the classes, an extension of the time, and the appointment of a special day staff, it is hoped to greatly increase their efficiency during the year we are entering upon.

Early in the year the building for the mechanical engineering department was completed, and the workshop equipped by well-selected up-to-date machinery, the Government grant being considerably augmented by the Board of Management's own funds. The attendance at the practical classes more than justified the provision made for this workshop practice in mechanical engineering, and the first year's experience convinced the Managers of the necessity of supplementing the machinery equipment, and also of the urgency of making provision for an efficient pattern-making shop. Application was therefore made for a grant-in-aid, the Managers undertaking that the Technical Board would contribute a proportionate part of the cost. The amount was at once promised, and the additional machinery has been ordered, and may be expected in the course of a few months. Then, with our special provision for practical mathematics, applied mechanics and steam, mechanical drawing and machine-construction, pattern-making and workshop practice, our engineering course will be practically complete. This, it should be added, is largely due to the Government's favourable consideration of our various applications for grants in aid of the work.

The Board has observed with pleasure that wider recognition of the work and possibilities of the Technical School has been accorded during the past year by various public bodies. Dr. Falconer, the Hospital House Surgeon, has recommended to his Board that our classes in physiology and cookery be recognized as giving sufficient instruction in these subjects for probationers seeking to qualify as hospital nurses. The Drainage Board has resolved that in future apprentices attending the plumbing classes at the Technical School will be given concessions in length of service and in examinations. Professor Park, the Director of the Otago School of Mines, has arranged with his Council that all mining students should take the necessary mechanical drawing at the Technical School. The Board would urge upon the Employers' Association, the Trades and Labour Council, the various trades-unions, and such local bodies as the Harbour Board and the suburban Municipal Councils, that they should take a direct interest in the work of the school by subscribing to its maintenance, and thus securing *pro rata* representation on its Board. The Board would also suggest that employers should examine the courses of study laid down in such trade subjects as painters' work, cabinetmaking, carpentry, plumbing, engineering, and electrical science, and that they should recommend their workmen and apprentices to take advantage of the same. Any recommendations they may feel disposed to make with regard to the syllabus in these subjects will be welcomed and carefully considered. In consideration of the importance attaching to the classes for mechanical engineering, the Board think that provision should be made before next year for the appointment of a permanent instructor in this subject who would give his whole time to the work. As soon also as it can be done, the same provision should be made for a permanent instructor in building-construction.

When the new buildings now erected on the present site were completed it was thought that the space provided would serve the needs of the school for many years to come: already, however, the demands of these trade classes and the growing need for more complete practical instruction in domestic economy point to the necessity for further extension of the premises. This matter will require the serious consideration of the new Board, in order to keep up the high level of efficiency which the school has already attained.

Three of the University professors continue to offer free places to the best student of the year in physics, chemistry, and English. The Board would suggest that this principle might be extended with great advantage in the case of other classes for which the Technical School prepares its students.

A copy of statement of receipts and expenditure accompanying this report gives the credit balance at end of year as £21 7s. 1d. on the 31st December, but since that date the capitation and allowances for the second term have been received, and form a substantial balance.

GEO. M. THOMSON, Chairman.

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

Including 8 held in country districts, the total number of separate classes regularly conducted throughout the year was 93, an increase of 7 on last year's number. Of the 85 Dunedin classes, 13 were for continuation subjects, 28 for commercial subjects, and 43 for technical subjects. These figures are significant, for this is the first year in the history of the school that the strictly technical classes have formed a majority of the whole. The number of individual students attending the Dunedin School at any time during the year was 856, a reduction of 138 on last year's attendance. The number of these classes in the various subjects of instruction, and the attendance thereat, were as follows, the attendances for the first term being shown in parentheses: English, senior, two classes, (56), 38; English, intermediate, two classes, (56), 60; English, junior, four classes, (129), 100; French, junior, (11), 10; Latin, senior, (11), 9; Latin, junior, (15), 17; elocution, two classes, (14), 11; mathematics, senior, (11), 9; mathematics, junior, (10), 12; commercial arithmetic, junior, two classes, (76), 69; commercial arithmetic, intermediate, three classes (84) 63; commercial arithmetic, senior, two classes, (60), 51; typewriting, five classes, (100), 87; shorthand, eight classes, (124), 111; commercial correspondence, three classes, (90), 77; commercial law, (9), 9; book-keeping, senior and junior, four classes, (114), 96; penmanship and correspondence, (31), 31; commercial geography, (29), 26; elementary science, (31), 31; electrical science, (33), 19; physics, heat, and electricity, (7), 9; chemistry, (23), 16; painters' work, two classes, (22), 16; plumbing, theory and practical, (49), 43; practical mathematics, senior and junior, (56), 43; mechanical engineering, senior and junior, (51), 38; mechanical engineering, advanced, (12), 14; engineering, workshop, four classes, (57), 41; carpentry, (10), 9; cabinetmaking, (11), 8; wood-carving, three classes, (47), 44; dressmaking, eight classes, (110), 132; needlework, two classes, (51), 54; tailors' cutting, (4), 4; cookery and domestic economy, 10 classes, (142), 129; horticulture, (0), 17; physiology, two classes, (51), 49.

