1911.

NEW ZEALAND.

EDUCATION:

MANUAL AND TECHNICAL INSTRUCTION.

(In continuation of E.-5, 1910.)

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

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

Manual and Technical Instruction.

Manual Instruction in Public and Secondary Schools.

Various branches of manual instruction were taught in connection with 63·5 per cent. of the public schools during the year. The percentages for the various Education districts were as follows:

District.	Percentage of Schools at which Instruction was given.
Auckland	43
Taranaki	72
Wanganui	93
Wellington	74
Hawke's Bay	80
Marlborough	32
Nelson	57
Grey	26
Westland	37
North Canterbury	68
South Canterbury	61
Otago	63
Southland	97

The chief branches taken up and the number of classes were as follows:—

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

Subjects of Instruction.	Number of Classes. 1909.	1910.
Elementary handwork	3,178	3,489
Woodwork	281	273
Ironwork	5	8
Agriculture and dairy-work	559	666
Elementary science	47	109
Physical measurements	101	118
Cookery	339	308
Laundry-work	60	63
Dressmaking	79	90
Swimming and life-saving	136	165
Physiology and first aid	57	78
Totals	4,842	5,367

The number of public schools in which manual instruction was given was 1,330.

The number of pupils receiving instruction in cookery was 5,155.

The number of pupils receiving instruction in woodwork was 5,532.

The number of pupils receiving instruction in agriculture was 15,159.

The number of pupils receiving instruction in other branches of manual instruction was 100,772.

The payments by way of capitation and subsidies on voluntary contributions were £18,343.

The average rate of payment per class was £3·4.

Special grants for buildings and equipment totalled £3,822.

Subjects such as cookery and woodwork continue to be taught for the most part at specially equipped centres, of which there are now over sixty in operation. Many of these centres are in connection with district high schools or technical schools.

The number of schools taking up elementary agriculture continues to increase. The increase for the year was 107, as compared with 61 for the previous year. In many cases, in addition to work in the school-garden, observational and experimental work is being systematically carried out, some of the results being very interesting and instructive. In several districts suitable instruction in dairy-work is also given. In nine of the thirteen education districts the work is under the general direction of special itinerant instructors. Every year sees a marked improvement in the

treatment of this important branch of manual instruction, due largely to the opportunities provided by training classes for teachers, to the advice and guidance of the itinerant instructors, and to the distribution by controlling authorities of suggestive and helpful aids in the shape of pamphlets and leaflets. Valuable assistance also continues to be rendered in many cases by agricultural and pastoral associations, school committees, and members of the farming community interested in the work. In addition to prizes which have been freely offered, contributions in money and kind to the value of over £240 have been received by controlling authorities during the year. These contributions carry a Government subsidy of £1 for £1.

Reference was made last year to the inauguration in certain districts of rural courses in connection with the secondary departments of district high schools. During 1910 such courses were carried out in five education districts, as follows:—

District.	Number of Schools.	Number of Pupils.
Taranaki	1	50
Wanganui	5	105
Wellington	6	162
Hawke's Bay	1	45
South Canterbury	3	85
Totals	16	447

The capitation paid on account of rural courses carried out during the year at these sixteen schools amounted to £2,750, equivalent to a rate of £6·15 per pupil.

There are indications that courses on similar lines will shortly be established in connection with certain district high schools in Auckland, North Canterbury, and Otago.

In most cases the adoption of a rural course—or, in other words, the attempt to bring the curriculum of the rural schools into closer touch with their environment—has been attended with results which must be regarded as encouraging in view of the many real difficulties to be surmounted, and, in a few instances, of the opposition to be overcome. Much of this opposition is probably largely due to a misapprehension of the end in view, which is something more than the preliminary training of young persons for agricultural pursuits. It is not the function of the district high school to train pupils for this or that profession, vocation, or trade, but rather to provide a general education—an education that will prepare them for the duties of manhood or womanhood. A curriculum that is definitely related to the pupils' environment is at least as likely to achieve this end as one that is not.

It is a matter for surprise and regret to know that in the case of some schools, happily few in number, the proposal to adopt a rural course has been opposed by members of the teaching profession.

It is, of course, recognized that the present arrangements are to be regarded as tentative and provisional. The difficulty of obtaining teachers possessing the necessary experience and practical knowledge has compelled Education Boards to rely mainly on the system of instruction by itinerant teachers, whereas if the best results are to be obtained, the instruction, or most of it, should undoubtedly be provided by the regular staff. This and other disabilities to which it is unnecessary here to refer will, it is hoped, disappear in time; meanwhile some progress has been made in the direction of attaining the end in view, and the opinion is confidently expressed that in the not far distant future what has been, and is now, though to a less extent, regarded as a particular and special course of instruction for the few will become the recognized course for all so far as the rural schools are concerned.

There has been a very satisfactory increase in the number of public-school classes receiving practical instruction in some branch of elementary natural or physical science. The number of recognized classes in operation in 1910 was 227, with a total average attendance of 7,042, as compared with 148 classes with a total average attendance of 5,181 for the previous year. Instruction in science requiring special laboratory accommodation is practically confined to district high schools, over 50 per cent. of which are now provided with such facilities. In public schools not so provided elementary botany or elementary physical measurements, both of which provide opportunities for individual practical work under ordinary school conditions, are the branches of science usually taken.

Although the number of classes for swimming and life-saving continues to increase, 165 classes being recognized for 1910, as compared with 136 for the previous year, the attention given to this important and useful branch of knowledge still leaves something to be desired. It is to be hoped that wherever facilities are available steps will be taken to provide regular and systematic instruction in swimming and life-saving. Nearly 60 per cent. of the public-school classes in operation during the year were confined to three education districts.

New buildings or additions to buildings for manual instruction have been erected or are in course of erection at Devonport, Carterton, Masterton, Greytown, Levin, Motueka, Dunedin, Invercargill, and Riverton, while necessary equipment has been provided for classes at Cambridge, Carterton, Masterton, Greytown, Levin, Wellington, Hastings, Waipawa, Dunedin, and Riverton.

Recognized classes for manual instruction were also carried on during the year in connection with twenty-six of the twenty-nine secondary schools in receipt of Government grants. The chief branches taken up and the total average attendance were as follows:—

Subjects of Instruction.	Average Attendance. 1909.	1910.
Woodwork	273	361
Cookery	463	512
Dressmaking	170	278
Natural science	841	1,325
Experimental science	691	940

Some further particulars relating to the classes are as follows:—	1909.	1910.
The number of recognized classes was	189	227
The capitation payments on attendances amounted to	£946	£929
The average rate of payment per class was	£5	£4
Special grants for buildings and equipment totalled	£192	£912

There is evidence that the curricula of several of the rural secondary schools are undergoing some modification with the view of bringing them into more intimate relation with local conditions.

New buildings or additions to buildings for manual-instruction purposes have been erected or are in course of erection in connection with New Plymouth High School, Wellington Girls' College, Marlborough High School, Nelson Girls' College, Rangiora High School, and Gore High School; while necessary equipment for manual instruction has been provided at New Plymouth High School, Wellington Boys' College, Napier Boys' High School, Gisborne High School, and Nelson Girls' College.

Technical Instruction.

Satisfactory progress continues to be made by controlling authorities and managers of classes throughout the Dominion in the matter of providing, improving, and extending facilities and opportunities for instruction.

Generally speaking, the schools, many of which now provide fairly full courses of instruction adapted to local requirements, may be said to be receiving a fair measure of support at the hands not only of those for whose direct benefit they have been established, but also of local bodies and industrial and trade organizations, many of which, in addition to moral support, contribute liberally every year to the school funds. During the year nearly £5,000, carrying a Government subsidy of £1 for £1, was so contributed.

The Government has, as in previous years, favourably considered applications for grants for new buildings or additions and for necessary equipment for technical instruction. During the year grants for these purposes amounting to nearly £9,000 were distributed. New buildings or additions to buildings have been erected or are in course of erection at Auckland, Otahuhu, Cambridge, Hamilton, Waihi, Inglewood, Wanganui, Palmerston North, Nelson, Christchurch, Ashburton, Kaiapoi, Fairlie, Gore, and Invercargill. With the completion of the new buildings for the technical colleges at Auckland and Wanganui considerable extensions in the sphere of technical education may be looked for in these places. Necessary equipment

has been provided for technical classes at Auckland (school of mines), Otahuhu Wanganui, Palmerston North, Hawera, Bull's, Taihape, Wellington, Petone, Napier, Nelson, Westport, Christchurch (School of Engineering, School of Art, and Technical College), Rangiora, Timaru, and Dunedin (School of Art and Technical School).

In addition to special centres for manual instruction in the larger towns, there are now over forty well-equipped buildings for technical instruction as compared with twelve in 1901. As in previous years, classes in places where buildings specially adapted for the purpose have not yet been provided have been carried on in the local schools or in suitable rented buildings.

In certain districts a good deal has been done in the direction of providing some facilities for technical instruction in the smaller and more remote centres. Thus in the Wanganui district classes were held at thirty-six, in the North Canterbury district at fifteen, in the Nelson district at nine, in the Hawke's Bay and in the Taranaki districts at eight, and in the Auckland District at seven such centres. In some districts, such as Wanganui and Auckland, the instruction is given wholly or partly by special itinerant instructors with very satisfactory results; in others local instructors are in charge of the classes. The most complete arrangements for instruction in rural areas are probably to be found in the Wanganui district.

Following are some particulars regarding day and evening classes in operation during the year.

	1909.	1910.
The number of places at which recognized classes were held was	110	115
The number of classes in operation was	1,702	1,828
The number of individual students was	14,137	15,068
The capitation on attendances was	£18,498	£22,441
The annual rate of payment per student was	£1·3	£1·5

The classes were divided as follows:—

Classes.	Number of Centres.	Number of Classes.	Number of Students.
"Special" classes	100	929	8,197
"Associated" classes	23	745	6,219
"College" classes	2	154	652
Totals	125	1,828	15,068

"Special" classes—*i.e.*, classes established by an Education Board or by the Governors of a secondary school—still continue to be the most numerous and the most widely distributed. Most of the rural technical and continuation classes come under this heading. "Associated" classes, or classes conducted by managers representing bodies contributing to the funds of the classes, have increased but slightly, chiefly for the reason that the areas of influence of the bodies conducting the classes are more restricted than in the case of classes conducted by bodies such as Education Boards, whose districts are of considerable area. Thus it is the exception rather than the rule for an association to conduct classes at more than one centre. "College" classes, or classes controlled by University Colleges, necessarily show but a very slight increase.

There has been an increase for the year of about 7 per cent. in the number of classes in operation and in the number of individual students under instruction. The proportion of new entrants to the total number of students on the roll was 61 per cent. Some particulars as to the age and sex of students are as follows:—

	Under Twenty-one Years of Age.	Twenty-one Years of Age and over.	Totals.
Males	4,683	3,128	7,811
Females	4,255	3,002	7,257
Totals	8,938	6,130	15,068

About 91 per cent. of the total number of students under instruction were in attendance at classes held for the most part in the evenings. The remainder were under instruction at various day technical schools to which reference is made hereafter.

The occupations of students attending day and evening classes may be summarized as follows:—

	Number of Students.	Percentage of Totals.
Commercial pursuits	2,537	16·8
Professional pursuits	2,690	17·9
Students	2,552	16·9
Domestic pursuits	2,888	19·2
Agricultural pursuits	1,305	8·7
Various trades	2,553	16·9
Other occupations not included in above	543	3·6
	15,068	100·0

It is evident from the above figures that the technical schools as a whole are providing instruction adapted to the requirements of most classes of the community.

TABLE JA.—NUMBER OF DAY AND EVENING CLASSES FOR, AND CAPITATION ON ATTENDANCES IN RESPECT OF, CERTAIN SUBJECTS OF TECHNICAL INSTRUCTION.

Subjects of Instruction.	Number of Classes.		Capitation.					
	1909.	1910.	1909.			1910.		
			£	s.	d.	£	s.	d.
Engineering	131	246	1,984	0	9	3,505	15	8
Lead and wood working	206	163	1,430	0	6	1,940	2	8
Pure and applied art	330	334	4,957	19	1	4,139	17	8
Experimental and natural science	84	91	1,014	7	5	1,257	12	0
Domestic economy	284	328	3,059	19	7	4,332	7	11
Commercial subjects	350	360	4,884	2	11	5,593	15	6
Subjects of general education	239	195	771	6	6	1,091	9	8
Agriculture, wool-classing, &c.	78	111	395	15	11	579	11	5
Totals	1,702	1,828	18,497	12	8	22,440	12	6

There has been a considerable increase in the number of classes in subjects related to the various branches of engineering—civil, mechanical, and electrical. The provision made for the instruction as regards equipment and courses of work is in most cases quite satisfactory.

While the demand for instruction in plumbing continues to be well maintained, there has been a decrease in the number of classes for carpentry and joinery, and cabinetmaking. It is to be regretted that the personnel of the classes includes in many cases but a small percentage of persons engaged in these trades.

The classes for pure and applied art continue to be well supported. Full and well arranged courses are provided in most cases. Increased attention is being given to instruction in the various branches of applied art.

It is gratifying to notice the steady increase in the demand for instruction in domestic subjects. Classes were held at seventy-three centres. In several schools fairly full courses in subjects bearing on the home are being gradually evolved. The provision recently made by the Council of the Otago University in the way of special courses for the higher education of women in home science and domestic arts will, it is hoped, cause increasing attention to be given to this very important branch of education. As indicating the attention now being given to the matter, it may be mentioned that the course in science as laid down in the calendar of the New Zealand University now includes the subject "domestic science."

The demand for instruction in commercial subjects continues to be maintained. The number of classes for various branches of commercial instruction was, as last year, greater than for any other branch of technical instruction. Classes were held at forty-four centres.

It is pleasing to be able to record a considerable increase in the number of classes in subjects related to agricultural and pastoral pursuits. In 1909 sixty classes were held at forty centres. In 1910 111 classes were held at sixty-one centres. In addition to classes for wool-sorting instruction was also given in sheep-shearing, dairying, veterinary science, agriculture, horticulture, bee-keeping, and farm carpentry.

In the past the efforts of controlling authorities to provide some opportunities for instruction in subjects bearing on rural pursuits have been attended by results of a decidedly negative character; there now appear to be signs of some response on the part of those in whose interests these efforts have been made.

Continuation classes or classes for general education have not, so far, been as widely held or as well attended as they should be. The opinion is expressed that a good deal might be accomplished in the direction of providing attractive and at the same time educative courses of general instruction at subcentres in connection with technical schools, in the larger centres especially, utilizing for this purpose the buildings used during the day for public-school purposes. Such courses to be successful should be short, and confined to the winter months. It is not improbable that a considerable number of young persons would on the termination of their public-school course be willing to attend suitable classes of the kind indicated, especially if these were held in connection with their own schools. The establishment of such classes, which are, it may be mentioned, already to be found in some districts, should have the important effect of linking more closely than is at present the case the public schools with the technical schools.

Reference has been made in previous reports to the increase every year in the proportion of students who take up definite courses of instruction involving attendance at classes on two, three, or more evenings a week. With the object of encouraging attendance at grouped courses of related subjects, and in view of the fact that classes for advanced work in art, science, and technology cost more to maintain and are usually much smaller than elementary classes, the Education Act was amended last session so as to provide for the payment of capitation at higher rates in the case of students who take up in any year a group of related subjects or who go through a graded course extending over a period of years. It is hoped that the scale of payments, ranging from 1½d. to 9d. per hour-attendance, now in operation will enable controlling authorities and managers of classes to improve and extend the arrangements already made for graded courses of instruction.

While the attendance at evening classes generally, though entirely optional, continues to be well maintained, and is in the case of a large number of students very satisfactory, the fact remains that too large a proportion of young people do not on the completion of their primary-school course proceed either to secondary or to technical schools. Further reference to this matter will be found under the heading "Secondary Education" (see page 51 of E.–1).

The problem of the further education, control, and discipline of adolescents is to-day engaging the attention of progressive nations throughout the world. As stated in last year's report, the Education (Scotland) Act of 1908 imposes on School Boards the duty of taking fuller cognizance of the period of adolescence and of making suitable provision for the further instruction of young people over fourteen years of age who are not otherwise receiving a suitable education. It is gratifying to know that many of the School Boards are realizing their responsibilities in the matter and are exerting themselves to meet as far as may be the requirement of their respective districts. It need hardly be said that they are proceeding cautiously. Every means short of compulsion is being used to foster a movement for the better use of the years of adolescence as a preparation for adult life. It is significant that the first proposals, in the shape of by-laws, for compulsory attendance at continuation classes should come from rural Boards. This, however, must not be taken as an indication that the urban Boards as a whole are inactive. On the contrary, several of them, notably the School Boards of Edinburgh and Glasgow, are showing an ever-increasing interest in the matter. They prefer, however, to exhaust all other available means before applying compulsion. Conferences with employers and employed have been widely held, while a large amount of what may be termed missionary work has been accomplished. Searching inquiries have also been instituted with the view of ascertaining how far young people are profiting by

the opportunities offered. The important fact that by-laws even if made must be largely inoperative unless backed by a healthy public opinion appears to be thoroughly recognized. It is worthy of note in this connection that the Scotch Education Department, in a circular letter issued in 1909 dealing with the compulsory education question, recommends School Boards to use every device to stimulate voluntary effort before applying compulsion; and, further, that the Committee of the Privy Council on Education in Scotland, in their report for the year 1909–10, state that they have no desire that in this weighty matter School Boards should act otherwise than with the greatest deliberation and circumspection.

As regards New Zealand the amending Act of last session empowers school committees to request Education Boards to frame regulations requiring the attendance at continuation or technical classes of young people within the school district who are not otherwise receiving a suitable education, or who are not specially exempted by such regulations. Already there are indications in certain districts of a desire to establish compulsory classes under the Act, and in one district at least regulations have been drafted. The attention of those who are moving in the matter is earnestly invited to what has been said in regard to the attitude of the Scotch School Boards to the question of compulsory education for adolescents. It is of the utmost importance that no definite action should be contemplated until there is good reason for believing that the school district is ready for the change, nor until a well considered and practicable scheme of instructlon suited to the needs of the district and of the young persons concerned has been formulated. The Education Boards in the various districts in which attention is being given to the question of compulsory attendance no doubt fully recognize that to put forward, for the sake, say, of being first in the field, some ill-considered scheme unsuited to the district and unsatisfying to the students would be to court failure at the outset.

The chief sources of income and items of expenditure in respect of day and evening classes, exclusive of "College" classes, may be summarized as follows:—

Receipts.	£	*Expenditure.*	£
Capitation on attendances and for free places	33,211	Administration, &c.	7,258
Voluntary contributions and subsidies thereon	8,569	Salaries of instructors	31,534
Students' fees	9,428	Buildings and equipment	16,720
Grants for buildings and equipment	9,226		
Totals, 1910	£60,434		£55,512
Totals, 1909	£63,931		£60,919

Free places were enjoyed by 3,244 students, of whom 2,098, or about 65 per cent., were under instruction at classes other than classes at day technical schools.

The following table gives the school age and sex of students holding free places at technical schools and classes during the year.

School Age.		Day Technical Schools.			Other Classes.		
		Males.	Females.	Total.	Males.	Females.	Total.
Junior free pupils	First year	355	381	736	688	406	1,094
	Second year	112	175	287	257	184	441
Senior free pupils	First year	26	64	90	189	116	305
	Second year	12	15	27	104	73	177
	Third year	2	4	6	57	24	81
Totals		507	639	1,146	1,295	803	2,098

Of the total number of students admitted to free places, 2,794, or 86 per cent., qualified for capitation.

The courses of instruction taken up by students who so qualified were as follows:—

Courses of Instruction.	Number of Students. 1909.	1910.
Science and technology	649	736
Pure and applied art	152	197
Domestic economy	319	422
Agriculture	21	42
Commercial instruction	1,066	1,397
Totals	2,207	2,794

Capitation payments on account of free places amounted for 1910 to £8,066 19s. 9d., being at the rate of £2 9s. per free place.

It will be seen that about 50 per cent. of the free pupils under instruction during the year elected to take commercial courses in preference to other courses of instruction. The fact that a large proportion of the students holding free places are resident in or near the larger centres probably accounts to some extent for what appears to be at first sight an undue proportion.

It is gratifying to note a gradual increase in the number of free pupils taking a course of agricultural instruction. In 1908 the number was seven, rising to forty-two in 1910.

Day technical schools consisting of organized classes providing one or more courses of not less than twenty hours a week were in operation during the year in connection with the technical schools at Auckland, Wanganui, Napier, Nelson, Westport, Christchurch, and Dunedin. These schools, which continue to be well attended, provide fairly full courses in science and technology, pure and applied art, domestic economy, agriculture and commercial instruction for pupils who on leaving the primary schools probably would not in the ordinary course proceed to secondary schools. There appear to be good grounds for believing that one result of the establishment of these schools has been a considerable reduction in the proportion of young persons who on leaving the primary school proceed at once to some form of employment. The number of pupils on the rolls of day technical schools during the year was 1,253, of whom 545 were males. Free places were held by 1,146 pupils, including 507 males. Of the free pupils 1,023 held junior free places tenable for two years, while 123 held senior free places tenable for three years.

The arrangement and conduct of these day classes being a comparatively simple matter in comparison with evening classes, it has been deemed expedient to amend the Education Act so as to allow of certain approved day classes being carried on as organized schools rather than as groups of classes. Provision has also been made for a simpler method of capitation payments than necessarily obtains in connection with evening classes in the case of those classes to which the term "day technical school" as defined in the Act is held to apply.

Special grants to Education Boards for the maintenance of training classes for teachers in various branches of manual instruction taken up in public schools were again distributed during the year. Particular attention continues to be given in connection with these classes to subjects bearing on rural occupations.

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 fourteen, the latter at seventeen centres. The number of entries for the science and art examinations was 873, the number of passes being 582; while for the technological examinations the number of entries was 427 and the number of passes 291. The proportion of passes to entries, in each case 66 per cent., must be regarded as very satisfactory. There has been a steady increase each year in the number of students coming up for each of these examinations.

The following is a summary of the expenditure by the Government during 1910 on manual and technical instruction :—

	£ s. d.	£ s. d.
Capitation,—		
School classes	19,033 2 0	
Technical classes	22,440 12 6	
Free places	8,066 19 9	
		49,540 14 3
Subsidies on voluntary contributions,—		
School classes	240 3 2	
Technical classes	4,845 14 9	
		5,085 17 11
Grants for buildings, equipment, and rent,—		
School classes	4,735 2 5	
Technical classes	9,442 5 7	
Grants for material for technical classes	1,622 19 0	
		15,800 7 0
Railway fares of instructors and students		4,848 13 9
Examinations		625 11 0
Inspection and other expenses		1,015 10 9
Total		£76,916 14 8

This total includes £12,915 paid from National Endowment revenue. The total expenditure by the Government by way of capitation, subsidies, and grants was—for school classes, £22,008 7s. 7d., and for technical classes, £46,418 11s. 7d. The expenditure for the previous year was respectively £21,675 11s. 3d. and £49,810 11s. 1d.

No. 2.

REPORT OF THE INSPECTORS OF MANUAL AND TECHNICAL INSTRUCTION.

SIR,—

We have the honour to report as follows as to the state and progress of manual and technical instruction in the Dominion during the year ending 31st December, 1910.

A. MANUAL INSTRUCTION.

Instruction in one or more branches of elementary handwork was given in about 63 per cent. of the primary schools during the year. In classes up to and including Standard IV the branches of handwork usually taken up are paper-work, modelling, brush drawing, free-arm and blackboard drawing. Teachers generally appear to have a more rational conception of the place and value of handwork, and to be treating it in a more consistent and progressive way than formerly. The formidable programmes of many and varied branches of handwork that were in vogue a few years ago are giving place to well-considered graded courses, connected as closely as may be with other subjects of the school syllabus. In an increasing number of schools handwork is treated as a method rather than as a subject of instruction.

In the higher standards and in the secondary departments of district high schools the branches usually taken up include elementary design and colour work, cardboard-work, wood and iron work, physical measurements, agriculture, dairying, cookery, and dressmaking. The opportunity is here taken to impress on those concerned in the drawing-up of schemes of work the importance of adapting them to the needs of the school, of utilizing the aptitudes and qualifications of the staff to the best advantage, and especially of seeing that the subjects selected for the lower classes are not treated independently of their natural relation to other branches of school-work, and, further, that they are progressive, and consistent with and preparatory to the subjects taken in the higher classes.

Increasing attention continues to be given to instruction in elementary agriculture. In two or three districts elementary dairy-work is also being taught, with, in most cases, a good deal of success. The instruction in most districts is, as in former years, under the supervision of itinerant instructors. There is evidence of a clearer realization on the part of teachers of the value of elementary work bearing on plant-life. The experimental work in connection with special plots and the indoor work dealing with such topics as seed-selection, germination, properties of soils, &c., are generally on right lines and systematically carried out, while the pupils' note-books are in many cases well kept. In some few cases the practice of dictating notes is still followed. This method of note-taking should be avoided as far as possible. The note-books should contain the pupils' own records of their own work. In quite a number of schools the school garden now plays a not unimportant part in the school course as an instrument of education. The winning of prizes at agricultural shows for specially grown flowers and vegetables is no longer in the majority of cases the main object of school gardening. This is due partly to a much-needed revision, in the light of experience, of the conditions governing prize competitions, and also to the recognition by teachers of the fact that there are other things more worth while than the growing of horticultural specimens for purely show purposes. For example, instances are not lacking where the results of school experiments have not only attracted the attention of farmers, but have helped to solve some of the many problems that beset the agriculturist. The instruction in dairy-work is practically confined to the examination and testing of milk. Pupils generally take a keen interest in this branch of agricultural instruction, and some excellent results of local economic value have been obtained. A rural course on the lines indicated in last year's report was taken by pupils of the secondary departments of several of the district high schools during the year. The various schemes, though tentative in character, have been attended with a good deal of success, which augurs well for the future. It is gratifying to note that the movement is spreading, and it is probable that this year (1911) will see a considerable increase in the number of district high schools providing a course of secondary instruction having a distinct rural bias. A good secondary education cannot fail to broaden the intellectual outlook; but, to quote from a recent memorandum of the English Board of Education dealing with the question of rural education, "Rural education demands more than this—it demands that the science-teaching given to the pupils shall in their after-life illuminate their farming practice, enable them to follow intelligently scientific progress as recorded in the agricultural journals, notice and take advantage of new scientific developments, and take up with the fullest profit courses of technical instruction in agriculture at the farm school or agricultural college."

Cookery, dressmaking, and laundry-work, in that order, continue to be the branches of domestic economy most generally taken up in the schools. As regards cookery, more attention is being given to principles than heretofore, and to the necessity for neatness, tidiness, and cleanliness in connection with all culinary work. Speaking generally, there has been a marked improvement in methods of instruction, and in not a few cases the preparation of dishes has ceased to be the main object in view. Most young girls are familiar with kitchen craft, they know something of the processes of boiling and baking, of grilling and frying; but they are not so familiar with the rationale of these processes. Such topics as the physiology of digestion and the elementary chemistry and physics of food and of culinary operations in general should therefore figure prominently in the course of instruction. It is gratifying to note that in many cases teachers of cookery are endeavouring to qualify themselves to give this wider instruction. The full courses in home science and home economics recently established at the Otago University

provide opportunities hitherto unobtainable in New Zealand for teachers so to qualify themselves. Given the properly trained teacher, the attainment of the end in view is only a question of time.

The instruction in woodwork generally is on sound lines. The number of trained teachers with the skill that years of teaching gives and with the qualifications necessary to enable them to take their place at the instructor's bench is increasing, and, although they may not in every case compare favourably with the artizan-teacher in skill in handling tools and in mastery over the material, their mastery of the class and skill in teaching make for excellent results in the school workshop. The ideal conditions under which woodwork should be taught are probably a long way from realization, but the central system at present in operation in most districts appears, in spite of certain obvious drawbacks, to be producing results that are not altogether unsatisfactory. The practical application of the drawing lesson to the problems of construction, the correlation of the woodwork with arithmetic and geometry, the use of the exercises as subjects for lessons in oral and written composition on the one hand, and, on the other, the pleasure that the average healthy boy experiences in carrying a piece of work to completion, appear to more than compensate for the time taken from other class subjects by attendance at the woodwork centre. At most of the centres an earnest endeavour is being made to emphasize both the utilitarian and the educational advantages of the subject. Opportunity is here taken to direct attention to one or two matters which, if remedied, would, it is considered, add to the value of the instruction. Models are too rarely used in connection with the drawing lessons. Pupils usually work from blackboard drawing or sketches of the model under construction. It is the exception for pupils to make their own drawings from models placed before them. Copying diagrams or drawings no doubt has its uses in the initial stages of the woodwork course. As soon as the pupil has acquired a knowledge of the principles of projection and of the use of drawing instruments copying should, however, be abandoned in favour of more educational methods. It should not be a difficult matter to get together at a woodwork centre a sufficient number of suitable models so as to allow of each pupil making, first, dimension sketches of an actual object preparatory to constructing it in wood, and then careful drawings of the completed object. The change from copying a drawing to copying an object may not at first sight appear to be a very important one from the point of view of teaching; but when it is remembered that to ask pupils to work from flat copies is to ask them to copy a representation of a real thing, instead of giving them the opportunity of representing in line their own ideas of the reality, is tantamount to depriving them of the intellectual and moral discipline of overcoming the difficulties of expressing the reality before them, then the matter assumes an importance which removes it from the realms of the negligible. There also appears to be a need, generally, for more elasticity in regard to the series of models comprised in the woodwork course. The same series is, in most cases, repeated year after year without variation, no attempt being made to add something new, to embody some new principle or to encourage senior pupils to originate new models. While it is not to be inferred from this that instructors are not capable of originating new series of models better adapted to present-day requirements, the fact remains that for some reason or other the woodwork courses to-day are practically repetitions of the courses originally laid down when the centres were first established. It is hoped that instructors, and pupils too, may profit by the hint here given.

A pleasing feature is the increasing interest that is being taken in certain districts by Inspectors of Schools and by headmasters in the work of the woodwork centres. It is of the utmost importance that the instructors at the manual-training centres should be brought into contact, through conferences, suggestions, and the like, with those whose interests lie not in any one special subject of instruction, but are necessarily distributed over the whole range of the factors in the intellectual life of the children under their care.

The material used for the woodwork exercises is, in many cases, hardly suitable for the purpose. The scarcity of kauri, an ideal timber for the woodwork room, and its consequent high price, renders its use, except for special work, almost prohibitive. Rimu and white-pine are consequently the timbers in general use. Neither of them is suitable because of their texture and the presence of resinous matter. Oregon pine has been tried as a substitute, but is unsatisfactory, and for similar reasons. A suitable substitute for kauri would be American basswood. It is accordingly suggested that controlling authorities might see their way to combine with the view of importing a quantity of this timber for the use of woodwork classes. The cost, if ordered in this way, would probably be little more than what is now paid for inferior local timbers. The ease with which the timber in question can be planed, sawn, and chiselled would facilitate progress in the mastery of the three principal tools used in the woodwork-room and generally raise the standard of executive skill.

The increase in the number of schools taking up the subject appears to indicate that the educative value of a course in physical measurements is becoming more widely recognized in both primary and secondary schools. Such a course forms an excellent introduction to laboratory courses in science, and in primary schools where special laboratory equipment is not available provides opportunities for elementary training in scientific method that cannot be ignored. In many primary schools excellent work in elementary science is being done, with limited and sometimes crude apparatus, in the ordinary classroom, and without special fittings. The good results obtained in many cases are, of course, largely due to the enthusiasm and the special aptitude of the teachers in charge of the classes, and show conclusively that good work suited to the capacity of young pupils is possible even though an up-to-date laboratory and elaborate apparatus are not available for science work. The inability on the part of many pupils to read the graduated rule appears to point to a defect in the teaching, which might be remedied by increasing the number of exercises requiring the use of the rule, especially in the earlier part of the course.

Some particulars relating to manual instruction in primary and secondary schools will be found in Tables 1 to 6, inclusive, on pages 17 to 20.

B. Technical Instruction.

Details of the work of the various technical schools and classes for the year 1910 will be found in the reports of the controlling authorities or of the managers, as the case may be, in the appendix to this report. Various particulars relating to technical instruction are given in Tables 7 to 17, inclusive, on pages 21 to 33.

The year 1910 marks the close of a decade of technical instruction in the Dominion. It may not be uninstructive, therefore, to review the work of the year, not so much in the light of that of the year immediately preceding, but in the light of what has been accomplished in the period during which the present system has been in operation. Some idea of the progress made may be gained by a brief comparison of present-day aims and ideals with those of the year 1901. In the year 1869 an English railway engineer standing high in his profession, who had made a close first-hand study of technical education in Germany, France, and Switzerland, was so impressed with the proportions it had assumed in these countries and the visible results it had produced that, recognizing how little had been done in the direction of organizing a system which would effectively train the English people for their life-work generally, and particularly enable the workers to acquire a high degree of skill and intelligence, wrote a stirring plea for technical instruction, in which its aims and ideals were set out with great clearness and force. He said, "By technical education I mean that special training which will render the talents of the educated man useful in that sphere in which he is destined to pass his life, and which will make the new generation of Englishmen excel the new generation of foreigners in this coming rivalry of race and nation." An English workman also wrote, "The present prosperity of this country is so unmistakably interwoven with its manufactures, and the pre-eminence of these depends so much on new adaptations, discoveries, and improvements, as to demand for the workers the readiest—that is, the most usable and best—educational training this nation can give. It is not only idle but suicidal to dream of remaining where we are. We must strike out in new paths. We must advance with other nations or lose caste and trade together. How many men know anything of the material with which they work? Yet such knowledge would sweeten toil, would open the treasure-house of thought and imagination, would enable a man to convert to new uses elements of force by which he is surrounded, and enrich the nation by adaptations and modes of economizing means now in use. Every man ought to have the means within his reach to enable him to become master of his art or of his craft." These utterances by men moving in very different spheres of life indicate that certain great ideas about technical training were, as we say, in the air, as early as 1869. But fresh ideas gain acceptance slowly. They were violently opposed and neglected by many who believed that education, whether special or general, was of little use in real life and practical work. The ideas, however, grew, they slowly clarified in the thought of the time, and eventually, after twenty years of effort, produced the system of technical education common to England and America, which at its inception had all the defects of a new organization, but nevertheless was vital with that force in life which is generated by a conscious need.

In 1901 the aims and ideals of technical instruction had not changed very much. It was, however, beginning to be apparent that if it were ever to become a real instrument of education another and more vital aim than that of the victory of English products over those of foreign and formidable rivals must be added thereto. While recognizing the value of healthy commercial competition, it was recognized that, if England was to excel in her manufactured products, attention must be directed to the making of better citizens as well as to the training of more skilful mechanics—that the training must be vital, not merely intellectual. Although in some quarters it is still considered that the aims of technical instruction should be limited to the equipment of present and future generations of young mechanics with those industrial weapons that will enable them to secure victory over all rivals, yet the growth of the broader outlook and the higher ideal —the equipment of all for complete living, the provision of the opportunity for all to acquire the ability to realize intelligently the meaning of the varied relationships in which they stand to the community, and the skill to perform accurately and readily all the varied duties these relationships demand, is both visible and real.

In literature and in life we are constantly reminded of the tendency among men to substitute a part for the whole, to study a thing apart from its relationships, whereas nothing can be fully known unless it is known in all its relations to that larger order of which it forms a part. It is therefore gratifying to note the growth of a tendency in dealing with the problems of technical education to cease to regard the latter as an isolated branch of education.

A rapid survey may now be taken of the provision made throughout the Dominion for carrying on technical instruction during the period under review both as regards buildings and equipment and the supply of trained teachers. The progress made in the provision of suitable buildings and equipment is very marked. The funds placed at the disposal of controlling authorities for these purposes have, on the whole, been wisely expended. While the sum available has not allowed of much in the way of ornamentation, either outside or inside, it may be said that the buildings that have been erected are for the most part quite suitable for technical-school requirements, and are adequately equipped with necessary furniture, fittings, and apparatus.

In 1901 isolated classes having a more or less close relationship to industrial requirements were conducted in Auckland. They were held in a building previously used as a cabinetmaking factory. At the close of 1910 a substantial building in ferro-concrete, costing nearly £30,000, of which the trustees of the Auckland Savings-bank contributed one-third, was nearly ready for occupation. This building is a part only of a larger scheme, and when the whole structure as projected is completed the northern city should be well provided with facilities for technical instruction. Since 1901 technical classes in Auckland have been carried on in various more or less unsuitable buildings, the number now in use being no less than six. Fairly complete courses of instruction, including a well-attended day technical school, have, nevertheless, been organized.

That so large a building as that now in course of erection should be required for the proper accommodation of the classes is evidence of substantial progress. The city also possesses three well-equipped manual-training centres, while classes for instruction in various branches of art have for many years been carried on at the "Elam" School of Art, an institution that owes its origin to a bequest made by an Auckland citizen—Dr. Elam. In addition to the provision made in Auckland City, manual training and technical classes have been established at Otahuhu, Thames, Waihi, Hamilton, Cambridge, and Whangarei. Suitable buildings have either been or are about to be erected at each of these places, while Devonport, Pukekohe, and Helensville will shortly be similarly provided.

At the commencement of the decade under review thought about the necessity of technical instruction in Taranaki had not sufficiently crystallized to render the erection of permanent buildings necessary. To-day New Plymouth possesses a substantial structure in brick, standing in well-kept grounds, while suitable and well-equipped buildings have been erected at Stratford and Inglewood.

In 1901 matters in connection with technical instruction had assumed tangible form at Wanganui, which was one of the few places that then possessed a technical school. This building, which has been added to and improved from time to time, is now about to give place to an imposing modern structure in brick, which, when completed, should meet requirements for some time to come. As in the town so in the district of Wanganui surprising progress has been made. Opportunities varying in degree and kind have been provided for technical instruction in between thirty and forty towns and settlements. Permanent buildings for manual training and technical classes have been provided at Hawera, Eltham, Patea, Marton, Taihape, Bull's, Apiti, Pohangina, Feilding, and Palmerston North, all of which, with the exception of the Palmerston North Technical School, are controlled by the Education Board of the district. The last-named school, a substantial, well-planned brick building, is controlled by the governing body of the local high school. Most of the buildings erected by the Education Board are in connection with the local district high schools. In every case a considerable part of the cost of erection was met by local contributions. The Wanganui district in all matters relating to manual and technical instruction may be said to be one of the best organized districts in the Dominion.

Ten years ago Wellington possessed a comparatively large building in brick, in which art and other technical classes were carried on. This building, though altered and added to from time to time, cannot to-day be regarded as satisfying Wellington's requirements in the way of technical instruction. That a more extensive and modern structure is necessary has been recognized for some time past. The difficulty of securing a suitable site has hitherto been the chief obstacle to progress. Well-graded courses in art and technology and an organized day technical school are features of the Wellington Technical School. Substantial buildings in brick, with detached workshops, have been erected at Petone and Masterton; otherwise little has been accomplished outside the capital in the way of provision for technical instruction in the Wellington District. The district high schools at Masterton, Carterton, Greytown, Pahiatua, and Levin are, however, well equipped for the purpose of manual instruction.

In 1901 facilities for technical instruction in Hawke's Bay were limited to a few classes for art and other subjects, conducted at Napier in a rented building quite unsuitable for the purpose. To-day Napier possesses a conveniently arranged technical college, providing fairly full courses of instruction in a variety of subjects. A day technical school is also carried on in connection with the college. Buildings for manual training and technical classes have also been erected in connection with the district high schools at Hastings, Waipawa, and Woodville. Adequate accommodation for manual training and technical classes has also been provided at Gisborne and Dannevirke respectively by the governing body of the local high school.

With the exception of a few isolated classes, there was little evidence in 1901 of any provision of facilities for technical instruction in the Nelson District. At the present time, however, the district is fairly well provided for in this respect. The Nelson Technical School, which commenced operations in a comparatively small way, now offers various graded courses of instruction in art and technology. Manual training and technical classes are also being carried on in well-equipped buildings at Westport, Reefton, and Wakefield. A special feature of the Westport school is the engineering course. At the local district high school ironwork is taken in lieu of woodwork.

Progress in the Marlborough, Grey, and Westland districts has not been so marked as elsewhere. Some advance has, however, been made during the decade. At Blenheim and at Greymouth a suitable building in brick, used mainly for manual-training classes, has been provided, while the needs of Hokitika have been satisfactorily met by the provision of a suitable wooden building.

In 1901 the provision made for technical and art instruction in North Canterbury compared favourably with that made elsewhere. At Christchurch the School of Engineering and the School of Art, under the control of the governing body of Canterbury College, were in full operation in that year, as also was the School of Domestic Instruction under the control of a Board of Managers. During the period under review demands have arisen for facilities for instruction in subjects not provided for at the schools named, and have been met by the erection of the imposingly plain yet thoroughly satisfactory aggregation of class-rooms, laboratories, and workshops known as the Christchurch Technical College. This institution is conducted by a Board of Managers, the Education Board of the district being the controlling authority. The classes originally carried on by the School of Domestic Instruction have been taken over by the Managers of the Technical College. Well-graded courses of instruction and an organized day technical school are prominent features of the college curriculum. Suitable buildings for manual training and technical classes have been, or are about to be, erected at Ashburton, Rangiora, Kaiapoi, and Akaroa.

Prior to 1901 there was no provision for technical instruction in the South Canterbury District. Timaru, was, however, one of the first places to take advantage of the machinery provided by the Manual and Technical Instruction Act of 1900. During the intervening years steady progress has been made. In addition to a substantially built and well-arranged technical school at Timaru, suitable buildings for manual training and technical classes have been erected in connection with the district high schools at Temuka, Waimate, Pleasant Point, and Fairlie. The technical classes at each of these places are conducted by Managers, with the Education Board of the district as controlling authority.

When the present system of technical instruction was inaugurated Otago, thanks to local enterprise, already had a strong technical school, which was carried on in Dunedin in a building previously used as a brass-foundry. Since 1901 the building has been considerably modified and added to, with the view of meeting as far as possible the rapidly increasing demand for instruction. It is evident, however, that the limit of usefulness has now been reached, and a movement is in progress which has for its object the raising of funds in aid of the erection of a building more suited to present-day requirements. In addition to the technical school, Dunedin has a School of Art, where classes under the control of the Education Board have been carried on for many years. There are also two up-to-date manual-training centres. Suitable buildings for manual training and technical classes have also been provided at Port Chalmers, Kaitangata, and Oamaru; while the Education Board is at the present time considering proposals for providing facilities for manual and technical instruction in connection with several of its district high schools.

In 1901 a beginning had already been made in Southland, for the classes then in operation may be regarded as the nucleus of the present technical school in Invercargill. The building in which the classes are now carried on is a substantial structure in brick, with detached workshops, serving also the purpose of a manual-training centre. At Riverton and Gore similar centres have also been provided.

It will be evident from the foregoing remarks that a very satisfactory response has been made during the decade under review to the demands for facilities for technical instruction, especially when it is remembered that the population of the Dominion is less than that of a large European city, and necessarily somewhat scattered. It is pleasing to be able to record that, in addition to the moneys voted by Parliament, considerable monetary assistance has been forthcoming from local sources in aid of necessary buildings and equipment.

Very soon after the inception of the movement the need of a supply of trained teachers was keenly felt. It was soon realized that, as one of the world's greatest teachers has said, it is a matter of small moment what subjects you study, but it is of vital importance with whom you study; and, although no special steps were taken to supply the necessary technical training for those who proposed to take up technical-school teaching as a profession, it will generally be acknowledged that we have now in the schools a body of instructors well qualified from many points of view for the positions they occupy. In some cases it has been found necessary to draw upon older countries for trained teachers for some subjects of instruction, notably subjects of pure and applied art. It is gratifying, however, to note that the number of ex-students holding appointments, some of them important ones, on the staffs of our technical schools is increasing every year. A brief review of present-day methods of instruction will show that improvements in teaching have not lagged far behind progress in other directions. One of the most prominent and pleasing features of the work and a feature which helps to pave the way for further improvements, is the readiness with which a large number of students enter on courses of related subjects. In earlier days it was common to most students to confine their attention to one or two unrelated subjects, and the schools consequently were for the most part merely aggregations of unrelated classes. Financial considerations also in many cases compelled the school authorities to cater for what may be called the amateur student, with the result that the trade student was conspicuous by his absence. To-day, in the more important schools at least, the position is completely reversed. In the larger centres individual classes of the old type having little or no relationship to technical instruction are fast disappearing, giving place to courses of instruction bearing directly on the industrial requirements of the locality. This very desirable change is, to some extent, due to the system of free places that now obtains in connection with the technical schools.

As regards improvements in methods of art-instruction, one of the most important is the elimination of the flat copy as an aid to teaching. Except in the case of some of the smaller centres, students are now brought face to face with natural and real things, and are taught to express their own impressions of these in various media. Design is no longer regarded as an abstract study: it is realized that "design is the language you learn from your work"; that "as your skill in handiwork grows so well your power of design or arrangement"; and that "design cannot be separated from handiwork." Design, apart from its application to clay, metal, wood, leather, or other material, is now seldom taught. The higher branches of pure and applied art are generally supposed to flourish only in those countries that have reached maturity. However this may be, the opinion is expressed that some of the original and unaided work produced by students attending art classes in New Zealand compares favourably with similar work in older countries. A combined display, now and again, of the best work of our schools would, it is thought, do much to encourage and stimulate students.

