

London Institute come in the middle of our year's work, as these are of the utmost importance to us. I suggest that efforts be made to arrange with the departments named to hold special examinations on behalf of the colony at the end of the year's work—say, November—even though the whole cost is met by the New Zealand department; this would enable nearly all local examinations to be dispensed with, and would in every way be more satisfactory.

Whilst our local examinations serve an excellent purpose, for large numbers of candidates present themselves who do not attempt the English ones, yet such successes, locally obtained, cannot be recognised by the Home departments as equivalent to their own, or accepted towards the completion of trade, science or art full certificates. Naturally the English certificates are recognised throughout English-speaking communities, and in that sense are doubly valuable to our students, particularly trade students.

Examinations are necessary in the allocation of all scholarship awards, but otherwise I shall be glad to see a considerable reduction in the number held. I am not in favour of examination as a guide to the nature of, or the value of, a school's work, but suggest the adoption of a very thorough inspection of work in progress and class-teaching as the best means of judging the qualifications of any school or class entitled to earn capitation from the department.

Scholarships and Free Studentships.—The following recommendations are made: (1.) Five free studentships, available for all evening classes, for two years, tenable at the central schools; five scholarships available for all evening classes of the value of £5 per annum for two years. (2.) Two free studentships available for all day classes for two years; two scholarships available for all day classes of the value of £10 per annum for two years. (3.) Three scholarships available for day and evening classes of the value of £50 per annum, open to the whole colony, and tenable at any art school approved by the department, for two years. (4.) One travelling scholarship of the total value of £250 for two years, to enable students to obtain instruction at the best English or Continental schools. To be open to all New Zealand students registered in schools of art or art classes. The examinations for these scholarships should be held by the Education Department.

In sections 1 and 2 I suggest that the scholarships and free studentships to the number stated should be allotted to each educational district where provision is made for such instruction, and that the subjects of examination be freehand, model, geometrical, and light and shade. Sections 3 and 4 to be colonial scholarships, open to all New Zealand art students; the subjects of examination in section 3 being advanced light and shade, model, antique, modelling and design or still-life, together with the school-works executed during the past twelve months. Section 4: The subjects of examination to be drawing from the antique, painting from the life, design, modelling one original piece of applied art, and the works executed during the previous year.

I suggest that the department meet the expense of one-half of sections 1 and 2, and the whole of section 3, and the travelling scholarship. I hope to see the Trades Councils and large employers of labour assisting liberally in the scholarship schemes, as without doubt a strong scholarship system will be of considerable value to the colony generally. Great importance is now attached to such schemes in Britain, and in each school visited by me liberal scholarships and free studentships are offered, and very freely taken advantage of. My suggestions are only brief in detail, and are merely suggestions for future elaboration if approved of, or for general guidance.

Departmental Assistance.—Capitation for all these classes is paid in accordance with the Technical Instruction Act; an increase of double capitation per head for craft classes. I further suggest grants towards the alteration of buildings already erected, or new buildings, to the extent of one-half the cost of building and furnishing, providing in all cases the plans are submitted and approved by the department. Grants of one-half the cost of appliances, and of works purchased for technical-school libraries, subject to the list of works or appliances meeting with the department's approval, a lien being kept by the department for not less than six years upon material, &c., so purchased. A grant of £150 per annum towards the appointment of directors of technical instruction, whose sole duty is the control of such education throughout the district. Grants in aid of scholarships to the extent of one-half the amount in sections 1 and 2, and the whole of sections 3 and 4 (travelling scholarship).

SECTION IV.—SCIENCE AND TECHNOLOGY.

- | | |
|---|---|
| (1.) Introductory and apprenticeship. | (4.) Metal trades. |
| (2.) Science subjects, chemistry, mathematics, physics, applied mechanics, and electricity. | (5.) General trades. |
| (3.) Building trades and architecture. | (6.) Domestic economy and women's department. |
| | (7.) Miscellaneous. |

1. INTRODUCTORY AND APPRENTICESHIP.

Introductory.—Science and technology are closely allied in our system of technical education, but time alone can impress the necessity of their joint study upon our rising youth and mechanics. One of the principal difficulties in making our technical schools effective is (as I remarked in the section devoted to "Intermediate Education") the break in school-life between the primary and the technical work; and, secondly, a great desire upon the part of young students to specialise their work immediately upon entering a technical school.

In endeavouring to fulfil my duty as Director for Technical Instruction in the Wellington District, I have found the utmost difficulty in persuading students to undertake a preliminary course of work. This, when our schools are firmly established, may be remedied by making a course of work adapted to special requirements compulsory. The former case, however, can only be remedied by the establishment of continuation schools and classes. Another difficulty in