Referring now to subjects of instruction, I have to point out that the classes in the continuation subjects have, for working purposes, recently been limited in size, and this has been found conducive to efficient and effective teaching. In commercial subjects students now more often attend a course of instruction rather than isolated or individual branches as formerly. In book-keeping, typewriting, and commercial correspondence the high standard set continues to be maintained. In the final examination for certificates in shorthand the stringent conditions of the Pitman examination were adopted, and, although as a result fewer certificates were awarded, those hereafter issued will undoubtedly have an enhanced value. Law is the only subject of the commercial course that languishes and is carried on at a loss; yet a knowledge of the subject seems essential to successful office-work.

The so-called technical classes were not only well attended, but were, generally speaking, successful to a greater extent than in former years; and in this department also students are becoming more given to a course than to individual subjects. But the tendency to omit the study of the essentials forming, as it were, the basis continues. For example, half of the students that enrolled for electrical science must have themselves realized as the work advanced that their knowledge of mathematics or elementary physics was deficient, and thus upon them at least much valuable teaching was lost; and this notwithstanding the fact that preparatory classes are held for special instruction in these branches. In senior plumbing, again, those attending the practical class were frequently absent from theory. The

junior plumbing class, on the other hand, was well supported, the attendance at practical mathematics and general experimental science of the subject always being most encouraging. The equipment of the engineering workshop enabled us to lay down a more definite and complete course in mechanical engineering, and at the same time created considerable interest in the subject. It has already been found necessary to ask for additional machinery. Further, to give training in the complete course provision is being made for a pattern-making department, which it is hoped will be in operation next year. Another new class that apparently supplied a want and was attended by a small band of enthusiastic students was that for cabinetmaking. Mr. Marlow, who examined the class, reports, "The pupils seem to have had a thorough grounding in the essentials of the trade; the exhibitions of lap dovetailing, mitre dovetailing, knuckle hinges, and rub jointing being excellent, and reflecting credit on the pupils and their instructor. The exhibits of the pupil placed first are such that any tradesman might be proud of." According to the examiners' reports, the division of the painter's work, with a teacher to each branch, has also been productive of good results. Mr. A. Gillies, one of the examiners, writes, "I cannot present my report without expressing pleasure at the quality of the work. The pupils are more advanced this year, and the work is really a credit to the class and the master. In order to draw attention to the value of the work, I would just like to point out that of the seven submitting work for inspection no fewer than four were journeymen. If these men think it an advantage to attend the class, surely it must be much more so to lads serving their apprenticeship. The wisdom of appointing separate teachers for the signwriting and for the graining and marbling classes has, in my opinion, justified itself." Mr. Osborne, who examined the signwriting, reports, "I can with a certain amount of pleasure testify to the general proficiency attained by the students. From a practical wage-earning point of view the work shows good promise, and the executive, as also the teacher, in the above section are to be complimented on the proficiency which is evident at the close of this year's session. The tuition has been of a thoroughly practical nature, as evidenced by painstaking effort in the work of even the less advanced students."

The other technical classes have been so frequently reviewed and their results summarized that there is no necessity to enter into a detailed criticism of their working during the year. A matter, however, that should not be overlooked is the fact that the classes in agriculture, agricultural chemistry, and botany had to be abandoned because practically no students applied for instruction in these subjects.