A knowledge of mechanical drawing was a few years ago considered to be the all-important technical equipment in workshop practice. To-day the ability to make an intelligent freehand sketch of a given part of a machine or of a building is considered to be of more vital importance. In most of the schools instruction in mechanical and architectural drawing apart from instruction in mathematics and mechanics and a knowledge of materials is exceptional. The classes are equipped with fairly complete sets of models, which are used for sketching and drawing purposes,

taking the place of the flat copies formerly used. Facilities for the working-out of mechanical and architectural problems in the shape of well-equipped carpentry, engineering, and plumbing workshops have kept pace more or less with requirements, and marked improvements in methods of instruction and study are visible in most cases. Although the schools still have to compete in the matter of students with private organizations operating in New Zealand that rely on specially prepared text-books as a means of conveying information to their clients, it is satisfactory to know that so many students realize that the opportunity to acquire skill as well as knowledge which the technical school provides—it may be under instructors whose qualifications are inferior to the compilers of the text-books referred to—is of more value to them than the best text-books without the teacher and without the workshop.

Considerable improvements have been made in methods of instruction in connection with commercial classes. The continued and ever-increasing demand for instruction in subjects related to commercial pursuits has enabled controlling authorities and managers to make provision for full courses of instruction. Book-keeping, shorthand, and typewriting are no longer regarded as constituting in themselves adequate preparation for commercial life. The courses of commercial instruction provided at the day technical schools in the larger centres, while they include these subjects, include a great deal more, inasmuch as the general education of the pupils receives adequate attention. The inclusion in the course of industrial subjects for boys and domestic subjects for girls is also a step in the right direction. We believe that employers have every reason to be satisfied with the product of the day technical schools so far as the supply of trained junior clerks is concerned. Whether from the point of view of social economics the marked preference shown by a large proportion of technical-school students for commercial courses is indicative of a desirable state of affairs or the reverse is another question.

It is a matter for regret that so little progress has been made during the period under review in connection with the provision of facilities for instruction in subjects bearing on agricultural and pastoral pursuits. Most of the attempts that have been made to establish technical classes for persons engaging in these pursuits have been attended with results the reverse of encouraging, except as regards classes for wool-classing, and in the case of most of these many improvements in methods of instruction and in the treatment of the subject generally require to be made to bring them into line with the methods of dealing with other and (nationally) less important subjects of technical instruction. Generally speaking, the commercial side of the subject receives the greatest amount of attention. The importance of this aspect is not to be deprecated, but if wool and all the various topics relating to wool-production are to be treated as are other subjects of technical education, future developments will require that the principles underlying the production of wool shall receive at least as much attention as the classing of wools according to texture and quality for the convenience of the wool-buyer, and in order that the producers may obtain a slightly higher price in the open market.

Some improvements have been effected in connection with the teaching of certain domestic subjects. In the larger schools where dressmaking is taught the instruction is now being given without reference to charts and other mechanical devices for pattern-drafting. Cookery still continues to be taught from the practical standpoint only, except in a few cases, notably classes for nurses and for teachers preparing for public examinations. In this connection it may be remarked that there does not appear to be any demand on the part of men who are working as cooks in the hotels and shipping of the Dominion for instruction in cookery. The establishment recently of a chair of domestic science at the Otago University will, it is hoped, go a long way towards the solution of the problem of the trained domestic-science teacher, and thus help to raise the important subjects of home science and economics to the position they should occupy.

In conclusion, it may be said that while something has been done in the direction of the extension and consolidation of technical instruction during the past decade, much yet remains to be done to bring it into closer relationship with the industrial needs of the country, and it is considered that the interests of the Dominion as a whole will be best served and its material advancement best helped forward by devoting more attention during the coming years to technical education in its relation to primary industries. It is to be hoped that at the close of the next decade it will be found that at least as much time and attention have been given in the schools to the primary industries as have in the past been given to industries that cannot be so described.

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

The Inspector-General of Schools, Wellington.

No. 3.

DETAILS RELATING TO MANUAL AND TECHNICAL INSTRUCTION.

TABLE 1.—MANUAL INSTRUCTION, 1910 - PUBLIC SCHOOL CLASSES.

Controlling Authority.	Total Number of Schools.	Subjects of Instruction and Number of Classes in each Subject.												Payments up to 31st December, 1910.		
		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 ..	235	666	58	..	61	48	67	3	1	24	73	..	1,001	4,011 0 7	..	5 16 0
Education Board, Taranaki ..	67	163	11	6	11	..	13	10	18	2	28	6	268	761 12 7	119 7 5	3 13 3
Education Board, Wanganui ..	182	599	36	9	22	1	32	20	12	30	150	15	926	1,922 5 9	46 18 0	17 3 0
Education Board, Wellington ..	124	451	42	7	22	..	36	39	20	17	62	20	716	2,734 1 6	1,264 17 11	35 19 9
Education Board, Hawke's Bay ..	98	196	19	19	15	..	18	6	2	10	70	7	362	1,074 18 11	323 7 7	9 5 8
Education Board, Marlborough ..	27	95	8	8	5	..	7	..	..	2	15	1	141	248 7 3	..	..
Education Board, Nelson ..	69	107	14	..	6	..	18	..	10	11	36	9	211	1,198 4 0	15 0 0	30 0 0
Education Board, Grey.. ..	9	19	3	..	1	..	..	..	1	..	4	..	28	71 5 3	..	..
Education Board, Westland ..	13	30	..	..	..	..	..	..	..	..	4	2	36	68 19 1	..	..
Education Board, North Canterbury	142	322	44	1	17	14	39	9	1	42	93	..	582	2,376 5 1	20 4 0	43 0 0
Education Board, South Canterbury	50	97	16	3	19	..	16	18	2	8	21	3	203	744 0 2	57 11 2	11 2 0
Education Board, Otago ..	150	321	44	1	20	..	21	3	8	14	70	26	528	1,674 9 4	1,975 2 6	..
Education Board, Southland ..	164	423	13	36	29	..	14	1	3	5	40	29	593	1,218 0 10	..	84 3 6
Totals, 1910	1,330	3,489	308	90	228	63	281	109	78	165	666	118	5,595	18,103 10 4	3,822 8 7	240 3 2
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

TABLE 2.—RECEIPTS (BY WAY OF CAPITATION) OF EDUCATION BOARDS AS CONTROLLING AUTHORITIES OF PUBLIC SCHOOL CLASSES FOR THE YEAR ENDING 31ST DECEMBER, 1910.

Education District.	Elementary Handwork.	Needlework.	Woodwork and Ironwork.	Cookery.	Laundry-work.	Dressmaking.	Elementary Physiology.	Swimming and Life-saving.	Elementary Physical Measurements.	Elementary Science.	Agriculture and Dairy-work.	Rural Courses.	Totals.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Auckland ..	1,665 17 0	332 1 7	934 19 9	470 16 9	332 6 6	..	3 7 6	33 17 0	..	13 0 0	224 14 6	..	4,011 0 7
Taranaki ..	136 1 7	36 3 6	144 18 9	112 2 2	..	24 15 0	24 14 0	7 2 6	8 10 1	6 10 0	120 17 0	139 18 0	761 12 7
Wanganui ..	470 17 1	91 18 9	81 14 3	233 15 1	..	7 15 0	5 13 5	67 13 0	39 1 1	11 19 6	191 4 6	720 14 1	1,922 5 9
Wellington ..	505 4 5	108 10 6	495 8 10	474 18 3	..	15 14 3	42 15 9	64 10 2	74 11 7	33 1 2	289 7 1	629 19 6	2,734 1 6
Hawke's Bay ..	242 1 0	38 19 3	51 4 0	244 7 6	..	94 1 0	10 4 6	11 0 0	10 5 0	12 15 0	360 1 8	..	1,074 18 11
Marlborough ..	44 7 9	15 5 0	100 10 0	76 5 0	..	11 19 6	..	..	..	..	..	..	248 7 3
Nelson	197 0 0	47 18 3	303 0 0	239 13 9	..	..	59 13 0	61 6 1	58 10 0	..	231 2 11	..	1,198 4 0
Grey	34 7 9	7 0 0	..	18 0 0	..	..	5 0 0	..	..	..	6 17 6	..	71 5 3
Westland ..	16 17 0	..	10 0 0	18 15 0	..	..	..	..	15 0 0	..	8 7 1	..	68 19 1
North Canterbury	384 10 8	98 13 9	668 3 3	634 2 10	14 0 0	6 9 10	..	159 16 6	..	25 2 9	385 5 6	..	2,376 5 1
South Canterbury	113 4 2	102 11 6	224 14 1	195 12 6	..	0 6 6	..	23 0 0	15 0 0	14 12 1	54 19 4	..	744 0 2
Otago	495 18 8	82 2 9	298 5 0	403 6 1	..	5 10 0	23 15 0	42 10 10	130 2 5	11 5 0	181 13 7	..	1,674 9 4
Southland ..	347 10 7	159 7 0	221 5 0	180 7 6	..	92 17 10	11 8 3	15 0 0	113 4 7	2 5 0	74 15 1	..	1,218 0 10
Totals for 1910	4,653 17 8	1,120 11 10	3,534 2 11	3,302 2 5	346 6 6	259 8 11	186 11 5	485 16 1	464 4 9	130 10 6	2,129 5 9	1,490 11 7	18,103 10 4
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	144 16 10	422 5 7	423 7 10	137 14 2	2,475 14 4	..	17,795 14 1

TABLE 3.—EXPENDITURE BY EDUCATION BOARDS AS CONTROLLING AUTHORITIES OF PUBLIC SCHOOL CLASSES FOR THE YEAR ENDING 31ST DECEMBER, 1910 (EXCLUSIVE OF EXPENDITURE OUT OF SPECIAL GRANTS FOR BUILDINGS AND EQUIPMENT).

Education District.	Elementary Handwork.	Needlework.	Woodwork and Ironwork.	Cookery.	Laundry-work.	Dressmaking.	Elementary Physiology.	Swimming and Life-saving.	Elementary Physical Measurements.	Elementary Science.	Agriculture and Dairy-work.	Rural Courses.	Totals.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Auckland ..	1,059 19 9	332 1 7	1,029 12 9	751 4 7	140 6 4	..	..	23 6 10	..	..	94 12 2	..	3,431 4 0
Taranaki ..	46 6 7	50 9 6	196 5 3	122 16 11	..	..	2 0 0	6 9 0	0 2 0	..	39 10 5	237 19 6	701 19 2
Wanganui ..	354 4 0	91 2 6	501 19 8	488 15 11	..	6 10 6	4 8 7	67 13 0	..	10 5 11	692 6 4	405 19 2	2,623 5 7
Wellington ..	396 1 2	110 18 6	388 4 7	355 10 7	..	1 13 10	28 2 5	8 3 1	109 9 6	78 0 4	593 12 10	1,074 7 9	3,144 4 7
Hawke's Bay ..	96 11 1	44 1 3	301 9 8	209 6 0	..	148 0 2	1 0 6	11 0 0	31 0 6	2 16 11	515 8 11	119 16 10	1,480 11 10
Marlborough ..	46 2 6	15 7 6	94 0 11	86 15 5	..	6 15 0	..	0 19 0	..	..	28 15 6	..	278 15 10
Nelson	215 15 7	54 14 3	408 1 2	310 6 4	..	..	1 5 9	3 3 6	3 8 7	..	366 19 11	..	1,363 15 1
Grey	4 13 6	11 3 6	..	6 0 9	..	..	..	..	..	..	1 14 6	..	23 12 3
Westland ..	17 0 2	..	10 0 0	1 17 6	..	..	..	..	..	2 9 0	1 4 5	..	32 11 1
North Canterbury	320 19 11	98 13 9	763 5 9	757 7 5	..	6 9 10	..	159 18 0	..	..	812 19 10	..	2,919 14 6
South Canterbury	95 6 6	122 4 3	278 11 0	275 12 3	..	..	..	10 4 0	7 6 0	2 4 8	48 11 3	415 1 7	1,255 1 6
Otago	469 11 2	104 11 3	345 12 3	544 10 0	..	..	13 12 6	35 13 4	68 0 10	7 6 5	94 12 2	..	1,683 9 11
Southland ..	181 11 7	179 14 3	330 18 6	237 9 3	..	..	..	9 15 8	34 0 1	..	23 12 7	..	997 1 11
Totals for 1910	3,304 3 6	1,215 2 1	4,648 1 6	4,147 12 11	140 6 4	169 9 4	50 9 9	336 5 5	253 7 6	103 3 3	3,314 0 10	2,253 4 10	19,935 7 3
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	67 8 3	380 2 1	178 5 3	120 2 9	2,824 13 0	..	17,009 19 10

TABLE 4.—MANUAL INSTRUCTION, 1910.—SECONDARY SCHOOL CLASSES.

Secondary Schools.	Subjects of Instruction and Number of Classes in each Subject.									Payments up to 31st December, 1910.	
	Drawing in Light and Shade, Perspective Drawing and Design.	Cookery.	Dressmaking.	Woodwork.	Experimental and Natural Science.	Swimming and Life-saving.	Elementary Agriculture and Dairy-work.	Elementary Physical Measurements.	Totals.	Capitation.	Grants for Buildings and Equipment.
										£ s. d.	
Thames High School ..	..	..	1	..	2	..	..	1	4	14 19 8	..
Whangarei High School ..	2	2	..	2	..	..	..	..	6	12 14 6	..
New Plymouth High School	3	2	2	3	6	..	..	..	16	93 7 6	336 18 6
Wanganui Girls' College ..	..	4	4	..	4	8	..	..	20	20 15 0	..
Palmerston North High School	4	1	..	1	7	..	2	4	19	76 6 8	50 0 0
Wellington Girls' College ..	5	..	..	..	7	2	..	..	14	31 13 9	..
Wellington Boys' College ..	..	..	..	..	9	..	..	..	9	38 14 2	..
Dannevirke High School ..	..	1	1	1	4	..	..	..	7	42 7 6	..
Napier Girls' High School ..	..	2	..	..	3	..	..	..	5	15 12 6	..
Napier Boys' High School ..	..	..	..	..	1	..	..	3	4	22 0 0	145 6 9
Gisborne High School ..	..	2	2	3	3	..	2	3	15	90 0 0	..
Marlborough High School ..	..	1	..	1	5	..	..	2	9	63 7 6	..
Nelson Girls' College ..	1	4	..	..	6	..	..	..	11	70 12 6	218 8 4
Nelson Boys' College ..	..	..	..	1	..	..	..	..	1	7 14 0	..
Christchurch Girls' High School	6	3	4	..	14	1	..	..	28	80 1 3	53 5 9
Christchurch Boys' High School	..	..	..	3	2	..	..	2	7	8 13 4	8 14 6
Rangiora High School ..	..	..	..	..	..	..	..	..	..	..	100 0 0
Ashburton High School ..	..	2	1	2	..	..	..	..	5	64 2 6	..
Timaru Girls' High School ..	..	1	2	..	4	..	..	..	7	21 10 0	..
Timaru Boys' High School ..	..	..	..	2	1	1	..	2	6	58 9 9	..
Waitaki Girls' High School..	..	..	..	..	5	..	..	..	5	5 7 6	..
Waitaki Boys' High School..	..	..	..	..	8	..	..	..	8	7 10 0	..
Otago Girls' High School ..	..	..	..	..	..	3	..	..	3	..	..
Otago Boys' High School ..	..	..	..	..	..	2	..	..	2	23 7 6	..
Southland Girls' High School	5	2	1	..	7	..	..	..	15	42 4 7	..
Southland Boys' High School	..	..	..	1	..	..	..	..	1	18 0 0	..
Totals, 1910 ..	26	27	18	20	98	17	4	17	227	929 11 8	912 13 10
Totals, 1909 ..	26	26	15	20	78	11	2	11	189	946 3 7	192 9 0

TABLE 5.—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, 1910.

Secondary Schools.	Subjects of Instruction.																						Totals.		
	Drawing and Painting.			Science, Experimental and Natural.			Swimming and Life-saving.			Woodwork.			Cookery.			Dressmaking.			Agriculture.					
	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
Whangarei High School	0	14	6		..			..		12	0	0		..			..			..		12	14	6
Thames High School		..		9	8	4		..		4	8	0		..		1	3	4		..		14	19	8
New Plymouth High School	7	10	0	14	0	0		..		38	5	0	24	7	6	9	5	0		..		93	7	6
Wanganui Girls' College		..			..		20	15	0		..			..			..			..		20	15	0
Palmerston North High School		..		38	17	6		..		18	0	0	11	17	6	4	11	8	3	0	0	76	6	8
Wellington Girls' College	13	8	9	18	5	0		..			..			..			..			..		31	13	9
Wellington Boys' College		..		38	14	2		..			..			..			..			..		38	14	2
Dannevirke High School		..		7	5	0		..		16	10	0	13	2	6	5	10	0		..		42	7	6
Napier Girls' High School		..			..			..			..		15	12	6		..			..		15	12	6
Napier Boys' High School		..		22	0	0		..			..			..			..			..		22	0	0
Gisborne High Schools		..		16	2	6		..		43	10	0	26	17	6		..		3	10	0	90	0	0
Marlborough High School		..		37	15	0		..		15	0	0	10	12	6		..			..		63	7	6
Nelson Girls' College	4	12	6	16	0	0		..			..		50	0	0		..			..		70	12	6
Nelson Boys' College		..			..			..		7	14	0		..			..			..		7	14	0
Christchurch Girls' High School	10	2	1	28	4	2	3	0	0		..		27	18	4	10	16	8		..		80	1	3
Christchurch Boys' High School		..		4	3	4		..		4	10	0		..			..			..		8	13	4
Ashburton High School		..			..			..		31	10	0	28	2	6	4	10	0		..		64	2	6
Timaru Girls' High School		..		7	5	0		..			..		10	0	0	4	5	0		..		21	10	0
Timaru Boys' High School		..		17	5	0	8	17	6	32	7	3		..			..			..		58	9	9
Waitaki Girls' High School		..		5	7	6		..			..			..			..			..		5	7	6
Waitaki Boys' High School		..			..			..			..			..			..		7	10	0	7	10	0
Otago Boys' High School		..			..		23	7	6		..			..			..			..		23	7	6
Southland Girls' High School	5	14	6	19	6	1		..			..			..		5	19	0	11	5	0	42	4	7
Southland Boys' High School		..			..			..		18	0	0		..			..			..		18	0	0
Totals for 1910	42	2	4	299	18	7	56	0	0	241	14	3	218	10	10	46	0	8	25	5	0	929	11	8
Totals for 1909	50	16	5	232	4	3	76	0	9	231	15	0	296	17	8	58	9	6		..		946	3	7

TABLE 6.—EXPENDITURE BY GOVERNING BODIES OF CERTAIN SECONDARY SCHOOLS, AS CONTROLLING AUTHORITIES OF SCHOOL CLASSES, ON MAINTENANCE OF CLASSES FOR THE YEAR ENDING 31ST DECEMBER, 1910 (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.			Agriculture.					
	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
Whangarei High School	1	10	5		..			..		24	15	0	19	7	6		..			..		45	12	11
Thames High School		..		56	16	5		..			..			..			..			..		56	16	5
Wanganui Girls' College		..			..		15	0	0		..		50	0	0		..			..		65	0	0
Palmerston North High School		..			..			..		5	16	9	18	9	5		..		3	4	3	27	10	5
Wellington Colleges	60	3	6	31	2	1	3	3	0		..		21	0	0		..			..		115	8	7
Napier Girls' High School	6	2	1	38	15	3		..			..		34	12	8		..			..		79	10	0
Napier Boys' High School		..		2	11	7		..			..			..			..			..		2	11	7
Dannevirke High School		..			..			..		15	15	0	13	0	0	10	0	0		..		38	15	0
Gisborne High School		..			..			..		49	0	0	25	0	0	20	7	0		..		94	7	0
Marlborough High School		..		31	5	2		..		29	5	0	23	7	6		..			..		83	17	8
Nelson Girls' College		..			..			..			..		50	0	0		..			..		50	0	0
Nelson Boys' College		..			..			..		7	0	0		..			..			..		7	0	0
Christchurch Girls' High School		..		2	10	6		..		0	10	0	35	8	3		..			..		38	8	9
Christchurch Boys' High School		..		2	15	5		..		6	0	11		..			..			..		8	16	4
Ashburton High School		..			..			..		31	10	0	28	2	6	4	10	0		..		64	2	6
Timaru Girls' High School		..			..			..			..		20	8	8		..			..		20	8	8
Timaru Boys' High School		..		0	4	6	8	17	6	34	2	8		..			..			..		43	4	8
Otago Girls' High School		..			..		10	16	10		..			..			..			..		10	16	10
Otago Boys' High School		..			..		23	7	6		..			..			..			..		23	7	6
Southland Girls' High School		..			..			..			..		11	5	0		..			..		11	5	0
Southland Boys' High School		..			..			..		18	0	0		..			..			..		18	0	0
Waitaki Girls' High School		..		5	7	6		..			..			..			..			..		5	7	6
Waitaki Boys' High School		..			..			..			..			..			..		33	17	3	33	17	3
Totals for 1910	67	16	0	171	8	5	61	4	10	221	15	4	350	1	6	34	17	0	37	1	6	944	4	7
Totals for 1909	14	6	0	64	5	2	77	9	6	128	19	10	347	0	11	16	2	8		..		648	4	1

TABLE 7.—TECHNICAL INSTRUCTION, 1910.—SPECIAL, ASSOCIATED, AND COLLEGE CLASSES.

School or Classes.	Subjects of Instruction, and Number of Classes.											Payments up to 31st December, 1910.				
	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.	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.
Classes conducted by the Auckland Education Board—																
Auckland Technical College	17	2	11	22	26	16	..	44	56	15	209	5,072 1 6	7 0 0	200 0 0	272 9 11	101 15 0
Whangarei Technical School	3	..	1	..	1	..	..	2	3	3	13	71 17 8	4 0 0	..	..	3 0 0
Thames "	..	..	..	..	1	..	..	3	5	..	9	137 13 3	..	..	14 15 2	..
Cambridge	..	..	..	..	..	..	..	2	..	..	2	31 12 3	400 0 0	14 6 6	..	..
Hamilton	..	..	..	..	..	..	..	..	..	..	..	22 17 9	1,000 0 0	29 9 7	2 13 8	..
Otahuhu	..	..	..	..	..	..	..	..	..	..	..	14 10 3	295 10 0	..	4 2 6	..
Paeroa	..	..	..	..	..	..	..	1	..	..	1	..	..	7 6 3	..	..
Pukekohe	..	..	..	..	..	..	..	1	..	..	1	..	..	2 16 3	..	204 0 0
Te Aroha	..	..	..	..	1	..	..	2	..	..	3	5 5 9	..	7 0 11	..	..
Waihi	..	..	..	..	..	..	..	2	5	..	7	43 0 5	..	..	2 4 10	500 0 0
Classes conducted by the Trustees of the "Elam" Bequest—																
"Elam" School of Art, Auckland	18	2	..	..	..	..	..	..	..	..	20	440 2 0	18 13 5	20 0 0	21 8 6	200 0 0
Classes conducted by the Auckland University College Council—																
Auckland School of Mines	..	..	3	14	..	..	..	..	..	..	17	24 18 0	166 0 0	..	..	..
Classes conducted by the Taranaki Education Board—																
New Plymouth Technical School	2	..	..	..	3	3	4	6	2	6	26	113 0 3	19 10 11	..	21 11 6	87 8 0
Stratford "	2	2	..	..	1	3	3	1	1	6	19	46 1 10	1 0 0	..	3 0 4	1 1 0
Inglewood "	1	..	..	..	..	..	..	1	..	..	2	9 5 3	300 0 0	..	..	48 16 0
Te Wera	..	..	..	..	..	..	1	..	..	..	1	..	..	..	..	..
Toko	..	..	..	..	..	..	2	..	..	..	2	..	..	..	..	..
Tututawa	..	..	..	..	..	..	1	..	..	..	1	..	..	..	..	..
Urenui	..	..	..	..	..	..	1	..	..	..	1	..	..	..	..	..
Uruti	..	..	..	..	..	..	1	..	..	..	1	..	..	..	..	..
Waitara	..	..	..	..	..	..	1	..	..	..	1	1 17 6	..	..	..	..
Classes conducted by the Wanganui Education Board—																
Wanganui Technical College	15	13	4	32	8	4	4	16	25	5	126	1,110 18 0	205 0 0	..	169 8 1	108 10 10
Hawera Technical School	5	..	..	..	1	1	4	4	6	2	23	140 5 4	380 2 6	..	..	89 6 4
Feilding "	5	4	1	..	4	..	1	4	6	2	27	178 4 0	..	..	30 1 1	72 3 2
Eltham "	1	..	..	..	1	..	1	1	1	1	6	27 16 6	..	..	..	2 9 0
Taihape "	2	..	..	..	1	..	2	2	4	1	12	105 15 3	436 8 5	..	0 10 7	10 0 0
Marton "	..	..	..	..	2	1	1	1	1	6	12	58 12 9	25 0 0	..	..	32 2 0
Bull's "	..	..	..	..	..	..	..	..	..	..	..	..	378 17 11	..	..	..
Apiti "	2	..	..	..	1	1	1	2	3	..	10	89 4 3	..	18 17 0	..	141 3 9
Pohangina "	..	..	..	..	..	..	1	1	2	..	4	39 5 3	..	2 2 0	..	17 17 6
Alton	..	..	..	..	..	..	..	..	..	..	..	7 14 6	3 0 0	..	..	..
Ararata	..	..	..	..	..	..	1	..	..	..	1	6 11 3	..	..	..	..

TECHNICAL INSTRUCTION, 1910—SPECIAL, ASSOCIATED, AND COLLEGE CLASSES—*continued*.

School or Classes.	Subjects of Instruction, and Number of Classes.											Payments up to 31st December, 1910.				
	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.	Capitation.	Grants for Buildings, Furniture, and Apparatus.	Rent.	Grants for Material.	Pound-for-pound Subsidy on Voluntary Contributions.
Classes conducted by the Wanganui Education Board—*continued*.												£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Ashhurst	..	..	..	..	..	..	..	..	2	..	2	5 10 3	..	1 16 0	..	..
Bunnythorpe	1	..	..	..	..	..	..	1	..	2	4	13 9 3	..	4 0 0	..	0 2 6
Carnarvon	..	..	..	..	..	..	1	..	..	..	1	3 2 3	..	..	..	..
Cheltenham	..	..	..	..	..	..	1	1	2	..	4	24 0 9	..	..	..	..
Foxton	..	..	..	..	..	..	..	..	2	2	4	13 16 7	..	.	..	..
Halcombe	..	..	..	..	..	..	..	..	..	..	..	2 11 9	..	..	..	..
Hunterville	..	..	..	..	..	..	1	..	..	..	1	9 16 6	7 2 6	3 7 6	..	..
Hurleyville	..	..	..	..	..	..	..	..	..	..	..	..	5 0 0	1 10 0	..	..
Kaponga	..	..	..	..	..	..	..	..	..	..	..	8 5 11	..	7 4 0	..	12 18 9
Kamoko	..	..	..	..	..	..	1	..	..	..	1	5 11 9	..	..	..	..
Kapuni	..	..	..	..	..	..	..	1	..	..	1	9 11 3	..	11 10 0	..	21 13 0
Kimbolton	..	..	..	..	..	..	1	2	2	..	5	15 4 6	..	3 12 0	..	7 3 0
Mangaonoho	..	..	..	..	..	..	..	1	..	..	1	..	..	..	..	..
Mangaweka	..	..	..	..	..	..	..	1	..	..	1	11 5 9	..	..	..	..
Mangatoki	..	..	..	..	..	..	..	1	..	..	1	..	..	..	..	..
Manaia	1	..	..	..	..	..	..	1	..	..	2	9 19 6	..	8 15 0	..	2 16 6
Matapu	2	..	..	..	..	..	..	1	..	..	3	8 10 3	..	..	..	..
Mataroa	..	..	..	..	..	..	1	..	..	..	1	10 14 6	..	..	..	..
Maxwelltown	..	..	..	..	..	..	1	..	..	..	1	5 7 3	..	..	..	..
Ngamatapouri	..	..	..	..	..	..	1	..	..	..	1	..	..	..	..	..
Normanby	..	..	..	..	..	..	..	1	..	..	1	4 5 6	..	..	..	..
Okaiawa	1	..	..	..	..	..	..	1	..	..	2	9 13 6	..	4 15 0	..	..
Palmerston North	..	1	..	..	..	..	..	1	..	..	2	3 1 6	..	..	..	..
Patea	1	..	..	..	..	..	1	2	2	1	7	52 15 3	..	..	..	28 0 0
Raetihi	..	..	..	..	..	..	..	..	4	..	4	45 4 3	..	..	..	..
Rangiwahia	..	..	..	..	..	..	2	..	..	..	2	17 8 9	..	..	..	..
Rata	..	..	..	..	..	..	..	1	..	..	1	3 11 3	..	..	..	1 1 0
Rongotea	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	0 5 0
Sanson	1	..	..	..	..	..	..	1	..	1	3	13 0 7	..	..	..	4 2 3
Te Kapua	..	..	..	..	..	..	1	..	..	..	1	13 3 3	..	..	..	..
Turakina	..	..	..	..	..	..	..	..	..	..	..	10 11 6	..	..	..	..
Utiku	..	..	..	..	..	..	..	..	..	..	..	2 15 6	..	..	..	..
Utuwai	..	..	..	..	..	..	1	..	..	..	1	4 16 9	..	..	..	..
Waituna	..	..	..	..	..	..	..	..	..	..	..	3 5 3	..	..	..	..
Waverley	1	..	..	..	..	..	..	1	1	..	3	41 9 2	..	1 17 0	..	8 10 0
Classes conducted by the Palmerston North High School Board—																
Palmerston North Technical School	9	1	2	..	5	3	3	10	8	15	56	413 4 8	272 19 6	..	12 6 6	130 0 2

Classes conducted by the Wellington Education Board—																	
Wellington	3	..	..	..	1	..	..	1	..	1	6	13 1 0	51 6 6	..	48 13 10	..	
Carterton	..	..	..	..	..	..	..	..	..	1	1	3 14 4	..	..	..	..	
Eketahuna	..	..	..	..	..	..	..	..	..	..	..	19 9 3	..	..	..	..	
Greytown	..	..	..	..	..	..	..	..	..	..	..	..	10 15 9	..	..	..	
Masterton	1	..	..	..	..	1	..	..	..	1	3	3 5 0	..	..	5 9 3	..	
Pahiatua	..	..	..	..	..	..	1	..	..	..	1	3 12 9	107 0 0	..	..	..	
Classes conducted by the Wellington Technical Classes Association—																	
Wellington Technical School	47	10	5	28	17	4	5	21	49	30	216	4,258 16 3	145 7 10	..	401 18 6	476 1 0	
Classes conducted by the Petone Technical Classes Association—																	
Petone Technical School	1	..	2	1	2	2	..	2	2	4	16	113 12 11	51 16 0	..	16 10 3	75 10 0	
Classes conducted by the Masterton Technical Classes Association—																	
Masterton Technical School	8	..	4	..	2	..	2	3	4	2	25	161 10 3	27 17 0	..	3 4 8	168 13 3	
Mangamahoe	..	..	..	..	..	..	1	..	..	..	1	5 12 6	..	..	..	..	
Classes conducted by the Hawke's Bay Education Board—																	
Dannevirke	1	..	..	..	..	..	1	..	..	..	2	10 7 0	..	..	..	..	
Gisborne	..	..	..	..	..	1	1	2	..	..	4	7 10 6	..	..	2 19 6	..	
Hastings Technical School	..	1	..	..	2	..	1	3	..	..	7	66 1 8	..	..	5 11 4	..	
Napier	1	..	..	..	..	2	..	..	..	..	3	43 3 0	79 4 3	..	..	..	
Makaraka	..	..	..	..	..	..	1	..	..	..	1	..	..	..	..	..	
Tikokino	..	..	..	..	..	..	1	..	..	..	1	..	..	..	..	..	
Waipawa	..	..	..	..	..	..	1	..	..	..	1	..	..	..	..	..	
Waipukurau	..	..	..	..	..	..	1	..	..	..	1	..	..	..	..	..	
Classes conducted by the Napier Technical Classes Association—																	
Napier Technical College	5	1	4	6	6	9	2	16	22	8	79	880 12 11	40 6 6	..	33 14 9	411 6 10	
Classes conducted by the Waipawa Technical Classes Association—																	
Waipawa Technical School	..	1	..	..	..	..	..	..	..	3	4	33 14 5	..	..	..	60 0 0	
Classes conducted by the Dannevirke High School Board—																	
Dannevirke Technical School	1	..	..	..	1	1	6	..	1	..	10	64 4 1	..	..	3 7 5	..	
Ormondville	..	..	..	..	..	..	..	..	..	..	..	..	..	1 4 0	..	..	
Makotuku	..	..	..	..	..	..	..	..	..	..	..	..	..	1 6 0	..	..	
Takapau	..	..	..	..	..	..	..	..	..	..	..	..	..	6 10 0	..	..	
Classes conducted by the Gisborne High School Board—																	
Gisborne Technical School	..	..	..	..	3	..	2	..	1	3	9	50 11 10	15 15 0	..	2 15 3	20 0 0	
Matawai	..	..	..	..	..	..	1	..	..	..	1	5 14 0	..	..	..	..	
Motu	..	..	..	..	..	..	1	..	..	..	1	8 8 0	..	..	..	..	
Rakauroa	..	..	..	..	..	..	1	..	..	..	1	5 14 0	..	..	..	..	
Classes conducted by the Marlborough Education Board—																	
Blenheim	..	..	..	..	2	1	1	2	..	1	7	8 1 0	..	..	..	..	
Canvastown	..	..	..	..	..	..	..	..	..	1	1	..	..	..	..	..	
Classes conducted by the Nelson Education Board—																	
Nelson Technical School	4	2	3	4	5	5	1	11	2	7	44	474 14 1	112 9 0	..	21 14 2	25 10 6	
Westport	3	..	1	5	2	1	..	4	2	4	22	291 13 7	183 17 4	..	31 9 4	55 18 10	
Reefton	1	..	1	..	2	..	..	2	..	..	6	57 15 8	24 15 1	..	2 16 8	..	
Wakefield	..	..	..	..	1	..	..	1	..	..	2	17 12 5	1 7 0	..	2 19 10	..	

TABLE 7.—TECHNICAL INSTRUCTION, 1910.—SPECIAL, ASSOCIATED, AND COLLEGE CLASSES—*continued.*

School or Classes.	Subjects of Instruction, and Number of Classes.											Payments up to 31st December, 1910.				
	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.	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.
Classes conducted by the Nelson Education Board—*continued.*																
Brightwater	..	..	..	..	..	..	1	..	..	..	1	5 11 6	..	..	0 6 8	..
Motueka	1	..	..	..	..	1	..	2	..	..	4	9 8 5	50 13 0	..	..	..
Spring Grove	..	..	..	..	..	..	..	1	..	..	1	9 18 9	..	..	..	..
Stoke	..	..	..	..	2	..	..	..	..	..	2	47 0 6	1 7 0	..	3 18 8	..
Tapawera	..	..	..	..	..	..	1	..	..	..	1	2 18 6	..	..	1 3 4	..
Wakapuaka	..	..	..	..	..	..	1	..	..	..	1	4 9 3	..	..	0 6 8	..
Classes conducted by the Grey Education Board—																
Greymouth Technical School	1	2	..	2	1	1	..	1	..	..	8	43 11 3	33 8 0	..	..	8 0 0
Blackball	..	..	..	..	..	..	..	..	..	..	..	3 5 5	..	..	..	..
Hatters	..	..	..	..	..	..	..	..	..	..	..	7 1 4	..	..	..	..
Classes conducted by the Westland Education Board—																
Hokitika	..	..	..	..	..	1	..	..	..	..	1	15 5 0	..	..	..	..
Classes conducted by the Canterbury College Board of Governors—																
Christchurch School of Art	47	13	4	..	1	..	..	..	..	2	67	824 15 6	123 11 4	..	47 15 1	..
Christchurch School of Engineering	..	..	5	46	..	6	..	..	..	..	57	240 8 3	354 19 0	..	..	..
Canterbury College	..	..	..	..	..	..	..	..	13	..	13	20 6 9	..	..	..	..
Classes conducted by the Christchurch Technical Classes Association—																
Christchurch Technical College	3	..	11	4	33	5	8	40	61	13	178	2,484 0 2	504 8 9	150 0 0	245 17 7	728 18 3
Classes conducted by the Ashburton Technical Classes Association—																
Ashburton Technical School	2	1	1	..	1	..	1	5	4	2	17	76 4 0	..	..	..	75 7 3
Dunsandel	..	..	..	..	..	..	..	2	..	..	2	25 7 9	..	..	..	..
Methven	..	..	..	..	..	..	..	1	..	..	1	37 10 4	..	..	..	..
Classes conducted by the Rangiora Technical Classes Association—																
Rangiora Technical School	..	..	..	..	1	..	1	3	2	..	7	56 6 10	184 6 6	..	..	15 0 0
Cust	..	..	..	..	..	..	..	1	..	..	1	19 18 3	..	12 0 0	..	..
East Oxford	..	..	..	..	..	..	..	1	..	..	1	25 11 6	..	..	..	..
Classes conducted by the Akaroa Technical Classes Association—																
Akaroa Technical School	..	..	..	..	1	..	3	..	..	..	4	55 4 9	..	..	..	..
Classes conducted by the Lyttelton Technical Classes Association—																
Lyttelton	..	..	..	..	..	..	..	..	..	..	..	..	..	40 0 0	..	10 0 0
Classes conducted by the North Canterbury Education Board—																
Amberley Technical School	..	..	..	..	..	..	..	2	..	..	2	39 18 0	5 5 0	..	..	3 7 0
Ashburton	..	..	..	..	..	..	4	..	..	..	4	..	..	..	..	..

Belfast	..	..	..	..	..	..	..	..	..	1	..	..	1	8 18 6	..	..	..	..
Christchurch	..	..	..	..	..	1	..	4	1	..	1	7	59 2 9	4 3 4	..	..	..	
Darfield	..	..	..	..	..	..	..	1	..	..	..	1	6 14 3	..	..	..	..	
Kaiapoi Technical School	..	..	..	..	1	..	..	1	..	4	1	..	7	100 2 2	..	42 14 0	..	..
Leeston and Doyleston	..	..	..	..	..	..	1	..	..	2	1	..	4	18 12 9	..	..	..	4 0 0
Little River	..	..	..	..	..	..	..	..	..	1	..	..	1	14 2 9	..	..	..	..
Southbridge	..	..	..	..	..	..	..	..	..	2	..	..	2	20 17 9	..	..	..	4 0 0
Classes conducted by the Timaru Technical Classes Association—																		
Timaru Technical School	..	..	..	4	1	1	..	3	1	1	4	4	3	22	143 19 6	18 1 6	..	32 14 5	136 16 0
Classes conducted by the Fairlie Technical Classes Association—																		
Fairlie Technical School	..	..	..	..	..	..	..	..	..	1	4	..	..	5	72 13 5	231 15 3	10 1 3	3 18 4	29 5 0
Classes conducted by the Pleasant Point Technical Classes Association—																		
Pleasant Point Technical School	..	..	..	..	..	..	..	..	..	2	..	..	2	24 2 1	10 17 6	..	1 19 8	13 7 3
Classes conducted by the Temuka Technical Classes Association—																		
Temuka Technical School	..	..	..	1	1	..	..	1	..	1	5	2	..	11	141 4 0	21 2 11	..	25 12 9	99 4 4
Classes conducted by the Waimate Technical Classes Association—																		
Waimate Technical School	..	..	..	..	..	1	..	1	3	1	..	6	75 18 11	..	..	..	28 10 6
Classes conducted by the South Canterbury Education Board—																		
Timaru	..	..	..	..	2	..	..	..	..	..	2	..	..	4	27 4 6	..	..	..	..
Hannaton	..	..	..	..	..	..	..	..	..	1	..	..	1	8 18 6	6 5 0	..	..	..
Classes conducted by the Otago University Council—																		
Home Science Classes	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	100 0 0
Classes conducted by the Dunedin Technical Classes Association—																		
Dunedin Technical School	..	..	..		1	..	11	8	10	1	36	35	18	120	1,704 4 7	385 3 4	..	80 0 0	259 3 0
Clinton	..	..	..	..	..	..	..	..	..	..	..	..	..	..	11 8 9	..	..	..	..
Kaitangata Technical School	..	..	..	..	..	..	..	..	..	..	..	..	..	..	13 4 0	..	..	..	..
Palmerston South	..	..	..	..	1	..	..	..	..	..	..	..	..	1	..	..	..	..	..
Romahapa	..	..	..	..	..	..	..	..	..	..	..	..	..	..	16 12 3	..	..	..	..
Stirling	..	..	..	..	..	..	..	..	..	..	..	..	..	..	3 4 6	..	..	..	..
Waitati	..	..	..	..	..	..	..	..	..	..	..	..	..	..	12 8 7	..	..	..	..
Classes conducted by the Oamaru Technical Classes Association—																		
Oamaru Technical School	..	..	..	..	..	1	..	..	3	2	..	6	60 18 1	16 18 0	..	6 13 9	69 16 0
Classes conducted by the Otago Education Board—																		
Dunedin School of Art	..	..	..	21	3	4	..	..	..	..	..	..	..	28	275 14 3	555 0 0	..	..	..
Dunedin Teachers' Classes	..	..	..	..	2	..	..	..	1	1	1	..	..	5	35 12 6	..	..	..	..
Classes conducted by the Southland Education Board—																		
Invercargill Technical School	..	..		14	2	3	..	4	3	1	5	3	12	47	232 19 9	1,500 0 0	..	34 14 8	106 15 0
Bluff	..	..	..	2	..	..	..	..	..	..	1	2	2	7	33 8 7	..	11 7 6	..	25 0 0
Dipton	..	..	..	..	..	..	..	..	..	..	1	3		4	..	..	..	..	..
Gore	..	..	..	..	..	..	..	2	..	1	..	3		6	8 13 0	..	32 10 0	..	..
Greenhills	..	..	..	1	..	..	..	1	..	..	..	..		2	38 2 9	..	..	..	..
Classes conducted by the Gore High School Board—																		
Gore Technical School	..	..	..	..	1	..	..	..	..	..	2	2		5	14 19 3	..	..	..	..
Totals	..	..	..	265	69	71	175	163	91	111	328	360	195	1,828	22,440 12 6	8,784 7 10	657 17 9	1,622 19 0	4,845 14 9

TABLE 8. — CAPITATION PAYMENTS UP TO 31ST DECEMBER, 1910, 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	526 10 6	..	386 6 9	686 8 0	461 9 9	568 19 3	..	1,097 0 9	1,559 19 9	110 4 1	5,398 18 10
Managers of the "Elam" School of Art ..	369 0 6	54 9 6	16 12 0	..	..	..	..	..	..	..	440 2 0
Board of Governors, Auckland University College	..	..	10 6 6	14 11 6	..	..	..	..	..	..	24 18 0
Taranaki Education Board	39 10 3	2 13 0	2 1 0	3 13 0	8 9 6	12 5 0	2 18 9	59 9 3	11 19 0	27 6 1	170 4 10
Wanganui Education Board	343 5 7	124 16 0	76 6 0	217 16 6	128 13 9	26 10 3	176 10 7	349 16 1	595 14 7	106 17 9	2,146 7 1
Board of Governors, Palmerston North High School	101 13 3	14 9 0	5 3 6	..	31 6 3	10 0 9	17 3 6	74 1 0	102 7 0	57 0 5	413 4 8
Wellington Education Board	939 13 0	70 3 3	272 3 6	427 0 6	418 17 0	164 15 3	3 12 9	613 14 6	1,225 11 9	280 0 0	4,415 11 6
Managers of the Masterton Technical School ..	19 9 0	2 15 0	19 12 0	..	4 8 0	..	12 16 0	33 7 6	48 6 0	26 9 3	167 2 9
Hawke's Bay Education Board	93 16 6	10 18 6	60 13 3	48 15 6	112 19 0	130 8 3	54 1 0	231 1 6	242 3 0	56 13 0	1,041 9 6
Board of Governors, Dannevirke High School ..	32 2 0	..	..	..	5 14 0	1 3 0	17 16 0	3 8 0	4 1 1	..	64 4 1
Board of Governors, Gisborne High School ..	1 14 6	..	..	..	14 19 0	..	34 4 6	..	9 19 3	9 10 7	70 7 10
Marlborough Education Board	..	..	..	..	4 10 6	..	..	3 10 6	..	..	8 1 0
Nelson Education Board	105 12 6	3 11 6	56 5 8	184 14 4	131 1 2	45 16 6	14 10 3	203 14 6	94 17 0	80 19 3	921 2 8
Grey Education Board	..	4 6 6	7 18 3	8 0 0	6 16 6	14 13 0	..	..	1 17 0	10 6 9	53 18 0
Westland Education Board	7 7 0	..	..	..	..	..	..	7 18 0	..	..	15 5 0
Board of Governors, Canterbury College ..	659 8 6	92 4 3	180 14 3	98 17 9	16 6 0	17 13 0	..	..	20 6 9	..	1,085 10 6
North Canterbury Education Board	28 16 9	54 7 9	190 10 6	245 9 6	452 7 3	103 18 3	181 0 7	895 6 1	789 1 0	107 14 10	3,048 12 6
South Canterbury Education Board	34 15 11	20 13 9	2 6 0	..	27 12 3	5 10 0	60 10 6	241 3 2	80 2 4	21 7 0	494 0 11
Otago Education Board	211 15 3	27 12 3	100 15 0	167 10 5	96 3 9	122 15 0	4 7 0	470 6 7	782 0 8	150 1 7	2,133 7 6
Southland Education Board..	128 0 5	10 9 6	13 4 6	..	18 9 0	33 4 6	..	48 10 6	21 19 10	39 5 10	313 4 1
Board of Governors, Gore High School ..	..	3 16 6	..	..	..	..	..	..	3 9 6	7 13 3	14 19 3
Totals for 1910	3,642 11 5	497 6 3	1,400 18 8	2,104 17 0	1,940 2 8	1,257 12 0	579 11 5	4,332 7 11	5,593 15 6	1,091 9 8	22,440 12 6
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

TABLE 9.—RECEIPTS OF AND EXPENDITURE BY EDUCATION BOARDS AS CONTROLLING AUTHORITIES OF CLASSES FOR MANUAL AND TECHNICAL INSTRUCTION FOR THE YEAR ENDING 31ST DECEMBER, 1910.

