to scholars of a continuation school." All regulations of this kind are published, and dangerous resorts specified, and penalties for infringement of regulations thereof are enforced by the police.

Director Pache, in addressing a teachers' conference in Leipzig, said: "We can, in short, maintain and prove that our continuation schools actually exercise a most valuable influence on the moral education of their scholars; that they have given firm ground to many tottering waverers, tamed many a wild young fellow, strengthened the reverence due to authority, and therewith afforded the growing youths a surer standing-ground for the struggle of life, and a higher morality."

The success of continuation schools has, as I have previously remarked, been very great in Britain during the past ten years. In London alone over fifty thousand entries were made, and in Manchester over forty thousand. Every possible facility is given in all centres for the continuation of primary instruction.

There is no reason why these classes should not be established in New Zealand, since the new Technical Instruction Act provides grants on their behalf. I question, however, if the capitation suggested of 1s. per hour will be sufficient to cover the ordinary expenditure, and would suggest an increase to 1s. 6d. per hour. I would further suggest that scholars should not be pressed to present themselves for examination in any subject, inspection by the department's officers being a sufficient guarantee of the nature and value of the instruction given. Classes might therefore be formed in any local school in the following subjects: General subjects—Reading or recitation, writing and composition, reading and writing combined, arithmetic. English—English, geography, history, life and duties of the citizen. Mathematics—Euclid, algebra, mensuration.

In country centres or places where no technical school exists instruction might also be given in some of the following subjects, grants for which should be paid as if taught in a technical school proper, subject, of course, to the departmental Inspector's satisfaction: Drawing—freehand, model, light and shade, &c.; plane and solid geometry; *elementary physics and chemistry (where appliances are available); botany; *domestic economy, cookery and laundry-work; *dressmaking and cutting; shorthand, &c.; *manual instruction. Fees would be charged in all cases, but I would suggest that not more than 5s. be the fee for ordinary subjects, a special fee being required for classes marked thus*. The classes should be well advertised by means of leaflets, and posters for workshops and public boards, &c. Departmental assistance would be rendered by means of capitation in accordance with the provisions of the Technical Instruction Act.

2. HIGHER-GRADE SCHOOLS.

There are a very large number of scholars who leave the primary schools after passing Standard VI. who do not attend the secondary schools or colleges. These scholars have no provision made for the continuance of their studies in New Zealand, whilst in England a very large number of higher-grade schools are now separately established or attached to existing Board schools. I visited these schools in both London and Manchester, and find them very much appreciated, and meeting a long-felt want. In suggesting the establishment of higher-grade schools I have no desire to interfere with existing secondary schools, nor do I think such would be the case, but I am anxious to see schools established which will carry scholars over the most important and critical period intervening between the primary school and the workshop, giving an efficient course of instruction, including elementary science, physics and chemistry, drawing and manual training for boys, and domestic economy for girls, as a basis for industrial or other careers. The establishment of higher-grade schools would practically raise the school age, and would also tend towards relieving the congested state of a large number of schools, inasmuch as the children who have passed the highest standard would enter the higher-grade department. These schools should either be free or the lowest possible fee should be charged.

The subjects taught are generally as follows: Science—Mathematics; chemistry, theory and practice; practical plane and solid geometry; physics, theoretical and practical; theoretical mechanics. Physical training—Military drill; manual instruction. Domestic instruction for girls. Art—Freehand drawing; model-drawing; light and shade. Literary and commercial—French; book-keeping; shorthand; geography; English.

One instance of this work in London is the very successful mixed school established at the Battersea Polytechnic. The school aims at meeting the requirements I have mentioned—that is, it is intended for boys and girls who have left the elementary school, and desire to continue their education or to train themselves in preparation for the workshop, science, or domestic work. The course extends over a period of three years, but the elementary course is suitable for boys and girls desirous of continuing their general education beyond the elementary schools. The training in no way replaces ordinary apprenticeship. The Polytechnic workshop and class-rooms are available for teaching purposes. The subjects of study are as follows:—

Boys.—Elementary Course.—Mathematics, five hours; mensuration and physics, three hours; chemistry, two hours and a half; practical geometry, three hours; freehand and model drawing, two hours; workshop instruction (wood-work), three hours; English, history, and geography, five hours; French, three hours; gymnastics, one hour. Advanced Course.—(Mechanical Division): Mathematics, five hours; mechanics, three hours and a half; heat, three hours and a half; practical geometry, two hours; machine or building construction and drawing, two hours; workshop instruction (wood- and metal-work), four hours and a half; English, history, and geography, four hours; French, two hours; gymnastics one hour. (Science Division): Mathematics, five hours; mechanics, two hours and a half; chemistry, three hours and a half; electricity and magnetism, three hours and a half; practical geometry, three hours; workshop instruction, two hours; English, history, and geography, four hours; French, two hours; model-drawing, one hour; gymnastics, one hour.