A most pleasing and striking feature of the work was the regularity of attendance maintained throughout the entire session. In previous years the average attendance has during the second term invariably fallen about 20 per cent., but this year the decrease was less than 3 per cent., a fact indicative of sustained enthusiasm and interest in their own progress by the students themselves. Another tribute to the success of our efforts is the quite unsolicited recognition that has been accorded to the instruction given in several branches taught in our school. The following instances are worthy of note. During the session the Dunedin Drainage Board, on its own initiative, arranged with me for a conference whereat its representatives expressed strong approval of the school syllabus for instruction in plumbing. The ultimate result of the conference was an agreement between the Drainage Board and the Board of Management of the school whereby the value of the school training in plumbing is officially recognized, the school examinations are substituted for those of the Drainage Board, and concessions in time are granted apprentices completing the full technical course. Next, after having seen our students at work, Professor Park, Director of the School of Mines, arranged with his Council that mining students at the University shall take part of their course in mechanical drawing, machine-construction, and practical mechanics at the Dunedin Technical School. Again, Dr. Falconer, resident medical officer at the Dunedin Hospital, in his published report for 1908, when referring to the establishment at the Dunedin Technical School of the physiology class for nurses states, "I have hopes that this class will be the forerunner of that school becoming recognized as a preliminary training school for nurses, teaching the subjects of physiology, cooking, domestic economy, and hygiene. This would prevent the nurses being unduly taxed with studies during their hospital career here, and allow them more time for the study of medical and surgical nursing."

Free Places.—In 1908 there were 347 holders of free places in attendance, this year only 247, a decrease of 103, which corresponds almost exactly to the reduction in the number of proficiency certificates issued to scholars of the city and suburban schools at the end of 1908. Quite a number of the applications for free places were from the holders of competency certificates, and had consequently to be refused. Making the attainment of the proficiency certificate more difficult, and so rendering a larger number of young people ineligible for free places at a technical school, seems to me to be prejudicially affecting those most in need of a continuation education. This is in striking contrast to the principle embodied in Mr. Sidey's Bill, whereby he seeks to make provision for at least a two-years compulsory continuation education. To girls holding only a Sixth Standard competency certificate, and wishing to take up the study of purely domestic subjects in a technical school, some concession should be granted.

Day Classes.—At the beginning of the year provision was made for afternoon classes, comprising a technical course, a commercial course, and a domestic course. Owing to the opening of these classes being delayed until April, sufficient students were not forthcoming to justify the carrying-on of the technical course. The commercial course was, however, attended throughout the year by thirty-seven students, and the full domestic course by thirty-five. Although the arrangements were for the most part temporary, very satisfactory work was done. In order to amplify the above-mentioned courses and increase their efficiency, arrangements are now being made for a full day staff to begin work in February. The technical course will embrace elementary chemistry, mechanics, and physics (including measurements), woodwork and ironwork, elementary and practical mathematics, drawing, graphical arithmetic and mensuration, and general English, the object being to form a groundwork suitable for the various woodworking trades, building trades, and branches of engineering. The commercial course (to be held in the afternoons only) will include shorthand, typewriting, book-keeping, penmanship, and commercial correspondence, *précis*-writing, commercial arithmetic, and commercial English. In the domestic course provision has already been made for needlework, dressmaking, general housewifery,

cookery, physiology and hygiene, penmanship and general correspondence, arithmetic (including household accounts), and English. It is expected that by the time the school opens we shall be in a position to add laundry-work to the last-mentioned course.

This question of specialization at the end of the primary-school career is at present engaging the attention of educational experts throughout the British dominions. For instance, in the recent report of the Minister of Education in Ontario it is proposed that at the conclusion of the primary-school course proper a bifurcation principle be followed. This, it is stated, implies the establishment of two classes of schools—(*a.*) Vocational schools that would take boys at fourteen years of age intended for industry, and give them, say, a two-years general trade course; such a school also to provide for girls a training in domestic science and other suitable work. (*b.*) Higher schools affording a good secondary education for those desirous of continuing or proceeding to a university. Our day school should, in a modest way, fulfil a function similar to the school designated "vocational."