Education Districts.	Receipts.												Expenditure.								
	From Government.						From Local Sources.			Maintenance.			Buildings and Equipment.			Administration.					
	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 and Associated Classes.	School Classes.	Special and Associated 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.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Auckland	9,428 2 11	2,610 14 9	296 6 1	8 16 0	3,553 4 6	877 2 0	10 6 0	1,424 14 1	3,431 4 0	5,411 19 5	649 5 5	10,361 12 5	1,415 14 4								
Taranaki	1,020 10 5	25 7 3	19 15 4	140 18 3	439 18 4	254 17 3	125 2 0	142 2 10	1,315 10 1	157 18 10	176 0 10	513 1 5	..								
Wanganui	4,049 2 10	683 7 7	199 19 9	577 7 7	1,616 4 10	1,526 18 1	545 5 5	370 15 5	2,312 12 7	5,455 14 5	142 4 4	571 10 5	..								
Wellington	7,550 9 1	1,040 18 3	418 8 9	551 11 0	1,574 1 9	..	134 14 0	48 15 1	3,144 4 7	6,742 3 7	1,620 7 0	197 3 10	..								
Hawke's Bay	2,294 7 11	450 0 0	39 6 1	480 12 6	452 18 4	..	276 18 6	272 2 7	1,480 11 10	2,359 5 2	499 6 11	..	..								
Marlborough	256 8 3	..	..	1 1 1	..	..	..	52 12 6	259 1 0	195 12 11	25 10 0	..	..								
Nelson	2,119 6 8	467 19 3	64 15 4	111 9 4	389 8 5	167 15 9	142 17 0	219 7 0	1,363 15 1	1,918 0 8	..	578 12 8	..								
Grey	225 3 3	..	33 8 0	8 0 0	..	..	8 0 0	5 18 0	13 10 0	174 3 1	..	..	47 10 6								
Westland	166 4 1	..	..	..	18 0 0	..	..	..	28 9 3	51 2 8	8 11 0	21 0 6	..								
North Canterbury	5,448 11 4	1,290 10 8	245 17 7	883 12 6	1,245 18 3	..	26 0 0	501 19 4	2,671 6 4	5,799 4 10	284 16 11	994 5 6	..								
South Canterbury	1,388 1 1	61 6 3	64 5 2	337 9 1	355 14 7	6 1 0	16 14 0	38 6 0	1,255 1 6	1,050 10 5	143 19 11	697 14 5	..								
Otago	4,107 16 10	959 19 9	86 13 9	328 19 0	2,913 6 4	217 3 3	32 5 0	..	1,493 9 5	4,275 14 5	2,543 7 0	..	226 7 3								
Southland	1,709 9 0	153 18 9	34 14 8	215 18 6	1,543 17 6	225 11 3	270 16 11	29 5 0	862 1 11	963 13 7	690 17 6	412 16 0	172 10 0								
Totals for 1910 ..	39,763 13 8	7,744 2 6	1,503 10 6	3,645 14 10	14,102 12 10	3,275 8 7	1,588 18 10	3,105 17 10	19,630 17 7	34,555 4 0	6,784 6 10	14,347 17 2	1,862 2 1								
Totals for 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	34,916 17 11	2,440 19 3	11,360 9 4	1,552 2 4								

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	15,897 4 3	1,646 9 7	7,126 2 7	11,135 8 10	3,717 4 10	257 9 4	3,152 19 0	266 11 3	184 4 1	9,114 10 4	2,206 16 2	8,396 15 8	3,657 18 5	66,759 14 4
Receipts from local sources	2,312 2 1	522 2 1	2,442 18 11	183 9 1	549 1 1	52 12 6	529 19 9	13 18 0	..	527 19 4	61 1 0	249 8 3	525 13 2	7,970 5 3
Total receipts, 1910 ..	18,209 6 4	2,168 11 8	9,569 1 6	11,318 17 11	4,266 5 11	310 1 10	3,682 18 9	280 9 3	184 4 1	9,642 9 8	2,267 17 2	8,646 3 11	4,183 11 7	74,729 19 7
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
Expenditure, 1910 ..	21,269 15 7	2,162 11 2	8,482 1 9	11,703 19 0	4,339 3 11	480 3 11	3,860 8 5	235 3 7	109 3 5	9,749 13 7	3,147 6 3	8,538 18 1	3,101 19 0	77,180 7 8
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

TABLE 10.—NUMBER OF STUDENTS IN ATTENDANCE AT TECHNICAL CLASSES DURING THE YEAR ENDING 31ST DECEMBER, 1910.

Education District.	Special Classes.		Associated Classes.		College Classes.		Totals.	
	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.
Auckland	823	786	131	229	37	..	991	1,015
Taranaki	304	236	..	..	..	..	304	236
Wanganui	1,414	1,396	..	..	..	..	1,414	1,396
Wellington	43	120	1,124	719	..	..	1,167	839
Hawke's Bay	323	121	248	128	..	..	571	249
Marlborough	35	44	..	..	..	..	35	44
Nelson	399	352	..	..	..	..	399	352
Westland	1	21	..	..	..	..	1	21
Grey	54	66	..	..	..	..	54	66
North Canterbury	165	286	880	841	344	271	1,389	1,398
South Canterbury	29	46	252	417	..	..	281	463
Otago	238	231	652	598	..	..	890	829
Southland	315	349	..	..	..	..	315	349
Totals	4,143	4,054	3,287	2,932	381	271	7,811	7,257

TABLE 11.—OCCUPATIONS OF STUDENTS IN ATTENDANCE AT TECHNICAL CLASSES DURING THE YEAR ENDING 31ST DECEMBER, 1910.

Commercial pursuits	2,537	Painters, plasterers, &c.	161
Professional pursuits	2,690	Printers, &c.	57
Students	2,552	Engaged in various other trades and industries	105
Domestic pursuits	2,888	Engaged in various public services	61
Agricultural pursuits	1,305	Seamen	67
Tailors and tailoresses	79	Skilled labourers	54
Dressmakers, milliners, &c.	169	Labourers	73
Engineers and mechanics	631	Occupation not stated	288
Electricians	162		
Plumbers, metalworkers, &c.	608	Total	15,068
Woodworkers	581		

TABLE 12.—NUMBER OF FREE PUPILS IN ATTENDANCE AT TECHNICAL CLASSES DURING THE YEAR ENDING 31ST DECEMBER, 1910.

Education District.	At Day Technical Schools.		At other Classes.		Totals.	
	Males.	Females.	Males.	Females.	Males.	Females.
Auckland	131	129	278	168	409	297
Taranaki	..	..	17	9	17	9
Wanganui	32	54	171	117	203	171
Wellington	90	140	271	144	361	284
Hawke's Bay	47	45	48	14	95	59
Nelson	22	..	68	66	90	66
North Canterbury	150	149	217	148	367	297
South Canterbury	..	..	23	15	23	15
Otago	35	122	161	79	196	201
Southland	..	..	41	43	41	43
Totals	507	639	1,295	803	1,802	1,442

TABLE 12A.—SCHOOL AGE OF FREE PUPILS IN ATTENDANCE AT TECHNICAL CLASSES DURING THE YEAR ENDING 31ST DECEMBER, 1910.

—	Junior Free Pupils.				Senior Free Pupils.						Totals.	
	First Year.		Second Year.		First Year.		Second Year.		Third Year.			
	Males	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.
Day technical schools	355	381	112	175	26	64	12	15	2	4	507	639
Other classes	688	406	257	184	189	116	104	73	57	24	1,295	803
Totals	1,043	787	369	359	215	180	116	88	59	28	1,802	1,442

TABLE 13.—COURSES TAKEN BY STUDENTS HOLDING JUNIOR AND SENIOR FREE PLACES AT TECHNICAL SCHOOLS OR CLASSES, 1910.

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

School or Classes.	Courses of Instruction and Number of Students.												Capitation for the Year ending 31st December, 1910.		
	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	137	80	6	5	61	26	..	..	244	56	448	167	2,508	16	6
Technical School, Whangarei	..	..	1	1	..	..	..	..	3	..	4	1	17	5	0
" Thames	..	..	..	..	5	..	..	..	18	1	23	1	57	19	9
" Waihi	..	..	..	..	4	..	..	..	22	3	26	3	26	13	6
Taranaki Education Board—															
Technical School, New Plymouth	5	..	8	..	1	..	..	..	6	2	20	2	20	7	0
" " Stratford	..	..	1	1	..	..	..	..	..	..	1	1	5	0	3
Wanganui Education Board—															
Technical College, Wanganui	28	11	10	1	12	2	..	..	52	9	102	23	548	15	10
" School, Eltham	..	..	..	1	..	..	..	..	..	..	..	1	6	1	0
" " Feilding	2	1	3	3	3	..	..	..	5	3	13	7	44	13	9
" " Hawera	..	..	4	..	2	..	..	..	18	1	24	1	..		
" " Taihape	2	..	..	..	10	..	..	..	6	..	18	..	17	5	0
" " Bull's	..	..	..	..	..	..	..	..	..	..	..	..	5	11	6
Technical Classes, Apiti	..	1	1	..	5	..	..	..	2	..	8	1	19	6	0
" Bunnythrope	..	..	..	..	8	..	..	..	..	..	8	..	..		
" Ashhurst	..	..	..	..	..	..	..	..	8	..	8	..	12	7	6
" Cheltenham	..	..	..	..	1	..	..	..	..	..	1	..	..		
" Kaponga	..	..	..	..	..	..	..	..	..	..	..	..	8	7	9
" Sanson	..	..	..	..	3	..	..	..	..	..	3	..	..		
" Manaia	..	..	..	..	..	..	..	..	..	..	..	..	8	9	0
" Marton	1	..	..	..	2	..	..	..	3	..	6	..	..		
" Pohangina	..	3	..	..	2	..	6	..	..	..	8	3	9	17	0
" Raetihi	..	..	..	..	..	..	..	..	12	..	12	..	..		
" Waverley	..	..	..	..	..	..	..	..	..	..	..	..	2	13	3
Palmerston North High School Board—															
Technical School, Palmerston North ..	16	..	3	..	9	3	5	1	31	2	64	6	..		
Wellington Education Board—															
Technical School, Wellington	95	59	22	32	26	23	..	..	217	79	360	193	960	1	6
" Petone	7	4	..	..	..	..	..	..	13	3	20	7	49	12	6
Masterton Technical Classes Association ..	..	1	2	..	6	..	..	..	31	1	39	2	190	15	9
Hawke's Bay Education Board—															
Technical College, Napier	37	2	..	2	30	8	..	1	27	7	94	20	450	0	0
Gisborne High School Board—															
Technical School, Gisborne ..	..	..	..	..	..	..	..	..	..	..	..	..	3	2	0
Nelson Education Board—															
Technical School, Nelson	15	14	2	4	18	4	..	..	13	7	48	29	376	15	0
" Westport ..	8	4	..	..	..	1	..	..	14	..	22	5	91	4	3
North Canterbury Education Board—															
Technical College, Christchurch	111	30	..	..	52	13	26	3	176	42	365	88	1,290	10	8
Technical School, Rangiora	..	..	..	..	2	..	..	..	5	..	7	..	..		
Canterbury College Board of Governors—															
School of Art, Christchurch ..	..	..	22	10	..	..	..	..	..	..	22	10	150	15	9
South Canterbury Education Board—															
Technical School, Timaru	9	..	4	..	1	..	..	..	20	2	34	2	61	6	3
Otago Education Board—															
Technical School, Dunedin	31	11	21	15	62	9	..	..	166	42	280	77	951	16	0
" Oamaru	..	..	..	..	1	..	..	..	4	..	5	..	8	3	9
Southland Education Board—															
Technical School, Invercargill ..	11	..	12	..	7	..	..	..	14	..	44	..	153	18	9
Gore High School Board—															
Technical Classes, Gore	..	..	..	..	..	..	..	..	7	..	7	..	9	8	0
Totals for 1910	515	221	122	75	333	89	37	5	1137	260	2,144	650	8,066	19	9
Totals for 1909	441	208	101	51	284	35	11	10	846	220	1,683	524	6,401	1	6

TABLE 14.—SUMMARY OF EXPENDITURE BY GOVERNMENT ON MANUAL AND TECHNICAL INSTRUCTION FOR THE YEAR ENDING 31ST DECEMBER, 1910.

	£ s. d.	£ s. d.	£ s. d.
Capitation—			
School classes	19,033 2 0		
Technical classes	22,440 12 6		
		..	41,473 14 6
Free places at technical schools	..	..	8,066 19 9
Subsidy of £1 for £1 on contributions—			
School classes	240 3 2		
Technical classes	4,845 14 9		
		..	5,088 17 11
Grants—			
Buildings, apparatus, and rent—			
School classes	4,735 2 5		
Technical classes	9,442 5 7		
		14,177 8 0	
Material for technical classes	..	1,622 19 0	
			15,800 7 0
Railway fares of instructors	774 14 1	..	
„ students attending registered classes	279 10 10		
„ free pupils	1,105 10 10		
„ pupils attending manual-training centres ..	2,688 18 0		
		..	4,848 13 9
Examinations—			
Science and Art, Board of Education, London	291 6 9		
City and Guilds of London Institute	570 18 3		
		..	862 5 0
Inspectors—			
Salaries	815 0 0		
Travelling-expenses	149 4 0		
		..	964 4 0
Specimens and examples of students' work	..	..	46 5 1
Sundries	..	..	5 1 8
			77,153 8 8
Less recoveries (examination fees, £214 10s.; sale of material used at examinations, £22 4s.)	..	..	236 14 0
Total	..	..	£76,916 14 8

TABLE 15.—BOARD OF EDUCATION, LONDON.—ART AND SCIENCE EXAMINATIONS, 1910.

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

Subjects of Examination.	Auckland.		New Plymouth.		Wanganui.		Palmerston North.		Wellington.		Masterton.		Napier.		Nelson.		Westport.		Greymouth.		Christchurch.		Timaru.		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.
Art—																														
Freehand drawing	39	34	..	..	13	11	2	1	7	7	..	..	..	..	6	3	2	2	..	..	18	7	..	..	31	16	11	8	129	89
Model-drawing	31	15	..	..	9	3	3	1	4	4	..	..	..	..	1	1	..	..	..	..	10	6	1	0	26	9	7	4	92	43
Geometrical drawing	3	2	..	..	2	2	1	1	..	..	..	..	2	1	..	..	..	..	..	..	9	8	..	..	4	3	1	1	22	18
Perspective drawing	1	1	..	..	..	..	1	0	4	3	..	..	..	..	..	..	..	..	..	..	4	4	..	..	2	2	..	..	12	10
Drawing in light and shade	5	3	..	..	6	4	..	..	4	3	..	..	..	..	6	2	3	1	..	..	4	4	..	..	11	8	3	1	42	26
Memory drawing of plant-form	7	6	..	..	6	3	..	..	8	5	..	..	..	..	1	1	..	..	..	..	1	1	..	..	1	1	..	..	24	17
Drawing common objects from memory	..	..	..	..	2	1	..	..	10	6	..	..	..	..	..	..	..	..	..	..	1	0	..	..	..	..	..	..	13	7
Painting ornament	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	1	..	..	..	..	..	..	1	1
Principles of ornament	1	0	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	0
Anatomy	..	..	..	..	..	..	..	..	2	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	2	1
Design	5	4	..	..	7	6	..	..	8	5	..	..	..	..	..	..	..	..	..	..	5	4	..	..	2	2	..	..	27	21
Architecture	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	1	1	0	2	1
Architectural design	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	0	..	..	1	0
Painting from still life	1	1	..	..	5	2	..	..	5	3	..	..	..	..	..	..	2	0	..	..	4	0	..	..	3	2	3	0	23	8
Drawing from the antique	..	..	..	..	1	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	0	..	..	2	1
Drawing from life	4	3*	..	..	..	..	..	..	2	0	..	..	..	..	..	..	..	..	..	..	2	2	..	..	..	..	..	..	8	5
Modelling the head from life	..	..	..	..	..	..	..	..	3	3	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	3	3
Modelling from the antique	..	..	..	..	..	..	..	..	4	4	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	4	4
Students' works	10	7	..	..	9	5	..	..	3	3†	..	..	..	..	..	..	..	..	..	..	9	5‡	..	..	3	1	..	..	34	21
Science—																														
Practical plane and solid geometry	40	22	..	..	..	..	2	2	..	..	..	..	1	1	..	..	1	1	..	..	4	2	..	..	2	2	..	..	50	30
Machine construction and drawing	45	30	..	..	16	10	..	..	4	4	..	..	7	7	..	..	1	1	..	..	2	0	..	..	13	11	3	0	91	63
Building construction and drawing	10	10	1	1	2	2	1	1	13	13	3	2	1	1	..	..	..	..	..	..	9	9	..	..	7	7	2	2	49	48
Mathematics	16	5	..	..	2	2	1	1	2	0	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	21	8
Practical mathematics	21	18	..	..	5	4	..	..	1	0	..	..	..	..	..	..	1	1	..	..	..	..	..	..	2	2	..	..	30	25
Applied mechanics	17	14	2	2	9	9	..	..	3	1	..	..	..	..	..	..	1	1	..	..	5	3	..	..	25	23	..	..	62	53
Heat-engines	13	12	..	..	9	7	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	22	19
Magnetism and electricity	18	13	..	..	7	3	2	1	5	1	..	..	5	2	..	..	..	..	..	..	..	..	..	..	1	0	..	..	38	20
Theoretical inorganic chemistry	16	11	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	16	11
Light	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	0	..	..	..	..	..	..	..	..	1	0
Heat	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	0	..	..	..	..	..	..	..	..	1	0
Physiology	1	1	..	..	2	1	3	3	2	1	..	..	..	..	..	..	1	1	..	..	4	1	..	..	2	1	..	..	15	9
Hygiene	..	..	..	..	2	1	4	2	6	2	..	..	..	..	..	..	2	2	..	..	..	..	..	..	1	0	..	..	15	7
Elementary science of common life	3	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	1	..	..	..	..	..	..	..	..	4	2
Agricultural science and rural economy	..	..	..	..	..	..	3	2	1	1	2	1	2	2	..	..	..	..	..	..	1	0	..	..	1	1	..	..	10	7
Botany	..	..	..	..	..	..	3	3	..	..	..	..	..	..	..	..	..	..	..	..	2	1	..	..	..	..	..	..	5	4
Zoology	..	..	..	..	..	..	1	0	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	0
Totals	307	213	3	3	114	77	27	18	101	70	5	3	18	14	14	7	14	10	3	1	95	58	1	0	140	92	31	16	873	582

* One student's work was marked "Excellent." † A student was awarded two book prizes in the National Competitions. ‡ One student's work was "Commended" in the National Competitions.

TABLE 16.—CITY AND GUILDS OF LONDON INSTITUTE.—TECHNOLOGICAL EXAMINATIONS, 1910.

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

Subjects of Examination.	Auckland.		Whanga-rei.		Waihi.		New Plymouth.		Wanganui.		Palmers-ton N.		g-ton.		Masterton.		Napier.		Gisborne.		Blenheim.		Nelson.		Westport.		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) ..	13	13	..	..	..	..	..	..	1	1	..	..	12	9	..	..	..	..	..	..	..	..	..	..	..	..	1	1	..	..	..	..	..	..	27	24
Principles of leadwork (ordinary) ..	5	5	..	..	..	..	..	..	2	1	..	..	4	4	3	1	..	..	..	..	..	..	..	..	..	..	1	1	..	..	..	..	..	..	15	12
" " (honours) ..	4	4	..	..	..	..	..	..	2	2	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	6	6
Plumbers' work, practical (ordinary)	7	1	..	..	..	..	2	0	1	1	1	1	6	2	1	0	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	18	5
" " (honours)	4	0	..	..	..	..	..	..	2	0	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	6	0
Plumbers' work (ordinary) ..	11	11	..	..	..	..	..	..	4	2	1	1	7	5	1	0	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	24	19
" (honours) ..	10	9	..	..	..	..	..	..	..	..	..	..	2	2	3	2	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	15	13
Carpentry and joinery (preliminary)	5	4	..	..	..	..	..	..	..	..	..	..	1	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	5	2	..	..	..	..	11	7
" " (ordinary) ..	1	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	7	3	..	..	2	2	..	..	10	6
" " (honours) ..	..	..	..	..	..	..	..	..	..	..	1	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	2	2	..	..	..	..	..	..	3	3
Cabinetmaking (ordinary) ..	1	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	3	3	..	..	..	..	..	..	4	4
" (honours) ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	2	1	..	..	..	..	..	..	2	1
Mechanical engineering (ordinary), Part I	6	5	..	..	..	..	..	..	7	2	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	0	..	..	..	..	11	6	..	..	25	13
Mechanical engineering (ordinary), Part II	2	1	..	..	..	..	..	..	7	2	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	5	4	..	..	14	7
Mechanical engineering (honours) ..	..	..	..	..	..	..	..	..	3	0	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	3	0
Electrical engineering (elementary)	13	6	..	..	4	2	..	..	1	0	..	..	6	4	..	..	..	..	..	..	..	..	1	1	..	..	2	2	..	..	3	1	..	..	30	16
" " (ordinary) ..	7	3	..	..	1	0	..	..	2	1	..	..	6	3	..	..	..	..	..	..	..	..	2	1	..	..	1	0	..	..	1	0	..	..	20	8
" " (honours) ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	1	1	1	..	..	..	..	..	..	2	2
Electric wiremen's work (final) ..	1	0	..	..	..	..	..	..	..	..	..	..	1	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	2	1
Motor-car engineering (ordinary) ..	..	..	..	..	..	..	..	..	1	1	..	..	1	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	2	2
Mine-surveying (preliminary) ..	..	..	..	..	..	..	..	..	4	2	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	4	2
Telegraphy (ordinary)	4	3	..	..	..	..	..	..	..	..	..	..	6	5	..	..	..	..	..	..	..	..	1	0	..	..	1	0	..	..	..	..	..	..	12	8
" (honours)	..	..	..	..	..	..	..	..	..	..	..	..	2	2	..	..	..	..	..	..	..	..	1	0	..	..	..	..	..	..	..	..	..	..	3	2
Telephony (ordinary)	2	1	..	..	..	..	..	..	..	..	..	..	4	3	..	..	..	..	..	..	..	..	..	..	..	..	1	0	..	..	..	..	2	0	9	4
" (honours)	1	1	..	..	..	..	..	..	..	..	1	0	2	2	..	..	..	..	..	..	..	..	1	0	..	..	..	..	..	..	..	..	..	..	5	3
Metal-plate work (ordinary) ..	..	..	..	..	..	..	..	..	1	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	1
Watch and clock making (ordinary)	..	..	..	..	..	..	..	..	..	..	1	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	1
Painters and decorators' work (preliminary)	..	..	..	..	..	..	..	..	..	..	..	..	1	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	1
Painters and decorators' work (ordinary)	..	..	..	..	..	..	..	..	..	..	..	..	1	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	1
Woodwork	2	2	..	..	..	..	..	..	..	..	1	1	2	0	..	..	..	..	1		..	..	2	1	..	..	8	5	..	..	1	1	..	..	17	10
Metalwork	1	0	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	2	0	1	1	..	..	..	..	..	..	4	1
Cookery	16	13	6	6	..	..	..	..	..	..	5	5	12	7	..	..	15	12	8	5	1	1	..	..	2	2	13	12	11	11	12	12	..	..	101	86
Dressmaking	5	4	..	..	..	..	..	..	..	..	1	1	2	1	..	..	..	..	..	..	..	..	..	..	..	..	1	1	1	0	..	..	..	..	10	7
Needlework	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	1	..	..	14	10	..	..	15	11
Millinery	4	4	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	4	4
Totals	125	92	6	6	5	2	2	0	38	16	12	11	78	54	8	3	15	12	9	5	1	1	8	3	6	3	51	36	12	11	49	36	2	0	427	291

TABLE 17.—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, 1910.

Auckland Education Board,—
- Department of Technical Education and Manual Training.—Director, £600. Assistant Director, £283 4s. Registrar, £158 6s. 8d. Two typistes, 1 at £70 and 1 at £50. Three clerks, 1 at £114, 1 at £45, and 1 at £12 14s. 5d. Office boys, £26 5s. 9d. Caretaker, £106. Cleaners, £41 15s.
- Auckland Technical College.—Forty instructors, at salaries or allowances ranging from £337 5s. to £3 6s. 8d.
- Manual Training Centres, Auckland.—Nine instructors, at salaries or allowances ranging from £318 15s. to £40. Ten teachers in training, at salaries or allowances ranging from £17 10s. to £3 5s. 4d. Cleaners, £112 15s.
- Thames Technical Classes.—Four instructors, at salaries or allowances ranging from £78 1s. 1d. to £12 3s. 7d.
- Thames Manual Training School.—Three instructors, at salaries or allowances ranging from £65 17s. 2d. to £14 3s. 4s. Cleaner, £29 4s.
- Whangarei Technical Classes.—Four instructors, at salaries or allowances ranging from £31 15s. 5d. to £4 9s. 1d.
- Whangarei Manual Training School.—Three instructors, 1 at £130, 1 at £100, and 1 at £14 3s. 4d. Cleaner, £28 16s.
- Sundry country classes.—Five instructors, at salaries or allowances ranging from £80 to £20.

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 and 1 at £26.

Taranaki Education Board,—
- New Plymouth Technical School.—Director (also Inspector of Schools), £75. Assistant, £49 17s. Cadette, £37 1s. 8d. Thirteen instructors, at salaries or allowances ranging from £56 4s. 10d. to £4 11s.
- Stratford Technical School.—Superintendent, £25. Secretary, £5. Four instructors, at salaries or allowances ranging from £10 to £2 5s.
- Special Instructors, Rural Course, Stratford District High School.—Four instructors, at salaries or allowances ranging from £146 16s. 8d to £1 2s. 6d.
- Itinerant Instructors.—Cookery, 1 at £114 4s. and 1 at £9 3s. 4d. Woodwork, 1 at £182 16s. Dressmaking, £58 16s. 3d. Agriculture, £80 15s. Wool-classing, £61 18s. 6d. (also instructor for Wanganui Board).

Wanganui Education Board,—
- Wanganui Technical College.—Director (also Director, Central District), £300. Twenty-six instructors, at salaries or allowances ranging from £300 to £1 17s. 6d.
- Hawera Technical School.—Director, Northern District (also instructor in dairy-work and agriculture), £300. Six instructors, at salaries or allowances ranging from £27 to £2.
- Feilding Technical School.—Director, Southern District, £250. Eight instructors, at salaries or allowances ranging from £27 to £4 10s.
- Technical Classes at Sundry (Forty) Country Centres.—Thirty-eight instructors, at salaries or allowances ranging from £52 17s 6d. to £2.
- Itinerant Instructors.—Dairy-work and agriculture, 1 at £300. Wool-classing, 1 at £246 16s. 10d. and 1 at £94 5s. (see Taranaki). Cookery, 1 at £150, 1 at £121 0s. 10d., and 1 at £89 11s. 8d. Woodwork, 1 at £271 and 1 at £190 13s. 3d. Dressmaking and millinery, 1 at £186 9s. 4d, 1 at £152 0s. 6d., and 1 at £85 8s. 9d. Commercial, 1 at £201 2s. 9d. Art, 1 at £146 14s. 1d.
- Rural Courses, District High Schools.—Eleven special instructors, at salaries or allowances ranging from £64 8s. 11d. to £7 10s.

Board of Governors, Palmerston North High School,—
- Palmerston North Technical School.—Director, £280. Art Master, £275. Twenty-four instructors, at salaries or allowances ranging from £57 to £1.

Wellington Education Board,—
- Wellington Technical School.—Director, £650. Registrar, £150. Librarian, £52. Three office assistants, 1 at £31, 1 at £26, 1 at 23. Forty-three instructors, at salaries or allowances ranging from £341 to £3.
- Petone Technical School.—Director (also instructor, continuation classes), £74. Registrar, £15. Twelve instructors, at salaries or allowances ranging from £60 to £8.
- Special Instructors.—Agriculture, 2 instructors, each at £300. Woodwork, 1 at £250, 1 at £247 18s. 4d., 1 at £125, and an assistant at £40. Cookery, 1 at £127 18s. 4d., 1 at £108 6s. 8d., 1 at £100, and 1 at £72 10s.
- Teachers' Training Classes.—Singing, 1 instructor at £100. Drawing and brushwork, 1 instructor at £72 2s. 6d. and an assistant at £7 17s. 6d.

Managers of the Masterton Technical School.—Secretary, £60. Eleven instructors, at salaries or allowances ranging from £106 to £11 17s. 4d.

Hawke's Bay Education Board,—
- Special and School Classes.—Secretary (also Secretary to Education Board), £15. Two clerks, 1 at £121 and 1 at £10.
- Napier Technical School.—Director, £300. Caretaker, £54 14s. Seventeen instructors, at salaries or allowances ranging from £212 8s. 6d. to £3 4s.
- Waipawa Technical Classes.—Director, £21. Four instructors, at salaries or allowances ranging from £41 5s. to £10 10s.
- Special Instructors.—Agriculture and dairy-work, 1 instructor (also director of school classes), £377 1s. 8d. Woodwork, 1 at £180 and 1 at £141. Cookery and dressmaking (two instructors), 1 at £130, and 1 at £119 3s. 4d.

Board of Governors, Dannevirke High School,—
- Dannevirke Technical School.—Eight instructors, at salaries or allowances ranging from £111 13s. to £2.

Board of Governors, Gisborne High School,—
- Gisborne Technical School.—Secretary, £25. Seven instructors, at salaries or allowances ranging from £81 19s. to £5 10s. 3d.

Marlborough Education Board,—
- Special Instructors.—Agriculture, 1 at £100 (also instructor, Nelson Board). Woodwork, 1 at £71 10s. Cookery, 1 at £62 10s.
- Canvastown Technical Classes.—One instructor, at £15 9s. 5d.
- Training Classes for Teachers.—Three instructors, at salaries or allowances ranging from £6 to £2.

Nelson Education Board.—Director, £275.
- Special Instructors.—Agriculture, 1 at £300 (see Marlborough). Woodwork, 1 at £200. Ironwork, 1 at £225. Cookery, 1 at £150 and 1 at £130. Wool-classing, 1 at £50.
- Nelson Technical School.—Nine instructors, at salaries or allowances ranging from £150 to £12.
- Westport Technical School.—Supervisor, £40. Six instructors, at allowances fixed on 5s.-per-hour. basis.
- Reefton Technical Classes.—One instructor, at allowance fixed on 5s.-per-hour basis.

Grey Education Board,—
- Greymouth Technical School.—Director (also Inspector of Schools), £25. Seven instructors, at salaries or allowances ranging from £25 to £5.

Westland Education Board.—One instructor, at £21.

Canterbury College Board of Governors,—
School of Art.—Director, £500. Caretaker, £130. Assistant caretaker, £20. Eleven instructors, at salaries or allowances ranging from £250 to £20.
North Canterbury Education Board.—Director of School Cookery and Woodwork Classes (see also Director, Christchurch Technical College), £100. Four instructors in cookery, 1 at £225 (also instructor, Christchurch Technical College), 1 at £170, 2 at £150 (also instructors at Christchurch Technical College). Four instructors in woodwork, 1 at £250 (also instructor, Christchurch Technical College), 1 at £200 (also instructor, Christchurch Technical College), 1 at £190, and 1 at £150. Two instructors in agriculture, 1 at £350 (also instructor, Christchurch Technical College) and 1 at £200.
Christchurch Technical College.—Director, £600. Registrar, £91 4s. Assistant Secretary, £80. Clerk, £3. Thirty-five instructors, at salaries or allowances ranging from £334 17s. to £2 9s.
Ashburton Technical Classes.—Director and Secretary, £50. Thirteen instructors, at salaries or allowances ranging from £110 17s. to £6.
Rangiora Technical Classes.—Six instructors, at salaries or allowances ranging from £110 to £9 18s.
Akaroa Technical Classes.—Four instructors, at salaries or allowances ranging from £72 12s. to £12.
Lyttelton Technical Classes.—Two instructors, 1 at £17 5s. and 1 at £15 10s.
Kaiapoi Technical Classes.—Secretary, £10. Six instructors, at salaries or allowances ranging from £66 to £12.
Other Country Centres (Five).—Ten instructors, at salaries or allowances ranging from £40 15s. to £5.
South Canterbury Education Board.—Director of School Classes (see also Director, Timaru Technical School), £200. One instructor in woodwork, £208 7s. 6d. Two instructors in cookery, 1 at £157 and 1 at £70 18s. One instructor in agriculture, at £253 2s. 1d.
Timaru Technical School.—Director (see also Director, School Classes, £100. Caretaker, £20. Sixteen instructors, at salaries or allowances ranging from £34 to £2 2s.
Waimate Technical Classes.—Director, £20. Secretary, £10 10s. Caretaker, £15 7s. 6d. Six instructors, at salaries or allowances ranging from £25 10s. to £10.
Pleasant Point Technical Classes.—Director, £5. Secretary, £15. Two instructors, 1 at £11 5s. and 1 at £3 15s.
Temuka Technical Classes.—Director, £60. Nine instructors, at salaries or allowances ranging from £36 to £2 2s.
Fairlie Technical Classes.—Director, £17 2s. Three instructors, at salaries or allowances ranging from £45 15s. to £7 10s.
Hannaton Technical Classes.—One instructor at £15.
Otago Education Board.—Three instructors in cookery, 1 at £110, 1 at £100 (ten months), and 1 at £21 13s. 4d. (two months). Three instructors in woodwork, 1 at £150 (nine months), 1 at £38 10s. (three months), and 1 at £24.
Training Classes for Teachers.—Six instructors, at salaries or allowances ranging from £56 14s. to £25 2s.
Dunedin School of Art.—Principal, £350. Ten instructors, at salaries or allowances ranging from £200 to £4.
Dunedin Technical School and Sub-centres.—Director and secretary (also instructor, various classes), £500. Registrar, £25. Caretaker, £100. Forty-two instructors, at salaries or allowances ranging from £250 to £1 1s.
Oamaru Technical School.—Secretary, £100. Thirteen instructors, at salaries or allowances ranging from £26 to £5.
Southland Education Board.—Director (also architect to Education Board), £50. Clerk, £112 10s. Caretaker, £22 10s. Special instructor in woodwork, £240; in cookery, £90 18s. 10d.
Invercargill Technical School.—Art master, £225. Eighteen instructors, at salaries or allowances ranging from £26 to £6 1s.
Bluff Technical Classes.—Five instructors, at salaries or allowances ranging from £22 2s. 6d. to £10 2s. 6d.
Greenhills and Dipton Technical Classes.—Two instructors, 1 at £38 2s. 9d. and 1 at £8 9s. 5d.
Teachers' Training Classes at Gore and Invercargill.—Thirteen instructors, at salaries or allowances ranging from £22 5s. to £6.
Board of Governors, Gore High School,—
Gore Technical School.—Secretary, £10 10s. Five instructors, at salaries or allowances ranging from £14 to £5.

APPENDIX.

MANUAL AND TECHNICAL INSTRUCTION IN THE SEVERAL EDUCATION DISTRICTS.

AUCKLAND.

EXTRACT FROM THE REPORT OF THE EDUCATION BOARD.

Manual and Technical Instruction.—During the year the erection of the Seddon Memorial Technical College was proceeded with. According to the contract the building should have been completed in November last. At the present time (March) it appears that the College is not likely to be ready for opening for at least three months. The number of individual students in attendance at the College last year was 1,357; and when the first portion of the College, now in course of erection, is completed, the accommodation will not be sufficient for this number of students without continuing the use of some other temporary buildings.

During the year Manual-training Schools were erected at Cambridge and Hamilton, and these will shortly be opened.

Handwork was taught in 164 public schools, agriculture in 73, swimming in 17, and sewing in 62 schools below Grade IV taught by a male teacher.

The Board has now under consideration a scheme for the establishment of an Associated Board of Managers to control and direct the work of technical education in Auckland.

EXTRACT FROM THE REPORT OF THE INSPECTORS OF SCHOOLS.

Rural Instruction.—Realizing the importance of this phase of education in a land whose prosperity depends so largely on its agricultural and pastoral interests, we welcome the effort which is now being made to carry on in our district high schools instruction in elementary agriculture and in other subjects of manual training begun in the primary school. A considerable leakage takes place as pupils pass through the schools, and of those who reach Standard VI and obtain certificates of proficiency barely 40 per cent. continue their education further. All this is much to be regretted, so that any modification of curriculum likely to arrest the waste of the State's most precious raw material, her undeveloped children, should win the approbation and receive the hearty support of all interested in the true welfare and progress of the nation. We feel that one of the reasons why pupils do not remain longer at the primary school and look forward to continuing their education at some higher school is that, in the country at least, the kind of work undertaken by the higher school has but little direct bearing on the life and work immediately ahead, and since pupils are unable to obtain the needed training in the school, they go to seek it in what appears to be the more attractive and profitable life outside. We hope before many months have passed to see a course of rural instruction in full operation in most of our district high schools—a course which, while providing for a training in such branches of elementary agriculture and handwork generally as are best adapted for a preparation for rural life, will not lose sight of the claims of other subjects or the interests of pupils wishing to prepare for the public examinations. Such a course, we have hopes, will attract many who under present conditions drift away to work after obtaining a Standard VI certificate, and will have the effect of inducing some of those who now leave the primary school before reaching the upper classes to remain until they obtain a proficiency certificate, with the object of taking advantage of the training then open to them. Before closing this paragraph we should like to repeat what has been said so often before—viz., that the schools lay no claim to being able to turn out farmers; there will be much to learn beyond what the school can teach before the evolution of the farmer is complete: but what they do hope to accomplish is to direct the attention of young people towards rural pursuits, to bring home to them that work on the land is more efficient, more interesting, and more profitable if directed by trained intelligence, and that the problems awaiting those who will eventually become farmers are sufficiently complex to tax the resources and ability of the brightest and most experienced.

The school-garden is now recognized as a necessary adjunct to primary education in all progressive communities where prosperity depends largely on the products of the soil. Some of the schools have already made a beginning in this direction, and possess well-cultivated and well-stocked plots which cannot fail to be a source of pleasure and profit to all concerned. We hope to see very pronounced advance in this branch of school-work in the near future, consequent upon the recognition of its importance, as also upon the Board's action in appointing an instructor in rural science, whose services will be available for the training of teachers, and for giving assistance and advice in the matter of preparing and setting out garden-plots, and in the preparation of suitable courses. The difficulties inseparable from the lot of the sole-charge teacher may prevent the lower-grade school from being credited with any large number of gardens, but all other schools in country districts, we have confidence,

will make a determined effort where circumstances are favourable to give effect to the wishes of the Board and to the demands of modern progress, in taking up a course of elementary horticulture. We would remind teachers of a circular on gardening forwarded to them towards the close of last year, in which the Board signified its intention of offering prizes to those schools which obtained the most satisfactory results in making the school-garden a means of practical education.

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

Primary Schools.

Domestic Science and Woodwork.—The importance of these subjects is now fully realized in Auckland, and it is only a question of a few years when all the larger centres of population will be provided with Manual-training Schools. Cookery, laundrywork, and woodwork were taught at the Newton, Ponsonby, and Newmarket centres, woodwork and cookery at Whangarei, cookery at Thames, and woodwork at Otahuhu.

During the year we lost the services of two domestic-science teachers, who for three years had done excellent work—viz., Miss H. S. Allan at Newmarket, and Miss. E. Lawson at Newton. These vacancies were filled by the transfer of Miss E. G. Lane from Thames to Newmarket, and by the appointment of one of our old students—Miss A. F. C. Marsdon—to Newton. Miss Hilda Atkin, another of our old students, was appointed to take Miss Lane's place at Thames. Great satisfaction was expressed at Whangarei by pupils and teachers alike at the excellent work done by Miss S. A. D. Griffiths and Mr. G. B. Woolley, the domestic-science and manual-training teachers respectively.

Pending the erection of the Manual-training School at Waihi, woodwork classes were not held at Thames, on account of the capitation derivable from such classes being insufficient to pay the salary of a fully qualified woodwork instructor. During the year a Manual-training School was erected at Cambridge, and provision made in the Hamilton High School for the teaching of manual training and domestic science. Grants were made towards the erection of Manual-training Schools at Devonport and Waihi, and these will be completed and in full operation this year.

Handwork.—Handwork, including such subjects as brush drawing, paper-folding, cardboard and plasticine modelling, free-arm drawing, &c., was taught in 164 schools. The quality of the work, particularly in the city and suburban schools, showed a steady improvement, the drawing and painting from nature being especially good. Steady progress, too, was made in the teaching of drawing from objects; the practice of drawing from copies, which is now so strongly condemned by modern educationalists, being much less in vogue.

Swimming and Life-saving.—This important subject does not receive anything like the consideration that it deserves. This is undoubtedly largely due to the lack of bathing facilities within easy reach of the schools. Several country schools have taken advantage of the fact that there are streams or tidal rivers in the vicinity. The total number of schools in which swimming and life-saving was taught last year was 15.

Needlework.—Needlework was taught in 62 schools below Grade IV and having no female teacher, by specially appointed sewing-mistresses. In such cases special capitation is paid by the Department, which covers the cost of the salary of the sewing-mistress.

Elementary Agriculture.—Up to the present the results obtained from the teaching of this important subject have been rather disappointing. Five years ago the Board appointed an instructor in elementary agriculture and nature-study, to give special courses of instruction to teachers to enable them to teach this subject in their schools. During the three years that the instructor—Mr. V. W. Jackson, B.A.—held this position no less than 277 of the Board's teachers who had attended his courses obtained special certificates qualifying them to teach elementary agriculture. In spite of this, during 1910 only 73 schools took up the teaching of this subject. This, as I have previously pointed out, is largely due to the lack of encouragement given to the teachers who devoted themselves to this work. The decision of the Board made last year to give special prizes to schools for the improvement of school-gardens, and the advent of the new Chief Inspector—Mr. E. K. Mulgan, M.A.—whose sympathies are in this direction, will no doubt have the effect of largely increasing the number of schools in which elementary agriculture, including school-gardening, will be taught, as there is no doubt that, with the present system of grading, teachers are more anxious than ever to carry out the wishes of the Inspectors. At the end of the year the Board appointed Mr. J. P. Kalaugher as instructor in elementary agriculture and nature-study, and I feel sure that great benefits will accrue from his visiting the schools and giving the teachers the benefit of his advice.

Training of Teachers in Subjects of Manual and Technical Instruction.

The students of the Auckland Training College, as usual, received special instruction at the Technical College in art, handwork, cookery, and woodwork. Special classes for teachers in art, handwork, hygiene, and physiology were conducted as usual at the Auckland Technical College. The number of teachers in attendance was 146. A cookery class for teachers was also held at Whangarei, the number in attendance during the year being 8.

Technical and Continuation Classes in Country Centres.

During the year technical and continuation classes were conducted at Whangarei, Waihi, Thames, Te Aroha, Cambridge, Pukekohe, and Paeroa.

Whangarei.—Mr. E. C. Purdie, headmaster of the Whangarei Public School, was appointed honorary superintendent of the technical and continuation classes at Whangarei. The following classes were conducted last year: Commercial arithmetic, book-keeping, shorthand, English, English

literature, drawing and theory and practice of carpentry and joinery, German, painting, drawing, brushwork, poker-work, woodwork, and cookery. The number of individual students enrolled was 76, the class entries being 122. At the December examinations 50 papers were worked, and 28 passes were recorded.

Waihi.—Classes in book-keeping, commercial arithmetic, commercial correspondence, shorthand, English, and dressmaking were held at Waihi. These were conducted, as in previous years, in the District High School and in a rented building. On the whole, there was a decided improvement in the work done at Waihi last year; the attendance was much larger, and a greater number of students sat for examination. 158 class entries in the various subjects were recorded, the number of individual students in attendance being 64. At the annual examinations in December 73 examination-papers were worked, and 45 passes were obtained. As in previous years, the classes were superintended by Mr. S. H. Macky, headmaster of the Waihi East Public School.

Thames.—Miss A. Murphy was appointed local superintendent at Thames last year. Instruction was given in the following subjects: Plumbing (theory and practice), commercial arithmetic, commercial English, typewriting, book-keeping, shorthand, dressmaking, and millinery. The number of individual students enrolled was 60, and the class entries 198. At the annual examinations held in December 75 papers were worked, and 44 passes were obtained.

Te Aroha—During the year a plumbing class was commenced at Te Aroha under Mr. B. A. Franklin, the Government Sanitary Inspector, 6 students being enrolled. A dressmaking class under Miss Bessie Campbell was also held at this centre, the number of students in attendance being 17.

Cambridge, Pukekohe, and Paeroa.—Classes in dressmaking were held during the year by the itinerant instructor—Miss Bessie Campbell—at Cambridge, Pukekohe, and Paeroa. The number of students in attendance was as follows: Cambridge, 19; Pukekohe, 12; Paeroa, 10.

Compulsory Attendance at Technical and Continuation Classes.

