

SUMMARY OF OCCUPATIONS OF STUDENTS.

	Number of Students.	Percentage of Total.
Clerical pursuits	2,382	12·9
Professional pursuits	3,294	17·9
Students	3,320	18·0
Domestic pursuits	3,233	17·6
Agricultural pursuits	1,117	6·1
Various trades and industries	4,696	25·5
Other occupations not included in above	358	2·0
Totals	18,400	100·0

NUMBER OF CLASSES IN CERTAIN SUBJECTS OF TECHNICAL INSTRUCTION HELD IN 1916 AND 1917.

	1916.	1917.
Art and arcrafts	255	224
Mechanical and electrical engineering, theoretical and practical ..	195	224
Building-construction, carpentry, plumbing, and other trades	193	185
Experimental and natural science, mathematics, &c. ..	170	132
Agriculture, wool-sorting, dairy-work, &c. ..	105	127
Domestic subjects	346	364
Commercial subjects	322	365
Subjects of general education	329	341
Totals	1,915	1,962

It will be noticed that the falling-off during 1916 in the number of students over seventeen years of age, due largely to enlistments and the demand for women to fill the vacancies caused thereby, was arrested in 1917, the returns for that year showing an increase of more than a thousand pupils over the number for 1916. Of the total number of students, more than half were females; while more than one-fourth of the students were engaged in agriculture or in various trades and industries.

The wide range of occupations in which the students are engaged indicates that the curricula of the schools as a whole are drawn up with a view to meet the industrial needs of the community. Lack of accommodation and teaching facilities renders it impossible at the present time to make provision for many trades more or less closely allied with those already provided for; but it is realized that the ideal conditions will not be attained until provision is made for instruction in the principles and practice of the whole of the lesser trades that, with the principal trade, form a complete group.

The increase in the number of classes for engineering indicates the growing demand for instruction in the principles of mechanical and electrical engineering. It is noticed, for instance, that as soon as a town abandons gas-lighting in favour of the electric light, or an electric tramway is installed, a demand arises at the local technical school for theoretical and practical classes in electricity and magnetism; and it may therefore be expected that the increase in the use of electrical power for industrial purposes will create a demand for very considerable developments in connection with this important branch of technical instruction. Thirteen schools, including those in the four chief centres, are now provided with more or less well-equipped workshops, and are able to offer a fairly complete theoretical and practical course, both elementary and advanced, while the Canterbury College School of Engineering provides full degree and diploma courses in mechanical, electrical, and civil engineering.

The returns of the classes relating to building, plumbing, and other trades show a slight decrease, due to war demands, in the number of attendances, and also a falling-off in the number of the more mature students who attended the classes for the love of working out some abstruse practical problem in their trade, or for the gratification of a desire to execute a piece of complex work. The classes, however, continue to be well supported by various industrial organizations. The advisory committees representing masters and men continue to have a beneficial effect upon the trades and technical schools concerned by bringing the two into closer relationship.

The demand for instruction in agricultural subjects continued to be maintained, the number of classes being 127 (twenty-two more than the number for 1916). The