The school is indebted to the honorary examiners, who often, at great inconvenience to themselves undertake much laborious work. Although it seems invidious to particularize, mention should be made of the time given to the examination of cookery students by the examiners, Mesdames Denniston and Macassey, who spent two long days in the cookery room.

I have to thank all members of the staff and the Director of the School of Art for their ready assistance and hearty co-operation in the work. The open evenings and exhibitions of work made unusual demands upon the teachers of cookery, needlework, and dressmaking, and this extra service was most willingly given.

ANGUS MARSHALL, Director.

Statement of Receipts and Expenditure for the Year ending 31st December, 1909, in respect of Associated Classes conducted by the Dunedin Technical Classes Association.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
Balance at beginning of year	517	10	6	Salaries of instructors	1,759	5	7
Capitation on associated classes	647	5	1	Office expenses (including salaries, stationery, &c.)	145	7	6
Capitation on account of free places	608	19	9	Advertising and printing	120	11	0
Buildings	1,800	0	0	Lighting and heating	98	8	0
Furniture, fittings, and apparatus	137	1	6	Insurance and repairs	83	9	2
Material	63	16	8	Rent	4	8	0
Subsidies on voluntary contributions	200	5	0	Material for class use	102	17	8
Fees	520	18	6	Janitor	100	3	4
Voluntary contributions	259	3	0	Water rates	14	0	0
From Education Board on account of janitor	30	0	0	Contracts (new buildings, additions, &c.)	1,718	6	6
Sundries	3	14	0	Architect, &c.	92	15	0
				Furniture, fittings, and apparatus	527	15	2
				Balance at end of year	21	7	1
	£4,788	14	0		£4,788	14	0

GEO. M. THOMSON, Chairman
ANGUS MARSHALL, Secretary
of Managers.

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

The year, although not realizing the expectations of the Managers in regard to the number of students in attendance, was in other respects very satisfactory. The number of students enrolled was 335, divided into fourteen classes, and the examinations disclosed evidence of sound teaching, and a desire on the part of those attending to improve their knowledge. The school was inspected during the year by Mr. E. C. Isaac, Inspector of Technical Education, to whom the thanks of the association for valued suggestions are due. The Managers desire to thank the various public bodies for their contributions, and the Press for their assistance in advertising the aims and objects of the association. During the ensuing session it is hoped that those who have gained proficiency certificates and have been unable to attend a secondary school will take the opportunity to obtain the advantages offered by attending the association's classes. In this connection the Managers are pleased to state that they have enlisted the sympathy of the North Otago Employers' Association, and the executive is taking steps to bring under the notice of employees the benefits accruing from attendance at the school.

JOHN SCOON, Chairman.
A. MCKINNON, Secretary and Superintendent.

Statement of Receipts and Expenditure for the Year ending 31st December, 1909, in respect of Associated Classes conducted by the Oamaru Technical Classes Association.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
Balance at beginning of year	40	12	4	Salaries of instructors	164	11	6
Capitation on associated classes	61	7	7	Office expenses (including salaries, stationery, &c.)	105	8	7
Capitation on account of free places	12	9	6	Advertising and printing	5	18	9
Buildings	250	0	0	Lighting and heating	6	10	1
Material	4	3	1	Insurance and repairs	1	11	6
Subsidies on voluntary contributions	73	3	0	Rent	1	0	0
Fees	102	7	6	Material for class use	10	14	0
Voluntary contributions	72	3	0	Cleaning	14	15	0
				Rates	3	2	0
				Petty cash	2	0	0
				Refund	0	10	0
				Contracts (new buildings, additions, &c.)	250	0	0
				Balance at end of year	50	4	7
	£616	6	0		£616	6	0

JOHN SCOON, Chairman
A. MCKINNON, Secretary
of Managers.

SOUTHLAND.

EXTRACT FROM THE REPORT OF THE DIRECTOR OF TECHNICAL INSTRUCTION.

A review of the year's operations indicates that satisfactory progress has been made in connection with technical education throughout the district. Speaking generally, it may be said that the standard of work attained in the past has been fully maintained. Indeed it would be safe to go a little further, and say that there has been moderate development and expansion along lines that have been tested and found to be adapted to local requirements.