At the end of last year legislation was passed providing for the compulsory attendance of boys and girls between the ages of fourteen and seventeen years at continuation classes, such attendance to be for not more than five hours per week. The power of making these classes compulsory in any district is in the hands of the School Committee; and already several School Committees in the Auckland District have availed themselves of this privilege, the first being the Devonport School Committee, which, I believe, was the first School Committee in the Dominion to declare in favour of compulsory continuation classes. There is no doubt that this legislation, making attendance at continuation classes compulsory under certain conditions, is a step in the right direction; unfortunately, however, the attendance at these classes is not to be made compulsory during the daytime, but after the pupils have already finished their day's work. It is to be hoped that future legislation will be in the direction of making attendance at continuation classes compulsory throughout the whole of the Dominion at a higher age-limit than at present prescribed, such attendance being for one whole day or two half-days per week, as is provided in the case of continuation classes at Munich.

Legislation, too, is required in the direction of amending the Arbitration and Conciliation Act. Some few months ago the master and journeymen plumbers of Auckland agreed, in the Conciliation Court, that all plumbing apprentices in Auckland should attend the Technical College for two half-days per week for the first three years of their apprenticeship. When this agreement was taken to the Arbitration Court the Judge refused to ratify it, stating that he had no power to compel apprentices to attend technical classes in their employers' time.

Auckland Technical College.

General.—Day and evening classes were held as in the previous year; the number of individual students in attendance was 1,338, as compared with 1,319 for last year. It was anticipated that the first three stories of the new Technical College would have been completed at the expiration of the contract time—in November last. Unfortunately, however, the contractors are so far behind their time that there seems little prospect of our getting the use of the new building before the end of the present year or the beginning of the next. It is a matter of great regret that funds are not available for completing the five-storied building, which is urgently needed even for present requirements.

Day Classes for Boys and Girls.—These classes for boys and girls who have already passed through the primary school continue to increase in popularity, the number of students enrolled for last year being 278, as against 218 for the previous year. It is satisfactory to be able to note that students who have attended these classes for at least two years are eagerly sought after by the merchants and manufacturers; particularly is this the case with the commercial students, the demand being largely in excess of the supply.

Evening Classes.—Great difficulty was found in providing accommodation for all the students who applied for admission to these classes. In spite of the manner in which both teachers and students were handicapped by lack of satisfactory accommodation and equipment, generally speaking excellent work was done, and the percentage of passes in the College examinations was slightly better than in the previous year, having increased from 72 to 74 per cent. A continuation class, having for its object the preparation of students for the Standard VI proficiency examination, for students who had previously left the public school without having obtained this certificate, was attended by 73 students. Of these, 43 sat for examination, 25 obtaining certificates of proficiency and 4 certificates of competency.

The students of the College were again most successful in the examinations held by the City and Guilds of London Institute, and by the Board of Education, South Kensington, London. Under each of these examining bodies the successes obtained by the College were greater than those obtained by

any other two centres of the Dominion put together. The most remarkable success was that obtained by the plumbers, which is easily a record for New Zealand. The plumbing result is most interesting, from the fact that it shows that remarkable success might be achieved in Auckland in technological examinations if all trades were on the same footing as the plumbing trade, in which all apprentices in the city are compelled to attend the Technical College in order to obtain a plumbing license.

In conclusion, I wish to express my appreciation to the staff for the loyal and enthusiastic manner in which they have carried out their duties.

GEORGE GEORGE, Director.

Statement of Receipts and Expenditure for the Year ending 31st December, 1910, in respect of Special Classes conducted at the Auckland Technical College.

Receipts.	£ s. d.	*Expenditure.*	£ s. d.
Balance at beginning of year	21,035 3 10	Salaries of instructors	3,978 4 11
Capitation on special classes	5,072 1 6	Office expenses (including salaries, stationery, &c.)	255 8 4
Capitation on account of free places ..	2,508 16 6	Advertising and printing	193 1 5
Rent	200 0 0	Lighting and heating	101 5 10
Furniture, fittings, apparatus	7 0 0	Insurance and repairs	32 15 4
Material	272 9 11	Rent	384 16 6
Subsidies on voluntary contributions ..	101 15 0	Examinations, &c.	2 11 0
Fees	674 6 6	Material for class use	305 12 11
Voluntary contributions	178 10 0	Contracts (new buildings, additions, &c.) ..	7,388 18 3
Rents from site	9 0 0	Architect, &c	401 12 9
Interest on fixed deposits	451 11 2	Furniture, fittings, and apparatus ..	313 10 11
		Balance at end of year	17,152 16 3
	£30,510 14 5		£30,510 14 5

R. CROWE, Secretary.

Statement of Receipts and Expenditure for the Year ending 31st December, 1910, in respect of Technical adn Continuation Classes in Country Districts.

Centre.	Receipts.					Totals.
	Balance at Beginning of Year.	Grants from Government.			Other Receipts.	
		Capitation on Special Classes.	Capitation on Free Places.	Buildings and Equipment.	Material and Rent.	Fees.	
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Whangarei	351 2 3	71 17 8	17 5 0	4 0 0	..	44 13 0	488 17 11
Thames	542 1 4	137 13 3	57 19 9	..	14 15 2	48 2 6	800 12 0
Waihi	104 16 3	43 0 5	26 13 6	..	2 4 10	30 10 0	207 5 0
Hamilton	199 18 8	8 18 9	..	1,780 0 0	26 16 6	..	2,015 13 11
Waikato	152 1 6	50 17 0	..	..	36 16 8	79 10 0	319 5 2
Otahuhu	11 12 0	14 10 3	..	22 10 0	4 2 6	..	52 14 9
Totals	1,361 12 0	326 17 4	101 18 3	1,806 10 0	84 15 8	202 15 6	3,884 8 9

Centre.	Expenditure.					Totals.
	Administration.			Buildings and Equipment.	Balance at End of Year.	
	Salaries of Instructors.	Advertising and Printing, Lighting and Heating.	Material and Rent.			
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Whangarei	76 2 2	14 6 5	7 5 8	..	391 3 8	488 17 11
Thames	138 8 2	35 12 11	7 6 6	..	619 4 5	800 12 0
Waihi	78 7 10	6 5 7	29 0 0	..	93 11 7	207 5 0
Hamilton	15 4 1	10 18 0	9 8 6	1,808 15 6	171 7 10	2,015 13 11
Waikato	125 6 9	6 6 11	45 12 0	..	141 19 6	319 5 2
Otahuhu	..	1 6 6	..	..	51 8 3	52 14 9
Totals	433 9 0	74 16 4	98 12 8	1,808 15 6	1,468 15 3	3,884 8 9

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

The number of students on the roll for the past year is 356, of whom about 60 paid fees, the rest being admitted free under the "Elam" bequest. The number of attendances registered during the year was 35,968, being an increase of about 500 over the number recorded in 1909. As the attendance in 1909 was an exceptionally large one, this return should be considered very satisfactory. During the two middle terms of the year considerably over 1,000 attendances per week were registered.

At the annual examinations of the London Board of Education 29 students obtained passes in various grades of art, while out of 10 finished works submitted to London for examination for teachers' certificates 7 were accepted, which may be considered a very satisfactory result.

During the year classes in repoussé, metal, and art-leather work were started, and a good deal of interest is being shown in these subjects; and a considerable number of new students have signified their intention of taking them up during the present year. The attendance at the classes for drawing and painting from life, which have been held as usual five times each week, has been satisfactory, and a great deal of excellent work has been done in these subjects. The same may be said of the classes for wood-carving, which have proved so popular for many years. While the primary object of these classes may be said to be the training of students to use their tools skilfully, they serve another very desirable purpose in interesting students in design. These classes, and those in stencilling, have induced a large number of students to take up design who were, before taking up this type of work, unwilling to consider design seriously as a branch of the education of an artist. The usual exhibition of students' works was held about the end of November, and was attended by a large number of people, who generally expressed their pleasure at the good quality of the work displayed.

I regret to say that Miss M. Waters, who has been a teacher in the school for many years, found it necessary to resign her work. Miss Waters' place has been taken by Miss K. Turner, who, besides attending the Christchurch School of Art, was also a student for a long period at the School of Art in Sydney.

E. W. PAYTON, Director.

Statement of Receipts and Expenditure for the Year ending 31st December, 1910, 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	195	11	6	Salaries of instructors	780	0	0
Capitation on associated classes	440	2	0	Office expenses (including salaries, stationery, &c.)	83	15	3
Rent	20	0	0	Advertising and printing	25	12	3
Furniture, fittings, apparatus	18	13	5	Lighting and heating	23	12	5
Material	21	8	6	Insurance and repairs	6	9	8
Subsidies on voluntary contributions ..	200	0	0	Material for class use	7	5	9
Fees	59	17	0	Models	30	0	1
From the trustees of the "Elam" bequest	250	14	0	Various expenses	19	3	3
				Furniture, fittings, and apparatus ..	40	18	11
				Balance at end of year	189	8	10
	£1,206	6	5		£1,206	6	5

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

TARANAKI.

EXTRACT FROM THE REPORT OF THE EDUCATION BOARD.

During the year teachers' Saturday classes were again carried on at New Plymouth and Stratford, and the attendance both as regards numbers and regularity was a considerable improvement on that of previous years. The programme of work undertaken embraced courses in chemistry, dairy science, cardboard-modelling, drawing, cookery, agriculture, and education. The rural classes held in connection with the Stratford District High School are now firmly established and doing very satisfactory work. The subjects of instruction comprised farm carpentry, cookery, botany, physical measurements, surveying, dairy science, drawing, agriculture, dressmaking, physiology, metal-work, millinery, and book-keeping. Technical and continuation classes were conducted at New Plymouth, Stratford, and Inglewood. An innovation was made in the establishment of classes for wool-sorting, and this proved to be a step in the right direction, as all classes were largely attended. The total number of students enrolled at all classes was—New Plymouth 360, Stratford 230, and Inglewood 23, as compared with 317, 156, and 15 in 1909. With a view to bringing the benefits of technical education more prominently before the public the Board has appointed Mr. F. J. Heatley, M.A., M.Sc., as technical organizer. Classes for instruction in elementary handwork were conducted at 50 schools, and sewing under the Manual Regulations at 9. In addition, instruction in agriculture, physiology and first aid, physical measurements, advanced needlework, swimming, chemistry, botany, cookery, woodwork, dressmaking, metal-work, and dairying was recognized in 104 cases.

EXTRACT FROM THE REPORT OF THE DIRECTOR OF TECHNICAL INSTRUCTION.

School Classes.—In 50 of our schools elementary handwork, such as paper-folding, cardboard-modelling, stick-laying, &c., was taken up in some form or other. In some instances these have been treated as separate subjects, but in the majority of cases the teachers have made an honest attempt to

correlate them with other subjects of the syllabus. In addition to the ordinary handwork subjects, instruction in woodwork, cookery, agriculture, physiology and first aid, chemistry, physical measurements, advanced needlework, botany, swimming, dressmaking, dairy-work, elementary surveying, metal-work, &c., was recognized in 104 cases. The classes in woodwork and cookery have been especially well attended, and so fully has the instructors' time been taken up that a difficulty has been experienced in finding a place on the time-table for all the prospective classes. In most of the schools taking up the subject of agriculture the practical work has been carried on on sound lines, many of the gardens being laid out with considerable taste. As evidence that highly satisfactory work has been done as far as the practical work is concerned, it may be mentioned that wherever school-produce was exhibited at the local agricultural or horticultural shows the exhibits almost invariably took a creditable place. There is room, however, for much more experimental work being done than hitherto, and to this end every school in which the subject of agriculture is taught should be fully equipped with the necessary apparatus. The science of dairying promises to be taken up to a much greater extent next year than previously, and rightly so, for in a purely agricultural and dairying district like Taranaki the science of agriculture and dairying should play an important part in the education of our youth. I would go further, and express the opinion that no child who intends to follow rural pursuits should be permitted to leave school without having an intelligent grasp of the principles which underlie the industries of agriculture and dairying. With the object of popularizing these classes the Board has appointed as organizing instructor Mr. F. J. Heatley, M.A., M.Sc., who will as often as possible visit the schools to impart instruction to the children, and to assist and advise the teachers. The rural classes established in June, 1909, in connection with the District High School, Stratford, have now passed the experimental stage, and, although the work has been hampered to a considerable extent by changes of teachers, it is gratifying to be able to record that good progress has attended the efforts of the staff, and that a large increase in the attendance is anticipated for the coming year. I hope it is not too optimistic to say that everything points to a prosperous future. The course of instruction embraces English, arithmetic, book-keeping, farm carpentry, cookery, dairy-work, agriculture, chemistry, botany, elementary surveying, metal-work, physical measurements, dressmaking, and drawing.

Teachers' Classes.—Saturday classes for the training of teachers were again held at New Plymouth and Stratford. Instruction was given in chemistry, dairy science, agriculture, cookery, cardboard-modelling, and in the various branches of drawing. The attendance, both as regards numbers and regularity, showed a considerable improvement on that of previous years. At the end of the year an examination in handwork subjects was conducted by the Education Department, when several teachers presented themselves, and it is gratifying to report that the majority passed a very satisfactory examination. Evidence of the benefit derived from the instruction imparted at the classes was also to be seen in the results of the examination in dairy-work and in the various branches of drawing. In the former subject one of the teachers was placed on the credit list of the Teachers' C Examination. I should again like to impress on teachers the desirability of preparing themselves in subjects such as drawing, agriculture, cookery, &c., for the South Kensington and the City and Guilds examinations.

Technical and Continuation Classes.—Technical classes were held during the year at New Plymouth, Stratford, and Inglewood. 360 students were enrolled at New Plymouth, 230 at Stratford, and 23 at Inglewood, as compared with 317, 156, and 15 in 1909. The numbers on the roll of all classes must be considered very satisfactory. On the other hand, a large percentage of the young persons of both sexes never enter a technical school who would be all the better fitted to discharge their duties as citizens of the Dominion if they were to undergo a course of technical training. It is a matter for serious consideration to know how to deal with those who are totally indifferent to their own interests, and it would seem that the only solution of the problem is to make the attendance, within certain limits, compulsory. This power has now been granted by Parliament. In most of the classes good work continues to be done, and those students who have attended regularly, and, moreover, have done a fair amount of home preparation, must certainly benefit from the training undergone. For the first time in the history of technical education in Taranaki, classes in wool-sorting were established. As an experiment a class was started at Stratford, and was well attended. So great was the interest evinced that classes were started in quick succession at Toko, Te Wera, Tututawa, Urenui, Uruti, and Waitara. The total number of students who received instruction at these classes was 144, and it is clearly evident that there is a considerable demand for such classes as long as the services of a competent instructor are available. It must not be lost sight of, however, that much of the credit was due to those gentlemen who willingly came forward and assisted by inducing students to attend, arranging for buildings, and in other ways helping to make the classes a success. From time to time classes in the science of dairying and the chemistry of agriculture have been arranged for with a view to benefiting the farming community; but the success that so far has attended the efforts put forth in this direction cannot be considered entirely satisfactory. In some instances there has been a considerable number of students enrolled, but the majority of these have been drawn not from the farming community, but from the townspeople. In other cases the interest seems to flag, the attendance becomes irregular, and before the completion of the full course the numbers dwindle down to two or three. It is difficult to know how to stimulate interest in such cases. Probably the solution will be found in encouraging the rising generation to attend rural classes, and in establishing one-day-a-week classes for farmers' sons. Youths employed in dairy factories attended technical dairy-work at Toko and Stratford during the year; and it has been suggested that provision should be made for the establishment of a Dominion examination in dairywork to enable factory employees and others to gain a certificate. So much capital is now embarked in the dairy industry that it is essential that none but the very best butter and cheese should be manufactured, to insure which, none but fully qualified and competent men should be employed in the business. I think I am correct in stating that no certificates in dairy-

work are now issued or obtainable, so a manager when taking on a new hand has to depend to a certain extent on chance, and if he makes an unlucky choice a big loss may be the consequence. In some of the trades—*e.g.*, plumbing—men are compelled to obtain certificates of proficiency before they are intrusted with responsible work. Why, then, should not certificates be required from those engaged in the dairy trade? If dairy science were added to the optional list of subjects for the Civil Service Junior Examination, the test set in connection therewith might be taken to qualify in theory for such a certificate as is required, the other portion of the examination being based, of course, on actual experience in factory-work. Moreover, the dairy industry is now so widely spread over New Zealand that the subject is as improtant in a rural school as is agriculture, with which it is very closely allied. Agriculture is, and properly so, an optional subject in the Civil Service Junior Examination. Why not the other? Further, dairy science now is, or soon will be, taken as a subject in all the rural schools of the Dominion, and provision should certainly be made for the examination of the children in the subjects to which they have devoted most study.

Towards the end of the year a technical school building was erected at Inglewood, and is now fully equipped for the teaching of woodwork and cookery. This will be a great boon to the schools in this district, the pupils of which had previously to travel by train to either New Plymouth or Stratford for instruction. At the beginning of the year Mr. E. P. Fenton resigned his position as art master under the Board, and the position was filled by the appointment of Mr. D. E. Hutton, A.M., who has not only shown great enthusiasm in his work, but has proved himself an efficient instructor. In conclusion I may say that the thanks of the Board are due to the instructors, who, often at great inconvenience to themselves, have discharged their duties diligently and regularly; to the Press, who have been ever ready to bring the benefits of the school before the public; and to those public bodies and private citizens who have so generously contributed towards the funds of the school.

W. A. Ballantyne, Director.

Extract from the Report of the Superintendent (Mr. Tyrer) of the Stratford District.

Technical Classes.—During the year classes were established, for the first time in this district, in wool-sorting and in dairy science. In the former subject, classes were held at Stratford, Te Wera, Toko, and Tututawa, and were attended chiefly by farmers interested in the sheep industry; and in the latter, classes attended by employees of dairy factories in the district were opened at Stratford and Toko. All were well and regularly attended, and the students took great interest in their work. The holding of these classes in different centres was popular, and I think that technical work in agriculture and allied subjects can be considerably extended in this district by providing instructors at whatever centres there is a sufficient number of students to establish a class. At the Stratford centre dressmaking was taken throughout the year, and drawing and agriculture for one term.

Continuation Classes.—The subjects taken were English, Latin, arithmetic, algebra, geometry, and shorthand. In Latin, English, and arithmetic there were two divisions—a senior and a junior; and from the former, two students were successful in passing the examination for Matriculation and Solicitors' General Knowledge. The number of individual students attending technical and continuation classes was 196.

Teachers' Classes.—Plasticine, drawing, and cardboard-modelling (Course A), and chemistry and dairy science (Course B) were taken on alternate Saturdays. All classes were well attended. At the end of the year a few teachers sat for examination in the subjects they had studied, and most of these were successful in gaining certificates. Good work was done in all the classes; and if anything in connection with them was disappointing it was that not more students presented themselves for examination. In the drawing, excellent progress was made by the students in blackboard-work. Skill in using the chalk is so essential to a teacher's success that, to me, the rapid progress made in the subject was very pleasing. The number of individual students attending teachers' classes was 48.

Rural Classes.—In connection with the secondary department of the District High School, rural courses of work were taken throughout the year. A pleasing feature of the good work done was that many parents of children attending these classes expressed satisfaction with the training given in them. Boys and girls took English in common (including literature, geography, and civics), mathematics, botany, elementary physical measurements, dairy science, and drawing. In addition the boys took farm carpentry, surveying, agriculture, and ironwork, and the girls cookery, physiology, dressmaking, and millinery; 60 boys and girls attended these classes, the average number in attendance being 48. During the year, in addition to ordinary practical garden-work, experiments were made in the renewing of old pastures by means of artificial manures—a question of considerable importance to our back settlers at the present time. The commoner and most valuable grasses were studied, and grass plots were planted for subsequent observation. A few lambs were procured to test the food-values of rape and kale, plots of which we had growing side by side, and the remarkable improvement in the weight and condition of the lambs while on the rape was carefully noted. It might be worthy of remark that in this experiment it was noticed that scarcely a leaf of kale was touched by the lambs until almost every vestige of the rape had been eaten up. In dairy science the course of work taken was similar to that of previous years, except that we did no practical butter-making. In the early part of the year the boys of the farm-carpentry class, under the guidance of their instructor, built the room in which ironwork subsequently was carried out. Towards the end of the year a few of the senior boys were allowed the privilege of making apparatus for their own homes, each, of course, supplying his own timber and material, and ladders, gates, and wheelbarrows were in this way constructed. In domestic science, cookery, dressmaking, and millinery were taken by special instructors, hygiene and physiology by the members of the staff. In connection with these subjects I might point out that comparatively few female teachers qualify themselves to teach even one of the sciences, and that in

consequence it is difficult to secure one really suitable to take charge of the girls in a rural school. As several teachers in various parts of the Dominion have written to me during the year asking for particulars of the course of rural work carried on at Stratford, perhaps the following statement in connection with it will not be out of place: Boys—English, five hours a week; arithmetic, four hours; bookkeeping, two hours; geography and civics, one hour; drill, one hour; geometry and surveying, one hour; woodwork and forgework, two hours; drawing and building-construction, one hour; physics and chemistry, two hours; botany, one hour; agriculture (practical), two hours; dairying, one hour: total, twenty-three hours a week. Girls—English, five hours a week; arithmetic, four hours; bookkeeping, two hours; geography and civics, one hour; drill (physical), one hour; physiology and first aid, one hour; cooking, two hours; drawing and design, one hour; physics and chemistry, two hours; botany, one hour; dressmaking and millinery, two hours; domestic economy and hygiene, one hour: total, twenty-three hours a week.

Statement of Receipts and Expenditure for the Year ending 31st December, 1910, in respect of Special Classes conducted at the New Plymouth Technical School.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
Balance at beginning of year	163	0	10	Salaries of instructors	252	19	10
Capitation on special classes	97	13	9	Office expenses (including salaries, stationery, &c.)	23	1	4
Capitation on account of free places	20	7	0	Advertising and printing	21	18	9
Furniture, fittings, apparatus	11	5	9	Lighting and heating	12	15	4
Material	14	16	7	Insurance and repairs	0	11	0
Subsidies on voluntary contributions	87	7	0	Material for class use	24	1	1
Fees	100	0	9	Caretaker	30	19	6
Voluntary contributions	59	3	0	Water rates	8	0	0
Deposit fees	28	15	0	Rebates	21	5	0
Sales of material	2	9	11	Furniture, fittings, and apparatus	17	18	2
Refunds	0	7	6	Balance at end of year	174	2	8
Charge for requisites	2	5	7				
	£587	12	8		£587	12	8

R. G. Whetter, for Secretary.

Statement of Receipts and Expenditure for the Year ending 31st December, 1910, in respect of Special Classes conducted at the Stratford Technical School.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
Capitation on special classes	31	14	10	Balance at beginning of year	3	3	9
Capitation on account of free places	5	0	3	Salaries of instructors	143	6	5
Furniture, fittings, apparatus	6	7	6	Office expenses (including salaries, stationery, &c.)	17	8	10
Material	4	18	9	Advertising and printing	4	14	3
Subsidies on voluntary contributions	1	1	0	Lighting and heating	1	3	11
Fees	112	11	6	Insurance and repairs	1	12	9
Voluntary contributions	9	19	0	Material for class use	2	14	7
Sales	6	10	0	Caretaker	10	0	0
Refunds	0	3	0	Furniture, fittings, and apparatus	7	4	3
Charges for requisites	0	8	6				
Balance at end of year	12	14	5				
	£191	8	9		£191	8	9

R. G. Whetter, for Secretary.

Statement of Receipts and Expenditure for the Year ending 31st December, 1910, in respect of Special Classes conducted at Inglewood.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
Balance at beginning of year	29	7	6	Salaries of instructors	6	10	0
Capitation on special classes	9	5	3	Office expenses (including salaries, stationery, &c.)	1	2	0
Buildings	300	0	0	Advertising and printing	2	4	6
Subsidies on voluntary contributions	48	17	0	Contracts (new buildings, additions, &c.)	413	13	11
Fees	13	10	0	Furniture, fittings, and apparatus	66	8	10
Voluntary contributions	50	0	0				
Balance at end of year	38	19	6				
	£489	19	3		£489	19	3

R. G. Whetter, for Secretary.

WANGANUI.

Extract from the Report of the Education Board.

Elementary Agricultural and Dairying Science.—Reference to the report of the Superintendent of Technical Instruction will show that 130 of the schools now take agriculture or dairying, or both. This is an advance of eight on last year's figures. The nature of the work done may be gathered from the technical section of the report. The Board has again to acknowledge the great support given to the school-garden movement by the agricultural and horticultural societies in the district, more especially to the Manawatu and Feilding Agricultural and Pastoral Associations. The interest shown in primary

and technical education by the authorities of the Manawatu Association's shows is of great value, and should be especially recognized.

Higher Rural Instruction.—The Board has grappled with this problem with a very satisfactory measure of success. The obstacles to complete success are two—a rooted objection on the part of many parents to the suggestion that their children should undertake any study leading up to the casting of their coats, and a difficulty inherent in our system of public examinations, which put a premium on book-work. Meanwhile the Board is proceeding along the lines of compromise, making provision for both scholarship work and practical work. The practical syllabus forms an ideal course for the boys and girls of our rural district high schools. It is for the Department to reconcile the conflicting claims of the scholarship and vocational pupil by making the necessary modifications in the examination system of the Dominion.

Manual and Technical.—It may be gathered from the Superintendent's report that during the year great progress was made in this important department of the Board's work. The principal classes taken may be grouped under the following heads: Classes for junior and senior free pupils, commercial, art, artisan, and primary-industries classes. To secure coherency in the commercial work the Board has established a system of examinations, the first having been held in November last, when junior and senior certificates were awarded. The syllabus for examination is based on present-day commercial practice, and employers will find that certificates under the hand of the examiner, Mr. Anderson, may be depended on to represent their face value. Of the primary-industries classes, the principal were wool-classing, taken all over the district; and horticulture, beekeeping, and poultry-raising, taken at Hawera. When the farmers realize the value of the instruction given at the schools they will not be slow to take full advantage of it. Since the date of the compilation of the last report, Technical Schools have, through the generosity of the residents and the Department's subsidy, been bu lt at Pohangina and Apiti. Equipment is now being supplied, and the people are determined to make full use of the advantages that they have sacrificed so much to secure. In all the sum of £547 1s. 5d. was given as voluntary contributions during the year. In view of these contributions and those of previous years, the Board recognizes its responsibility to the people in the matter of providing efficient instruction at the schools. The question of compulsory attendance, as provided for by the Education Amendment Act of last year, has been discussed by eight of our Technical Committees in conference with the School Committees. No decisive steps have yet been taken, but it is understood that the matter is receiving the earnest attention of the Committees concerned, and that the opportunity offered for making the experiment is not likely to pass unseized. While admitting the necessity for some measure of compulsion if our youthful population is to receive the full advantage of our system of technical education, the Board recognizes that it is not advisable to compel girls to attend classes at night, that there must be a considerable proportion of boys between the ages of fourteen and seventeen who do not attend our technical schools, and that the instruction best suited to them is available. Given these conditions, then the compulsory system is worthy of a trial.

Saturday Classes.—There seems to be a general indisposition on the part of our adult teachers to turn out to Saturday instruction classes. The pupil-teachers, of course, attend, and also teachers desirous of securing or improving their classification. But the great majority, even though the classes may be held at places quite convenient to them, prefer professional stagnation to attendance at such a subject as drawing taught by men of the first rank in their profession. It is their own affair, but sooner or later their pupils must suffer.

Extract from the Report of the Inspectors of Schools.

Separate reports on elementary agriculture and elementary dairy science are presented by the supervisors, Messrs. Grant and Browne, the value of whose services we cordially recognize. In town schools the science subject is elementary physical measurements, dealing with which a study-scheme was sent to the teachers early in the year for the purpose of securing uniformity and efficiency of instruction. Handwork in one or more of its forms is taken in all our schools, and its value, as the material substratum of much of our primary-school work, is duly appreciated. Drawing, the most important of the handwork subjects, has gained somewhat in quality, but much better work could be done if the teachers of the larger schools were to respond more readily to the Board's invitation to the Saturday classes, classes taught by men of the standing of Messrs. Seaward, Watkin, and Elliott. It may be recorded as a testimony to the energy of our Committees and head teachers that the number of children now receiving instruction in swimming and life-saving is something to be proud of. Baths have been erected on the school-grounds at Eltham, Wanganui District High School, and Sedgebrook, while the pupils of the Hawera, Queen's Park, and Feilding schools avail themselves of the facilities offered by the Corporation baths. It is understood that the pupils of the Taihape, Marton, and Campbell Street Schools will presently be provided with similar facilities.

District High Schools.—During the year, in addition to the scholarship course, a practical course of instruction was taken at Hawera, Patea, Marton, Taihape, and Feilding. Reference to Table XI will show the relative numbers of pupils taking each course [table not reprinted in full]. The same programme is being carried out at the same schools during the present year (1911). So much has recently been said of the advantages of the rural course that, beyond recognizing the good work done at the schools named, we content ourselves with an indorsement of an opinion elsewhere expressed that an extra special assistant should be provided in schools where the course is taken, and with the announcement of a further opinion that if the Department is really in earnest in the matter it should decline to recognize any district high school failing to supply a sufficient number of pupils to admit of the course being introduced.

Extract from the Report of the Superintendent of Technical Instruction.

During the year the following changes in the staff took place: Miss Grant, instructress in cookery for the Southern District, secured a position in Dunedin, and her place was taken by Mrs. Woolf. Mr. Ryder, instructor of science, was appointed head teacher of the Marton District High School, and his position filled by Mr. Martin, of Dunedin. Mr. Cahill, instructor in wool-classing, accepted a position in Hawke's Bay, his place here being taken by Mr. Hambly, of Christchurch. Mr. Dandy, third instructor in woodwork, received an appointment in Hawke's Bay, and a rearrangement has been made by which Mr. Anker will take all the work in the Southern District, Mr. Docherty taking the primary and special technical classes in the Taihape district. In view of the onerous duties devolving upon him as Director of the Wanganui Technical School, Mr. Varney has been relieved of the supervision of the Central District outside Wanganui, this work being meanwhile undertaken by Mr. Grant. It should be noticed that Miss Mollison, instructress in cookery, Wanganui, spent the last two months of the year at the School of Domestic Economy, Melbourne, for the purpose of gaining an insight into Victorian methods and management.

Important steps in connection with the progress of technical instruction were taken during the year to which this report refers: An Act was passed by Parliament making attendance at continuation and technical classes compulsory at the option of School Committees. Provision was made by the same Act for the more liberal payment for suitable courses of instruction at the large technical schools. It is easy to see the reason for this, but less easy to see the reason for the withdrawal of the extra grant formerly made to schools in the smaller centres. Locally, the year witnessed the initiation of a system of examinations in commercial subjects by the Board, and the issue of certificates to successful candidates. The schools, especially Hawera, succeeded in getting more directly into touch with the great primary industries of the Dominion, such as agriculture, horticulture, beekeeping, poultry-raising, and wool-classing. The year will also be notable for the introduction of the special agricultural course into our district high schools. This so far completes an agricultural training which, in the shape of nature-study, commences in the infant classes. One more step remains to be taken, the step from the district high school to the university. The proposal that each of the districts—North, South, and Central—should offer an agricultural scholarship has not been lost sight of, for the Northern farmers are keeping the agitation alive. An offer, gladly accepted by the Board, of a piece of land for experimental purposes at Marton Junction, was made by Mr. J. G. Wilson, president of the Farmers' Union. Measures will be taken presently to have the ground used for the purpose for which it was given—viz., to enable district high school pupils to see, study, and take part in farming operations under actual farming conditions.

That so much has been done in technical instruction in this district is largely due to the fact that our people have not been trammelled by traditional aims and methods of education. It is recognized that we live in a new age, confronted by an entirely new set of problems, and that our education must shape itself to meet these problems. It is recognized, further, that our aims and methods should not be formulated merely in response to bread-and-butter requirements, but also in response to nature's challenge for study and the challenge of human aspiration for sympathy. Along these lines we are justified in looking for further development. The services of the Technical School Committees merit more than recognition: they merit admiration. That so many men should be found in every part of the district to interest themselves in continuation and technical instruction augurs well for the future. A word of praise is due to the Directors for their unflagging zeal, to the instructors, and to the teachers who acted so successfully as Directors of the technical schools scattered over the wide bounds of the district. My special thanks are due to Mr. Bell, the executive clerk of the technical department, for keeping so well in hand the numberless details incident to the administration of an important department of the Board's work.

C. D. Braik, Superintendent.

Extract from the Report of the Director of the Northern District.

The enrolments in this district totalled 1,215 for the year. Individual students numbered 569. These figures show a decrease in individual enrolments on those for 1909, but a very satisfactory feature is the number of classes taken by each student.

It will be noticed that we have at last got a solid hold on the farming community. Good support has been accorded the classes in wool-sorting at Eltham, Hawera, Ararata, Maxwelltown, and Ngamatapouri. In addition, beekeeping at Hawera and Patea, and horticulture at Hawera, have had generous support. This is due to the good instructors available, and to the increasing interest in such subjects. Several of our students—farmers—have taken the course in wool-classing, beekeeping, and horticulture. Both public bodies and private individuals have willingly donated money and goods to place the classes on a sound financial basis. There is plain evidence of a forward movement in rural instruction in this district.

Increased interest was taken in the art classes. Especially was this the case at Hawera, where the majority of students took all four classes provided. As a result, there is a marked improvement in the quality of the work.

The dressmaking classes have recovered, especially during the last term of the year. They are not now our mainstay, as was the case in past years. Very thorough work is being done under a capable instructor. Scientific dresscutting is a prominent feature of the course.

Although this district did not have the full services of Mr. Hawson during the year, very many students availed themselves of the instruction in commercial subjects offered at Hawera, Patea, and Waverley. The Hawera School was equipped with typewriters during the year, and, as the majority of the free-place students took the commercial course, our classes in these subjects were well filled.

This district is now in a safe position as far as finances are concerned. Hawera centre has raised a very large amount during the year in order to clear the building and leave a working-balance. Private donations totalled £31 15s. From the Agricultural and Pastoral Association came £10, and from the Borough and County Councils £20 each. The Patea Borough and County Councils also subscribed £20 each to that centre. The buildings are now well looked after at all centres, but we find maintenance charges a serious drain on our finances. A special grant for this purpose would be a great boon. It will shortly be necessary to enlarge the school at Hawera. Already it is difficult to accommodate all classes, as the class-rooms were built on too small a scale.

We have now a very efficient and hardworking staff of instructors. To these I have to return thanks for loyal support during the year. The local Directors at Eltham, Patea, and Waverley worked very enthusiastically for their centres, and deserve every credit for the good work accomplished.

R. Browne, Director.

Extract from the Report of the Director of the Central District.

Day courses of instruction in art, engineering, commercial, and domestic subjects have been provided, and, notwithstanding many inconveniences, have proved most successful. Eight students took the art course, 24 engineering, and 80 commercial and domestic. With the better accommodation provided in the new school, there will be opportunity for the establishment of an excellent Technical High School. There is ample scope for such a school providing the above-mentioned courses together with an agricultural course. At the commencement of the year Miss Ivy Copeland, of the "Elam" School of Art, was appointed successor to Mr. H. Collins, resigned. Miss Copeland's ability and enthusiasm both as student and teacher are worthy of all praise. Most of the art students have shown a marked improvement, and the standard of work is being gradually raised under Mr. Seaward's guiding hand. The evening classes have done good work, but have not been so steady in attendance as last year. It is unfortunate that more do not take up the study of art as a part of their general education, and not as a means to an end. The classes in applied art have again done capital work, especially those in metal-work, which has somewhat taken the place of wood-carving in this section. The junior classes especially have been most successful, principally because of the fact that they take a graduated course of work in design, modelling, and either wood-carving, metal-work, or leather-embossing. The number of students taking the full day course in engineering has been practically the same as last year, most of the boys coming from rural districts. In such a large centre as Wanganui there should be double the number of students taking this course, which affords a valuable training for any boy intending to take up a trade, whether it be in iron, lead, or wood. The third-year boys especially have shown most creditable work in the completion of an 8 horse-power oil-engine and one of 5 horse-power. The second-year boys have built an experimental oil-engine, 8 horse-power, for use in the school, whilst each of the first-year boys made a small kit of tools, a most creditable year's work, reflecting great credit on Mr. Morrison, the workshop instructor. Capital work has also been done in the class-room, especially in applied mechanics and mechanical drawing, and in the field, where parties of the boys have been given practical experience in surveying. In connection with this subject, the boys spent a week up the river on a survey of Hipango Park and the river facing the Domain. Such an experience cannot have failed to be a benefit. The evening classes in mechanical drawing were especially well attended, and did good work. The day classes in domestic subjects have done splendid work, especially in dressmaking and millinery, home nursing and cookery. The evening cookery classes have again been a failure. With such capable instructors as we possess this is most astonishing. The whole of Mr. Cox's time has been devoted to Wanganui with much success, the day commercial classes especially having done excellent work, as shown by the successes gained in the various examinations. The evening classes have also been more successful than in the previous year. A marked improvement has been manifest in the artisan classes. Mr. James Bruce has done splendid work in the builders' classes, and Mr. J. Graham in the plumbing classes. To secure the maximum of efficiency all students in this section should take a thorough course of practical geometry and practical mathematics hand-in-hand with their other classes. Other classes have been much as usual, except in science, which shows a falling-off from recent years. This is extremely regrettable, but with improved accommodation and equipment a much better year may be anticipated.

During the year 31 students gained certificates in connection with Pitman's examinations in shorthand, while 17 students successfully passed the Board's book-keeping examination, 4 gaining honours. The number of passes in connection with the technological examinations of the City and Guilds of London Institute was 18, and in connection with the science and art examinations of the Board of Education, South Kensington, 72. At the local examinations in plumbing 7 passes were secured. It is hoped that the London Society of Arts examinations in commercial subjects will be conducted during 1911.

During 1910 the present school-site was leased, and a new position secured in Ingestre Street, a much more convenient site for school purposes. Contracts have been let for the erection of a most conveniently arranged and up-to-date school, which should provide accommodation for some years.

Under the able supervision of Mr. C. J. Lyne a great improvement was manifest at the Marton centre. The success of the plumbing classes was especially gratifying. The classes at Taihape showed a great improvement on previous years, due in no small measure to the enthusiastic work of Mr. Thurston.

The continuation classes at Raetihi, a remote centre, were most successful. An excellent year's work has been done.

Successful dressmaking and millinery classes were held at Rata, Mangaonoho, and Mangaweka, with good results. Wool-classing classes have met with much favour among the farmers of the district at

Wanganui, Taihape, Mataroa, Te Kapua, Mangaweka, Hunterville, and Marton. The instructors have done good work. Our thanks are due to all teachers in the district, and the successful year's work is due in no small measure to their enthusiastic co-operation. To the various local bodies and private subscribers to our funds we also tender our thanks, for without their assistance it would be almost impossible to do justice to the important work we have on hand.

A. VARNEY, Director.

EXTRACT FROM THE REPORT OF THE DIRECTOR OF THE SOUTHERN DISTRICT.

Classes in the following subjects were held at Feilding: Commercial English and arithmetic, Standard VI proficiency work, matriculation work, English and Latin, book-keeping and accountancy, shorthand, typewriting, dressmaking, millinery, plumbing, trade drawing, woodwork, drawing, painting and design, art needlework, wood-carving, metal-work, wool-classing, teachers' Saturday classes in art, singing, and woodwork. The attendance at nearly all classes was well maintained, and good progress made. The commercial side of the school has been fairly well attended, and it is to be hoped that now an intelligent interest has been awakened the town will give this department the support it merits. By the poor attendance at the trade drawing and woodwork classes it is evident the public has not yet realized the decided advantages these classes offer; but that is only a question of time. The plumbing class, though small, has done good service, as is proved by the excellent examination results gained. The class for the Standard VI proficiency certificate has in like manner proved its usefulness, and it is confidently hoped that many will avail themselves of the benefits of this class during the ensuing session. It is regrettable still to find so little advantage taken of the classes in domestic cookery. It is quite evident that the ladies of Feilding do not realize what they miss. Dressmaking and millinery appear to appeal more to their liking, for these classes have been well supported and much good work has been done. The art needlework classes—a new feature of the school—have been very popular, and a keen interest has been evinced by the students in this useful and beautiful craft. There is nothing to complain of as regards the art department so far as attendance has been concerned, for the classes in drawing, painting and design, wood-carving, and metal-work have been remarkably well attended throughout the whole of the year, and decided progress has been shown in the work. Most of the students are beginners, but a good start has been made, which augurs well for the work of the coming year.

Technical classes have been conducted in the following attached centres: Apiti, Pohangina, Ashhurst, Bunnythorpe, Sanson, Rongotea, Kimbolton, Cheltenham. At nearly all of these centres the classes have been very successful. Especial mention must be made of the excellent results achieved by the Apiti classes—credit being entirely due to the splendid work and untiring energy of the local director, Mr. James Matthews. Mr. J. M. Murdoch also is deserving of great credit for his excellent management of the technical work at Pohangina. As was anticipated, Mr. Cahill has again had phenomenal success in the wool-classing classes he has conducted throughout the district. The farming community has supported the classes right royally, and the attendance has been excellent. Wool-classing as a technical subject has come to stay. Our dressmaking instructress, Mrs. A. C. Lomax, merits more than a passing word of praise for the conscientious manner in which she has discharged her arduous duties over a wide district in all weathers during an unbroken year. The remarkable success of her classes is the best testimony to her worth. I cannot but express the opinion that the technical work of the Southern District could be immeasurably extended and benefited if the director for the district were able to devote much more time and attention to the work of organization and direction than is possible under the present arrangement.

L. J. WATKIN, Director.

EXTRACT FROM THE REPORTS OF ITINERANT INSTRUCTORS.

Agriculture and Dairy-work.

Central and Southern Districts (Mr. Grant).

At the end of the year 1909 the number of classes in elementary agriculture and dairy-work was 118, the number of pupils receiving instruction being 2,459. At the end of this year (1910) the number of classes has increased to 130, the number of pupils receiving instruction to 2,556. During the year schools where agriculture is taught have been visited; classes in agriculture and animal physiology have been taken at three of the district high schools, and teachers' classes in animal biology and dairy science at the Wanganui Technical School. One of the most pleasant features in the school-garden work has been the intelligent forethought shown by a large number of teachers in the preparation of the plots for the spring crops. The note-books are not as well kept as they might be. Many are disfigured by bad writing and bad spelling. A circular (No. 6, 1910) outlined a very simple and complete method of keeping the garden note-book. Teachers are advised to follow the method as outlined in this circular. The garden-tools have been very well kept; the number of breakages reported has been very small. The school agriculture-work on the whole has been satisfactorily done. The schemes of work have been carefully planned, and in most cases carefully worked out. The pupils enter into the work with enthusiasm, and in not a few cases have turned very unpromising looking ground into very good gardens.

Northern District (Mr. Browne).

Throughout the year regular instruction has been given in agriculture and dairy-work in connection with the rural classes at Hawera and at Patea; a Saturday class for teachers was held at Hawera;

and the work of the school classes in agriculture and dairy-work has been supervised. A distinct improvement is to be noticed in the school-gardens throughout the district. In several schools the plots have been enlarged or moved to better positions. More attention is being paid to surface cultivation —a thing necessary in any soil, but especially so in the light sandy one of our district. Green-manuring is being practised to some extent, and I hope to see this general before long. Experiments in top-dressing are being thoroughly carried out in some schools. It is hoped to extend the growing of fodder crops, especially in those schools taking dairy-work and agriculture. Good work in dairy-work continues. Herd-testing is commonly carried out alike by girls and boys. Several new classes have been formed throughout the year, and more are expected. Before long, all our schools will be taking the combined course. An improvement is noticeable in the condition of the garden-tools: in practically every school they are kept clean and are regularly oiled. As regards apparatus, this is on the whole well looked after, but several schools require special cupboards for the valuable apparatus now supplied. The note-books are varied in character. In some schools admirable work is being done; in a few others, however, the value of well-kept note-books is not fully appreciated. The garden note-book should be an index of the extent to which correlation is carried out in our rural schools. The school-grounds are receiving increasing attention. It is pleasing to note that the greatest improvement for the year has taken place at Manutahi, Hurleyville, and Maxwelltown, three of our smaller schools. The grounds at Eltham District High School will shortly be a credit to the town and district, as are those at Kaponga. I am afraid that in some cases the teachers do not get the support locally that such work deserves. At present one great drawback is the too common practice of turning the playground into a horse-paddock. At a few schools beehives are to be found in the gardens. As amongst our teachers are to be found the most advanced beekeepers in the district, I expect this practice to increase. In every case the children are keenly interested in the work.

Elementary Science (Mr. Ryder).

At the Marton, Taihape, Feilding, Patea, and Hawera District High Schools the subjects dealt with were physics, botany, chemistry, dairying, animal husbandry, practical mathematics, and surveying. The various classes have on the whole made very satisfactory progress, and in each of the schools mentioned there are pupils that consistently do careful and accurate work, frequently securing very good results indeed. The best work done has been in physics, chemistry, and dairying; while in connection with practical mathematics and surveying some inaccuracy in calculation, and want of practice in geometrical drawing, have been noticeable. During the coming year all the secondary classes will have to be instructed in science subjects, so that there will be two divisions in each branch—a senior and a junior. This being so, some modification of the present arrangement may be necessary, in order that each division may receive due attention. Possibly the surveying and a portion of the practical mathematics might be taken by the permanent staff.

Woodwork (Mr. Clark, Mr. Anker, and Mr. Dandy).