School Classes.—Little need be said regarding the handwork classes in our schools. In the Southland District there are 168 schools in operation, and in every one of them, classes in such subjects as paper-folding, brick-laying, plasticine modelling, cardboard modelling, and brushwork are conducted as part of the regular school curriculum. Advanced needlework is taught in the same number of schools as last year (21); swimming and life-saving classes were conducted in 4 schools; instruction in elementary physiology and first aid was given to the scholars in 4 schools; while at Riverton and Winton the pupils were instructed in elementary botany. The classes in elementary physical measurements remain stationary (25); but classes in elementary agriculture show an increase. Last year there were 33 classes in operation; this year the number has risen to 38. Special attention has been given to these classes. The Inspectors, with considerable care and thought, prepared a series of notes for the guidance of teachers, and these notes were printed in pamphlet form and distributed to all interested. Special apparatus to enable indoor experiments to be conducted during the winter months was also procured and supplied to each school, and it is confidently anticipated that the work for the current year will prove of interest and benefit to those under instruction. School Committees have also shown greater interest, and in several instances have made donations of money or material to enable the school plots to be securely fenced. If, during the year, sufficient funds can be raised to erect a small tool-shed in each garden-plot, nothing further will be required by way of equipment. It is proposed, in order that teachers may become thoroughly conversant with the Inspectors' desires in regard to the efficient management of these classes, that a special course of training in laboratory practice on the lines indicated in their manual be given during the ensuing winter months. The classes in elementary physical measurements have also had special attention paid to them, and an extra equipment for experimental and individual practice has been obtained and distributed to the schools in which these classes are being conducted. A very excellent series of lessons was prepared by Mr. A. Inglis, M.A., M.Sc., for teachers who attended the Saturday Training Classes, and these were printed in pamphlet form and sold at a sum less than cost, in order that teachers might be possessed of a permanent record. Woodwork and cookery continue to be taught to the boys and girls connected with Invercargill town and suburban schools, Greenhills and Bluff. These classes are doing excellent work. An application was made to the Department early in the year to have woodwork and cookery classes established at Gore and Riverton centres, and it is hoped that this desirable extension may shortly be brought about. When this scheme is in full operation all the boys and girls in no less than 54 of the schools adjacent to the railway-line will receive instruction in these important subjects. The girls in 34 schools staffed by males only received instruction in standard needlework from competent instructresses. The raising by the Department of the capitation payable on account of any one school to a minimum of £6 has proved of great benefit to the pupils of backblock schools, as, with the former capitation payment of 10s. per pupil in average attendance, the remuneration was often so small that no one could be found willing to devote the necessary time to the work.

Training of Teachers.—A grant by the Department of £175 enabled the Board to continue the Saturday Training Classes on lines similar to those of last year. For certificated teachers, classes in elementary physical measurements, elementary agriculture, blackboard drawing, freehand and model drawing, and light and shade drawing were established; while for uncertificated teachers, and for those who wished to improve their status but who could not attend the Training College at Dunedin, classes were conducted in English (higher and lower), mathematics (higher and lower), school method, psychology, blackboard drawing, freehand and model drawing, and brush drawing. These classes proved exceedingly popular. The classes in elementary physical measurements, elementary agriculture, and blackboard drawing were so large that assistant instructors had to be appointed. Mr. Laurence Lennie, a thoroughly practical agriculturist and horticulturist, was appointed to the charge of the agriculture class, and did excellent work. He threw his extensive nursery at Waikiwi open to the members of the class, and on several occasions the practical part of the work was conducted within his grounds. Mr. Inglis, M.A., M.Sc., although labouring under serious disadvantage through lack of a properly equipped laboratory, managed to keep his class intensely interested. The advent of Mr. Dickson to the charge of the drawing classes gave an impetus to this branch of education, and his classes were always full of interested and earnest students. An intimation from the Department that the free passes issued to teachers would be discontinued within a fortnight of the receipt of the notice somewhat disorganized the work of the classes. The syllabus had been drawn up to cover a specified number of lessons, and these extended beyond the date fixed by the Department for the withdrawal of the concession. Instructors did their best to compress their matter into the given time, with results not of the best. A later intimation that the privilege would be continued was duly received, but by that time the classes had practically been brought to a close. The collegiate classes were financed by fees from the students, aided by a generous contribution from the Board—no part of the teachers' training grant being devoted to the payment of the instructors. The greatest care was exercised to see that the privileges of free railway pases and free tuition in the manual classes were not abused. All uncertificated teachers who travelled by train were required to attend for three hours, while certificated teachers were required to attend for not less than two hours. The rolls were strictly supervised, and whenever a teacher who had used the free railway pass happened to be absent from a class of which

he was a member, he was promptly called upon to refund first-class ordinary return fare. This happened, however, very seldom indeed. The general consensus of opinion was that the classes met a felt want, and were a great benefit to every one who attended. It is worthy of note that in one case a teacher, in order to get needed help in his studies, regularly left his home between 4 and 5 o'clock in the morning, rode on his bicycle several miles, then travelled sixty miles in the train to Invercargill, and arrived home at 10 o'clock at night. For the current year it is proposed to establish classes at Gore, and possibly at Riverton. This will obviate the necessity of teachers travelling such long distances in order to benefit from the instruction given.

Evening Classes.—Last year it was noted that the attendance at the evening classes at Invercargill was smaller than had been the case for a year or two previous. This year, however, the number of students in the various classes has been quite up to the average of the best of former years. As is the case nearly every year, several changes took place on the teaching staff. The most notable was the appointment of Mr. Dickson to the charge of the art classes. Mr. Dickson has had considerable experience both at Home and abroad, having studied in England, Scotland, France, and Belgium. He holds the Art Teacher's Diploma from the Glasgow School of Art. Since his appointment the art classes have taken a new lease of life, the rooms have been fully equipped with the necessary casts, models, and other apparatus, and excellent results are being looked for in the near future.

A class in sanitary plumbing, under the direction of Mr. Joseph Anchor, R.P.C., was also successfully established, and some very good work was accomplished by the students. The thanks of the Board are due to Messrs. McSkimming and Sons, of Benhar, for the gift of a complete set of their sanitary-ware manufactures. This class will prove of inestimable value to the plumbers of the town, especially as in the near future a complete system of sewerage is likely to be introduced to meet the requirements of Greater Invercargill. In conjunction with the Borough Council, an examination is to be held at the end of each session, and those who are successful in passing the examination will be licensed by the Council as efficient tradesmen. The Council has also promised to bear part of the cost of the annual examination.

An effort was made to establish a class in wool-sorting, but failure resulted owing to the fact that a qualified local instructor could not be induced to take charge, and the Department objected to pay full fare of an instructor from Dunedin.

On the work of the other technical classes there is little need for comment. All the teachers were enthusiastic in the performance of their duties, and the students received much valuable information and knowledge which will be of lifelong value to them. Of the continuation classes more may be said. When classes are conducted for only seven months of the year, during the autumn, winter, and early spring it is impossible to arrange systematic courses of study extending over a period of, say, two or three years, and to obtain full benefit of the instruction imparted; such a course is desirable—even necessary. A large number of the students in the commercial classes are free-place students—that is, they hold Standard VI proficiency certificates, and, provided they attend certain classes, are not required to pay fees, a special capitation grant from the Department being received on their account. In order to qualify for capitation, free-place students must attend the English and arithmetic classes and at least one other class, and make a certain percentage of attendances. It has been found that under the present system there is no real desire on the part of the students in general to attend the English and arithmetic classes, but they do so under mild compulsion in order that they may obtain free tuition in the classes in which they are specially anxious to receive instruction. Then there is constant change going on amongst the young people. In consequence, of those who attend the first year of their free course little more than half attend the second year, and not a single student has yet sat for the examination for an extension of his free place for a further period of three years. The conditions are not favourable. A break of five months during the summer destroys every possible chance of students being properly equipped for passing such an examination. The question is, how can this matter be remedied? And the only answer is, by the establishment of day classes. Should the Board on its own initiative adopt such a course, or should the work of the Technical School apart from the school classes be handed over to the management of an associated body? The solution of this question must shortly be carefully considered. The establishment of day classes under either of the conditions named would mean, first, a considerable expenditure of money on the part of the controlling authority, and, second, direct competition with the existing high schools. In regard to the cost of day classes, the capitation earned by the students in attendance would not for some time meet the expenditure that would be required for efficient administration. Outside financial assistance would be necessary, and in order to obtain this assistance the classes would require to be controlled by an association of members elected by the various contributing bodies. Such contributions are subsidized pound for pound by the Department, and these amounts added to the capitation earned by the students would provide the necessary funds. The great advantage of this method of control lies in the fact that an interest is taken in the work of the school by the local bodies amongst whom and for whose benefit the classes are being conducted. Unless this interest is secured, the school cannot hope to attain the position it ought to occupy in the community, and to diffuse fully the knowledge it is fitted to impart. For this purpose it was created. In regard to the possible overlapping of some of the work with that of the high schools, this contingency cannot well be avoided. Experience in other centres, however, has proved that the attendance at high schools in the towns in which there are technical day schools has not only not been prejudicially affected, but has actually increased, since the establishment of the latter schools. It would therefore appear that in the larger centres—in which category Invercargill may now be reckoned—there is for each of the institutions a province that it may profitably occupy. This question was very fully discussed in my report of 1904, and again last year in the united report of Inspector Hendry and myself on our visit to the technical schools of the North Island, and I again submit it to the careful consideration of the Board. This year, for the first time in their history, the