In the Wanganui and Northern Districts the classes have increased in number to 19, as against 13 in 1909. The attendance has been on the whole very regular, but in a few cases the roll-number declined in the latter part of the year through boys leaving school or being detained for special preparation for scholarship and Civil Service Examinations. There has been no radical change in the various courses of work in the standard classes, but a slight departure has been made in the direction of the construction of models having, so far as the pupil is concerned, a more obvious purpose than the manual-training "exercises" that appeal to the teacher by reason of their pedagogic rather than their practical value. A keener interest has been evident, and the experiment will be carried a little further during 1911. More work of simple structural character will be involved in the experiment, and the number of models will be proportionately smaller. The difficulty here arises that there will be less practice in drawing, but this difficulty will be partly met by the supplementary course of solid geometrical drawing that for the last two years has been introduced in the classes. (The matter of drawing will also be referred to in a special memorandum dealing with the correlation of woodwork and the other school subjects.) The conduct of the pupils leaves nothing to be desired. Corporal punishment has had to be resorted to on only one or two occasions, and, considering that the conditions of the work are very different from those in the ordinary schoolroom, this fact says a great deal for the tone of the larger schools in the district under our charge.

In the Northern District the Hawera and Patea District High Schools are the only ones that have adopted the rural course. The course in woodwork is necessarily of a very different nature from that of the manual-training classes. The practical work is of an entirely utilitarian character. The lessons in elementary building-construction, however, still retain the pedagogic aspect to some extent, as is natural in classes not entirely technical in character. In this connection it may be pointed out that a set of models and apparatus illustrating the mechanical principles underlying building-construction would make the instruction more valuable, to the extent that it would be more intelligible.

Satisfactory work was done at Palmerston, considering the poor quality of the tools in use. Better work will be expected when new ones arrive. The work of the classes at Feilding, Marton, and Taihape was also satisfactory and the general conduct good.

Good work was done by the boys taking the special rural course at the Marton and Taihape District High Schools.

At Feilding the average attendance during the past year has been 12 for 48 lessons. The work in this class, being the first year's course in agricultural work, has included the making of the following

objects: Model horse-trough, drawn and made to scale; drawings to scale and full size models of simple ladder, step-ladder, sawing-stool, beehive, field-gate, and picket-gate. Some of the boys taking this course had no previous experience in woodwork, and the others had from one to three years' school course Accordingly the work had to be separated somewhat, so that too much time would not be spent on one piece of work. Some very good work has been done, and the conduct also has been very good. The course in building-construction has included the drawing of simple scales, and drawing to scale doors, joints, and constructional details, plans and sections of simple shed or outhouse, lettering, tinting and bordering drawings, simple mechanics, and estimating. It was intended that with second-year boys some practical work should be undertaken, but in all probability there will be none taking the second year's course. Fairly good work and good conduct have continued throughout.

At Bull's the average attendance has been 17 for 28 lessons. The class was made up of boys from Standards IV, V, VI, and District High School. The models drawn and made have been: First-year boys—Three graded grooving-exercises and an exercise in inlay-work. Second-year boys—Shooting and paring exercise, pen-rest, toothbrush-rack, key-rack (inlay-work), and a small hanging bracket. The work in this class has improved in quality considerably, and the conduct has been very good.

Cookery (*Miss Mollison, Miss Grant, and Miss Strack*).

The classes at Wanganui consisted of the girls in Standards V and VI from the District High, Queen's Park, Aramoho, and Gonville Schools, also one class from the Convent. The classes completed their course at the end of August, when all girls in Standard VI were examined in the practical work. In addition to the children's classes, a class for teachers in Palmerston North, which was well attended throughout, was conducted. Miss Mollison was granted leave at the end of the school course in order to attend the College of Domestic Economy, Melbourne. Some of the school cookery centres were also visited. In the Southern District six classes were held at the Palmerston Technical School, four at Feilding, and two at Taihape. These classes, both first- and second-year courses, were taken for forty one-hour terms. In all cases the attendance was regular and the girls worked satisfactorily. At Bull's there was time to take only a partial course, and as there were only twenty names on the roll the first- and second-year pupils had to be taken at the same time. This proved quite practicable, on account of the excellent discipline maintained in that school, and the girls did very satisfactory work. The special course was taken at Feilding and Taihape, and these classes ran on the whole year. More satisfactory work was done in hygiene and physiology than in domestic economy, as it is very difficult to give the girls much practical knowledge of household-management in an ordinary cookery centre. It would be a great help if bandages, splints, and other appliances were supplied for first-aid purposes, and it would be better if a whole course could be given in conjunction with the special course, as it is impossible to give the girls proper practice in this subject in the limited time when it is included with the others.

At Hawera, Eltham, Patea, and Marton lessons in cookery were given to Standards V, VI, and High School girls. The High School pupils at Hawera, Patea, and Marton also received instruction in hygiene and physiology; while a special course of laundry-work and household-management was given to the High School girls at Hawera. During the winter months a class in advanced cookery for adults was held at the Technical School, Hawera.

In order to give the girls greater confidence in themselves, and to allow parents an opportunity of seeing the work done by the pupils, a "visitors' day" was set apart at each centre. On that day various sections of the domestic work were demonstrated by the pupils, much to the satisfaction of the visitors. In addition, the pupils at Eltham, Hawera, and Marton had experience in catering for the nvited public at various functions. At the Hawera Dominion Show the school-girls won many prizes for cookery; and at the Agricultural Show four sections of girls gave a practical demonstration of cookery and table-setting in the Show buildings before a large number of interested visitors. At the breaking-up ceremony of Hawera District High School the girls baked and served on the lawn afternoon tea for over two hundred adults. The class for advanced cookery incurred no expense beyond a few shillings for gas, as the sale of the various dishes paid for the outlay on material. Except in the large centre at Hawera, the levy of 2s. per pupil for the school classes did not quite pay for all goods used. The class for laundry-work and household-management was the first of its kind held in the district. The girls took great interest in their work; the practical side appealed to them. It was a pleasant variation from their ordinary studies, and the parents can testify to the efficiency of their daughters in these domestic subjects. During the year examinations were held in practical and in theoretical work of all the subjects taught. The domestic work was correlated with the school subjects of composition, arithmetic, drawing, science, and even geography. It is suggested that the marks gained in the subjects of domestic economy be taken into consideration by the Inspectors and teachers when deciding for promotions at the annual examinations. It seems reasonable that girls should get credit for devoting several hours a week to gaining scientific knowledge and manipulative skill in the subjects that will be of most value to them in their future homes.

Wool-classing (*Mr. Cahill*).

Very successful classes were held at the following places for the season just closed, 1910: Cheltenham, Kimbolton, Apiti, Utuwai, Komako, Pohangina, Carnarvon, Taihape, Mataroa, Te Kapua, Rangiwahia. At all the places the students displayed great interest and made excellent progress, and we have had some splendid results. There is no doubt that wool-classing is of outstanding importance, and we have actually proved that on a "fallen market" classed wool gives the best results.

Statement of Receipts and Expenditure for the Year ending 31st December, 1910, in respect of Special Classes conducted at Apiti, Ararata, Ashhurst, Bunnythorpe, Carnarvon, Cheltenham, Eltham, Feilding, Foxton, Hawera, Hunterville, Kapuni, Kimbolton, Komako, Manaia, Mangaonoho, Mangatoki, Mangaweka, Marton, Matapu, Mataroa, Maxwell, Ngamatapouri, Normanby, Okaiawa, Patea, Pohangina, Raetihi, Rangiwahia, Rata, Rongotea, Sanson, Taihape, Utuwai, Waverley, and Wanganui, by the Wanganui Education Board.

Receipts.	£	s.	d.
Capitation on special classes	2,146	7	1
Capitation on account of free places	683	7	7
Buildings	25	0	0
Rent	69	5	6
Furniture, fittings, and apparatus	1,415	11	4
Material	199	19	9
Subsidies on voluntary contributions	560	4	7
Training of teachers	40	0	0
Fees	1,526	18	1
Voluntary contributions	541	5	5
Sales of material	57	11	9
Contributions to instructors' salaries	145	0	0
Refunds	1	15	7
Examination fees	16	10	0
Balance at end of year	2,742	6	6
	£10,171	3	2

Expenditure.	£	s.	d.
Balance at beginning of year	4,023	0	3
Salaries of instructors	4,397	4	6
Travelling-expenses	255	11	5
Office expenses (including salaries, stationery, &c.)	147	19	1
Advertising and printing	115	10	8
Lighting, heating, and cleaning	253	10	11
Insurance and repairs	90	5	7
Rent	42	1	6
Material for class use	271	4	0
Library and prizes	9	18	0
Telephone	19	3	8
Miscellaneous	15	14	8
Fees refunded	0	10	0
Contracts (new buildings, additions, &c.)	235	1	3
Furniture, fittings, and apparatus	294	7	8
	£10,171	3	2

W. H. Swanger, Secretary.

Extract from the Report of the Chairman of the Palmerston North Technical School Committee.

During the past year the work of the Technical School has shown satisfactory progress. The number of pupils in attendance continues to increase. The average weekly attendances were 725, being an increase of 150 on the previous year's number. The total number of pupils in attendance was 498. A pleasing feature of the work is the increase in number of classes taken by the individual pupils. A strong effort is being made by the Director to get the pupils to follow out some definite course of instruction, instead of taking up odd subjects which may have some specially attractive feature. The agricultural course instituted last year has been a decided success, and the course will be further enhanced in value by the ironwork class, which will be in operation early in the ensuing term.

Apart from the shortage of £188, the balance of building contract, which had to be met temporarily out of the Board's funds, the finances of the school are quite satisfactory, inasmuch as the ordinary revenue is within a few shillings of the ordinary expenditure. Had some effort been made to meet the deficiency on the building, the Committee would have been in a position to make necessary improvements. Partly owing to the use of the buildings by the High School during 1910, the cost of maintenance and repairs has been exceptionally heavy.

The Director gives his whole time and abilities to the Technical School, and the Committee fully appreciate the good work done by him. The teaching staff (numbering twenty-seven) have without exception given valuable service, and the Committee are pleased to report that practically the same staff will be in charge of the classes during the coming year.

Walter Rutherford, Chairman.

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

The work of the 1910 session shows an advance on that of previous years. The classes have been well attended, and good work has been done. Owing to the destruction of the High School by fire in April last, the High School classes have since been conducted in the Technical School, and, although we have been put to some inconvenience thereby, a high standard of instruction has been maintained.

A two-years agricultural course for farmers' sons, consisting of general agriculture, estimating of areas, levels for drainage, farm carpentry (viz., the making of gates, hurdles, seed-bins, ladders, &c.), and a course in English has been started, and has been exceedingly well attended by 10 boys from various parts of the surrounding district, who have done some excellent work. Next year it is proposed to take a course in animal husbandry, veterinary science, dairying, and ironwork, the ironwork to include the making of harrow-tines, gate latches and hangers, and the making of horse-shoes as well as shoeing. It is hoped to make this one of the best and most useful classes in the school, and it should be so, seeing that we are situated in the centre of an agricultural and pastoral district. As the whole course can be taken by attending for one day per week, farmers should see that their sons on leaving the primary schools attend the agricultural classes at the Technical School.

The work of the students of the art department has been of excellent quality, and many prizes were won by them at the recent Agricultural and Pastoral Show, as well as in the Wellington Art Society's exhibition this year.

The classes in the commercial department have considerably increased in numbers, and have been well attended. Fourteen candidates sat for Pitman's shorthand certificates. Eight Junior Free Place

students have been recommended for Senior Free Places. An examination in book-keeping was conducted by Mr. G. Hirsch, F.I.A.N.Z., and his report on the result is very satisfactory. Good work has been done in all the continuation classes connected with this course, and especially so in the general-education class, where the pupils are prepared for the Standard VI proficiency certificates. Of 15 pupils examined, 9 gained proficiency and 3 competency certificates. This is one of the most useful classes in the school.

The numbers in the plumbing class show a decrease, owing to the fact that nearly all the journeymen plumbers have now obtained their certificates. There are, however, several apprentices who should be attending. Four plumbers sat this month for the Wellington local plumbers' certificate, and two in June last for that of the City and Guilds of London Institute. One plumbing scholarship has been awarded.

For the first time in the history of the school good cookery classes have been established and carried on. The numbers reached 42, and the popularity of the classes is largely due to the energy displayed by the instructress, Miss M. Watson. The dressmaking classes under the excellent tuition of Mrs. Whitehead have again put in another good year's work, as has also the millinery class under Miss Ellison.

The interest in the classes connected with the building trade is at a low ebb, and seems to remain so, even although special efforts have been made to work them up to the position they ought to occupy. The wool-classing class has kept up well, and owes a debt of gratitude to Mr. Hugh Akers, who has practically been the mainstay of the class since its inception, and has kept the class supplied with wool during the whole year. Thanks are also due to Mr. E. J. Wilson, of Hillsbourne, Johnsonville, for a most interesting series of addresses on wool-classing, uniformity of the fleece, adaptation of sheep to soil and climate, &c. Demonstrations have also been given by Mr. McNaught. Good classes in electricity and magnetism, graining and marbling, ticket-writing, and wood-carving have also been carried on. A mechanical-engineering course is being arranged for next year. This will include ironwork, steam, engineering, &c. The classes will be in the charge of Mr. Charles Taylor, a certificated engineer, and recently assistant instructor in mechanical engineering at the Wellington Technical School. This department promises to be well supported.

Several students sat for the South Kensington and City and Guilds of London examinations, but the results are not yet to hand. The total number of individual students who have passed through the school this year is 500, the weekly attendances averaging from 700 to 750. The number of classes was 54. The action of one or two of the business firms in paying the fees for the classes taken by their employees is much to be commended. One firm in particular paid for twenty-one of its employees, the fees amounting to £17 for one term. This is not only a great boon to those who avail themselves of this advantage, but it is also a very practical way of assisting the Technical School.

The elocutionary competition held in connection with the school was a great success, and materially assisted in increasing the interest in the work of the school, as well as assisting financially. While due attention has been paid to giving the boys and girls the best assistance available to enable them to fight the battle of life as workers, their physical development has not been overlooked. The school has now a flourishing sports club, as well as a Defence Rifle Cadet company numbering over seventy strong. We are indebted to Captain H. Whalley and Lieutenant Kells for enthusiastic assistance given in the matter of officering the corps. The Board is to be congratulated in the matter of its instructors, most of whom have now been working in connection with the Technical School for the last three years. Besides being most regular and punctual, they take a keen interest in all that pertains to the school, thus tending to bind the school together and keep up the *esprit de corps*.

The thanks of the Committee are due to the public generally for donations towards the school funds, and to the Press of the town for their readiness to publish anything that may help to further the technical education of the town and district.

F. D. Opie, Director.

Statement of Receipts and Expenditure for the Year ending 31st December, 1910, in respect of Special Classes conducted at Palmerston North by the Palmerston North High School Board.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
Balance at beginning of year	119	4	1	Salaries of instructors	792	16	8
Capitation on special classes	8	15	9	Office expenses (including salaries, stationery, &c.)	305	1	10
Capitation on account of free places	413	4	8	Advertising, printing, and books	43	11	1
Buildings	164	10	0	Lighting and heating	57	9	10
Furniture, fittings, and apparatus	108	9	6	Insurance and repairs	46	17	5
Material	12	6	6	Examinations, &c.	7	19	2
Subsidies on voluntary contributions	124	15	2	Material for class use	38	1	11
Fees	515	3	6	Caretaker, maintenance	44	11	8
Voluntary contributions	87	11	2	Contracts (new buildings, additions, &c.)	350	1	0
Sundry receipts—Sales of material	40	2	10	Architect, &c.	3	8	0
Net proceeds elocutionary competition	21	7	0	Furniture, fittings, and apparatus	213	17	5
From High School, for cookery, material and gas	13	19	0				
From High School, for art master's salary	50	0	0				
Balance at end of year	224	6	10				
	£1,903	16	0		£1,903	16	0

William Hunter, Secretary.

WELLINGTON.

Extract from the Report of the Education Board.

The Board records with satisfaction the establishment of the rural course in connection with five country district high schools—Levin, Pahiatua, Masterton, Carterton, and Greytown—and at the Normal School under the Department's regulations. This event marks a distinct advance in rural education. The measure of success which has attended the first year of its operations is strong evidence of the great care exercised in the initial arrangements, and of the hearty co-operation and the ability of the staffs engaged in the work. The grants made and capitation earned have enabled the Board to establish the course, as regards both equipment and instruction, on a footing which should insure its success. The Inspectors' suggestions for the improvement of the course will no doubt receive the attention their importance merits. In view of the large part rural pursuits must always play in the development of New Zealand, the educational results of this course of instruction will be watched with the keenest interest.

During the year capitation under the Manual and Technical Regulations was earned by 118 schools, as compared with 116 in 1909. Instruction in woodwork was extended to the five country district high schools which undertook the rural course. The Inspectors note a steady improvement in drawing and handwork, and a more intelligent grasp of the ends to be achieved by the school course in agriculture. As the schemes of work are more definitely systematized, and the actual work in the garden is more perfectly linked to suitable instruction in the underlying principle of plant-development, still greater educational results will follow. In the city the fitting-up of a cookery centre at Mount Cook Girls' School and a woodwork centre at Mount Cook Boys' School will enable the work to be done with greater efficiency.

Courses of instruction for teachers were held during the year at Wellington, Masterton, and Pahiatua. At Wellington, classes in drawing and handwork were conducted by Miss Lee; in cookery by Miss MacIntosh; in woodwork and cardboard-modelling by Mr. Howe. At Masterton Mr. Grant conducted a drawing class; Miss Williams a class for women in physiology and hygiene. At Pahiatua Mr. Cumming gave a course of lessons in nature-study and agriculture. The unsuitability of the railway time-table greatly militated against the success of the Wairarapa classes that were held, and prevented the establishment of others.

Extract from the Report of the Inspectors of Schools.

Six of the district high schools—namely, Thorndon, Levin, Pahiatua, Masterton, Carterton, and Greytown—have adopted the extended rural course suggested by the Education Department. To these schools six special instructors (agriculture, two; woodwork, two; cookery and domestic economy, two) are practically giving their whole time. Thanks to the Education Department's liberal treatment, both staffing and equipment are such as should make efficient work on the desired lines possible. Though the rural course has been in operation only a year, we do not think it premature to make the following suggestions, which would, in our opinion, add still more to its effectiveness: (1.) Closer correlation of the primary and secondary work. Much of the more elementary science, drawing, and handwork could be done in Standard V and Standard VI, thus giving more time for the special subjects in science, and thereby adding much to the interest of the pupils in their new work. (2.) As the retention of special instructors in such subjects as physics, botany, chemistry, hygiene, and domestic economy can only be considered as a temporary expedient, the regular staff will be expected in future to do most of this part of the work. In the case, however, of woodwork, cookery, and specialized agriculture, the itinerant instructor is still necessary. (3.) A closer correlation of the science subjects, in the case of the boys with agriculture, and in the case of the girls with domestic economy, is desirable, and could be more effectively done by extending the work of the permanent staff. (4.) In view of the amount of practical work in the course (at least six hours a week) the hours of the secondary pupils might reasonably be extended.

We look upon this adoption of the Department's extended rural course in our district high schools as the most important advance made in our educational system during the last decade. It has always been an anomaly that the Dominion, depending as it does almost entirely on agricultural pursuits, should have provided so little training specially designed to meet the needs of an agricultural community. We cannot say that the course has met with the approval that it has a right to expect in country districts. In more than one case considerable opposition on the part of the local Committees had to be overcome before the course was adopted. We found, moreover, the common fault of expecting too much from the primary school. It was never pretended for one moment that this course was going to turn out finished practical farmers. The intention, as expressly stated by the Department, was "to bring about a more intimate relation than, generally speaking, at present obtains between the course of instruction at district high schools and rural pursuits"; and if the course accomplishes thus much, then it does all that it can be reasonably expected to do in our district high schools. Vocational training in agriculture is the function of the agricultural college, or school specially established and equipped for that purpose.

Elementary Agriculture.—Not including small country schools, whose numbers are too small to earn capitation, there are 46 schools holding recognized classes in elementary agriculture. On each of these, Mr. Davies or Mr. Cumming has reported in terms that show increasing interest in the subject, and a more intelligent grasp of the aims of this important development of school-work. Two points that merit special attention are referred to by the instructors—(1) the necessity for more definite and systematic schemes, which will as far as possible unify the work from the preparatory classes to

Standard VI, and wherever practicable lead up to the rural course in the district high schools; (2) the garden operations in practically every case earn a much higher mark than the corresponding indoor work. Teachers require continual reminder that the garden, if not made an integral part of the school as a whole, is losing the larger part of its educational value. Many eminent authorities contend that the whole work of a rural school should centre round the garden. While recognizing the limitations that may prevent the realization of this conditions of affairs, we feel that it is an ideal we may well strive to attain. Every operation in the garden is an experiment, and as such should lead to close observation on the spot. Facts noted provide material for discussion inside the school, and it should not be difficult to give such discussion a practical bearing on the composition, arithmetic, geography, handwork, and drawing. In its highest sense all nature-study is a "spirit infusing one's attitude of mind," not a "watertight compartment of knowledge." Complaints about an overburdened syllabus have their origin, in large measure, in this latter point of view.

There is a steady advance in instruction in handwork. The treatment of brush drawing as a part of the whole scheme of drawing, in which the use of a brush as a real drawing-instrument is thoroughly recognized, is gradually replacing the old courses in which numerous and complicated exercises in brush-marks and "blobs" were considered necessary. Every year the value of handwork as an aid to teaching other subjects is receiving more recognition, and the cases where any branch is treated as an isolated subject are rare. Brushwork, modelling, and paper-folding are the favourite subjects in the lower classes. More cardboard-work is desirable, both as a preliminary to woodwork and also as a substitute for it in schools where the boys are unable to reach a woodwork centre. Grants were earned during the year for elementary agriculture, physical measurements, chemistry, botany, physiology and first aid, woodwork, cookery, dressmaking, swimming and life-saving, and also for the usual school subjects in classes below Standard V. It is hoped that, as the rural and domestic courses are extended, dairying, laundry-work, and other subjects will be added to the list. School classes in cookery were held in Wellington, Levin, Otaki, and Petone by Misses MacIntosh and Alexander, and in the Wairarapa by Miss Talbot. Owing to the increase in the number of workshops, it is anticipated that at least 15 additional classes will be added this year, necessitating the appointment of an additional instructor. In Mr. Howe and in Mr. Grant (the newly appointed instructor for the Wairarapa) the Board possesses two enthusiastic and competent instructors in drawing and woodwork. During the year Miss Lee was appointed art instructor to teachers and Training College students. A class for probationers was held on Thursday afternoon, and one for pupil-teachers and teachers on Saturday morning. Good, steady progress has been made in these classes, and the drawing of the schools should benefit from the instruction given. In her report Miss Lee says, "Necessarily, my work in teaching the solid principles of drawing has been regulated by the demands of the examinations. Apart from this I have given some instruction in art generally, which should help the teachers in their training of the children. These classes give a splendid opportunity for improving the art-work in the schools—an opportunity I feel it impossible to make the most of, on account of the time we are bound to spend working for examinations. A test I recognize is necessary, but in my opinion these examinations are a poor test, and the work which must be done for them is of a kind that is of little or no practical use afterwards. Except for this very real handicap, I am satisfied with the results of the year's work." A Saturday class for drawing was held at Masterton by Mr. Grant, but the alterations in the railway service interfered with the attendance. The railway service also interfered with the attendance at the cookery class usually held by Miss Talbot, and it had to be abandoned. During the latter part of the year, when Mr. Parker gave lessons in singing, a class was held in physiology and first aid by Miss Williams, and also a class in military drill by Sergeant Just. Saturday classes in cookery under Miss MacIntosh, and in woodwork under Mr. Howe, were held in Wellington. The attendance at the former was very good, but only a few teachers attended the woodwork class.

Under section 18 of the Education Amendment Act, 1910, on the application of a School Committee the Education Board may, with the concurrence of the Minister, make regulations requiring the attendance at continuation or technical classes of young persons between fourteen and seventeen years of age who are not otherwise receiving a suitable education. This compulsory clause applies only to those persons living within two miles of the centre where such classes are to be held. In making such a provision for compulsory education beyond that of the primary school, New Zealand is following in the wake of other countries in the desire to maintain a high standard of national efficiency. We ourselves, in previous reports, have deplored the popular tendency to regard primary education as the terminus, and not as merely a stage in the education of our young people, and we have always advocated the establishment of the technical or the continuation school not only as a means of providing specialization in those subjects required in every-day vocations, but more especially as a means of occupying, with advantage to himself and to the State, that critical period that too often intervenes between the boy's leaving the primary school and his taking up some permanent occupation in life. As there are at several centres in our district well-equipped technical and district high schools, we are strongly of opinion that the Board and Committees should make some effort to give effect to the intention of Parliament as expressed in the Act of last year.

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

The year has been in many respects one of transition. The needs of the school have largely outgrown the means provided, and unless further accommodation and further equipment are provided, and the work of the classes is revised and extended, the full benefits of technical instruction cannot be obtained. Much good work of an elementary and some work of a more advanced nature has been done in the various classes. Changes made at the end of the year in the regulations affecting technical schools will, however, necessitate considerable reorganization if the greatest possible success is to be

attained. The Day Technical School has been well attended during the year, and is proving itself an admirable nursery for the preliminary training of trade and commercial beginners, who naturally become our most regular evening students.

The total number of those who joined classes in 1910 is somewhat larger than in previous years, and the tendency, which I noted last year, for students to take grouped courses is, I am glad to say, more marked this year than before. The numbers attending were larger than we could reasonably make room for, but every effort was made to arrange a place for every student applying. The average attendance is improving year by year, and is now fairly satisfactory, though I still have complaints from instructors that students are often unable to attend regularly through pressure of work at office or in workshops. I have again to draw attention to the fact that evening-class work is often unsuitable for children under fifteen years of age who are at work in the daytime, especially for those who live at some distance from the school. The behaviour of almost all the students has been very satisfactory, and many have shown considerable enthusiasm in pursuit of their studies.

The number of individual students in attendance during the year was 1,346, of whom 858 were males. The number of students holding free places or scholarships was 591.

Art Classes.—The art-work done has been, on the whole, of a higher standard than in previous years. In the commercial and domestic-economy classes the art-work has been carefully correlated with the ordinary work of the classes, with, I think, satisfactory results. In the more advanced day art classes considerable attention has been paid to applied art-work and its connection with pure-art training, the study of design in connection with crafts practised by the student being a prominent feature of the class-work. The classes in life drawing, painting and modelling, and in anatomy, and in drawing and modelling from animals, birds, &c., and in outdoor sketching, have been very successful. Due regard has also been given to modelling and modelling-design. In the elementary subjects large classes have been handled with considerable success, as the results at the annual exhibition of work showed. The art classes as a whole are in a very strong position.

Science and Mathematics.—The classes have been attended largely by students reading for Matriculation and Civil Service Examinations, but also, especially in electricity and magnetism and in practical mathematics and mechanics, by apprentices in the engineering and building trades. Many of the students did well, both in external examinations and also in the school class examinations.

Engineering Department.—The classes in machine-construction, in workshop practice, in steam, and in electrical work have been well attended, and good work on the whole has been done. In the steam class the work has been mainly special training of apprentices and improvers for the third marine examination, most of our apprentices going to sea after completing their time. In preparation for this examination the instructor has been highly successful, and the classes have been well attended and earnest in their work. In the electrical classes, students have been prepared for both the local license examinations and the City and Guilds of London examinations, with some success.

Building Trades.—The classes in these trades have been smaller than usual, owing to the slackness in the trade in Wellington during the year. The building-construction class did good work, and was very successful in the Board of Education, London, examinations. 80 per cent. of the students sent up for examination being successful.

Commercial Classes.—The demand for evening instruction in commercial subjects remains unabated. A good feature of the work is that most of the students now take a grouped course. The accountancy class did specially good work, and deserves special mention, as in previous years. Students were very successful in Civil Service and in accountants' examinations.

Continuation Classes.—The classes in English, Latin, and arithmetic were well attended, largely by holders of Junior Free Places, but also by others preparing for Matriculation and Senior Civil Service Examinations. It was difficult to find suitable accommodation for all these classes. The work done, considering the conditions governing the classes, was satisfactory.

Domestic-economy Classes.—These classes have improved considerably in numbers, and would repay further development as soon as accommodation is available.

Wool-classing and Veterinary Science.—Classes in these subjects were begun during the year in a large room rented for the purpose. Wool-classing proved a popular subject, over fifty students enrolling in the first classes started. These classes promise to become a large permanent feature of the work, and will, I trust, pave the way for the inclusion in our syllabus of other subjects relating to the primary industries of the country.

Day Technical School.—The work done during the year was of much the same character as in previous years. Results generally were satisfactory. Special day classes were held during four months for boys from the training-ship "Amokura," to the satisfaction of the captain and the Marine Department.

Examinations.—Board of Education, South Kensington: In art subjects 10 first- and 34 second-class certificates, and in science subjects 8 first- and 5 second-class certificates were obtained. In connection with the National Competitions, one student obtained a National Competition book prize for drawing of head from life, another a similar award for an animal study from life, while a third student was commended for his drawing of the human figure from life. At the Palmerston North Show the school obtained 24 firsts, 22 seconds, 21 thirds, and 19 commended—a total of 86 awards from 202 entries in 44 classes. The school also obtained 6 prizes and 5 commended in connection with the New Zealand Academy of Fine Arts' annual competitions. In connection with the Technological Examinations of the City and Guilds of London Institute, 8 first- and 3 second-class certificates were awarded, while 27 candidates secured passes. The following successes were obtained in connection with local examinations: Plumbing—10 students passed the theory examination in the first class, and 9 in the

second class; 12 students passed the practical examination in the first class, while first-class certificates were awarded to 5 candidates, and second-class certificates to 4 candidates. Electric-wire men—10 students passed in theory and 12 in practice, and 9 certificates were awarded. Electric fitters—5 students passed in theory and in practice, and 5 certificates were awarded.

The buildings and equipment have been maintained in good order and repair during the year. Cleaning and caretaking have been careful and thorough. To eke out the slender resources of the school in the way of floor-space the Board has continued the arrangement made for paying rent for rooms in the Victoria Street building to the Wellington Provincial Industrial Association, and has also been compelled to hire a room in Willis Street in which to hold the wool-classing, veterinary science, and other classes. Much more room is sorely needed to enable us to place the classes on a firm footing, and the present lack is seriously hampering the work and detracting from the efficiency of the school.

The following contributions, among others, were received during the year: Wellington City Council, £300; Wellington Provincial Industrial Association, £25.

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

Statement of Receipts and Expenditure for the Year ending 31st December, 1910, in respect of Associated Classes conducted at the Wellington Technical School.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
Balance at beginning of year	557	3	0	Salaries of instructors	5,651	18	0
Capitation on associated classes	4,258	16	3	Office expenses (including salaries, stationery, &c.)	529	14	6
Capitation on account of free places	960	1	6	Advertising and printing	31	2	6
Furniture, fittings, apparatus	145	7	10	Lighting and heating	150	8	8
Material	401	18	6	Insurance and repairs	49	16	10
Subsidies on voluntary contributions	476	1	0	Rent	125	11	0
Fees	1,049	10	6	Examinations, &c.	78	0	0
Voluntary contributions	480	12	0	Material for class use	704	3	2
From controlling authority, on account of teachers' classes	50	0	0	Typewriter repairs	25	19	8
Sales of material	89	2	4	Library	44	7	5
From the Governors, Wellington Colleges, for instruction	132	0	0	Prizes	29	13	9
From Marine Department, for "Amokura" class	115	17	8	Sundries	34	13	10
Prize-money, Palmerston North Show	25	18	0	Furniture, fittings, and apparatus	118	10	5
Sundries	19	2	2	Balance at end of year	1,178	11	0
	£8,752	10	9		£8,752	10	9

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

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

A review of the year's work shows that steady progress has been made in different directions, but that still the advantages offered to the young people of the district are not fully appreciated. Attempts have been made during the year to bring the people of the town and district into closer touch with the school. In May a cooking demonstration was given by the girls of the Petone District High School, and by this means a class in cookery was formed for adults. This class has been most successful, and the interest taken in it by some of the adult pupils has been most gratifying. If the same amount of enthusiasm continues the success of this undoubtedly useful class will be assured. In November the school was thrown open to parents and visitors, and the following classes were at work: Plumbing, carpentry, dressmaking, cookery, art drawing, mechanical drawing, typewriting, electricity, and chemistry. This was well attended by people from all parts of the district, many of whom expressed their surprise that so much was being done in the matter of technical education. It is hoped that displays of this kind will do much to popularize the school. It is intended to hold more of these "open nights" in the future. The attendance in some of the classes shows a falling-off, due to various causes. In some cases there has been a slackness of trade in the district, and this affects such classes as plumbing, carpentry, and signwriting. It is a deplorable fact, however, that full advantage is not taken by the young people of this and other districts of the educational facilities that are offered by Technical Schools. The Government of the day have recognized this fact, and have introduced compulsory clauses in their new Education Act for youths between the ages of fourteen and seventeen. This, however, is not going to work miracles. What we want to do is to get the parents interested in the matter of Technical Schools. Unless the parents are with us in the matter of technical education there can be no real progress. Although the school has now been in existence seven years, there are parents in Petone and the Lower Hutt who have no idea of what is taught at the school. There are, however, signs that the parents are waking up to the fact that the school is a live institution, and one that will within a very few years play an important part in fitting out the young men and the young women to take their part in the battle of life. There is now a steady demand for boys and girls who have gone somewhat further than Standard VI, and it is to be hoped that boys and girls themselves will soon recognize that a few nights each week spent in systematic study will be to their advantage in time to come. If not, I am afraid that the same old cry of "Neglected opportunity" will be as prevalent in twenty years' time as it is to-day. One pleasing feature of the present year is the fact that far more pupils who have attained Senior Free Places are taking advantage of the school, and are doing excellent work.

New classes have been formed during the year in cookery, chemistry, steam, and one for matriculation students. These classes as yet are only in their infancy, and they are generally showing signs

that they will be very successful at no distant date. In the chemistry class one student took the subject for matriculation, while six others took it for Junior Civil Service. In the cookery class three or four of the pupils are preparing for the City and Guilds Examination. The dressmaking class during the last term of the year showed a wonderful improvement in numbers, and it is hoped that this useful class will become even more popular with the ladies of the district. The electricity class has been remodelled during the year, and there is now a good class of young students, who are enthusiastic in their work. The art, drawing, and painting class has been large this year, owing to the large number of scholarships that have been awarded. The pupils have worked enthusiastically, and have made admirable progress. The continuation class has done good work during the year, and the class in book-keeping and *précis* has shown most pleasing results. The shorthand and typewriting classes have worked well throughout the year. The mechanical drawing and machine-construction class has made good progress, and it is confidently hoped that in such a place as Petone this class will become extremely popular. Excellent work has also been done in the architectural drawing class, and in the signwriting and decorating class. In the latter class, however, the attendance has been most disappointing. The plumbing class still continues, as in past years, to do excellent work, and the results obtained in the public examinations are second to none in the Dominion.

There is no doubt that there is room for still further extension in the various classes, and this is very apparent in the woodwork class. Here we have an excellently appointed workroom, and one of the most capable teachers, and yet the attendance is small. I feel sure that if the young men of the town could be induced to attend this class, even for one term, they would see what a great advantage it would be to them in after-life. Next year it is intended to co-ordinate the work of plumbers and practical carpenters to some extent, and there is no doubt that such co-ordination will be of great benefit to both classes of tradesmen. Mr. Isaac, Inspector of Technical Schools, visited the classes during the month of November, and gave some valuable advice in connection with the school. This year an alteration has been made in the Board's regulations. By this free pupils are not required to pay any guarantee fee. What is now required is that their parents sign a guarantee-form that the pupil will put in 80 per cent. of attendances.

The Petone Borough Council, the Lower Hutt Borough Council, the Gear Meat Company, the Wellington Meat Export Company, the Wellington Woollen Company, the Petone Working Men's Club, and the Seddon Memorial subscribers have in the past been most generous in donations to the school, thus contributing in no small way to its success. It is pleasing to note that other districts are following their admirable example. In conclusion, I must thank the Board of Managers for their unfailing courtesy throughout my first year of office. I must particularly thank the Hon. Secretary, Mr. J. G. Castle, for the great assistance he has given me during the year. At all times he has been ready with sound advice in the many technical points which crop up in managing a school of this description. The staff also one and all worked conscientiously for the good of the school.

JAS. H. LYNSKEY, Director.

Statement of Receipts and Expenditure for the Year ending 31st December, 1910, in respect of Associated Classes conducted at the Petone Technical School.

Receipts.	£	s.	d.
Balance at beginning of year	114	15	1
Capitation on associated classes	113	12	11
Capitation on account of free places	49	12	6
Furniture, fittings, and apparatus	51	16	0
Material	16	10	3
Subsidies on voluntary contributions	75	10	0
Fees	169	15	6
Voluntary contributions	123	5	0
From controlling authority, on account of school classes	10	2	6
Sales of material, &c.	3	16	11
	£728	16	8

Expenditure.	£	s.	d.
Salaries of instructors	438	13	4
Office expenses (including salaries, stationery, &c.)	20	8	0
Advertising and printing	12	6	0
Lighting and heating	33	16	6
Insurance and repairs	13	4	6
Material for class use	€1	17	5
Cleaning	37	5	0
Refunds to free-place pupils	30	8	6
Cartage	1	3	0
Bank commission, cheque-books, and exchange	0	19	3
Balance at end of year	78	15	2
	£728	16	8

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 on the 21st March and were continued until the end of November. The course of work was divided into three terms of twelve weeks each, and instruction was given to classes in the following subjects: Painting, light and shade, perspective, model drawing, machine and building construction, geometrical and architectural drawing, dressmaking, plumbers' work, commercial work (including shorthand, typewriting, and book-keeping), signwriting, wool-classing, English and arithmetic, and Civil Service subjects. In all 26 classes were formed, having for the three terms a total average roll of 285 and an average attendance of 219. Taking into consideration the fact that by far the greater majority of the classes are evening classes, the figures quoted above are viewed with much satisfaction by the Managers.

Following the practice of former years, holders of proficiency certificates in Standard VI were this year again admitted as free pupils to classes in connection with the institution, and the number

who took advantage of the concession thus offered was 46. Of this number, 40 succeeded in complying with the regulation in regard to attendance of free-place holders, the remaining 6 failing to do so for various reasons.

Speaking of the classes in general, special attention deservedly attaches to those in dressmaking, no less than 70 pupils coming forward for instruction in this subject during the first term. At the end of the term, however, the instructress, Miss M. Johnston, owing to her projected removal from the district, was compelled to send in her resignation, which was accepted with regret by the Managers. Good classes in this subject, however, were formed by th new instructress, Mrs. Howell, and continued till the end of the year. Other popular classes at the school were those for commercial work under Mr. C. N. Haslam and Misses Munro and Butement. These classes were joined by a total of 90-odd pupils, and were well attended throughou the year.

Owing to his not being able to arrive in Masterton for the opening of the school in March, the art classes, under the newly appointed art master, Mr. E. P. Fenton, did not at first turn out so successful in point of numbers as was anticipated. With the object of stimulating an interest in art, and incidentally of attracting a greater number of pupils to the art classes, the Managers organized an art exhibition. The exhibition was held in the Technical School on the afternoons and evenings of Wednesday and Thursday, the 3rd and 4th August, and proved in every way a complete success. During the two days that the exhibition was open the building was thronged with spectators, one and all of whom seemed to thoroughly appreciate the various works of art displayed. The result of the holding of this exhibition was soon manifested in the increased attendance at the art classes, and it is confidently anticipated that a greater amount of interest and enthusiasm will be aroused in this branch of instruction during the current year.

Mr. S. Wood, of Napier, again successfully conducted classes for instruction in wool-classing in connection with this institution. One of these classes was held by Mr. Wood at Mangamahoe, and proved most popular, being attended by no less than 18 students, most of whom were farmers belonging to the neighbourhood. Whilst referring to the subject of wool-classing, mention may be made of the fact that the Managers have been requested to arrange for the holding of classes at various out-centres, such as Tinui, Langdale, Te Wharau, &c., and it is their intention this year, if suitable arrangements can be made, to provide for the requirements of the settlers in this respect.

A glance at the accompanying statement of receipts and expenditure for the year shows the latter item to have totalled £818 18s. 2d., whilst the receipts from all sources during the same period reached £800 14s. 11d., leaving a debit balance on the 31st December of £18 3s. 3d. This, however, does not show the actual position, as a subsidy on voluntary contributions received during the year did not come to hand until the 4th January last.

Taken as a whole, the work of the school throughout the past year has been well maintained, and has given considerable satisfaction to the Managers, who confidently look forward to further advancement during the course of the present year.

Before completing this brief report on the year's work, the Managers wish to place on record their appreciation of the efforts of all who have in any way whatever assisted them in their work, and in this connection special acknowledgment is now made of the valuable financial assistance rendered by the Education Department, the Trust Lands Trust, and the Masterton Borough Council. To the farmers who sent in wool for the use of the wool-classing students, the ladies and gentlemen who assisted in making the art exhibition the success it undoubtedly proved, the 'ocal Press for its valuable assistance on all occasions, and the staff for its loyal co-operation, the Managers now desire to tender their thanks and gratitude.

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

Statement of Receipts and Expenditure for the Year ending 31st December, 1910, in respect of Associated Classes conducted by the Masterton Technical Classes Association.

Receipts.	£	s.	d.
Balance at beginning of year	58	3	0
Capitation on associated classes	167	2	9
Capitation on account of free places	190	15	9
Furniture, fittings, apparatus	27	17	0
Material	3	4	8
Subsidies on voluntary contributions	74	12	11
Fees	160	10	6
Voluntary contributions	94	0	4
Sales	9	8	0
Rent of rooms for examination purposes	15	0	0
Balance at end of year	18	3	3
	£818	18	2

Expenditure.	£	s.	d.
Salaries of instructors	540	18	4
Office expenses (including salaries, stationery, &c.)	62	12	6
Advertising and printing	19	9	6
Lighting and heating	26	13	0
Insurance and repairs	23	11	5
Rent	1	0	0
Examinations, &c.	5	9	7
Material for class use	5	15	0
Wool-instructor's expenses	10	19	0
Cartage, &c.	9	8	9
Bank charges, 10s.; interest, 11s.; cheque-books, 7s. 6d.	1	8	6
Caretaker, £33 11s., postages, petties, &c., £1 6s. 8d.	34	17	8
Asphalting	59	19	11
Furniture, fittings, and apparatus	16	15	0
	£818	18	2

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

HAWKE'S BAY.

Extract from the Report of the Education Board.

During 1910 the numbers of schools in which classes in manual and technical subjects were conducted were—Handwork, 76; elementary agriculture, 58; agriculture and dairying, 14; physical measurements, 4; elementary chemistry, 4; woodwork, 11; dressmaking, 12; cookery, 12. Special attention has this year been devoted to instruction in elementary agriculture, classes in which are carried on under the general supervision of Mr. E. Loten. At the beginning of the year the Board issued to the teachers a pamphlet containing Mr. Loten's general schemes of work for a two-years course in nature-study, agriculture, and dairying for primary schools. A continuation course for a further two years has also been prepared for the secondary classes of district high schools. It is estimated that during 1911 agriculture will form part of the syllabus of not less than three-fourths of the schools. Mr. Loten's report on the work of the agriculture classes is appended hereto.

Saturday training classes for teachers were held as follows, the average attendance being shown in brackets: Gisborne—Cookery (9), agriculture (19), dressmaking (8), agricultural chemistry (29); Napier—Agriculture and chemistry (24), drawing (17), physiology and first aid (13); Waipawa—Agriculture and chemistry (13); Dannevirke—Drawing (19), agriculture (21). Good work has been accomplished in all classes. The several classes in agriculture have been excellently attended, and the enthusiasm of the students has been well maintained throughout.

Extract from the Report of the Board's Instructor in Agriculture (Mr. E. Loten).

Elementary agriculture was taken in 58 schools and by 1,398 pupils, while 14 schools (403 pupils) took a combined course in agriculture and dairying.

The course of work attempted in the primary schools this year falls naturally under three headings, viz.: (1) Theoretical principles; (2) indoor experiments; (3) practical agriculture—garden-work. Included under the head of "Theoretical Agriculture" we have: (1.) Soil studies—the origin and formation of soils, the classification of soils, soil-properties (physical), soils and soil-moisture, and the relationship between the soil and plant-life. (2.) Plant-life—plant-classification (flowering and non-flowering plants), the various parts of a plant, the forms and functions of the different parts, seed studies, testing and germination of seeds and the essentials of germination. The indoor experimental work was planned with the object of bringing under the observation of the pupils certain principles and processes that would be mentioned in the class-room instruction, or pointed out to them in their practical work in the school-garden. By means of simple apparatus (home-made principally) the children were able to understand such natural processes as the rise of sap throughout the plant (osmosis), the throwing-off from the leaves of excessive water (transpiration), and numerous others. Space will not permit me to indicate the method of carrying out these exercises, but for your information I will enumerate a number of simple experiments that could easily be carried out with advantage in the schools next year. The experiments are—(1) The loss of moisture from the leaf-surface (transpiration); (2) to show that germinating seeds require air (oxygen); (3) to show that germinating seeds give off carbon-dioxide; (4) to show that light is not an essential to germination; (5) to estimate the percentage of air required by seeds in germinating; (6) to find the percentage of air present in the soil; (7) to demonstrate the process of osmosis; (8) to show what is meant by capillarity and porosity of soils; (9) to show the presence of starch in the leaves of plants. These experiments can be performed with very little trouble, and they bear directly on the outdoor agricultural work of the school.

The first practical work commenced with the planning and setting-out of the school-gardens. In a large number of cases the gardens were fenced by the pupils themselves. The gardens were next trenched, and then laid out in plots. The plots have an area of 220 square feet, and their dimensions are either 22 ft. by 10 ft. or 20 ft. by 11 ft. This area is quite large enough for two pupils.