evening technical classes have benefited by the receipt of voluntary contributions from the local bodies as under: Borough Council, £25; Bluff Harbour Board, £30; Southland County Council, £25. These amounts were received with thanks, and have been spent in providing proper equipment for the building-construction, machine-construction, magnetism and electricity, chemistry, and art classes. The thanks of the Board are also due to several private firms and individuals for donations in aid of the work. Again, as in former years, an exhibition of the work of the school was held at the close of the session, and in this way the benefits to be derived from attendance at the classes were brought prominently before the public. Owing to the establishment of a High School at Gore, the classes which have been conducted at that centre were passed over to the control of the Gore High Schools Board as from the end of the year 1908. At Bluff and Mataura, however, successful classes were continued as formerly. At Greenhills and Charlton classes were conducted by the teachers in charge of their respective schools. It is a difficult task to have classes established in the smaller centres, but there are several towns in the Southland District where, were a beginning made, successful work might be accomplished. I refer to such places as Riverton, Orepuki, Otautau, Winton, Wyndham, and Queenstown. These are fairly large townships, and efficient instructors could be found within their own borders to teach whatever subjects it might be found desirable to place on the syllabus, but local enthusiasts in the cause of technical education at these centres have not yet been found. Inspector Isaac, of the Education Department, visited the classes during the month of June.

In connection with the annual examinations of the City and Guilds of London Institute, held at the end of May, and of the Board of Education South Kensington, London, held at the end of June, six first-class and seven second-class certificates were obtained by candidates.

Statement of Receipts and Expenditure for the Year ending 31st December, 1909, in respect of School and Special Classes in the Southland District.

Receipts.	£	s.	d.
Balance from year 1908	1,633	7	2
Central Account—			
Students' fees	226	0	0
Capitation: Special and continuation classes	235	3	4
Grants for furniture and fittings	75	0	0
Grant for building	500	0	0
Voluntary contributions	94	6	0
Subsidy on contributions	7	0	6
Education Board's contribution	15	16	7
Country Continuation Account—			
Capitation earned	23	6	10
Bluff Account—			
Students' fees	37	7	6
Capitation: Special and continuation classes	49	13	10
Capitation: Free places	3	18	0
Refund of rent	11	10	0
Voluntary contributions	20	0	0
Mataura Account—			
Students' fees	15	10	0
Capitation: Special and continuation classes	19	1	0
Capitation: Free places	7	9	6
Refund of rent	2	2	0
Schools' Technical Account—			
Capitation earned	735	5	9
Grants for apparatus	68	10	0
Voluntary contributions	19	2	0
High School refund	52	7	6
Cookery refunds	15	8	6
Schools' Standard Account—			
Capitation earned	434	1	7
Capitation: Needlework	170	12	6
Refunds	73	1	2
Teachers' Training Account—			
Government grant	175	0	0
Grant for material	3	2	0
	£4,723	3	3