The garden-work took the form of what I have termed "cultural experiments." For the intelligent cultivation of any kind of plant it is necessary to know something about the life-history of the plant relating to its development, the character of the soil, but particularly the root-habit of the plant. According to the different root-systems, we may classify all farm and vegetable crops as follows: (1) Tuber crops—potatoes, artichokes, yams; (2) root crops—swedes, mangolds, turnips, carrots, &c.; (3) seed crops—(*a*) cereals, (*b*) peas and beans; (4) bulb crops; (5) foliage crops.

Each plot contained a representative of each class of plants listed above. The plot was prepared and planted by the pupil himself under the direction of the teacher. Observations on this work were recorded in special note-books. Such observations dealt with the depths at which the different seeds were planted, the methods by which the various seedlings force their way through the ground, and the contrast between the seed-leaves and foliage-leaves. Sketches illustrative of plant-development were made by the pupils. As the plants developed, the various processes, such as transplanting, thinning-out, staking, &c., were carried out when needed. The indoor work was correlated with the garden instruction whenever the opportunity presented itself.

Speaking generally on the year's work as a whole, I have to express a fair amount of satisfaction inasmuch as a creditable beginning has been made. The most satisfactory work has been done in the northern end of the district. Here the work is more uniform, agricultural note-books are the rule, not the exception, and more attention is paid to the orderly arrangement and neatness of the garden-plots. In making the above statement I have no intention of reflecting on the teachers in the middle or southern wards. Certain gardens can easily be selected that are equal to anything in the north; but taken collectively the case is as has been stated. I attribute this to various factors, chief of which are—(1) the enthusiasm and earnestness of the teachers; (2) the interest taken in the schools by the Board members; (3) the more regular visits of the instructor.

Unfortunately, teachers' classes in agriculture were not held at Waipawa and Dannevirke centres until the middle and end of the year respectively. The enthusiasm of the teachers who attended these classes speaks well for next year's work.

Before concluding I must once more emphasize the necessity of the teachers bearing in mind the following points in connection with the work: (1) The necessity of following a definite course of work; (2) the need of keeping special note-books, in which should be recorded the notes of lessons given, sketches of various plant-forms, &c., and observations on garden and experimental work (I might here remark that in connection with the drawing of specimens, &c., which should be made in pencil, the aim is to bring out the main characteristics of the object, not to produce an artistic representation); (3) the fact that the minimum time required by the Department and the Board for this subject yearly is forty hours.

During the year teachers' classes in agriculture were held at Napier, Waipawa, Gisborne, and Dannevirke. The work at Dannevirke centre was very satisfactory. Here the class consisted entirely of teachers who were teaching the subject in their schools. This arrangement of limiting the class to those teachers teaching, or intending to teach, the subject has been conducive of the best possible results.

School agricultural material: Since the beginning of 1910, 42 schools have been fitted out with garden implements and seeds, flower and vegetable and farm. Twelve schools have been supplied with milk-testing machines and outfits. Owing to the very dry spring and summer experienced in the district, the growth in the school-garden was disappointing. In many cases the seeds failed to germinate. As this was the commencement of the new venture, it is somewhat to be regretted when viewed from the pupils' standpoint. However, it should present to the teacher many valuable topics for future study.

My thanks are due to the members of the various School Committees of the district for their assistance and interest in the work. It is to be hoped that as the aims and value of the work become more apparent this interest will increase. In conclusion, I wish to thank the members of the Board for the way in which they have dealt with my recommendations for the advancement of this branch of manual instruction, and the Secretary for his ever-ready advice and assistance. I also desire to place on record my deep appreciation of the loyal assistance and heart-whole enthusiasm of the teachers who have borne the brunt of the work.

Statement of Receipts and Expenditure for the Year ending 31st December, 1910, in respect of Special Classes conducted at Hastings, Napier, Waipawa, Dannevirke, and Gisborne by the Hawke's Bay Education Board.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
Balance at beginning of year	42	6	6	Salaries of instructors	131	1	8
Capitation on special classes	127	2	2	Office expenses (including salaries, stationery, &c.)	101	17	0
Furniture, fittings, apparatus	79	4	3	Lighting, heating, and cleaning	13	17	0
Material	8	10	10	Material for class use	16	18	0
Training of teachers	175	0	0	Gisborne High School Board—Training of teachers	36	8	0
On account of school classes	28	13	0	Teachers' travelling-expenses	22	4	0
Refund from Napier associated classes	272	2	7	Sundries	0	15	7
				Furniture, fittings, and apparatus	127	19	9
				Balance at end of year	281	18	4
	£732	19	4		£732	19	4

G. Crawshaw, Secretary.

Extract from the Report of the Director of the Napier Technical College.

The work for the year 1910 has been satisfactory in every way, showing an increase in the number of pupils, in the interest taken in the work, and in what is perhaps more important—in the number of pupils attending courses of study having a direct bearing on their occupations, instead of, as in the past, merely attending one or two classes, in many cases having no direct relation one to the other. The year is also extremely interesting as showing a great advance in the interest taken by the public in the work and conduct of the College generally.

The work has been carried out under the following branches: An organized day school of 99 pupils; 8 primary-school classes in woodwork, cookery, and dressmaking; 2 classes in cookery, and 1 in dressmaking from the Hukarere Girls' School; 2 classes in cookery and 1 in woodwork from the Catholic schools of Napier and Meeanee; and an evening school consisting of 22 classes combined into courses suitable for trade, commercial, and domestic occupations. Taken altogether, an average of 600 pupils was attending the College each week during the year.

During the year 99 pupils were enrolled at the day school, 92 being holders of free places—the numbers being as follows: Junior Free Places, 83; Senior Free Places, 9, the latter all being girls. The courses of work were divided into trade, commercial, and domestic science; the latter course being arranged to fit girls to become good managers of a home as well as for an office career, the Managers feeling that in every case the career of girls in an office is very short as compared with the time they will spend as managers and guiding-spirits of a home. In addition to the College examinations, there were held examinations in connection with the City and Guilds of London Institute and the Board of Education, South Kensington, with the following results: City and Guilds of London—Plain cookery, 13 entered, 10 passed. South Kensington—Machine construction and drawing, 5 entered, 5 passed; electricity and magnetism, 5 entered, 2 passed. Two boys also obtained diplomas and medals for life-saving presented by the Life-saving Society. On the results of the year's work

and on the Director's recommendation 25 pupils were granted Senior Free Places by the Department, 15 of whom have returned to the day school for 1911, and the remainder have intimated their intention of joining evening classes. Additions to equipment during the year include seven new typewriters, and lockers for each pupil, while a workshop for engineering classes has been put in hand, and will be ready for occupation about the end of March; the machine, tools, &c., should be fitted about a month later. This will enable a full engineering course to be taken, although the work has been anticipated during the year in all subjects except workshop practice.

An exhibition of students' work in cookery, dressmaking, needlework, plumbing, woodwork, and drawing was held in November. It is estimated that fully 1,200 persons visited the exhibition during the six hours it remained open. Visits of inspection were made by the boys to the workshops of Messrs. J. J. Niven and Co., engineers, and also to the Railway Workshops, keen interest in the visits being taken by the officials concerned, the lads gaining a great deal of useful information and knowledge. Fourteen pupils received appointments in various offices and workshops through the agency of the school; and on inquiries being made as to the conduct and fitness for the position, the replies have always been eminently satisfactory, and at the close of the year it was found impossible to meet the demand for College-trained boys and girls for office-work.

All the pupils attend the municipal baths once a week. Hockey and tennis clubs for girls and cricket and football clubs for boys have been formed, with beneficial results not only from a physical standpoint, but also from that of the creation of a fine spirit of "bear and forbear" among the pupils. Discipline and behaviour have been excellent throughout the year; no transgressions have been serious enough for punishment.

The attendance at evening classes was a great improvement on that of the previous year, and, further, quite half of those who attended enrolled for a complete course of study, instead of isolated classes as in previous years. Classes were carried on in the following subjects: Mensuration and trigonometry, mechanics, mathematics, English, arithmetic, building-construction, plumbing, cookery, book-keeping, electricity, art, machine-drawing, shorthand and typewriting, carpentry and joinery, millinery, geometry, dressmaking, *précis*-writing, wool-classing and valuing, and ticket-writing. These classes were arranged in courses for the following trades, &c.—art, building trades, cabinetmaking, engineering, plumbing, domestic, and commercial—and were held on every day of the week. Nearly every pupil in the commerical course attended for the full course—*i.e.*, English, arithmetic, book-keeping, shorthand and typing. This was also the case in the plumbing course, where the pupils attended the full course, and all passed the first year's examination. The total enrolment was 222, as against 157 for the previous year. The number of free pupils was 61. The highest average attendance for 1909 was 164 and the lowest 138, as compared with 215 and 168 for the year 1910.

The most noteworthy fact in the attendance at these classes is the large number attending classes for commercial subjects, where the average attendance for the year is: book-keeping, 24; shorthand and typewriting, 28; and English and commercial correspondence, 27. The attendance at other classes for strictly technical subjects was very low, the highest being for wool-classing, which was 10, and the lowest being for building-construction, which was 2. Whilst this is satisfactory from a commercial point of view, it is hardly a matter for congratulation that such a large number of members of various trades are still neglecting the means by which they might improve themselves and their position in the industrial world. Several pupils entered for the South Kensington examinations, one second-class and two first-class certificates being obtained. Two pupils obtained first-class certificates in plain cookery at the City and Guilds of London examinations. Examinations were also conducted during the year in invalid cookery (attended by nurses from Napier Hospital) and wool-classing. At the end of the session the annual examinations were carried out, the results being as follows: First-class certificates, 50; second-class, 42.

In concluding this brief report, I have to tender my most hearty thanks to the Education Department for meeting my wants in such a fair manner, to all the members of the staff for ready assistance and unfailing loyalty to myself, and to the members of the Board of Managers for assistance so readily given throughout the year.

WALTER FOSSEY, Director.

Statement of Receipts and Expenditure for the Year ending 31st December, 1910, in respect of Associated Classes conducted at the Napier Technical College.

Receipts.	£	s.	d.
Balance at beginning of year	19	6	3
Capitation on associated classes	880	12	11
Capitation on account of free places	450	0	0
Furniture, fittings, apparatus	40	6	6
Material	33	14	9
Subsidies on voluntary contributions	411	6	10
Fees	181	3	3
Voluntary contributions	435	12	4
From controlling authority on account of school classes	112	15	0
From controlling authority on account of salaries, cleaning, &c.	94	8	4
Public Assignee	9	14	8
Interest	8	6	2
Sales of material	122	16	9
	£2,800	3	9

Expenditure.	£	s.	d.
Salaries of instructors	1,572	16	6
Office expenses (including salaries, stationery, &c.)	19	18	11
Advertising and printing	63	0	5
Lighting and heating	43	17	9
Insurance and repairs	12	2	0
Examinations, &c.	3	0	0
Materials for class use	181	2	2
Rates	7	16	8
Prizes	5	15	11
Sundries (cartage, &c.)	8	13	9
Contracts (new buildings, additions, &c.)	8	19	1
Furniture, fittings, and apparatus	181	0	9
Balance at end of year	691	19	10
	£2,800	3	9

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

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

At the beginning of the session an arrangement was made with Mr. Loten, agricultural instructor for the Hawke's Bay Education Board, to open an agricultural and dairying class for farmers, but the number of students was so small that the scheme had to be abandoned. We are now asking the co-operation of the Central Agricultural and Pastoral Society to bring the advantages offered under the notice of its members, and another effort will be made this year if suitable arrangement can be made.

Classes for wool-sorting and wool-classing were carried on under Mr. Wood at Waipukurau and Tikokino, and the attendance, especially at Tikokino, where there were 26 students, was highly satisfactory. Classes will be opened again this year, either at Waipawa or at any outfield where the numbers justify the experiment. A wood-carving class was carried on during the year by Mr. Wilson, but the attendance did not come up to expectations. The evening continuation classes, with the exception of that for matriculation, had to be abandoned for want of support. At Waipukurau, where a class was asked for, no pupils whatever put in an appearance; and the same report has to be made with regard to a class for magnetism and electricity, which was offered at Waipawa to meet the requirements of the Post-office employees and others. It would seem that continuation classes on the present voluntary basis are doomed to failure, and we believe the time has now arrived when the advisability of adopting the compulsory classes of the Act of 1910 should be considered by the initiating authority.

On the whole, the Managers feel that the efforts to foster and provide suitable technical education in this district have not met with that response from the community which its importance demands. At the same time, considerable advance has been made, and the sympathy and interest of the various local bodies in and around Waipawa have been practically shown by the readiness with which contributions have always been granted. Some minor improvements to the laboratory have been effected during the year, and tenders have now been invited to install gas-lighting throughout the whole building. Gas is already used in the laboratory and cooking-room for other purposes. School classes have been carried on by the Education Board as heretofore in woodwork, cookery, and dressmaking, to which two separate classes in agriculture have also been added. This part of the work will receive considerable extension this year by the introduction of a rural course into the secondary department of the District High School. About one-third of the pupils have adopted this course, and most of the others are also receiving instruction in agriculture as part of their scientific training. A portion of the Domain—now placed by the Borough Council under the control of the School Committee—is now being fenced off for the experimental work of these classes. The work is being done by the pupils themselves, under the supervision of Mr. Morris, who has been specially appointed by the Education Board for instruction in agriculture, theoretical and experimental, in the secondary departments of the district high schools.

A. E. JULL, Chairman
J. D. WATSON, Secretary } of Managers.

Statement of Receipts and Expenditure for the Year ending 31st December, 1910, in respect of Associated Classes conducted by the Waipawa Technical Classes Association.

Receipts.	£	s.	d.
Balance at beginning of year	37	7	4
Capitation on associated classes	33	14	5
Subsidies on voluntary contributions	60	0	0
Fees	56	10	0
Voluntary contributions	62	10	0
From controlling authority on account of laboratory	4	9	2
	£254	10	11

Expenditure.	£	s.	d.
Salaries of instructors	101	6	0
Office expenses (including salaries, stationery, &c.)	28	17	0
Advertising and printing	6	10	3
Lighting and heating	4	16	10
Material for class use	1	17	0
Cleaning	6	0	0
Travelling-expenses of instructor in wool-classing	18	16	3
Carriage of wool, &c.	2	3	4
Sundries	1	10	0
Bank charges and exchange	0	15	0
Furniture, fittings, and apparatus	2	12	2
Painting	1	4	3
Balance at end of year	78	2	10
	£254	10	11

A. E. JULL, Chairman
JNO. D. WATSON, Secretary } of Managers.

EXTRACT FROM THE REPORT OF THE CONTROLLING AUTHORITY OF THE GISBORNE TECHNICAL SCHOOL.

During the year special classes were carried on as follows: Book-keeping, typewriting, shorthand, woodwork, wool-classing, Latin, English, and plumbing. We must again express our regret that these classes are not attended better.

The success of the wool-classing was so encouraging that the Governors have felt justified (having regard to its relation to what is perhaps the most important industry in the district) in making more permanent arrangements to carry on these classes during the next two years. Settlers realize that the classes have proved to be of real value to them and to their employees, and that this value would be even more apparent in their returns from sales when the price of wool declines and it is of great importance that the best realization should be made. The Board is anxious to have domestic economy taught more efficiently in the school, as it is felt more is needed in the direction of the education of the girls than the elements of cookery and dressmaking, and it is making inquiries as to a suitable instructress. An examination in plumbing was held under the auspices of the Wellington Board of Control; 5 pupils of the Technical School entered, and 2 succeeded in gaining second-class certificates. An examination in cookery under the auspices of the City and Guilds of London was also held; 10 school-teachers entered, 2 gaining first-class passes and 3 second-class. We have to thank the Borough Council and others for donations, which were of very material assistance.

J. W. NOLAN, Chairman.
W. MORGAN, Secretary.

Statement of Receipts and Expenditure for the Year ending 31st December, 1910, in respect of Special Classes conducted at Gisborne by the Gisborne High School Board.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
Balance at beginning of year	68	10	8	Salaries of instructors	155	14	3
Capitation on special classes	70	7	10	Office expenses (including salaries, stationery, &c.)	28	4	6
Capitation on account of free places	3	2	0	Advertising and printing	14	13	0
Furniture, fittings, and apparatus	15	15	0	Lighting and heating	14	11	0
Material	2	15	3	Insurance and repairs	16	9	2
Subsidies on voluntary contributions	20	0	0	Examinations, &c.	11	11	0
Fees	205	9	3	Material for class use	12	10	6
Voluntary contributions	28	13	6	Caretaker	9	17	10
				Furniture, fittings, and apparatus	27	3	1
				Balance at end of year	123	19	2
	£414	13	6		£414	13	6

W. Morgan, Secretary.

Extract from the Report of the Controlling Authority of the Dannevirke Technical School.

School classes in woodwork (24 pupils), cookery (22 pupils), dressmaking (23 pupils), chemistry (three classes, 71 pupils), and agricultural chemistry (24 pupils) were carried on. It was intended that a class in practical agriculture should also be held, but no ground had been set apart for outdoor work. Provision for this, however, has been made for the current year.

Continuation classes were held in typewriting (5 students) and book-keeping (7 students). We regret that owing to ill health Miss Burgess was obliged to give up the typewriting and shorthand classes. She was a most capable teacher, and her place will be hard to fill. Miss Read undertook the work for a time. The book-keeping class, though small, did excellent work under Mr. G. Thorburn, the new instructor.

Technical classes were held in wool-sorting (63 students), painting and drawing (46 students), plumbing (10 students), and chemistry (7 students). In point of numbers the wool-sorting classes were most successful. New classes were formed at Weber and Woodville, while the class at Makotuku failed to find sufficient support to justify its continuation. The plumbing class still continues to be one of our most successful classes. An attempt was made to carry on several other classes, such as dairy-work, dressmaking, cookery, carpentry, mechanical drawing, &c., but there was either a difficulty in obtaining suitable instructors, or there were too few students willing to attend.

Although the number of students enrolled is not quite so high as the number for the previous year, the attendance on the whole was more regular.

Jas. M. Simmers, Director.

Statement of Receipts and Expenditure for the Year ending 31st December, 1910, in respect of Special Classes conducted at Dannevirke by the Dannevirke High School Board.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
Capitation on special classes	64	4	1	Balance at beginning of year	63	6	5
Rent	9	0	0	Salaries of instructors	220	1	0
Material	3	7	5	Office expenses (including salaries, stationery, &c.)	2	9	0
Fees	149	6	0	Advertising and printing	8	19	3
Voluntary contributions	19	1	6	Lighting, heating, and cleaning	8	12	1
Sales of material	42	14	8	Insurance and repairs	5	18	7
Balance at end of year	70	13	8	Rent	7	10	0
				Material for class use	40	3	9
				Contracts (new buildings, additions, &c.)	1	7	3
	£358	7	4		£358	7	4

Thomas Macallan, Secretary.

MARLBOROUGH.

Extract from the Report of the Inspector of Schools.

Handwork was practised during the year in 70 public schools, 38 exhibiting two or more branches; colour-drawing in brush or crayon, 48 schools; gardening, 40; woodwork, 8; cookery, 8; advanced needlework, 8; plasticine-modelling, 31; carton, 2; blackboard drawing, 2; tablet-designing, 2; physical measurements, 1; paper-folding, 3; swimming, 5; sticklaying, 2. Arbor Day was celebrated with much enthusiasm at Picton, Marshlands, Blenheim, Bulwer, Seddon, Tuamarina, and Richmond Brook; this movement should commend itself with special force to all settlers south of the Wairau. Additions to nature-study collections were noticed at Elaine Bay, Ugbrooke, Kenepuru Head, The Pines, and Separation Inlet. Various branches of science (agriculture, physiology, ambulance, botany) are also taught; they are treated on more or less practical lines. Although 48 schools taught colour-drawing, there was comparatively little nature-study designing; Marshlands was most successful in this branch. Hyloplate blackboards provided for the children are well used at Blenheim (Infants) and Marshlands. Handwork of special merit was also observed at Marshlands (plasticine-modelling), Onahuku (brush drawing), Picton (cookery), Okoha (plasticine), Renwick (lower

division—plasticine), Grovetown (lower division—brush drawing). Gardening (Grassmere, Seddon, Ocean Bay, Marshlands, Havelock, Bulwer, Head, Marlboroughtown, Riverlands, Springlands, Waikakaho, Grovetown). Agriculture (Canvastown and Spring Creek). Teachers seeking a simple practical course are recommended to work through Laurie's primer on agriculture (Macmillan). The completion of the municipal baths in Blenheim should enable swimming to be practised more extensively.

The following special classes for teachers were held: Woodwork (Mr. Course), cookery (Miss Grace), agriculture and dairying (Mr. Bruce), physical measurements (Miss Ross, M.A.), model-drawing (Mrs. Satchell). Woodwork and cookery classes were held in connection with Marlborough High School and the Convent Schools, Blenheim. A course in cookery for nurses was also given in Blenheim. One candidate obtained the City and Guilds second-class certificate in cookery. At Canvastown the following classes were held: English, arithmetic, physical measurements, agriculture, botany. It is to be regretted that no allowance is made for maintenance of Technical School buildings.

Statement of Receipts and Expenditure for the Year ending 31st December, 1910, 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	40	6	4	Salaries of instructors	167	0	4
Capitation on special classes	8	1	0	Office expenses (including salaries, stationery, &c.)	0	16	1
Balance at end of year	173	11	8	Lighting and heating	3	0	0
				Material for class use	20	9	1
				Cleaning	5	3	6
				Furniture, fittings, and apparatus	25	10	0
	£221	19	0		£221	19	0

E. Hylton, Secretary.

NELSON.

Extract from the Report of the Education Board.

Manual and technical instruction has been greatly extended during the year. A day Technical School at Nelson was inaugurated under satisfactory conditions, and the second year's work of the day Technical School, Westport, was conducted with an increased roll-number. At this latter place the school has specialized in engineering and metal-work; its equipment in this direction compares very favourably with the Technical Schools in the larger centres. The Board has to express its warmest thanks to the Westport Harbour Board, Westport Borough Council, and Buller County Council for their generous financial assistance in aid of the Westport School, which has, in part, been the means of enabling this important branch of instruction to be so well catered for in the town and district. The evening classes in Nelson are splendidly supported, and an adequate and suitable curriculum is provided. It is unfortunate that up to the present the Nelson City Council have not been able to render any financial assistance to the institution; the Nelson School, apparently, is one of the few Technical Schools of any size that does not receive an annual grant from the municipal authorities. In addition to the work carried on at these two Technical Schools, classes for instruction in various subjects have been regularly conducted at Reefton, Motueka, and Takaka, and instruction in wool-classing provided at a number of country places. The thanks of the Board are also due to the Inangahua County Council for the grant made to the Reefton Technical School, and to other associations and individuals who have contributed to the Technical funds. The staff of instructors has been further augmented during the year, and additional accommodation provided at Nelson and Westport. The liberality of the Department in providing grants for additions and equipment is acknowledged, but in the opinion of the Board there is considerable room for improvement in the system of payments which go towards the upkeep of this branch of education. The amended regulations recently issued afford, however, a partial improvement in the direction desired. Whilst anxious for the successful carrying-on of manual and technical instruction, the Board is firmly resolved that the interests of primary and secondary schools shall in no wise suffer, and the Technical Schools must be made self-supporting. The report of the Director of Technical Schools gives details of what has been done during the year.

Extract from the Report of the Inspectors of Schools.

Classes in elementary handwork have been recognized in 44 schools, the different branches being plasticine-modelling, brush drawing, elementary design and colour work, paper-folding, free-arm drawing, bricklaying, cardboard-modelling, needlework. Brush drawing and elementary design and colour work, the latter branch of the subject being the one prescribed for the higher standard classes, has been more generally taken this year. Complaint is still made by the Director of Technical Schools concerning the neglect of head teachers in forwarding in time the necessary forms, especially the claims for material and for capitation. A more serious trouble, which in some schools greatly hampered the work of instruction during the first part of the year, was caused by delay in supplying the material, although it had been requisitioned in good time. Prompt attention on the part of the officials will prevent any repetition of this annoyance.

Instruction in subjects of manual training has also been extended, 55 schools having taken one or more of the following branches: Ironwork, woodwork, cookery, agriculture, physiology and first aid, swimming, physical measurements, botany (elementary), dairy-work.

A larger number of teachers have initiated classes in elementary agriculture or school-gardening, those at Takaka District High School and Riwaka being conducted with marked success; and some of our sole teachers, too, make this a most attractive feature of the school course. In connection with this branch, classes in dairy-work at Takaka and Motueka District High Schools have been formed for the especial benefit of the secondary-class pupils. The lessons have been given by Mr. Bruce, the instructor in agriculture, and have awakened considerable interest, and been the means of introducing a much-desired branch of scientific training. It is hoped next year to combine in some instances agriculture with the dairy-work, and under the supervision of the same instructor to extend the benefit of the lessons to other suitable centres.

As it forms the best possible introduction to a scientific course, we regret that the subject of physical measurements does not receive more attention in our larger schools.

Swimming, a subject upon which the district can pride itself, is more generally taught, but as neither of our two largest schools—Nelson Girls' School and Westport District High School—has been able to place this subject on the time-table, we cannot say that anything like the majority of our pupils ever have the opportunity afforded them of being taught, during school-hours, to swim. That most of our pupils do learn to swim is very probable; that any ordinarily healthy boy or girl should not have the facility to acquire this useful accomplishment before leaving school is regrettable.

Subjects such as ironwork, woodwork, and cookery are taught on the central system at Nelson, Westport, Reefton, and Wakefield. The formation of additional centres at Motueka and Takaka is essential to the completion of a general scheme, which would place within the reach of each of our higher-grade schools, those above Grade IV, the opportunity of having its pupils trained in an art a knowledge of which is indispensable to the success of a settler or housewife. This is merely looking at the matter from a utilitarian point of view. If we consider the educational aspect—that the essential benefit lies in the training itself, the training of the mind to rightly direct the muscle, the training of the muscle to accurately obey the mind—even stronger argument can be found for extending as widely as possible some such system of manual training.

At special classes, instruction to teachers was given in the following subjects: At Nelson, chemistry, woodwork, and drawing; at Westport, woodwork, cookery, and drawing; at Reefton, drawing. Teachers have also the right of attending, free of cost, any special class formed by the Board, a privilege of which many have availed themselves.

Extract from the Report of the Director of Technical Instruction.

During the past year all manual-training classes at special centres, with the exception of those in operation at Reefton, have been in charge of well-qualified teachers in the permanent employ of the Board, the work carried on therefore being of a higher standard from an educational point of view than was formerly attainable. The gradual attainment of this end in a district so scattered and with such poor means of communication as ours has presented many difficulties to the Board, and, in arranging school time-tables, has doubtless caused many small inconveniences to teachers of country schools, but the experience of a few years is reducing these drawbacks, and the work under present conditions is becoming increasingly popular and beneficial. During the year the recently erected science-room at Motueka was used for school classes, and a grant of £175 has now been authorized for the erection of a cookery-room for the same centre. A new departure during 1910 was the inauguration of classes in dairy-work, under the instruction of Mr. Bruce, and on lines planned by the Chief Inspector. These classes were held in the specially equipped room at Motueka, and in a temporarily fitted class-room at Takaka. An extension of these classes to other centres is contemplated during the year. The following classes for manual training conducted on the central system were carried on: Woodwork, 11 classes; ironwork, 6 classes; cookery, 15 classes: the total average attendance being 619. In dairy-work 4 classes were conducted, the average attendance being 79. Altogether, during 1910, 698 pupils received manual instruction at special centres, the total capitation earned being £441 12s. 4d., an increase of £35 9s. 1d. over the previous year's total. A readjustment of some of the time-tables will enable a larger number of children to receive instruction in woodwork, ironwork, or cookery during 1911.

As regards technical instruction, very considerable progress has to be recorded; increased interest in and attendance at the two principal schools of the district, the establishment of a day Technical School at Nelson, the extension of trades courses, and an increase in the permanent teaching staff being some of the main features in the year's operations. Through the medium of Departmental grants, equipment has been added to, and a sum of £350 has been provided for the erection of a new art-room at Nelson. During the year Miss Lousley (domestic), Mr. Duff (mathematics, &c.), and Mr. Cockburn (art) were appointed to the permanent teaching staff, in place of Misses Harkness, Hornsby, and Igglesden, part-time teachers, to whom I desire to express my thanks for their many services in the interests of technical instruction.

At the Nelson Technical School 27 day and the same number of evening classes were held. The number of individual students was 534, and of class entries 806. At the Westport Technical School 13 day and 16 evening classes were held; the number of individual students was 253, and of class entries 415. In the Waimea district 8 classes were held, and were attended by 120 students; in the Bay district 4 classes were held, and were attended by 37 students; while in the Reefton district 5 classes were held, and were attended by 58 students. Thus the number of technical and continuation classes conducted during 1910 was 100, the number of students was 727, and of class entries was 1,448, an average of 14·5 per class. The number of pupils receiving free technical instruction was 133, an increase of 31. Of these, 92 were junior and 41 senior free pupils.

I desire to emphasize a few points indicating the continued growth of technical instruction in the district. The number of persons attending classes shows a decrease over that for 1909, but there has

been a marked increase (over 300 attendances) in actual attendance at classes, caused by the pupils taking courses of work instead of single subjects. I would welcome a further movement in this direction during the coming year, as our schools will become of increasing benefit to the community when a larger number of pupils take extended courses of work bearing upon some definite occupation. The increase in the number of free pupils, and the large proportion of seniors among these (one-third), give the best indication of the usefulness of technical instruction to the youth of the centres where classes have been established. The free pupils are responsible for more than half of the enrolments at Nelson and Westport. Further, it is interesting to note that what are termed "day technical classes"—*i.e.*, classes held before 6 p.m.—have increased very rapidly in number and enrolments. Nelson Education District, with its day trade classes at Nelson and Westport, is the only district in the Dominion with more than one day trades-school, though the larger centres, of course, considerably exceed our institutions in respect of the number of pupils in attendance.

A few comments on the main developments in the various schools and subdistricts may be interesting. At Nelson the establishment of the day trades course was the chief event of the year. The object of this course is to provide youths who have passed through the primary schools, and who intend taking up some trade or other practical vocation, with such groundwork as will later be of material benefit to them. The course mapped out was to a certain extent experimental, and the year's experience has shown that some modifications, which will be brought into effect during the coming session, are necessary. Of the 15 boys who attended this day course, no less than 13 came from the country. Commercial classes show a decline from the excessive number in attendance last year; the number of students taking art subjects has increased, and dressmaking classes have been patronized to their full capacity. The system of limiting practical classes to a number well within the capacity of instruction and supervision of the teacher has proved most beneficial to both pupils and attendance. The evening classes for building trades were only fairly attended, but good support was given to those in engineering subjects, a feature of the year's work being the installation by the students of the electric-wiring class of a complete wiring and lighting plant throughout the school. This work comprised the practical portion of the instruction, and, in addition to supplying a phase of work which could not otherwise be obtained in Nelson, it has provided the school with an up-to-date and economical system of lighting. The work of both instructor and pupils in this class has been most enthusiastic. At Westport the day engineering course, with an attendance of 9 students, entered on the second year of operations, and continues to do good work. An indication of the value of this institution may be obtained from the fact that a young engineer who had served his time, and was in receipt of journeyman's wages, relinquished his employment to spend eighteen months at the technical day course. To date 14 have enrolled for this course during the coming year. The evening engineering and building courses had satisfactory attendances, and the commercial classes, especially in the elementary division, received more patronage than the importance of the district from a commercial point of view seemed to warrant. In the Waimea district wool-classing was well attended, but other agricultural classes were not in demand, only one, at Lower Moutere, being carried on, and that with but poor support. Two classes for farm-carpentry were taken at Stoke Orphanage. Exhibitions of technical work were held at Nelson and Westport during the year, and were of considerable benefit in attracting the attention of the public to the work being conducted in our technical schools. Teachers' classes in chemistry (2) and woodwork at Nelson, woodwork, cookery, and drawing at Westport, brush drawing and dairy-work at Motueka, and cardboard-modelling at Reefton were carried on during the year, in all cases with attendances that warranted their establishment. Two teachers at Nelson sat for the woodwork examination of the City and Guilds of London Institute, one securing a pass. I hope to see several pupils of the chemistry class sit for the South Kensington Examination in that subject in June next.

In conclusion, I desire to thank the local supervisors and the teaching staff at the various centres for their enthusiastic efforts in the cause of technical instruction during the past year. It is to be regretted that the illness of the Department's Inspector, who visited the district in July, has prevented the receipt of such criticism and advice as would be of guidance in framing work for the coming session.

A. A. Hintz, Director.

Statement of Receipts and Expenditure for the Year ending 31st December, 1910, in respect of Special Classes conducted at various Centres in the Nelson District by the Nelson Education Board.

Receipts.	£	s.	d.
Capitation on special classes	908	15	8
Capitation on account of free places	467	19	3
Furniture, fittings, apparatus	334	8	5
Material	64	15	4
Subsidies on voluntary contributions	81	9	4
Fees	167	15	9
Voluntary contributions	119	17	0
Westport lease	65	0	0
Balance at end of year	1,020	3	10
	£3,230	4	7

Expenditure.	£	s.	d.
Balance at beginning of year	827	8	5
Salaries of instructors	1,314	6	9
Office expenses (including salaries, stationery, &c.)	206	0	8
Advertising and printing	35	10	3
Lighting and heating	67	1	4
Insurance and repairs	18	0	9
Rent	7	11	0
Examinations, &c.	7	11	9
Material for class use	124	10	6
Travelling-expenses	57	7	0
Incidentals	3	1	1
Contracts (new buildings, additions, &c.)	62	4	0
Furniture, fittings, and apparatus	445	16	4
Typewriters	53	14	9
	£3,230	4	7

N. R. Williams, Secretary.

GREY.

Extract from the Report of the Education Board.

During the year handwork classes were held at Blackball, Cobden, and the Greymouth District High School; a sewing class at Ahaura School; a first-aid class at Cobden School; elementary agricultural classes at Poerua Estate, Dobson, Hatters, and Blackball Schools; and cookery classes in connection with Runanga, Cobden, and the Greymouth District High School. Special classes were held in cookery (Convent pupils), engineering (steam and mechanical drawing), carpentry and woodwork; and teachers' training classes in connection with physical measurements, plasticine work, and drawing were also held. Including cost of administration, &c., the expenditure on school classes amounted to £23 12s. 11d., on special classes £51 16s. 8d., and on teachers' training classes £106 1s. 10d. A further sum of £59 12s. 11d. was expended in furniture, fittings, and apparatus in connection with special classes generally, a grant of £33 8s. being received for this purpose.

Extract from the Report of the Inspector of Schools.

Special classes in modelling, free-arm drawing, mechanical drawing, steam and the steam-engine, carving, cookery, and carpentry have been held at the Greymouth Technical School during the past year. These classes were under competent instructors, and the work done may, I think, be fairly classified as good. The total roll-number was 146, representing 120 pupils; the total average attendance, 99. Taking into account the disadvantages under which the pupils labour, this average is very satisfactory. The building is situated at a considerable distance from the town; its walls are not weatherproof, and as it is without heating apparatus pupils are naturally reluctant on cold wet nights to sit out two hours under such uncomfortable conditions. The whole building badly needs replastering both inside and out, and this should be done as soon as possible, otherwise the tools and other apparatus &c., will be ruined.

Statement of Receipts and Expenditure for the Year ending 31st December, 1910, in respect of Special Classes conducted at Greymouth by the Grey Education Board.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
Capitation on special classes	53	18	0	Balance at beginning of year	239	12	7
Furniture, fittings, apparatus	33	8	0	Salaries of instructors &c.	93	6	3
Subsidies on voluntary contributions	8	0	0	Advertising and printing	7	16	6
Voluntary contributions	8	0	0	Lighting and heating	1	16	3
Grazing-right of Technical School ground	2	10	0	Material for class use	24	3	5
Special grant for training of teachers	100	0	0	Teachers' travelling-expenses	10	2	0
Sales of work	3	8	0	Incidentals	1	14	0
Balance at end of year	241	19	11	Caretakers	13	0	0
				Furniture, fittings, and apparatus	59	12	11
	£451	3	11		£451	3	11

P. F. Daniel, Secretary.

WESTLAND.

Extract from the Report of the Education Board.

A teachers' special class for physical measurements was in operation for twenty weeks under the tuition of Mr. H. G. Wake, B.A., and was attended by 22 teachers. Three school classes for the same subject were continued at Hokitika with the attendance of 78 pupils. School-gardens were maintained in connection with 4 schools.

Instruction in elementary handwork was given in connection with 13 schools.

Statement of Receipts and Expenditure for the Year ending 31st December, 1910, in respect of Special Classes conducted at Hokitika by the Westland Education Board.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
Capitation on special classes	15	5	0	Balance at beginning of year	15	5	9
Grant for training of teachers	100	0	0	Salaries of instructors	21	0	0
				Office expenses (including salaries, stationery, &c.)	11	10	6
				Lighting, heating, and cleaning	1	0	0
				Material for class use	13	4	8
				Travelling-expenses of teachers	15	18	0
				Balance at end of year	37	6	1
	£115	5	0		£115	5	0

Chas. Kirk, Secretary.

NORTH CANTERBURY.

Extract from the Report of the Education Board.

A further advance has to be recorded in the number of manual and technical classes held during the year, also in the number of subjects of instruction. School classes in cookery, laundry-work, and woodwork have been continued at the Christchurch centres with excellent results. Compared with the previous year as a whole, a considerable increase in the number of pupils in attendance has taken place, although for the latter period of 1910 an undue falling-off is noticed, especially marked in the case of certain schools. The Board has already agreed that its Inspectors shall give due weight to manual training when awarding certificates of proficiency. With the completion of the centre at Sydenham, it will be possible to make more satisfactory arrangements for the several schools, when the Board will expect all head teachers to take the fullest advantage of the opportunity their pupils have of receiving a training in subjects so useful to them in after-life. Classes in one or other of the several forms of handwork have been carried on in 92 schools during the year, while 55 classes in swimming and life-saving have been held. As was to be expected, the appointment of an instructor in agriculture, with an assistant to visit the country schools and advise teachers in practical work, has given a stimulus to elementary agriculture, in which subject no less than 93 classes have received the Department's recognition. At the Christchurch Technical College a very large number of classes in technical subjects has been held, the total number of individual students having been 913, as compared with 300 in 1906. These figures are exclusive of the 277 pupils on the roll of the day school. In his report the Director refers to the important innovation in the trades department, where instruction has been given in machine shearing and wool-classing, there having been no less than five classes in the latter subject. The movement in the direction of establishing a training-hostel in Christchurch, at which girls may receive practical instruction in domestic science, will be watched with great interest, and it augurs well for the ultimate success of the object in view that the Board of Managers have been able to raise in so short a time a substantial part of the necessary funds. At the Ashburton centre a healthy interest in both school and technical classes has been maintained, the commercial and industrial sides being well represented. At Rangiora classes in thirteen subjects have been held, as compared with five in the previous year, wool-classing having been added to the list, which it is confidently expected will continue to show a further increase, owing to the facilities offered by the very commodious and thoroughly equipped building the management now have at their disposal. At Kaiapoi the disadvantages under which the technical classes have been hitherto carried on will shortly disappear, the new building being, at the date of this report, ready for occupation. Appended to this report are the reports of the several centres, from which a general estimate of the work as a whole may be formed.

Extract from the Report of the Inspectors of Schools.

Drawing in conjunction with brushwork and plasticine modelling is doing much to provide effective hand-and-eye training in our best schools. But there are others less satisfactory. In not a few this freer and wider treatment of the subject has led to desultory teaching. Too often the exercises suggest that they have been selected without serious attempt to insure continuity of study, or graduation or variety of treatment. To make our instruction in drawing effective, the teaching should have a definite aim in view. After taking into account the circumstances of the school, its staff and equipment, there should be formulated a definite method of presentment of this subject for all classes, from the highest to the lowest, by means of a varied and graduated scheme of exercises involving the use of chalk, pencil, brush, or instruments. The course of drawing outlined in sections 44 to 46 of the syllabus is definite and clear enough to enable teachers to construct such a scheme, which, in our opinion, will go far to insure in the teaching of drawing and handwork in our schools unity of purpose and efficiency of treatment. In the infant and lower departments of our better schools, drawing of simple objects and natural forms, with memory and imaginative drawing with chalk, pencil, and brush, testify as much to the intelligent interest aroused as to skill and success of the teacher. Model and nature drawing, conventional ornament and design, the latter in combination with mechanical drawing and drawing to scale, are being taught with considerable success in the higher classes of many of our schools.

During the year there has been a further advance in the treatment of agriculture in several of our schools. The tact and enthusiasm of Mr. Malcolm, the Board's instructor, has roused a renewed and more extended interest in this subject, and the attendance at Saturday lectures and the Summer School shows that a considerable number of teachers are manifesting an active interest in the work. Of the importance of agriculture in this district there is no need to speak. It cannot be expected that fully equipped farmers can be turned out of our primary schools, but valuable training can be given in habits of careful observation, and much useful information (associated, as far as possible, with experiment) about soils, cultivation, and general farming operations can be imparted. "The children will also realize that work on the farm need not be all drudgery; that there is plenty of scope for intelligence; and further, that there is a dignity about agriculture that has not been too widely recognized." In the arrangement and work of the school-gardens teachers have received valuable direction and assistance from Mr. Moodie, the assistant instructor.

Extract from the Report on Special Classes at Kaiapoi.

The year just ended has been one of the most successful in many ways in connection with these classes. Classes have been held in dresscuting, millinery, cookery, wood-carving, woodwork, and book-keeping. Besides being well attended, an enthusiastic feeling pervaded the whole of the students.

The pupils have confidence in their instructors, and are eager to learn, which goes a long way to prove the utility of technical education. In fact, at our evening classes the pupils range in ages from fourteen to forty years. The number of pupils has increased during 1910, and circumstances point to an extended popularity for the coming season. The new building is now well on the way, and will be greatly appreciated by all concerned when ready for occupation.

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

The woodwork classes have been fairly well attended during the year. It has been found a little difficult to keep the same pupils all through the year, the students seem to move their places of residence so often, and it is only the boys that live in the township and within easy distance of the building whose attendance can be relied upon. The classes for typewriting and book-keeping were started at the beginning of the year, but through lack of interest lapsed after the first quarter. Great interest has been displayed in dressmaking, and the classes have been worked to the entire satisfaction of the instructress and pupils. The numbers increased so much that Miss Rennie was compelled to arrange for a second class, thereby providing more opportunities for individual instruction.

Extract from the Report on the Special Classes at Lincoln.

The woodwork class has been carried on along the same lines as in previous years, and with similar results, though it is a pity that so many boys fail to take advantage of the class. A valuable addition to the equipment of the workshop, a wood-turning lathe, which may also be used for simple metal-turning, has been provided by the generosity of a few local residents. The completion of the internal fittings, carried out by the pupils, has greatly improved the appearance of the workshop. The cookery class, as usual, attracted a large number of girls, and the class was working at its full strength throughout the year, with very satisfactory results.

Extract from the Report on Special Classes at Amberley.

The dressmaking classes have, as usual, been a pronounced success. The attendance at the adult cookery class was only moderate. Lads who would benefit most by attendance at the woodwork classes are withdrawn from the district into various occupations, leaving only those who are too young to earn capitation. It has been thought advisable to discontinue the wood-carving class for the present. The school classes prove a valuable adjunct to the ordinary curriculum, and are uniformly appreciated; at the same time, the best results are not obtained with the present facilities for leaving school. One student took her diploma in cookery this year and another will present herself in June. Although the roll-number (79) is less than that of the previous year, the attendance has been good. Miss Smith has been appointed to succeed Miss Gillies as instructor in dressmaking.

Extract from the Report on Special Classes at Southbridge and Darfield.

During the year the dresscutting classes at Southbridge were attended by 17 pupils in the first term, 14 in the second, and 15 in the third. The attendance on the whole was satisfactory, and an average amount of work was done. The work done consisted of taking measurements, drafting patterns without the aid of a chart, fitting and making up same. Pupils made up skirts, blouses, dresses, &c.

The attendance at the class in agricultural chemistry was very satisfactory considering the inclement state of the weather on several occasions. Of the 26 students, 22 are following agricultural pursuits. The instruction given has been keenly appreciated by all present, and should have very beneficial results.

Statement of Receipts and Expenditure for the Year ending 31st December, 1910, in respect of Special Technical and Continuation Classes in Country Districts.

Centre.	Receipts.								
	Balance at Beginning of Year.	Grants from Government.			Other Receipts.				Totals.
		Capitation on Special Classes.	Buildings and Rent.	Subsidies on Voluntary Contributions.	Fees.	Voluntary Contributions.	On Account of Public-school Classes.	Sale of Material.	
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Amberley ..	18 7 9	39 18 0	5 5 0	3 7 0	38 12 5	..	16 11 9	1 7 7	123 9 6
Kaiapoi and Belfast	58 9 6	109 0 8	42 14 0	..	46 4 6	..	60 18 6	..	317 7 2
Leeston and Doyleston	52 13 11	29 6 6	2 0 0	10 5 0	10 12 6	4 0 0	..	..	108 17 11
Darfield	14 0 0	6 14 3	..	4 0 0	3 5 0	..	..	..	27 19 3
Southbridge ..	46 7 5	20 17 9	..	8 0 0	2 15 1	4 6 0	..	..	82 0 3
Lincoln	13 8 6	..	..	8 0 0	..	4 0 0	20 6 3	1 0 0	46 14 9
Little River ..	1 0 0	14 2 9	..	..	..	..	..	..	15 2 9
Totals ..	204 7 1	219 19 11	49 19 0	33 12 0	101 9 6	12 0 0	97 16 6	2 7 7	721 11 7

Statement of Receipts and Expenditure for the Year ending 31st December, 1910—continued.

Centre.	Expenditure.																							
	Administration.																							
	Salaries of Instructors.			Incidental Expenses, Insurance, and Repairs.			Advertising, Printing, Lighting, and Heating.			Rent and Material.			Furniture, Fittings, and Apparatus.			Balance at End of Year.			Totals.		
	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
Amberley	79	15	0	1	10	8	3	11	1	11	1	9	0	7	7	27	3	5	123	9	6
Kaiapoi and Belfast	199	1	0	15	12	7	..			64	8	.2	..			38	5	5	317	7	2
Leeston and Doyleston	60	17	3	..			5	1	9	2	0	0	..			40	18	11	108	17	11
Darfield	6	14	3	0	15	0	2	10	0	7	5	6	2	15	0	7	19	6	27	19	3
Southbridge	15	10	0	0	10	0	..			3	0	0	..			63	0	3	82	0	3
Lincoln	25	0	0	..			..			3	12	6	..			18	2	3	46	14	9
Little River	11	4	9	0	2	6	..			1	15	0	..			2	0	6	15	2	9
Totals	398	2	3	18	10	9	11	2	10	93	2	11	3	2	7	197	10	3	721	11	7

H. C. Lane, Secretary.

Extract from the Report of the Director of the Christchurch Technical College.

The Day Technical School, which opened in July, 1907, with 56 pupils, has during the past year had 280 pupils on the roll, as compared with 221 for the previous year. Commercial courses were taken by 113 pupils, industrial by 87, domestic science by 52, and agricultural by 28. Serious difficulty was experienced at the beginning of the year in providing accommodation for the increased numbers, but this was met partly by making as full use as possible of the School of Domestic Instruction buildings for day-school classes, and partly by using the room and laboratory at the Normal School, which were kindly placed at our disposal by the North Canterbury Education Board, for our agricultural classes. The grant made by the Department during the year for additions to the Technical College buildings will, however, provide sufficient accommodation for immediate needs. Although two instructors were added to the permanent staff at the beginning of the session, it was necessary to engage part-time assistance throughout the year, and the Board has decided to make two further appointments to meet the needs of the coming session.

One of the most striking features of the year has been the readiness with which our senior boys and girls have been able to secure positions, no less than 12 leaving us to enter the service of engineering firms alone; and I am glad to say that, as far as I have received reports of their work, these have been highly satisfactory. While we are always glad to help our pupils to obtain employment, as teachers we cannot but regret that so many leave to take up work before they have been with us long enough to profit adequately by their course of instruction. Though parents have often to make sacrifices to give even the present opportunities for education to their children, it is most desirable that, wherever possible, they should continue those sacrifices a little longer, for they will surely in after-years receive an ample reward in the increased efficiency and usefulness of their children.

For the first time 10 entrance scholarships, of the annual value of £10 each, have been granted on the results of an examination and the reports of the headmasters. A condition of the award was that the annual income of the parent should be less than £175. Five of these scholarships were offered to girls taking the domestic-science course, and 5 to boys taking the industrial or agricultural courses. On the results of the examinations held at the end of the year it was decided to award 4 second-year scholarships of the annual value of £10 each. The object of the Board in awarding these scholarships was to enable parents who would not otherwise be in a position to do so to continue the education of their children in a day school after they had left the primary school.

The past session of the evening school is the fifth under the present Board. The growth of the institution since 1906, when the reorganization took place, is sufficiently shown by the following figures: During that year the number of individual students was approximately 300, while the total number for the past year was 913. If to this is added the number of pupils on the roll of the day school, the total number of individual students receiving instruction at the Technical College during 1910 is 1,190, or an increase of about 160 on the previous year.

The session has been marked by an important innovation in the trades department, where a class was started for instruction in machine shearing. This was made possible by the generous assistance of the Sheepowners' Union and Mr. Duncan Rutherford. Both as regards the number of students taking advantage of the instruction and the quality of the work done, the class was a decided success, and it is confidently anticipated that it will prove of increasing value to the pastoral industry. Seven shearing-machines and a grinder, driven by an oil-engine, were erected in a shed kindly placed at the disposal of the Board for the purpose by the Agricultural and Pastoral Association, which also lent its grounds at Addington for the grazing of the sheep while they were being shorn. The farmers were required to bring their sheep to the ground and to take them away again, but all the rest of the work was done by students, from shearing the sheep to the skirting, rolling, classing, and baling of the wool ready for market. The testimony of farmers and of the agencies whose sheep and wool were handled shows how much the work has been appreciated. One of the most encouraging features of the year has been the growing demand for instruction in wool-classing. Five years ago we had the only class in the Dominion, and that seemingly in a moribund condition, but with the invaluable support and encouragement of Mr. Walter Hill the Board maintained the class and insisted upon its importance,

until last year we had 5 classes, with an average attendance of nearly 20. Another department that has shown marked progress is that of mechanical engineering, in which the number of students has more than doubled. The workshop equipment has been improved by the addition of one 5 in. Milnes lathe, one 6½ in. Lang lathe, and a small forge. The work of this department will be rendered much more efficient during the present session by the erection of a small smith's shop. The number of students sitting for the examinations held by the City and Guilds of London and the English Board of Education has shown a satisfactory increase. Seventeen first-class certificates were obtained, and sixteen second-class.

It is pleasant to record that, generous as has been the public support accorded to the College in the past, it has received even more assistance during 1910. In addition to the public bodies who have had representatives on the Board of Managers, the following have made contributions to the funds: Sheepowners' Union, Heathcote Road Board, New Zealand Farmers' Union (three branches), General Labourers' Union, Tinsmiths' Union, and Engine-drivers' Union. Further, the Christchurch Drainage Board and the New Brighton Borough Council have increased their donations, while seventeen Christchurch firms and associations have contributed generously to the prize fund. I have also much pleasure in calling attention to the action of the Typographical Association in establishing scholarships for apprentices, which will enable the holders to obtain technical education free. I trust that the action of this association, which has taken such a keen interest in the College since its inception, may be followed by other associations.

In addition to the 52 girls taking a fairly complete domestic science course in the day school, there have been more than 200 students receiving instruction in cookery, dressmaking, millinery, needlework, and laundry-work. During the year the efforts of the Ladies' Advisory Committee to raise funds for the establishment of a training-hostel, in which girls may receive instruction in the care and management of the home, have been largely successful. In all, the sum of £710 19s. 6d. has been raised, £370 of which was obtained by means of the sale of work and fancy fair held at the end of the session. It is hoped that the remaining funds necessary to erect the building will be forthcoming during the present year. The past session will be ever memorable in the history of the College as one in which a wise and timely provision has been made for its future needs. Feeling the inadequacy and inconvenience of the present arrangements for the instruction in field experiments of boys taking the agricultural course, and recognizing the certain need of considerable room for future extensions, the Board secured a fine site of 11 acres of ground within a mile and a quarter of the College. The ground will serve not only for agricultural work, but will also provide an excellent situation for the training-hostel. The site is close to the railway and to two lines of trams, so that it will be within easy access from all parts. The rapid growth of Christchurch would, in a very short time, have rendered impossible the acquisition of so convenient and valuable a piece of land, and coming generations will be grateful for the far-seeing wisdom which secured its purchase.

JOHN H. HOWELL, Director.

Statement of Receipts and Expenditure for the Year ending 31st December, 1910, in respect of Associated Classes conducted by the Christchurch Technical Classes Association.

Receipts.	£	s.	d.
Balance at beginning of year	440	19	7
Capitation on associated classes	2,484	0	2
Capitation on account of free places	1,290	10	8
Buildings	18	10	6
Rent	150	0	0
Furniture, fittings, and apparatus	485	18	3
Material	245	17	7
Subsidies on voluntary contributions	728	18	3
Fees	828	11	6
Voluntary contributions	857	4	4
Rent—part-payment by Education Board	50	0	0
Salaries—refunds by Education Board and Canterbury College	374	10	0
Material—refunds by Education Board	68	15	5
Lighting and cleaning—Refunds by Education Board	64	15	8
Sessional charges and deposits	141	16	3
Sales—books and stationery	320	12	4
Prize fund	31	11	6
Cadet corps—repayments	27	11	3
General expenses—repayments	52	2	7
Buildings and property—refunds	21	9	6
Material and apparatus—refunds	40	3	1
	£8,723	18	5

Expenditure.	£	s.	d.
Salaries of instructors	3,996	19	11
Office and general expenses (including salaries, stationery, &c.)	867	15	5
Advertising and printing	102	4	11
Lighting and heating	197	4	7
Insurance and repairs	40	12	1
Rent	200	0	0
Material for class use	446	10	1
Purchases—books and stationery	344	18	2
Students' fees and deposits—refunds	49	6	0
Scholarships	96	13	4
Prize fund	32	3	3
Cadet corps—advance for uniforms	3	5	10
Contracts (new buildings, additions, &c., and land purchase)	1,253	1	8
Furniture, fittings, and apparatus	621	9	0
Balance at end of year	471	14	2
	£8,723	18	5

CHARLES ALLISON, Chairman
JOHN H. HOWELL, Secretary } of Managers.

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

Taking all things into consideration, the progress made has been very satisfactory. It must be admitted, however, that the conditions under which the classes have had to be conducted have been discouraging to all concerned, and have made the best work impossible. The prospects of having new Technical School buildings at Ashburton, however, causes the Managers to anticipate an increased interest in manual and technical education in this district, though it must be admitted that the grant of £1,325 offered by the Department for a new school is quite inadequate even for our present requirements. Rooms—unfortunately, all in different parts of the town—were generously placed at our disposal, free of charge, by Messrs. Friedlander Bros. (Limited) for wool-sorting, T. Bullock for plumbing, drawing and painting, and repoussé work, and by the Agricultural and Pastoral Association

for shorthand and typewriting, which greatly relieved the pressure on the three small rooms which form our present Technical School. Without this assistance it would have been impossible to carry on the work with any degree of success.

The averages of class entries during the year were as follows: Technical classes: Dressmaking—Ashburton 42, Methven 12, Dunsandel 20; cookery, 20; building-construction, 7; wool-sorting, 16; repoussé work, enamelling, &c., 9; drawing and painting, 11; plumbing and sanitary science, 14. Continuation classes: Shorthand—elementary, 11, advanced, 6; typewriting, 12; commercial English, 13; commercial arithmetic, 13. School classes: Cookery, 143; woodwork, 160; dressmaking, 12.

New classes started during the year were repoussé work, plumbing and sanitary science, drawing and painting, and typewriting, at all of which attendances were satisfactory. The number of individual students that attended recognized technical classes during the year was 235, continuation classes, 33. The thanks of the Managers are due to the Ashburton County Council, Borough Council, Agricultural and Pastoral Association, High School Board, Borough and Hampstead School Committees, and to private subscribers for generous financial assistance during the year.

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

Statement of Receipts and Expenditure for the Year ending 31st December, 1910, in respect of Associated Classes conducted by the Ashburton Technical Classes Association.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
Balance at beginning of year	2	0	7	Salaries of instructors	525	18	0
Capitation on associated classes	139	2	1	Office expenses (including salaries, stationery, &c.)	75	13	6
Subsidies on voluntary contributions	75	7	3	Advertising and printing	19	17	9
Fees	223	0	3	Lighting and heating	38	7	9
Voluntary contributions	104	4	0	Insurance and repairs	14	7	6
From controlling authority, on account of school classes	141	17	6	Rent	15	13	6
From High School Board, on account of school classes	64	2	6	Material for class use	85	6	11
Sales	15	18	5	Caretaker	30	10	0
Sundries	3	4	6	Examination fees	5	13	9
Balance at end of year	121	13	2	Breaking-up ceremony	11	5	9
				Sundries	2	15	9
				Furniture, fittings, and apparatus	65	0	1
	£890	10	3		£890	10	3

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

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

With the completion of the new building, which is very commodious and thoroughly equipped for the work now carried on, we have had a most successful year. The session commenced the first week in March, and was of thirty-six weeks' duration, being three terms of twelve weeks each. The subjects which were taught during the year were shorthand, typewriting, English, book-keeping, woodwork, wool-classing, cookery, and dressmaking. It is intended to take up millinery during the coming year. The branch classes in dressmaking at Cust and Oxford have been well supported and very much appreciated by the young people in those districts. During the year, 282 pupils, of whom 10 were junior free place pupils, were enrolled as follows: Cookery, 67 pupils; dressmaking, 114; shorthand, typewriting, &c., 14. The attendance at the cookery and woodwork classes of pupils from the neighbouring schools of Ashley, Fernside, and Southbrook has been very satisfactory; a number of the pupils at the examination held at the close of the session gained almost the maximum number of marks. The instruction given in all the subjects has been most thorough and practical; the Managers have been fortunate in securing the services of highly trained and efficient teachers. The Rangiora Borough Council, Rangiora Road Board, and the Northern Agricultural and Pastoral Association have each contributed £5 towards the funds; these contributions, together with the Government subsidy, assist the financial affairs of the school very materially. The Northern Agricultural and Pastoral Association has contributed in the interests of the wool-sorting class, which is expected to be very helpful to youths in a farming district, such as North Canterbury.

J. MARSHALL, Hon. Secretary.

Statement of Receipts and Expenditure for the Year ending 31st December, 1910, in respect of Associated Classes conducted by the Rangiora Technical Classes Association.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
Balance at beginning of year	33	19	2	Salaries of instructors	186	5	6
Capitation on associated classes	101	16	7	Office expenses, stationery, &c.	3	8	4
Rent	12	0	0	Advertising and printing	7	0	3
Furniture, fittings, apparatus	187	6	6	Lighting and heating	5	18	8
Material	6	14	5	Repairs	0	14	0
Subsidies on voluntary contributions	15	0	0	Rent	9	0	0
Fees	91	5	0	Material for class use	23	15	9
Voluntary contributions	15	0	0	Board and lodging for instructors	19	2	0
				Caretaker, &c.	12	17	3
				Sundries	1	8	4
				Refund to Board of Education	1	0	0
				Bank charges and cheque-books	0	14	0
				Furniture, fittings, and apparatus	187	7	1
				Balance at end of year	4	10	6
	£463	1	8		£463	1	8

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

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

The following classes were held during the year: Cookery, 14 pupils; dressmaking, 17 pupils; woodwork, 20 pupils; wool-classing, 58 pupils. School classes for woodwork 19 pupils, and cookery 24 pupils, were also carried on. The Managers are very pleased to be able to report another year's successful work. The classes have on the whole been well attended, and both pupils and teachers have evinced much interest in their work. Owing to the absence of the only available teacher the class in laundry-work was discontinued, but the Managers hope to continue it again this year. Great interest has been taken in the wool-classing classes. The farmers in the district now recognize that these classes have considerable educational and practical value. As Akaroa is difficult of access for those in the outlying parts of the district, the Managers opened classes in wool-classing at Little River and Kaituna. Suitable instructors have now been obtained for all the classes, and the prospects for the coming year are distinctly good.

ALEX. GRAY, Hon. Secretary.

Statement of Receipts and Expenditure for the Year ending 31st December, 1910, in respect of Associated Classes conducted by the Banks Peninsula Technical Classes Association.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
Capitation on associated classes	55	4	9	Balance at beginning of year	6	4	8
Fees	76	11	0	Salaries of instructors	127	2	0
From controlling authority on account of school classes	11	5	0	Office expenses (including salaries, stationery, &c.)	0	14	8
Dressmaking charts sold	3	18	0	Advertising and printing	2	3	6
Cookery sales	9	16	6	Lighting, heating, cleaning, &c.	14	2	0
Balance at end of year	43	4	1	Insurance and repairs	4	3	10
				Rent (Little River)	3	0	0
				Material for class use	16	4	2
				Travelling-expenses	12	10	0
				Asphalting	2	7	6
				Water rate	2	10	0
				Dressmaking charts (1 doz.)	6	6	0
				Bank charges	1	0	0
				Sundries	1	11	0
	£199	19	4		£199	19	4

JOHN BRUCE, Chairman
ALEX. GRAY, Secretary } of Managers.

Statement of Receipts and Expenditure for the Year ending 31st December, 1910, in respect of Classes conducted by the Lyttelton Technical Classes Association.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
Balance at beginning of year	58	18	7	Salaries of instructors	32	15	0
Rent	40	0	0	Office expenses (including salaries, stationery, &c.)	0	14	0
Subsidies on voluntary contributions	10	0	0	Advertising and printing	0	10	0
Fees	6	15	9	Lighting and heating	1	13	10
Voluntary contributions	10	0	0	Rent	40	0	0
From controlling authority on account of school classes	32	10	0	Material for class use	9	8	2
				Cleaning	6	3	0
				Balance at end of year	67	0	4
	£158	4	4		£158	4	4

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

NOTE.—The Managers held no associated classes at Lyttelton during 1910.

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

School of Engineering.—Acting on the suggestion outlined in my address of last year, I have, with the sanction of the Board, forwarded to the various Technical Schools throughout the Dominion a letter asking that the governing bodies of those schools should found at each such school a Technical Scholarship, tenable at the School of Engineering. Only a few replies have as yet been received. I am not altogether surprised at this, for necessarily some time must elapse before the governing bodies can formulate a scheme by which sufficient funds can be raised. When, however, the value of an advanced technical education is recognized, I think a steady supply of the best technical scholars will be assured. I regret that it has been necessary to suspend for the present the giving of Engineering Scholarships, but hope that an improvement in the matter of finance will soon justify the Board in resuming the scheme. From the report of the professor in charge it will be seen that the public bodies throughout the Dominion avail themselves largely of the services of those who have been trained in our School of Engineering. Another satisfactory feature is that, with the establishment here of a full course in surveying, the Surveyors' Board of New Zealand recognizes the efficiency of the instruction, and grants great concessions to those who take the complete course. It is a matter for congratulation that the Senate has determined to establish a travelling scholarship in engineering. Now students who have completed their regular course, both theoretical and practical, in the School of Engineering will have, if they are fortunate in obtaining this scholarship, an opportunity of obtaining a wider

experience in countries where many engineering projects are in hand, and thus pursue what may be termed a post-graduate course. The advantages are undoubtedly great, and will be proportionately greater if the Senate at any time can see its way to extend the tenure of such scholarship from one to two years.

School of Art.—The financial position is far from satisfactory, the year's work resulting in a loss of £515. The students' fees fell from £655 in 1909 to £476 last year, a decrease of £179, while the amount received from the Government grants decreased by £139. The decrease in fees was primarily caused by the withdrawal by the Government of the free passes allowed to teachers in the country to enable them to attend the Saturday classes. The grant to the school funds from the Museum, Library, and School of Technical Science Endowment Fund, which in 1904 was reduced from £600 to £500, in 1907 to £450, and in 1909 to £300, should if practicable be increased next year. This should be possible now that the revenue of the Endowment Fund has increased by £280. Apart from the question of finance, the general work of the school is making good progress. The work of the students, as shown in competition with outside centres, is of a high character, for in the various exhibitions where their paintings have been on view the prizes have been many and valuable, while in the South Kensington (London) exhibition appreciation of the teaching was shown by one of the pictures being placed high on the list of successful exhibits. Such successes are due to the energy and enthusiasm of both teachers and taught, both of whom are helped by the interest and liberality of some of our residents, whose example might well be copied by others who would like to see this section of education advance still further. At the close of the year we lost the services of the life master, who decided to proceed to Europe for the practice of his profession and for further study. During his tenure of office a great advance was made in this branch of the school, and it is confidently expected that his successor will be no less successful. Financial arrangements also made a reconstruction of the staff necessary, with the result that one of the teachers who had been for many years on the staff decided to resign his position; but the altered conditions, we hope, will not interfere with the efficiency of the school.

Extract from the Report of the Professor in Charge, School of Engineering.

During the year, 184 individual students attended lectures, and the hour attendances per week amounted to 1,039. Nineteen matriculated students were studying for the University degree or for the associateship of the School of Engineering, and 10 College students took lectures in electricity and magnetism. Thirty-four lectures were delivered per week, and instruction given for 134 hours per week in drawing and designing, experimental work in the laboratories, and in field-work. Four students passed the final examination for the University degree, and 3 students that for the Associateship of the School of Engineering, and have consequently completed their courses here. At the University examinations, 1909, 3 students passed the final examination for the degree of Bachelor of Engineering (Electrical), and 1 student that for the degree of Bachelor of Engineering (Civil); 2 students passed the first part of the second examination for the degree, 2 students the first examination, and 3 students the Engineering Entrance Examination. At the Associateship examinations of 1910, 1 student passed the final examination in mechanical engineering, and 2 the final examination in civil engineering. Other passes in the subjects of the Associateship course were: In physics B (electricity and magnetism), 3; freehand mechanical drawing, 3; steam-engine (elementary), 5; steam-engine (advanced), 2; applied mechanics, 1; mechanics of machinery, 2; hydraulics, 2; strength of materials (elementary), 2; strength of materials (intermediate), 4; strength of materials (advanced), 4; theory of workshop practice, 2; surveying (elementary), 5; principles of civil engineering, 4; electrical engineering (intermediate), 7; building-construction, 4; descriptive geometry (advanced), 3.

One hundred and eleven certificates were awarded to students who attended evening lectures and passed examinations in the following subjects: Freehand mechanical drawing, descriptive geometry and setting-out work, mechanical drawing, steam-engine (elementary), applied mechanics (elementary), strength of materials (elementary), theory of workshop practice, elementary electricity, elementary electrical engineering.

The number and nature of the appointments obtained by past students since the date of my last report have again been most satisfactory. These appointments include—Assistant Engineer, Lake Coleridge Power Scheme; Acting Engineer to Drainage Board, Christchurch; Acting Engineer, Lyttelton Harbour Board; Assistant Engineer to Municipal Council, Sydney; Assistant Engineer, Public Works Department; Out-door Assistant Engineer, Public Works Department; Assistant Engineer, State Coal-mines of Victoria; Engineer and Surveyor, Public Works Department, New South Wales; Engineer, Harbour Board, Hokitika; Draughtsman and Assistant Engineer, Auckland Harbour Board; Assistant Engineer, Railway-construction, New South Wales; Engineer-surveyor, Nitrate Company, South America; Assistant Manager, Canadian-Pacific Railroad Workshops; Representative Engineer, Messrs. Boring and Co., London; Assistant Engineer, The Nisams Railway, Secunderabad, India; Draughtsman, Government Railways, Wellington; Assistant Engineer in private practice; County Engineer, North Island.

It having been decided to combine the part-time lectureship in surveying, railway location, borough engineering, and building-construction, Mr. W. F. Robinson, F.R.G.S., authorized surveyor, was appointed full-time lecturer in these subjects. A course in surveying has been established, which is recognized by the Surveyors' Board of New Zealand, who grant to those completing it the following concessions: (1) Exemption from examination in the subjects of mathematics, physics, and geology; (2) a reduction of one year from the three years which otherwise have to be spent under an authorized surveyor before the candidate can sit for examination.

The Christchurch City Council has determined that a candidate for an electrical-fitter's certificate must have attended a prescribed course of lectures and laboratory work, and passed satisfactory examinations at the School of Engineering.

Many of the private firms in town are now paying the lecture fees of their apprentices, and are making regular attendance at the School of Engineering a condition of employment.

During the year in the engineering laboratories tests have been made on wire ropes for the Public Works Department, steel for axles and tyres for the Railway Department, iron for the Burnside Rolling-mills, coal for the North Brunner Coal Company, coke for the Christchurch Drainage Board, dumping-bands for the Wellington Harbour Board, and on oils, bricks, cements, and building-stones for private individuals and firms.

The plant has been carefully upkept, and is in excellent order for its age. No additions of magnitude have been made during the year.

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

Statement of Receipts and Expenditure for the Year ending 31st December, 1910.

Receipts.	£	s.	d.
Balance, 1st January, 1910	432	0	5
Contribution from Museum, Library, and School of Technical Science Endowment	525	0	0
Contribution from superior-education reserves (College)	460	0	0
Government grants and capitation—			
For specialization	2,000	0	0
For technical classes	240	8	3
For furniture, fittings, and apparatus	354	19	0
Students' fees	663	4	0
Testing fees	51	9	0
Fees for certificate of associate	2	2	0
Interest	23	0	5
Fines	1	5	0
	£4,753	8	1

Expenditure.	£	s.	d.
Salaries	3,010	13	4
Apparatus for surveying, civil engineering, &c.	36	4	10
Rent of building (College)	162	10	0
Exhibitions	60	0	0
Contributions towards expenses of Registrar's office	120	0	0
Contributions towards travelling-expenses of members of Board	8	7	7
Gas and electric light	102	3	9
Insurance	36	16	10
Printing and stationery	50	5	5
Advertising	38	3	0
Fuel (coal and gas)	21	16	7
Laboratory stores	8	16	10
Experimental work and apparatus (applied mechanics and mechanical engineering)	41	6	9
Experimental work and apparatus (hydraulics laboratory)	188	16	2
Experimental work and apparatus (electricity and electrical engineering)	140	1	1
Stores and chemicals (electricity and electrical engineering)	9	13	7
Upkeep of plant, repairs to machinery	93	3	8
General expenses	31	16	1
Technical chemistry—			
Lectures	75	0	0
Apparatus	15	0	0
Rent of section in Hereford Street (share of)	20	0	0
Scholarship	50	0	0
Changing electric-current supply	30	1	0
Erecting guard-rails and platforms	12	2	6
Fitting up room for lecturer in surveying	15	10	0
Share of testing fees paid to professor	26	5	0
Slide-rules	14	2	0
Balance	334	12	1
	£4,753	8	1

GEO. H. MASON, Registrar.

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

The year 1910 has been notable for the great advance made by students in several departments of the school. Considerable progress has been made in drawing and painting from life, quite a number of finished works in colour being executed during the session. There were eight classes held weekly, making it possible for students to work daily from the living model. For the first time a series of lectures and classes for composing subject-pictures and decoration were established, chiefly for students of the figure classes. So far the results have been most gratifying, and a number of excellent figure compositions in colour have resulted. Next year it is hoped that arrangements can be made to have the use of life models specially for these classes, to enable students to make studies for the purpose of carrying out their compositions in a more complete manner than is possible at present. Landscape work is steadily improving. The Wednesday class worked in and about the city, making studies of the squares and streets. A number of creditable studies were made of the old Provincial Council Chambers. The work in still life this year has been directed more towards the study of textures and tone-values, which are so essential to the landscape and figure painter. Considerably more interest has been taken by the students in modelling this year, and some excellent studies from the living model, as well as modelled designs, have been executed. There are now quite a number of students specializing in sculpture. This is gratifying, especially when only two years ago it was difficult to get students to model even for a few hours a week. The modelling life class was continued on Wednesdays throughout

the session. The usual classes were held for craft work. Progress is being made in the various processes of enamelling, and students are now, after three or four years' instruction, able to proceed with the finer work in enamel, such as portrait miniatures and general figure enamelling. One or two of the advanced art students are devoting their whole time to this work, so that important results are likely to follow next year. There seems to be a general decline in the number of students taking wood-carving this year. The lectures in the principles of ornament have been continued, and on the whole were well attended. The work in the design classes has been more in the form of working-drawings for use in the craft classes, and very little is now done in these classes without some practical purpose in view, the subject of design being taught in relation to a process of manufacture.

The course in architectural drawing and design and building-construction was on the same lines as that of the previous year. The class in architectural drawing and design was well attended, and very creditable work executed. The difficulty in connection with this department is to persuade students to take a complete course in building-construction and applied geometry before commencing architectural drawing. Many students imagine that architectural drawing is all that is necessary to enable them to prepare plans and elevations of buildings. The work in signwriting has greatly improved during the year. The class now numbers some 15 students, all of whom are taking a course in other subjects directly connected with their work in signwriting.

Classes for teachers and pupil-teachers have been continued on Saturday mornings, Tuesday afternoons, and Monday evenings, and the attendance numbered upwards of 100, the course of study being that required for the teachers' certificates in drawing, brushwork, and modelling. Two scholarships, value £25, and eleven carrying free instruction for one year, were awarded on the year's work to students of the day and evening classes. The Arts and Crafts Guild was continued on the same lines as in former years, holding monthly meetings and working-evenings during the year. The school magazine, *The Paint Rag*, was also published bi-monthly during the year. During the year, 381 individual students joined the classes, and the class entries for the year totalled 1,127. This shows a slight decrease compared with last year. The falling-off is principally in the evening classes, and can be accounted for by the fact that classes in the same subjects are now held by another institution in Christchurch, therefore dividing the students between the two schools.

Staff.—During the last term of the year the life instructor, Mr. S. L. Thompson, and the landscape instructor, Mr. A. W. Walsh, resigned their positions. As a successor to Mr. Thompson, Mr. Richard Wallwork, A.R.C.A., art master at the Liverpool School of Art, was appointed, and is expected to arrive in New Zealand during the vacation. The usual examinations were held at the end of the year, and certificates and prizes were granted to successful candidates. In conclusion, thanks are due to Mr. W. H. Montgomery for a prize for figure composition, Mr. J. W. Gibb for a prize for landscape painting, Mr. Sey for a prize for decorators' work, and Messrs. Hammond for a prize for signwriting, and to the Institute of Architects for a prize for architectural drawing.

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

Statement of Receipts and Expenditure for the Year ending 31st December, 1910.

Receipts.	£	s.	d.
Balance, 1st January, 1910	636	12	3
Students' fees	476	12	6
Grant from North Canterbury Board of Education for instructing Training College students in drawing	90	0	0
Government grants—			
Capitation for technical classes	824	15	6
Capitation for free places	150	15	9
Grant for furniture, fittings, and apparatus	123	11	4
Grant for material	47	15	1
Grant from Museum, Library, and School of Technical Science Endowment Fund	300	0	0
Special prizes	6	3	0
Interest	14	1	5
	£2,670	6	10

Expenditure.	£	s.	d.
Salaries	1,872	0	1
Bonuses to masters (during absence of Director in England)	30	0	0
Contribution towards expenses of Registrar's office	80	0	0
Contribution towards travelling-expenses of members of Board of Governors	5	12	8
Insurance	17	4	1
Gas	81	5	1
Repairs	19	9	5
Advertising	31	12	7
Printing, stationery, &c.	41	1	2
Fuel	10	13	6
General expenses	44	2	4
Apparatus	28	8	4
Material	17	10	2
Books for school library	45	8	1
Telephone	7	0	0
Official postage-stamps	4	0	0
Subsidy to life classes	60	0	0
Scholarship	25	0	0
Grant to still-life classes	17	10	0
Prizes	17	16	0
Charges and duty on goods from England	27	3	7
Expenses in connection with the appointment of instructor in drawing and painting from life (including passage-moneys)	65	18	10
Balance	121	10	11
	£2,670	6	10

Geo. H. Mason, Registrar.

SOUTH CANTERBURY.

Extract from the Report of the Education Board.

As stated in last report, the Board was fortunate in securing the services of Mr. Brown, of the West of Scotland Agricultural College, to take charge of the agricultural instruction in the district. Since arriving in New Zealand Mr. Brown has made a good beginning with classes in three district high schools and with teachers' training classes. The work in the district high schools is surrounded with some difficulty, because the majority of the pupils are preparing for the Civil Service and for professional examinations, and it is not easy with the present staff to provide for these and at the same time for pupils wishing a purely agricultural course. This year Mr. Brown purposes conducting classes for young farmers in different centres, and it is hoped that the instruction in these will not only benefit those attending, but will arouse an interest in what should be the most important technical subject in the district. The Board has to thank the Timaru and Waimate High School Boards, the Agricultural and Pastoral Associations, and the County Councils for their liberal support promised to this branch of educational work.

Extract from the Report of the Director of Technical Instruction.

Year by year the interest in elementary handwork subjects increases, and as their true value as an aid in teaching other subjects of the syllabus comes to be recognized they cease to be regarded as special subjects of instruction. Elementary handwork classes were carried on at 33 different schools, and the course of instruction carried out last year does not differ materially from that carried out in previous years. In addition to the classes in elementary handwork, 71 classes for manual instruction were recognized, namely—Elementary agriculture, 22; cookery, 16; woodwork, 16; swimming and life-saving, 9; physical measurements, 3; botany, 2; chemistry, 3. In addition, 19 sole-charge schools having no female teacher took advantage of the financial assistance given under the Manual and Technical Regulations and appointed sewing-mistresses. At several of these schools the boys took needlework as well as the girls. As usual, very successful classes in woodwork and cookery were conducted at Timaru, Waimate, Temuka, Pleasant Point, and Fairlie centres. The erection of a Technical School building at Fairlie has enabled the instructors to conduct their classes there with a greater degree of comfort than formerly. The average attendance at woodwork classes for the year was 330, and for cookery 333. Swimming and life-saving as a class subject has again received due attention at Timaru, Waimate, Temuka, and Geraldine. Not only has swimming been taught, but also the principles of life-saving. In all of these schools the girls were taught swimming as well as the boys. The country schools are still at a great disadvantage in this respect, as in most cases there are no bathing-pools handy; but wherever there are public baths the teachers take advantage of the fact to teach the pupils swimming and life-saving. Public swimming-baths have now been erected at Fairlie, and classes will be conducted there during the incoming year. The annual swimming competition for the Board's Challenge Shield was held during the month of February. Unfortunately, the day was most unsuitable, being both cold and wet; however, some very fine swimming-records were put up. Perhaps it would be better if the sports were held earlier in the year when the weather is warmer. The Timaru Main School succeeded in winning the shield from the Marist Brothers' School, the holders for 1909.

After the arrival of Mr. Brown in the month of May there was considerable development in the subject of elementary agriculture. Nearly every school in the district has now a school-garden attached, in connection with which lessons in nature-study and botany are given regularly; but only 20 schools were recognized as taking agriculture. It is expected that this number will be considerably increased during the year 1911. The agricultural and horticultural societies still continue to encourage school gardening by offering prizes for well-kept gardens, exhibits of flowers and vegetables, and the results of experiments. The Hurdley Shield was again won by Winchester School; this school has now won the shield for the third time. Besides elementary agriculture, the Board took advantage of the Department's scheme for providing a rural course of instruction in the secondary departments of the district high schools. These courses of instruction were carried on at Waimate, Temuka, and Pleasant Point. Special classes for the training of teachers were carried on at Timaru during the year. Mr. Brown conducted two classes in agriculture, and Mr. W. Greene conducted a class in drawing. A special class in dressmaking was also successfully carried on at Hannaton. In conclusion, I have to thank the Education Department for the fairness and promptitude with which all claims for capitation and applications for grants have been met. I have also to thank the teachers of South Canterbury for the generous assistance they have always given me in carrying out my work.

Richings Grant, Director.

Statement of Receipts and Expenditure for the Year ending 31st December, 1910, in respect of Special Classes conducted at Timaru and Hannaton by the South Canterbury Education Board.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
Balance at beginning of year	135	18	4	Salaries of instructors	85	13	0
Capitation on special classes	36	3	0	Administration	38	0	3
Furniture, fittings, apparatus	6	5	0	Booklet issued to teachers	3	19	0
Fees	6	1	0	Material for class use	13	11	9
Special grant for training of teachers ..	150	0	0	Furniture, fittings, and apparatus ..	275	18	4
Balance at end of year	82	15	0				
	£417	2	4		£417	2	4

A. Bell, Secretary.

EXTRACT FROM THE REPORT OF THE BOARD'S INSTRUCTOR IN AGRICULTURE (MR. J. BROWN, B.Sc.).

Of the agricultural and science subjects included in the agricultural course at district high schools, I have myself given instruction in agriculture, anatomy, and physiology of farm animals, surveying, dairying, and chemistry once per week at each of the three centres, Pleasant Point, Temuka, and Waimate. The number of pupils taking the course was as follows: Pleasant Point, 7 boys and 12 girls; Temuka, 12 boys and 16 girls; Waimate, 21 boys and 20 girls. My remarks on the working of the scheme have already to a certain extent been anticipated by the discussion at a recent meeting of the Board. The reduced enrolment this year has made it amply evident that the course is not calculated to serve the interests of the pupils attending the district high schools. In other words, the great majority of the pupils aim at some vocation other than rural, and, rightly or wrongly, consider the time spent on agricultural study as likely to militate against their future success. With considerable modifications of the scheme, and of the scholarship and matriculation regulations, a satisfactory number of pupils might be prevailed upon to take a course of agricultural instruction at a district high school: but with all possible concessions the scheme would still be imperfect. Any compromise we may make as between the professional and the purely agricultural interests will be simply for the purpose of securing capitation. The professional interest will still predominate, and agricultural instruction will continue to be a weak and comparatively ineffectual thing. Under the itinerant system of instruction it is possible for an instructor to cram a pupil with a mass of knowledge, but opportunities of training the pupils' powers of observation and reasoning are limited: he is unable to bring the whole weight of his personality and enthusiasm to bear upon his pupils, and give them a bias in the desired direction. That can only be brought about by close personal contact and continuous association. Again, the outdoor experimental work is bound to suffer and lose in value when the instructor cannot be always on the spot to take advantage of times and seasons. For these reasons we are never likely to succeed with the present scheme. Wherever the experiment of grafting an agricultural course on to an ordinary secondary-school course has been tried, the result has been a failure. The Australian States have wisely abandoned that idea, and have made provision for agricultural education by instituting special agricultural continuation schools; and agricultural education will never be on a satisfactory footing here until a similar provision is made. Any makeshift such as the present scheme will only, sooner or later, bring discredit on agricultural education and all connected with it. But, given a residential agricultural continuation school, there would be no difficulty in obtaining pupils of the right kind, and the benefit would not be to them alone, but to every farmer within its sphere of influence. I would recommend that the whole matter be made a subject of special inquiry.

I regret that I am unable to report any great measure of success in plot-work at the district high schools. In every case the ground was prepared too late, and the cultivation was unavoidably inadequate. A succession of nor'-westers at a critical time did much damage. The prevailing dry weather has been responsible for serious damage to all green crops by aphis. Small grass demonstration-plots seeded at Temuka were so slow to germinate that the fiorin and couch which composed the sole before turning down have subsequently smothered out the young seeds. Notwithstanding these initial difficulties, I am confident that in the ensuing season it will be possible for us to make these small areas a source of great practical utility. The results of the present season may afford an indication of tendencies which may serve as a basis for our future operations.

During the year there were twenty schools earning capitation for teaching gardening and elementary agriculture. All these were visited by me, and suggestions and advice given to the teachers in charge. At most of them, also, I spent some time discussing gardening and agricultural subjects with the pupils. I also visited some of the smaller schools, and was fairly successful in arousing an interest in gardening and nature-study in a few places which had done little or nothing in this direction previously. I shall make it my duty this season to "bring in" a few more of the small schools, and induce them to make a start. A somewhat detailed scheme of observation-work was prepared by me last spring, and copies were sent out to all the schools. A few of the schools took up the work, but in the majority of cases other arrangements had been made for the utilization of the school plots. It seems, however, that the suggestions as to lessons have been found helpful by many of the teachers. The work indicated in the circular is to form the basis of one of the teachers' classes for the current year, so that the teachers may have less diffidence in utilizing it in the schools.

Notwithstanding the pressure of other duties, there is a very fair record to my credit in the matter of advisory and extension work. Lectures were delivered by me at Fairlie, Timaru, Kingsdown, Waimate, and Waihao Downs. These were well received. In Fairlie district the interest aroused has been such that a special request was made for a complete course of meetings for the study of agricultural chemistry at that centre during the ensuing winter. My lectures dealt mainly with manuring, partly because of the demand for knowledge of this subject, and partly because I felt that I could do the greatest service by elucidating the main points therein involved. Simple but useful experiments on turnip-manuring are being carried out under my direction at five farms throughout the district; on potato-manuring on two farms; and on seeding pastures at two farms. I have also arranged for a trial of an acre of perennialized Italian rye-grass on the farms of Mr. Bryce Wright, Cricklewood, and Mr. A. Copland, Otaio. My services have been much in request for written advice on various points. That this has been appreciated and valued is indicated by the fact that frequently one reply has called forth another query. But for the kind assistance of Mr. Grant, Technical Director, I should have been unable to cope with the demands made upon me in this connection. Analyses made include 3 soils; 1 sample of limestone; 1 mixed manure and 1 superphosphate; 2 samples of milk; 32 specimens of weeds and grasses were examined and reported on; 4 official field inspections and an inquiry were made.

Two classes for teachers in elementary agricultural chemistry and plant-nutrition were conducted last year, one on Friday nights with an average attendance of 10, and the other on Saturday forenoons

with an attendance of 20. The interest at these was well maintained. No technical classes for agriculture were held during the year at any centre, arrangements for the session's work at the various centres having been concluded before my arrival in the Dominion. As the prospects are encouraging, a considerable portion of my time will be devoted to this work during the present year. I have to thank Messrs. Buxton and Co., Temuka; the Canterbury Farmers' Co-operative Association, Timaru and Waimate; Mr. Twentyman, Temuka; and Messrs. Kempthorne and Prosser, for gifts of manures and seeds. Special thanks are also due to Mr. McGowan, Willowbridge, for supplies of potato varieties for the schools.

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

The year just closed completes the tenth year of the existence of the Timaru Technical School, and its history from a very small beginning is one of increase and progress. The 1910 session shows no decrease either in the number of students or the quality of the work done. The following gives the number of students enrolled in each subject during the year: commercial arithmetic, 41; building-construction, 6; book-keeping, 33; cookery, 27; dressmaking, 27; drawing, 19; electricity, 9; English, 40; German, 7; home nursing, 33; millinery, 13; marbling and graining, 9; plumbing, 10; painting, 9; woodwork, 8; shorthand, 24; typewriting, 29; Standards V and VI work, 9; wood-carving, 8; wool-classing, 25: total, 386 class entries. There was no demand for a class in drainage last year, as most of the drainlayers in Timaru have now secured their certificates. A new class, however, in marbling and graining was ably conducted by Mr. Parkinson. The average attendance of the whole school in the above subjects was about 75 per cent. It will be seen that the entries in the commercial subjects and the subjects of the domestic course are good, while there is still a lack of interest in the trades section of the course of instruction. The Managers would like to see more stimulus given to this section during the incoming year. The Managers hope also that sufficient inducement will be forthcoming to allow of an agricultural course of instruction being carried on this year, consisting of agriculture, veterinary hygiene, and wool-sorting. In an agricultural centre this should be just the course of instruction necessary to meet the requirements of the district. On several occasions the Managers have considered the advisability of running a day Technical School on similar lines to the classes conducted in Christchurch. It was thought that perhaps a start could be made with a domestic course of instruction for girls; but whether the time is ripe for this innovation it will be for the annual meeting to decide. During the month of June, an exhibition of art and technical work was held in the school under the patronage of the South Canterbury Arts and Crafts Society. It was anticipated that the exhibition would help on the work of the school by infusing the students with fresh energy and enthusiasm through seeing work done in other places, and by bringing the public of Timaru into closer touch with the work done at the school. The Education Department kindly lent a large number of specimens of art and technical work from South Kensington. The whole exhibition was a great success, and it is hoped that a fillip has been given to art and technical work which will be evident during the coming year. In future, however, it will be necessary to hold such exhibitions either at the beginning or at the end of the session, to prevent the work being interfered with. Right through the session the Managers took it in turns to visit the school whilst the different classes were at work. The Technical Inspector also paid his official visit of inspection to the school last April, when everything in connection with the school was reported to be thoroughly satisfactory. At the close of the session, examinations were held in the various subjects, and certificates were granted to successful candidates. Two examinations were also held to enable plumbers and drainlayers to obtain licenses from the Borough Council. Summarizing, the work of the school for the past year must be considered highly satisfactory. All the students have been diligent and attentive, as the results of the different examiners indicate. The discipline and general behaviour of the students have been excellent, not a single case of bad behaviour having been reported. A glance at the balance-sheet will show that the school is in a good financial position, a result that has been brought about by the strictest economy. The thanks of the association are due to all who contributed to the success of the school during the year, to the local bodies and citizens who contributed liberally to the funds of the association, to the Press, who always support the school loyally and are ever ready to promote the cause of technical education in our midst. 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 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, 1910, in respect of Associated Classes conducted by the Timaru Technical Classes Association.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
Balance at beginning of year	78	8	5	Salaries of instructors	448	8	1
Capitation on associated classes	143	19	6	Office expenses (including salaries, stationery, &c.)	5	9	5
Capitation on account of free places	61	6	3	Advertising and printing	23	9	7
Furniture, fittings, apparatus	18	1	6	Lighting and heating	22	17	6
Material	32	14	5	Insurance and repairs	3	11	2
Subsidies on voluntary contributions	136	16	0	Examinations, &c.	6	2	0
Fees	210	4	9	Material for class use	25	4	11
Voluntary contributions	81	15	0	Sundries	2	5	6
Sale of lead	6	12	5	Furniture, fittings, apparatus	24	14	3
Sundries	5	2	1	Balance at end of year	212	17	11
	£775	0	4		£775	0	4

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

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

The Board of Managers for 1910 consisted of ten members, as against nine for the previous year. The attendance of members at the Board's meetings has been very regular, and in consequence the work of managing the classes has been comparatively easy and pleasant. The association has again been fortunate in having a capable staff of instructors, and during the year eleven classes—two more than last year—were conducted. For the year, 157 individual pupils enrolled. The following classes were held (the figures in brackets indicate the roll-numbers): Dressmaking (16 and 32), millinery (14), cookery (16 and 16), relief carving (9), wool-classing (24), painting and sketching (10), carpentry and joinery (14), commercial classes (18 and 16). These classes are all useful to the inhabitants of the town and surrounding districts, and the high average attendance is proof of the growing confidence in technical education, and the Managers have reason to be pleased that their efforts are bearing fruit. There is no doubt that if the Board can induce our young people to go in for some form of evening study, or to aim at making themselves more proficient in the particular line in which they are engaged, the community will be the better for the added knowledge. We think, however, that for a district like Temuka some study bearing on agriculture, horticulture, or domestic science is very suitable—for males, wool-classing, farm carpentry, agricultural chemistry, &c.; for females, home-keeping, domestic hygiene, cookery, laundry-work, &c. This year our wool-classing class was somewhat larger than in the previous year, and the instructor had considerable difficulty in getting his pupils comfortably accommodated, especially as the average attendance was very good. An examination for certificates was held at the end of the term. Three third-year and two second-year certificates were awarded. The thanks of the association are again due to Mr. John McInnes for his kindness in supplying wool for the use of the class free of charge. In the commercial class very useful work was done in book-keeping and typewriting, and quite a keenness was displayed by those who hold positions as clerks. Three sat for certificates; two passed, both second-year students. A class for shorthand was also held, the set book was covered, and the progress made was highly gratifying. A test paper was set for this class, and as high as 88 per cent. of marks was obtained; but, as the pupils were all of the first year, no certificates were issued. It is hardly necessary to say that the other classes made great progress, and much enthusiasm was shown in every case by both teachers and pupils. We think that work in the millinery class has so advanced that it will be possible next year for some of the students to sit for certificates. Students of the cookery classes would do well to present themselves, but it is difficult to induce them to come forward. We have pleasure in stating that during the year an up-to-date gas-range has been set up in the cookery-room, also a new copper boiler for the hot-water service. In the science-room several repairs have been effected, and considerable improvement has been made in the cupboard accommodation. Two typewriters have been added to our stock of machines, and if the commercial classes continue strong the management hope to be able to add another machine. With regard to accommodation, we consider that the time has arrived when it is necessary to apply for a new room for laundry-work, millinery, and dressmaking. The only room available at present is the cookery-room; and not only is that room unsuitable, but it is not right that the cookery-room, which should always be scrupulously clean, should be used for technical and school classes for dressmaking, &c. A small store-room is also a necessity, and the Department cannot but recognize that fact when they learn that we have to keep the sewing-machine and dressmaking tables in the cookery-room, and all the typewriters, and eggs and other stores for the cookery classes in the office. The Committee are glad to say that both fees and capitation were considerably greater than in any previous year, and this fact, together with the great care exercised over the funds, have left the finances of the institution in a sound condition. We may also state that the credit balance is larger than usual this year, because money that was earned the previous year was not paid until the beginning of the year 1910. In conclusion, the Board have to thank public bodies and private individuals for their liberal support during the past year, and they hope that the school will continue to do good work, and that the people will give it the same hearty support as they have given it in the past.