Expenditure.	£	s.	d.
Central Account—			
Instructors' salaries	382	5	0
Materials	47	2	8
Apparatus	433	16	2
Furniture and fittings	80	19	3
Advertising and printing	50	6	0
Heating and lighting	21	11	4
Janitor	11	5	0
Rent of section	5	0	0
Building Account	36	1	10
Administration	37	10	0
Country Continuation Account—			
Capitation paid to teachers	50	8	8
Bluff Account—			
Instructors' salaries	89	15	0
Office expenses	3	13	6
Printing and advertising	0	19	6
Janitor and lighting	21	19	6
Train fares and board	5	17	0
Rent	22	17	6
Mataura Account—			
Instructors' salaries	52	5	0
Printing and advertising	1	9	3
Janitor and lighting	2	1	8
Rent	2	18	0
Schools' Technical Account—			
Instructors' salaries	365	9	0
Material	164	2	10
Apparatus	143	6	2
Furniture and fittings	9	18	0
Conveyance	37	8	6
Refund voluntary contribution	19	2	0
Janitor	11	13	6
Prizes	9	17	1
Administration	37	10	0
Schools' Standard Account—			
Materials	274	13	7
Needlework salaries	176	12	3
Administration	75	0	0
Teachers' Training Account—			
Instructors' salaries	145	0	0
Material, rent, conveyance	27	19	7
Apparatus	3	8	3
Administration	20	16	6
Gore Account—			
Office expenses	10	10	0
Paid to Governors of High School	43	3	7
Balance	1,787	10	7
	£4,723	3	3

W. A. McCaw, Director.

Extract from the Report of the Board of Governors of the Gore High School.

The control of the technical classes this year has been transferred from the Southland Education Board to the Gore High School Board. The change at first occasioned some difficulties; these, however, were in time overcome, and we have to acknowledge the full assistance we have received from the

Director of the Invercargill Technical School, from the Education Board, and also from the Department. But our greatest hindrance has been the lack of suitable accommodation. The classes have had to be scattered through the town, meeting in three widely separated rooms. As a result there was some lack of enthusiasm. In spite, however, of these difficulties we have to report very fair attendance, good order, and good work done. Teachers and pupils have worked well together. This year we endeavoured to make it possible for free pupils to take a larger number of subjects by taking the classes for the two compulsory subjects—English and arithmetic—together, thus reducing the teaching of each of these subjects to one hour per evening. The result was not altogether satisfactory; we have therefore resolved to revert next session to the previous method.

During the year 58 students were enrolled, of whom 25 were free pupils. The subjects taken were English (average attendance, 19), arithmetic (20), dressmaking (15), wood-carving (10), shorthand (11), and book-keeping (5). Other classes could have been started, notably cookery and architectural and machine drawing, but it was impossible to obtain a teacher sufficiently well qualified.

While the attendance and progress of the students have been satisfactory, the fact remains that we do not find that the response even to special personal canvassing for enrolment is what may reasonably be expected. The few take advantage of the opportunities provided; the many stand aloof. This does not promise well for the future of our community. Employers generally, urge their employees to enter the classes, so also do the parents to a less extent, but the majority of young persons object to giving the necessary time. Can anything short of compulsion be done to bring more students within the scope of the benefits which such training confers? This would appear a grave question for those who have the control of technical instruction.

ANDREW MARTIN, Chairman.
GEORGE BRETT, Secretary.

Statement of Receipts and Expenditure for the Year ending 31st December, 1909, in respect of Special Classes conducted by the Gore High School Board of Governors.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
Balance at beginning of year (from Southland Education Board)	43	3	7	Salaries of instructors	75	14	2
Capitation on special clases	21	17	0	Office expenses (including salaries, stationery, &c.)	11	12	0
Capitation on account of free places	12	0	3	Advertising and printing	12	10	0
Furniture, fittings, apparatus	2	8	0	Lighting and heating	4	14	5
Subsidies on voluntary contributions	50	0	0	Rent	2	12	6
Fees	21	0	0	Furniture, fittings, and apparatus	2	8	0
Voluntary contributions	50	0	0	Balance at end of year	90	17	9
	£200	8	10		£200	8	10

GEORGE BRETT, Secretary.

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