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

Statement of Receipts and Expenditure for the Year ending 31st December, 1910, in respect of Associated Classes conducted by the Temuka Technical Classes Association.

Receipts.	£	s.	d.
Balance at beginning of year	23	8	9
Capitation on associated classes	141	4	0
Furniture, fittings, apparatus	21	2	11
Material	25	12	9
Subsidies on voluntary contributions	99	4	4
Fees	108	9	6
Voluntary contributions	35	11	7
Refund from Education Board for gas	2	4	8
Cookery sales	7	15	10
Refund from Education Board, half cost of new boiler and repairs	6	2	0
Levy for broken window	0	6	0
	£471	2	4

Expenditure.	£	s.	d.
Salaries of instructors	181	2	0
Office expenses (including salaries, stationery, &c.)	63	11	1
Advertising and printing	10	5	9
Lighting and heating	13	4	2
Insurance and repairs	18	1	4
Janitor	12	10	0
Material for class use	12	7	9
Extra labour in cookery-room	2	2	0
Exchange	0	1	9
Instructors' board, &c.	10	2	2
Bank charges	0	12	0
Sundries	2	19	0
Furniture, fittings, and apparatus	34	4	10
Balance at end of year	109	18	6
	£471	2	4

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

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

The subjects of instruction were as follows: Wool-classing, millinery, dressmaking, carpentry, cookery, and book-keeping. Of these, the wool-classing and millinery classes were excellently attended, but there was a great falling-off in the case of the others, and it will be for the next Board of Managers to consider what steps should be taken to secure an increased attendance. No continuation classes were held last year, with the exception of a class for book-keeping for High School pupils. As these classes have in the past been of considerable advantage to the association, it would be well to endeavour to start them again this year. With the aid of the School Committee, attendance at Technical Schools can now be made compulsory, and it will be for the new Board to consider whether advantage should not be taken of this provision. The Managers regret that the classes still fail to attract the most desirable class of student—namely, the youths of the town. With the view of attracting pupils who have left school, and yet desire to improve their position in life, it has been suggested that a complete Civil Service Examination course be arranged and carried out, so as to enable those so desiring to qualify for positions in the Government service. The Managers have great hopes that this year will see a great revival in technical education.

H. C. BARCLAY, Chairman.

Statement of Receipts and Expenditure for the Year ending 31st December, 1910, in respect of Associated Classes conducted by the Waimate Technical Classes Association.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
Capitation on associated classes	75	18	11	Balance at beginning of year	20	0	5
Subsidies on voluntary contributions	28	10	6	Salaries of instructors	156	15	6
Fees	55	15	0	Office expenses (including salaries, stationery, &c.)	3	8	0
Voluntary contributions	38	10	6	Advertising and printing	11	4	0
Balance at end of year	18	3	1	Lighting and heating	9	5	4
				Insurance and repairs	5	4	5
				Material for class use	10	13	10
				Furniture, fittings, and apparatus	0	6	6
	£216	18	0		£216	18	0

H. C. BARCLAY, Chairman
W. H. BECKETT, Secretary } of Managers.

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

At the beginning of the year efforts were made to establish classes in ambulance, blacksmithing, dressmaking, and millinery, but sufficient entries were not forthcoming for either ambulance or blacksmithing. The other two classes drew a total roll-number of only 18 pupils. Though the Technical School building has thus been little used for adult classes, it has been utilized by the Education Board for school classes in cookery, dressmaking, agricultural chemistry, and woodwork. One room has also been used daily as a class-room in connection with the District High School. As the local bodies continue to give fair and reasonable financial support, it is hoped that the young people of the district will show an increased interest during the coming year. It is proposed to call for entries for classes in agriculture, blacksmithing, farm-carpentry, commercial work, dressmaking, and wool-classing. For the last-mentioned the services of Mr. H. F. Harte have already been secured, and we hope that this class will be as much appreciated in this district as similar classes conducted by Mr. Harte elsewhere.

J. MAZE, Chairman.

Statement of Receipts and Expenditure for the Year ending 31st December, 1910, in respect of Associated Classes conducted by the Pleasant Point Technical Classes Association.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
Balance at beginning of year	16	15	3	Salaries of instructors	15	0	0
Capitation on associated classes	24	2	1	Office expenses (including salaries, stationery, &c.)	20	14	10
Furniture, fittings, and apparatus	10	17	6	Advertising and printing	2	4	6
Material	1	19	8	Lighting and heating	0	5	3
Subsidies on voluntary contributions	13	7	3	Insurance and repairs	1	2	4
Fees	13	10	0	Material for class use	0	2	6
Voluntary contributions	6	2	6	Furniture, fittings, and apparatus	0	15	3
From controlling authority on account of school classes	2	0	0	Bank charge	0	10	0
Rent	4	5	0	Balance at end of year	52	4	7
	£92	19	3		£92	19	3

J. MAZE, Chairman
M. E. LAWRELL, Secretary } of Managers.

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

The year's work shows that progress has been made in every direction. The number of individual students attending the classes has increased, more classes have been conducted, and, consequently, the capitation and fees are considerably larger than those of any previous year. This progress has no doubt been due in a great measure to the fact that at the beginning of the year the Department granted £200 towards a building. The Managers accepted a tender for £229 12s. for the work. In addition

to this, £51 7s. 6d. of the association's funds was spent on furniture and fittings. In spite of this expenditure we are able to show a good credit-balance at the end of the year, a result which has been attained to a great extent by the willing support given to the classes by the residents of the district. The classes are now conducted under very favourable circumstances, the instruction given is good, so we trust that the 1911 session will show an advance in every way on the session just ended. A strong effort will be made to conduct a class in agricultural chemistry. The following classes were conducted during the year: Cookery, 13 students; dressmaking (two classes), 19 and 10 students; wool-classing, 12 students; hygiene and home nursing, 8 students. In conclusion, we wish to thank all those who by donations or services rendered have helped to advance the work of the Association.

JOSEPH KING, Chairman.

Statement of Receipts and Expenditure for the Year ending 31st December, 1910, in respect of Associated Classes conducted by the Fairlie Technical Classes Association.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
Balance at beginning of year	33	5	0	Salaries of instructors	90	15	0
Capitation on associated classes	72	13	5	Office expenses (including salaries, stationery, &c.)	18	3	7
Buildings	200	0	0	Advertising and printing	0	12	0
Rent	10	1	3	Lighting and heating	1	19	0
Furniture, fittings, apparatus	17	13	0	Insurance and repairs	1	10	0
Material	3	18	4	Rent	2	2	0
Subsidies on voluntary contributions	48	9	0	Material for class use	5	2	4
Fees	40	1	6	Instructors' travelling-expenses	1	0	0
Voluntary contributions	33	0	0	Janitor	6	0	0
Sales	3	9	6	Instructors' meals, &c.	4	5	10
Interest	1	10	6	Contracts (new buildings, additions, &c.)	229	11	6
				Furniture, fittings, and apparatus	57	1	6
				Balance at end of year	45	18	9
	£464	1	6		£464	1	6

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

OTAGO.

EXTRACT FROM THE REPORT OF THE EDUCATION BOARD.

In December last there were 452 boys receiving instruction in woodwork, 471 girls in cookery, 6,523 girls in needlework, 1,525 pupils of both sexes were attending classes in agriculture, and 13,082 in other branches of handwork. The capitation received amounted to £2,035 4s. 4d., or £39 14s. 1d. more than for the previous year. The total number of pupils receiving instruction by means of the School of Art was 643, including 143 day students, 182 evening students, 128 teachers attending Saturday classes, 53 teachers attending week-day classes, 25 teachers at Oamaru special classes, 50 senior and 42 junior Training College students, and 20 students at the South Dunedin centre. The Director reports an increase in the number of paying pupils, a higher average quality in the elementary work done in the school, and a marked improvement in the advanced drawing both from the antique and from the life. He also reports that a growing interest has been manifested on the part of tradesmen, builders, and architects in the courses of study provided for them, and that the increased attendance at the drawing classes during the winter months has been most gratifying. Students of the school have been successful in gaining a number of important prizes, including first prize at the Otago Art Society's annual exhibition for a study of the head from life, and other prizes for painting from the life, still life, and landscape.

EXTRACT FROM THE REPORT OF THE INSPECTORS OF SCHOOLS.

Elementary agriculture is carried on with much enthusiasm in many of our rural schools. Perhaps there is no other subject of the curriculum in which the pupils are so keenly interested as in this. No pretence is made to teach farming, as too many erroneously suppose. The gardens and experimental plots provide opportunities for observation of the workings of nature and of some of the principles underlying gardening operations, and are used as a means of creating a healthy, intelligent interest in the environment of the pupils. We hope that by "sowing acts we shall reap habits," and that elementary agriculture taught in connection with the other school subjects will produce in our youth such mental alertness and powers of discrimination as will conduce to success in their future spheres of activity.

Instruction in woodwork for boys and in cookery for girls has been carried on with marked success in the larger centres. In these classes the chief aim has been the inculcation of neat and cleanly manipulation, of systematic habits of work, of resourcefulness, of the adjustment of means to ends, and of thrift—points of eminent educational value in the broad and vital sense of the term. In woodwork and cookery, as in all other branches of handwork, habits of attention and thoughtfulness are induced to such a degree that pupils return with increased power to grapple with the more abstract work of the school course.

Extract from the Report of the Director of the School of Art.

The total number of individual students receiving instruction during the year was 643—143 day students, 182 evening students, 42 Training College first-year students, 128 teachers attending the Saturday classes, 53 teachers attending week-day classes, 25 teachers attending Oamaru special course, 50 senior students at the Training College, and 20 art students at the South Dunedin centre. The action of the Education Department, at the beginning of the year, regarding railway concessions to country teachers had the effect of reducing the attendance, and for a short period disorganized this section of the school's work. Altered regulations also lost us a number of Technical School day students from a curtailed commercial course. The number of paying students, however, has steadily increased, and the average attendance has improved considerably. Courses of instruction have been provided in all branches of drawing, painting, and modelling. An endeavour has been made to induce the students to take a comprehensive view of the mutual dependence of the various media of art-expression, and every encouragement has been given to individual effort. The average quality of the elementary work done is higher than in the previous year, and a marked improvement has been shown in the advanced drawing both from the antique and from the life. In studies of the head from life, students of the school have, for the first time for many years, succeeded in gaining first place at the annual exhibition of the Otago Art Society, and successes were also scored in painting from the life, still life, and landscape. There has been much generosity shown by local business firms in allowing our design-students to compete for their calendars, &c., with results satisfactory to themselves and gratifying to the school. The calendars of the Westport Coal Company and the Dunedin *Evening Star* are examples of the success attending the experiment, the catalogue-cover of the New Zealand Academy of Fine Arts being also the work of one of our students. The gradual introduction of classes in applied art has quickened the appreciation of design, and especial interest has been taken in stencilling and art needle-work. The attendance at the evening art classes has been well maintained throughout the year; interest has been taken in the work, and a steady improvement has resulted. It is unfortunate that the South Kensington examinations should take place in New Zealand during the early winter, when the serious effort of the year is only commencing; this factor seriously reduces both the number of candidates and the success attending the tests. The year's results, however, were in advance of the previous year, 15 first-class passes and 30 second-class passes being obtained, as against 9 and 17 in 1909. No effort has been spared to meet the requirements of tradesmen of every class. There has been a marked increase of interest on the part of carpenters, plumbers, builders, and architects in the courses provided for them; drapers, grocers, and shop-assistants have availed themselves of the ticket-writing class; while cabinetmakers and furnishers have taken advantage of the successful practical class in setting-out, many of them having also taken a course of isometrical and perspective drawing. The increased attendance at the trade classes during the winter months has been very gratifying. The classes for pupil-teachers and probationers are proving their value in the constantly increasing number of students who pass in two and three branches of drawing before entering the Training College: Courses of drawing and handwork have been provided for both junior and senior students in training, the Director visiting the College each week. Careful attention has been paid to the preparation of courses of drawing, lectures, and demonstrations on handwork and design for the teachers in the service of the Education Board. Miss Maxwell and Mr. Hardy, of the Training College staff, have kindly co-operated in courses of paper-folding and cardboard-work, and the Director, in addition to delivering courses of lectures on brushwork, design in schools, bricklaying, &c., to the country teachers at the Saturday classes, has held special classes in similar subjects twice weekly for the benefit of the town teachers. The Director also conducted a series of lectures and demonstrations in drawing, plasticine, brushwork, and design for schools at the Oamaru centre, providing there also a practical class for freehand and model drawing. This course bore fruit in the excellent work presented there for the proficiency examination. An attempt was made during the year to define the scope of the work expected in the proficiency drawing examination, and a lecture on the subject was very largely attended by the teachers of the province. I have again to acknowledge the zealous efforts of my staff, whose regular attention to duty has been most praiseworthy, and to thank the principal and staff of the Training College and Normal School for their frequent assistance and kindly co-operation. Much executive help and advice have been generously afforded by the Secretary and office staff of the Board, while the Inspectors have at all times given sympathetic assistance in the work of the school. I desire, finally, to thank the Education Board for the consideration always afforded to any suggestions I have had the privilege to make.

R. Hawcridge, Director.

Statement of Receipts and Expenditure for the Year ending 31st December, 1910, in respect of Special Classes at Dunedin conducted by the Otago Education Board.

Receipts.	£	s.	d.
Capitation on special classes	311	6	9
Capitation on account of free places ..	17	3	3
Buildings	400	0	0
Furniture, fittings, apparatus	155	0	0
Fees	217	3	3
Technical instruction of teachers (grant) ..	300	0	0
Balance at end of year	1,606	5	9
	£3,006	19	0

Expenditure.	£	s.	d.
Balance at beginning of year	1,732	13	10
Salaries of instructors	1,025	12	5
Office expenses (including salaries, stationery, &c.)	36	6	9
Advertising and printing	53	14	6
Lighting and heating	61	19	10
Material for class use	10	12	10
Caretaker	55	16	8
Furniture, fittings, and apparatus ..	30	2	2
	£3,006	19	0

S. M. Park, Secretary.

Extract from the Report of the Managers of the Dunedin Technical School.

The work of the school continues to advance. The number of individual students in attendance during 1910 was 1,053, as against 854 for the previous year. In 1889, the year in which the classes were inaugurated, the number was 288. But more important than the increase in the number of students is the development in the work of the school. Under the Education Act classes are recognized as either continuation or technical classes. During the last few years the former have decreased in number, while the latter have more than doubled. In other words, the school is becoming more and more in fact what it is in name. The Managers note, too, with pleasure that there is now a tendency on the part of students to attend for instruction in courses rather than in isolated subjects. The growth and extension of the day classes have been rapid beyond anticipation, and have shown in the most convincing manner that the building is highly unsuitable even for the present needs of the school. Impressed with this, and recognizing that neither alterations nor additions could make it suitable for present needs and future developments, the Managers appealed to the Minister for a grant in aid of a new building to be erected on a fine site generously granted by the Otago Education Board. The Minister expressed his entire sympathy with the aims of the Managers, and promised to help them if they would help themselves. His reply practically embodied the promise that, on the Board of Management raising by way of contributions from public bodies and private individuals the sum of £5,000, his Department would provide a sum that, along with the proceeds of the sale of the present premises, would be sufficient to erect a thoroughly up-to-date building costing approximately £20,000—a building that would be an ornament to the city and a local memorial to the late King Edward, after whom it is intended to be named. The appeal for contributions in aid of the work has met with ready and generous response from the City Corporation, the suburban boroughs, and other local bodies, associations, and societies. It will be the duty of the new Board of Management to prosecute vigorously the appeal for funds in order to carry the proposal to a successful issue. During the year many additions were made to the machinery and appliances for mechanical engineering. Apparatus was imported from America, two serviceable lathes were procured from England, and a valuable planing-machine was generously donated by the Dunedin City Council. There being no space available in the workshop, the planing-machine and new lathes have not yet been placed in position. In the early part of the year a pattern-making workshop in connection with the engineering department was thoroughly equipped at a cost of £250. Further apparatus and material required for teaching and demonstration in connection with the classes for drawing, steam, mechanics, physics, chemistry, &c., estimated to cost £250, have been ordered from England, and should arrive shortly. Applications to the Education Department for grants in aid of all the above-mentioned machinery, appliances, apparatus, and material have always received prompt and favourable consideration, and the Managers appreciate the action of the officers of the Department in this matter. Thus encouraged, the Board of Management has not hesitated to supplement, and at times to a considerable extent, the special grants of the Department. The Board is indebted (1) to the professors, who continue to grant free places in their university classes to our leading students; (2) to the honorary examiners, who devote much care and time to the examination of students' work and answers; (3) to the public bodies, associations, societies, and the general public which so liberally support our school; and (4) to the staff, for the interest it takes in the school and the energy with which it discharges its allotted duties. The statement of receipts and expenditure shows that the credit balance at 31st December was £560 8s. 10d., but payments made since then have doubled that amount. Apart from the general question of funds required for the new building, the finances of the institution are, it is to be noted, on a sound basis, and give the Board no cause for anxiety.

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

In submitting my annual report on the working of the school during 1910, I desire to call special attention (1) to the increase in the number of students, and (2) to the expansion of the day classes. In 1909 the total number of individual students was 854, while for the year just ended the enrolments were 1,053. The day classes were attended by 188 pupils, of whom 16 were senior and 141 junior free place holders. In the day school provision was made for comprehensive courses of instruction of a practical nature, which were attended as follows: Technical course (comprising English, practical mathematics, drawing, ironwork, woodwork, physical measurements, chemistry, heat, and mechanics), 16 students; domestic course (English, arithmetic and accounts, penmanship and correspondence, needlework, cookery, dressmaking, laundry-work, physiology and hygiene, chemistry of foods and dietetics, and experimental science), 44 students. Commercial course (including English, drawing, arithmetic, book-keeping, shorthand, typewriting and duplicating, commercial correspondence, commercial geography, and office routine), 89 students; domestic subjects (part of course), 21 students; commercial subjects (part of course), 8 students. The strong preference for instruction in commercial work indicated by these figures is sufficiently apparent to arrest attention. The proportion is, however, according to official reports, slightly lower than the average for the Dominion. Noting the tendency on the part of the day students to confine their attention to strictly commercial subjects, I insisted upon all free-place holders of the course taking in addition at least two manual subjects—cookery and dressmaking being provided for girls, and woodwork and ironwork for boys. It is a significant fact that several of the pupils receiving this instruction under compulsion, as it were, ultimately displayed more enthusiasm and reached a higher state of efficiency than any of the students making a special study of these particular subjects. The domestic subjects were treated in a more practical and homelike manner than in former years, and the programme of work attempted seemed to meet with general approval. The actual working of the course was, however, prejudicially affected by changes of teachers during the year. The comparatively small number attending for instruction in the technical course proper was an advantage, for it enabled the teacher to give considerable attention

to individual students. The instruction offered under this head affords such excellent training, and is of such a serviceable nature, that its value must undoubtedly ere long become recognized, and so lead to increased attendance at the classes for this branch of our work. Indeed, there is already evidence that, during the year we are now entering upon, the increased demands upon our school will demonstrate in a marked manner the unsuitability of our premises for the purpose, and at the same time render the management of a day school a matter of anxiety.

Evening Classes.—The total enrolment for the evening classes was 865 students; of these, 160 were junior and 55 senior free scholars. The number of classes in the various subjects and the attendances thereat for the first and second terms indicate, in a general way, the character of the work undertaken. These were as follows: English, senior (26 and 16); English, intermediate (two classes), (71 and 63); English, junior (three classes), (97 and 74); Latin, senior (11 and 9); Latin, junior (10 and 9); elocution (8 and 6); mathematics, senior (8 and 7); mathematics, junior (6 and 5); commercial arithmetic, junior (two classes), (90 and 84); commercial arithmetic, intermediate (two classes), (69 and 69); commercial arithmetic, senior (25 and 15); typewriting (three classes), (57 and 62); shorthand (five classes), (95 and 84); commercial correspondence (two classes), (44 and 34); commercial law (14 and 12); book-keeping, senior and junior (five classes), (111 and 94); electrical science (35 and 16); physics (heat, magnetism, and electricity), (17 and 15); chemistry (19 and 14); painters' work (two classes), (14 and 16); plumbing, theory and practical (55 and 38); practical mathematics, senior and junior (42 and 30); patternmaking (0 and 5); mechanical drawing and machine-construction (43 and 38); mechanical engineering, advanced (22 and 25); engineering, workshop (two classes), (23 and 21); carpentry (17 and 12); cabinetmaking (22 and 25); woodcarving (15 and 17); dressmaking (four classes), (76 and 62); needlework (two classes), (25 and 15); cookery and domestic economy (seven classes), (102 and 65); horticulture (0 and 17); physiology (24 and 18). Only one student being forthcoming for tailors' cutting, the class was allowed to lapse for the year; a similar fate befell the classes for French. The teacher's services not being available during the first term, the class for horticulture was held only during the second term. In briefly reviewing the work of the session, I refer first to the "continuation subjects." These were, on the whole, well and profitably treated, the examination results in most cases being quite satisfactory. Notwithstanding this statement, it may be said of the evening students that they do not recognize the value of a thorough grounding in English as an aid to the acquirement of both general and special knowledge, and they therefore fail to give to the study of the subject the time and attention that its importance warrants. With the exception of law, the commercial classes for which provision was made were all well attended. Students seeking this instruction, being invariably engaged in commercial work, evince a strong desire to advance themselves, and therefore favour a course rather than a single subject. But the application of the principle may easily be carried to excess, for in the majority of the cases of weakness it was found that the student was attempting so many subjects that five evenings a week were spent in the school. Thus no time was left for study and for consideration of the facts brought under notice in class. Commercial law, it should be added, has never succeeded in attracting the class of student for whom tuition in the subject was first undertaken in the school. A simplification of the syllabus and the substitution of one-hour lessons for the two-hour one might increase the popularity of the class. The technical group embraces the most important classes, but these do not, however, always receive support in proportion to their importance. The classes for science, especially those for physics and chemistry, have good equipment and are efficiently taught, yet they remain among the smallest in our school. Electrical science opened well, but by the beginning of the second term more than half the students of the class had left. The work evidently did not suit the requirements of some, and was beyond the ability of others. In the various branches of mechanical engineering most satisfactory work was done, and the results of the annual as well as of the London examinations, excellent as they were, simply reflected the spirit of the class. The same statement applies to the subjects forming the domestic course, which is becoming quite a feature of the school. Ten students sat for the City and Guilds of London certificate for cookery, and all gained a first-class pass, while ten others were awarded the certificate for needlework. I also direct special attention to the work done in the cabinetmaking classes. That the students of this class were enthusiastic and benefited by the instruction given was amply demonstrated in a practical manner by the work placed on exhibition at the end of the session. The work of the other classes does not call for special comment.

In conclusion, I have to thank members of the staff for their hearty co-operation in furthering the interests of the school.

ANGUS MARSHALL, Director.

Statement of Receipts and Expenditure for the Year ending 31st December, 1910, in respect of Associated Classes conducted by the Dunedin Technical Classes Association.

Receipts.	£	s.	d.
Balance at beginning of year	21	7	1
Capitation on associated classes	1,691	9	9
Capitation on account of free places	860	17	5
Furniture, fittings, and apparatus	385	3	4
Material	80	0	0
Subsidies on voluntary contributions	259	3	0
Fees	631	10	3
Voluntary contributions	231	5	0
Otago Education Board on account of janitor	15	0	0
Sale of material	8	19	6
	£4,184	15	4

Expenditure.	£	s.	d.
Salaries of instructors	2,063	2	3
Office expenses (including salaries, stationery, &c.)	128	16	6
Advertising and printing	103	7	6
Lighting and heating	134	11	2
Insurance and repairs	82	19	11
Material for class use	194	15	4
Travelling-expenses	29	5	0
Janitor	100	0	0
Water rates	14	0	0
Additions, &c.	201	12	6
Architect, &c.	5	5	0
Furniture, fittings, and apparatus	566	11	4
Balance at end of year	560	8	10
	£4,184	15	4

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

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

The Managers have to report that the result of the year's work has been successful. The enrolments and attendance have slightly increased, the total roll being 166 pupils, and the punctuality and work of the students have been satisfactory. It is, however, a matter for regret that the opportunity for enrolment under the regulations for free places is not availed of to a much greater extent. However, in this connection the outlook is brighter. Inspector Isaac visited the school during the year. The Managers have to thank the contributing bodies and individual subscribers for their support, and the Press for their assistance in placing before the public the aims of the association.

JOHN SCOON, Chairman.

Statement of Receipts and Expenditure for the Year ending 31st December, 1910, in respect of Associated Classes conducted by the Oamaru Technical Classes Association.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
Balance at beginning of year	50	4	7	Salaries of instructors	172	4	6
Capitation on associated classes	60	18	1	Office expenses (including salaries, stationery, &c.)	100	1	9
Capitation on account of free places	8	3	9	Advertising and printing	6	13	6
Buildings	16	18	0	Lighting and heating	6	5	10
Material	6	13	9	Insurance and repairs	1	11	6
Subsidies on voluntary contributions	69	16	0	Rent	1	0	0
Fees	110	9	0	Material for class use	9	16	4
Voluntary contributions	69	16	0	Cleaning	15	4	0
Refunds and sales	1	10	0	Rates	3	2	0
				Petty cash	2	0	0
				Bank charges	0	10	0
				Furniture, fittings, and apparatus	19	11	9
				Balance at end of year	56	8	0
	£394	9	2		£394	9	2

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

SOUTHLAND.

EXTRACT FROM THE REPORT OF THE INSPECTORS OF SCHOOLS.

The courses of lessons arranged for teachers in elementary science have borne good results. In a considerable number of schools the instruction now being given in this subject is thoroughly practical, well illustrated by experiment, and nicely adapted to the wants of pupils. Examination shows, however, that there is need for constant reference to the standards of measure and weight which form the basis of the whole course. It is rather disconcerting to find lads engaged in finding the specific gravity of various substances who have but the vaguest idea of what a decimeter really is. The establishment of school-gardens has, in many cases, necessitated a good d al of hard manual labour. It is pleasing to notice the vigour and goodwill generally evident, and the strong interest the pupils themselves take in the work of the school-garden. As yet, however, its educational value has not been ully grasped. "Besides being an example of good husbandry, a model of neatness and taste, and an exposition of the possibilities that lie hidden in the soil, the school-garden should be a fruitful and pleasant field for observation and experiment, a valuable adjunct for the enforcement of ordinary school instruction, and a training-ground for habits of industry, carefulness, and self-reliance." Too little use has as yet been made of the little pamphlet issued by the Board on the subject; it is to be hoped that, in the coming year, teachers will avail themselves fully of its assistance. In certain places —*e.g.*, Riversdale, Balfour, Waikaka, and Wild Bush—the aims and purposes of the school-garden have received very successful interpretation. In handwork, the salient features are the extraordinary variation in the quality of the work done in some branches—*e.g.*, brushwork; the fairly general lack of appreciation of the value of handwork in the educational scheme; and the excellence of the results in woodwork attained by the classes conducted by Mr. Brownlie. In the Technical report will be found particulars of the classes newly established at Gore; suffice it to say that this extension of manual training to scholars in rural centres has our heartiest sympathy and support.

EXTRACT FROM THE REPORT OF THE DIRECTOR OF TECHNICAL INSTRUCTION.

Manual and technical education in its various departments has been conducted during the past year with a fair amount of success. The work, divided into its three distinct branches—viz., school classes, teachers' training classes, and special and continuation classes—demands a considerable amount of administration and supervision; but, as the organization is now tolerably complete, the administrative duties are not so exacting as might probably be inferred. A forward movement has been made in each branch, the ultimate result of which, I believe, will be beneficial to all concerned, though as yet sufficient time has not elapsed to test this result with sufficient exactitude.

The school classes are divided into two sections, designated for administrative purposes, "school standard classes" and "school technical classes." In the school standard section are included all handwork subjects such as paper-folding, plasticine-modelling, carton-work, brush drawing, &c., and every school in the district is doing more or less in this direction. The capitation earned has been found

sufficient to equip and maintain these classes in a highly efficient condition. Every endeavour has been made by the Inspectors to see that the hand-and-eye work undertaken in the schools is co-ordinated with the ordinary work of the curriculum. In this way the maximum benefit is derived by the pupils, while the teachers realize that the time devoted to the instruction is well spent. In the school technical section are included such subjects as elementary physical measurements, elementary agriculture, advanced needlework, woodwork, and cookery. Work in these subjects, involving as it does a certain amount of disciplined intelligence on the part of the students concerned, is restricted to the pupils in Standards IV and upwards. As far as possible this work is co-ordinated with the standard requirements, and admittedly good results have been achieved. Mention was made in last year's report of a proposal to extend to pupils in country schools the benefits to be derived from attendance at a course in woodwork and cookery at properly equipped centres. A scheme to secure the end the Board had in view was drafted and submitted to the Department, and the necessary funds to erect and equip manual-training centres at Gore and Riverton were obtained. Everything was in readiness to inaugurate the classes at the beginning of the year 1911, and, at the time of writing this report, although it is trenching somewhat on the operations of the current year, I may be allowed to state that the scheme gives every promise of being completely successful. So much is this the case that Gore may possibly develop into a full-time centre. In that event, other provision will require to be made for carrying on the work at Riverton and at the second centre at Invercargill.

The teachers' Saturday training classes are also divided into two sections—viz., classes in subjects recognized under the Manual and Technical Instruction Regulations, and collegiate classes designed for the assistance of teachers who wish to improve their classification. The second section is altogether subordinated to the first in that teachers who wish to benefit by attendance thereat must also attend two one-hour classes under the first section, otherwise they would not be granted free transit on the railway. For the maintenance of classes under the first section the sum of £175 was granted by the Department. None of this amount, however, was devoted to the maintenance of the collegiate classes, the salaries of the instructors being met by class fees, capitation earned, and a donation by the Board out of its ordinary funds. Hitherto these classes were conducted chiefly at Invercargill, but this prevented the attendance of teachers on the Waimea and Waikaka railway-lines. To overcome this disability classes were established at Gore, and all teachers resident within a stated radius who wished to enrol were required to attend at that centre. The cost of administration was proportionately greater than has formerly been the case, but on the other hand a greater number of teachers were benefited, and this more than outweighed the minor disadvantages. The instructors at both centres were selected from those best qualified to fill their respective posts, and without exception they all gave of their very best to the service of the Board. The newly equipped laboratory enabled the members of the elementary agricultural chemistry class to grasp more thoroughly the indoor experimental work, necessary to be done during the winter months. The attendance at the classes, considering the distance many of the teachers had to travel, was very satisfactory indeed. The students not only received benefit educationally, but they profited by intercourse one with the other, to the mutual advantage of both teacher and taught.

Evening classes in technical and continuation subjects were conducted at Invercargill, Bluff, Greenhills, and Dipton. The classes usually held at Mataura were discontinued owing to the paucity of students. The Bluff classes were continued under the control of a local committee, of whom Mr. G. R. George and Dr. Torrance undertook the lion's share of the work. Those at Greenhills in art and continuation subjects were remarkably successful. Mrs. Ward, the local teacher, threw her whole energies and talents into the labour connected therewith. At Dipton, the Rev. Mr. Davie successfully inaugurated continuation classes, and had the satisfaction of knowing that his efforts were keenly appreciated by a large number of the youth of that town. The success of the classes at these smaller centres shows what can be accomplished when one enthusiastic individual is found prepared to expend a little energy for the benefit of those in his immediate neighbourhood. Would that there were many such! Of the classes at Invercargill, it may be claimed that they met the requirements of the community, and were well supported. Twenty-six classes were placed on the syllabus, and, with the exception of two, photography and chemistry, all were well attended. The total number of individual students was 366, an increase of 63; while the number of class students was 665, an increase of 116 over the previous year. That the classes may be of the fullest benefit to the community, it is essential that they be associated with day classes in which the subjects taught are co-ordinated with the daily life of the students. It is hoped and expected that this desirable end may be achieved in the near future.

The establishment of a day Technical College received careful consideration at the hands of the Board during the year. Members unanimously admitted that the time had arrived when active steps should be taken to fill the gap which has hitherto existed in our educational system. In order that the interest and support of the local bodies might be obtained, a meeting of delegates was held in the Board's room on the evening of Friday, 22nd July, when the whole matter was openly discussed. A motion to the effect "That this meeting of delegates, in its opinion, is in favour of the establishment of a day Technical College in Invercargill," was unanimously adopted. Public interest being thus aroused, a provisional syllabus of work was drawn up, and a circular setting forth the proposed aims and objects of the institution was prepared and forwarded to the local bodies directly interested. The circular stated, *inter alia*, "In the day Technical College an endeavour is made to associate a definite training in manual and industrial occupations with a training in general culture. Its objective, therefore, differs from that of the secondary school, and the two institutions, so far from being rivals, occupy different territory and are recruited from different classes of pupils. The secondary school provides an excellent training for those who are to form our professional classes, but does not adequately meet

the wants of those about to embark in industrial pursuits. A certain amount of literary culture is necessary in all cases, but this amount is much greater in the case of the professions, and much of the time spent in acquiring it would in the case of the ordinary citizen be better spent in more practical but not less educative studies. The nature of the course of instruction for these two classes of students, therefore, should vary considerably. Not only will the subjects treated be largely different, but, even where the subjects are the same, the treatment of each and the time devoted to each will vary so much, the aim being different, that the training of the two classes of students in one and the same institution will prove impracticable.

"In and near every considerable centre of population there are large numbers of holders of proficiency certificates whom the high schools fail to attract, or for whom these schools do not provide suitable courses of instruction. Many of these pupils remain for longer or shorter periods in the primary schools as Standard VII pupils; but a larger number of them leave school and engage in various temporary occupations until they reach the age when they may enter upon their chosen pursuit. It is for these pupils that the day Technical College is intended: at this institution, concurrently with the continuation and extension of their general education, they will be provided with that fundamental training in the mechanic arts and in practical science which is a first condition of an efficient evening Technical School. The Education Board will, as the controlling authority, associate itself with the various local bodies and public associations; and the affairs of the College (as well as those of the evening Technical School) will be administered by a Board of Managers selected from these bodies, representation on the managing Board being in proportion to the cost of maintenance borne by the local bodies severally." A circular was also forwarded to the teachers throughout the district asking them to make inquiries as to the probable number of students who, in the event of the College being established, would attend from their respective districts. The returns from teachers showed that the College would open with a very satisfactory number of students in attendance, and that the proposal was hailed with great satisfaction throughout the country districts as well as in the town and suburbs. Several of the local bodies forwarded sympathetic but non-committal replies, while the Borough and County Councils, from whom financial support is confidently expected, have the matter under consideration. The net result of the movement is that the question is now fairly before the public, interest has been aroused, and, provided that the local bodies render such assistance as has been given in other centres smaller than Invercargill, the success of the project is abundantly assured. Fears were entertained that the establishment of a day Technical College would detrimentally affect the attendance at the local high schools, but the returns received from other towns where both high schools and Technical Colleges were in existence clearly indicated that such had not been their experience. As extensive additions were about to be made to the school-building, the Board deemed it wise to postpone further action until these were completed. During the current year, however, the necessary final steps will be taken to give effect to the proposal, and it is anticipated that at the beginning of next year Invercargill will, with the co-operation and support of its loyal citizens, be in the proud position of having a fully equipped Technical College in its midst, and thus step into line with those less populous centres which already have such a College as one of their most cherished and successful institutions.

As has already been mentioned, grants were obtained from the Education Department for the erection and equipment of manual-training centres at Gore and Riverton, and for a second centre at Invercargill. That at Gore has been completed, and the classes there are in full operation. The erection of the rooms at Riverton and at Invercargill is under way, and will be completed early in the year. Their occupation will mark a very decided advance in the subject of manual training not only in this district but also in the Dominion, resulting as it will in the pupils in the upper standards of not less than sixty-five schools receiving instruction in the important subjects of woodwork and cookery. A contract approximating £3,000 has also been let for the erection of additions to the Technical School, and when this work is completed the school will be fully able to deal effectively with the large number of day and evening students who will seek admission within its portals. The school is also now in possession of a room for scientific research, a fully equipped laboratory having been erected during the year equal to all the demands which will likely be made upon it for many years to come.

Mr. E. C. Isaac, organizing Inspector of the Education Department, visited the Technical School and several of the primary schools in the town and suburbs, and inspected the work being carried on. Advantage was taken of his presence to deliver a lecture to teachers on "Cardboard-work and its Relation to other Subjects of the Syllabus, and to Elementary Physical Measurements." The lecture was exceedingly interesting, and gave the teachers a fresh insight into the possibilities for good which underlie a careful adaptation of various forms of technical training to the ordinary subjects of the curriculum. Mr. Isaac had a large and attentive audience, and the opinion was freely expressed that never before had the subject been so fittingly put before them as on this occasion.

The examinations held annually during the month of June under the Board of Education, South Kensington, London, were taken advantage of by a considerable number of our Technical School students. The following were the results: Model-drawing, 1 first- and 3 second-class passes; freehand drawing, 1 first- and 7 second-class passes; geometrical drawing, 1 first-class pass; light and shade 1 second-class pass; building-construction and drawing, 2 second-class passes.

In reviewing the history of technical education in this district, it is interesting to note the progress that has been made during the past sixteen years. To the late Mr. J. W. Bain is due the honour of being the pioneer of the movement. In 1894, when it was decided to erect the Education Office on its present site in Tay Street, it was also decided to erect a Technical School at which all boys who cared to attend on Saturdays, and who would provide themselves with the necessary tools, might learn the art of woodwork, the only subject it was at that time proposed to teach. The school was opened on the 14th September, 1895, when 6 boys attended the junior class, and 8 teachers the adult

class. Mr. Bain opened the school in person, and the work was placed in charge of the present Director. The week following the attendance increased to 21 boys and 13 teachers, two of the latter being ladies. The classes continued to grow until before the close of the year there were 38 boys and 16 teachers on the rolls. The following year (1896) 46 boys and 16 teachers attended these Saturday classes, necessitating the appointment of an assistant instructor. Early the same year a public meeting of those interested in technical education was held, and a Technical Classes Association, with the Ven. Archdeacon Stocker as President, was formed to establish and conduct evening technical classes. The other members of the Committee were Messrs. W. Macalister, B.A., LL.B., R. F. Cuthbertson, G. F. Joyce, John Kingsland, W. R. Riddell, William Ross, and James Stewart. Ten classes—viz., English, arithmetic, book-keeping, shorthand, wood-carving, dressmaking, building-construction, freehand drawing, carpentry, and botany—were placed on the syllabus and proved successful from the start, no less than 125 students being in attendance. The Saturday school and teachers' classes and the evening classes were carried on by the Education Board and the Technical Association respectively until the close of the year 1900, when a new Manual and Technical Instruction Act was passed, making liberal provision for the conduct of such classes. An amalgamation of the two governing bodies was effected early in 1901, and the Education Board became the supreme controlling authority. Since then the classes have developed and grown until at the close of last year (1910) the classes in existence were as follows: Invercargill evening classes, 26 classes, 665 students; Bluff evening classes, 7 classes, 80 students; country continuation classes, 6 classes, 115 students; teachers' training classes, 17 classes, 483 students: school classes—woodwork, 11 schools; cookery, 11 schools; elementary physical measurements, 28 schools; elementary agriculture, 40 schools; swimming and life-saving, 5 schools; advanced needlework, 36 schools; elementary physiology, 4 schools; elementary handwork, every school.

The thanks of the Board are again due to the Education Department for the kindly consideration given to every application forwarded. In the forward movements made by the Board the proposals formulated have received full justice, and much valuable help has been rendered. To the local Press also the Board would convey its appreciation of the assistance given to the cause of technical education by the sympathetic treatment accorded to all matters prominently brought before the public.

W. A. McCaw, Director of Technical Instruction.

Statement of Receipts and Expenditure for the Year ending 31st December, 1910, in respect of School and Special Classes in the Southland District.

Receipts.	£	s.	d.
Balance from year 1909	1,787	10	7
Central Account—			
Subsidy, collegiate classes	25	0	0
Students' fees	167	16	3
Capitation: Special classes	183	6	5
" Continuation classes	49	13	4
" Junior Free Places	145	11	3
" Senior Free Places	8	7	6
" Teachers' training	8	13	0
Teachers' training fees	52	15	0
Voluntary contributions	29	13	6
Subsidy on voluntary contributions	106	15	0
Grant for material	32	9	2
Grant for buildings	1,500	0	0
Refund proportion salary of art instructor from High School Board (21 months)	170	16	8
Miscellaneous refunds	7	9	9
Country Continuation Account—			
Capitation earned	41	6	10
Bluff Account—			
Students' fees	5	0	0
Capitation: Special classes	24	15	9
" Continuation classes	8	12	10
Subsidy voluntary contributions	25	0	0
Refund of rent	11	7	6
Teachers' Training Account—			
Government grant	175	0	0
Grant for material	2	5	6
Schools' Technical Account—			
Initial capitation	21	10	0
Capitation	689	13	3
Subsidy on voluntary contributions	84	3	6
Cookery refunds	23	18	3
High School refunds	29	5	0
Grant for rent	32	10	0
Schools' Standard Account—			
Capitation	347	10	7
Needlework capitation	159	7	0
Miscellaneous refunds	13	18	9
	£5,971	2	2

Expenditure.	£	s.	d.
Central Account—			
Salaries of instructors	560	18	6
Materials	36	4	6
Apparatus	236	4	1
Furniture and fittings	169	1	11
Advertising and printing	39	17	6
Heating and lighting	27	13	4
Janitor	11	5	0
Rent of section	7	10	0
Administration	37	10	0
Country Continuation Account—			
Capitation paid to teachers	41	6	10
Bluff Account—			
Salaries of instructors	69	7	6
Advertising and printing	0	9	6
Conveyance	4	2	6
Mataura Account—			
Printing and advertising	0	12	6
Teachers' Training Account—			
Salaries of instructors	122	6	6
Materials	42	3	8
Apparatus	7	5	9
Schools' Technical Account—			
Salaries of instructors	337	1	2
Materials	162	14	4
Apparatus	283	7	6
Conveyance	38	2	6
Janitor	11	5	0
Prizes	6	0	7
Rent	32	10	0
Advertising	13	2	6
Administration	67	10	0
Buildings	375	0	0
Schools' Standard Account—			
Standard needlework salaries	145	19	3
Materials	147	16	7
Administration	67	10	0
Balance at end of year	2,869	3	2
	£5,971	2	2

W. A. McCaw, Director.

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

In March the Board accepted a tender for the erection of the new school buildings on the plans approved by the Department, the contract price being £4,350. The contract included the erection of a woodwork and a cookery room. In May the Southland Education Board made a distribution of the accumulated savings of the last ten years to the various Technical Schools; the amount allotted to Gore and received by the Board was £375 towards the erection of the cookery-room in brick, of which the primary-school teachers and pupils should have the use for classes, as well as of the woodwork-room.

GEORGE BRETT, Secretary to Controlling Authority.

Statement of Receipts and Expenditure for the Year ending 31st December, 1910, 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	90	17	9	Salaries of instructors	59	5	6
Capitation on special classes	14	19	3	Office expenses (including salaries, stationery, &c.)	11	1	6
Capitation on account of free places ..	9	8	0	Advertising and printing	12	4	0
Fees	18	0	0	Lighting and heating	3	14	2
				Rent	2	10	0
				Balance at end of year	44	9	10
	£133	5	0		£133	5	0

GEORGE BRETT, Secretary.

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