

elder-flowers, laburnums, wisterias, wild roses, guilder-roses, nasturtiums, carnations, roses. All flowers are made from white materials (silk, velvet, muslin, &c.), and are coloured, made, and mounted. Each student provides her own cushion, rubber-pad, and scissors.

Ambulance Course.—Two courses of twelve lectures are given, and are based upon the St. John's ambulance-work in first aid to the injured, and lectures on nursing and hygiene.

7. MISCELLANEOUS.

Every department visited I found provided with every convenience and appliance for the satisfactory conduct of its work, and, as the arrangement of rooms is of considerable importance, I give at the end of this section illustrations (XXVII. to XXXIII.), taken mainly from the *Record*, the publication of the National Association for the Advancement of Technical Education, by whose permission they are reproduced.

Scholarships.—I would suggest,—(1.) In each educational district where technical schools are established, ten free studentships in connection with the evening classes, tenable for two years, five to be available each year; ten scholarships, of the value of £5 per annum and free instruction for two years in the evening classes. The Education Department to bear half the cost, assistance being invited from the various trade societies. The scholarships and free studentships to be divided amongst the various subjects of instruction under the heading of "Science and Technology." (2.) Open to the colony: Four scholarships of the annual value of £50, tenable for two years at the special institutions providing complete courses of study in engineering, architecture, chemistry, and electricity; such, for instance, as the university colleges. (3.) One travelling scholarship, tenable for two years, of a total value of £250, to be available at any recognised British or continental institution, conditionally upon the holder returning to New Zealand upon the completion of his term of scholarship; any section of study being chosen. The cost of sections 2 and 3 to be borne by the Government. The examinations should be conducted by the Department of Education, which should be solely responsible.

Departmental Assistance.—Capitation for all classes is paid in accordance with the Technical Instruction Act. I suggest that the capitation for workshop classes should be increased by not less than one-half where the instruction is reported as satisfactory, and the condition regarding appliances and accommodation is effectively complied with. A grant of one-half the cost of appliances and of works purchased for the school library in technological or science subjects, subject to a similar condition to that contained in the arts section. Grants in aid of buildings or alterations to same, as set forth in the arts section. Grants in aid of scholarships to the extent of one-half of section 1, and the whole of sections 2 and 3, under the heading of "Science and Technology."

SECTION V.

(1.) Agricultural instruction.

(2.) Mining.

1. AGRICULTURE.

This subject is one belonging entirely to the Agricultural Department, which has already taken steps in the matter of education applicable to agriculturalists. I have, however, obtained information as to what is being done in Lancashire and Cheshire, and place the information at the department's disposal, that it may be utilised if found desirable. There can be no possible doubt that the County Councils of Great Britain are doing valuable work in the institution of school-farms, experimental stations, and dairy-schools. The great value of agricultural experimental stations has already been clearly proved by France and America, and the dairying industry is now of such importance to the colony as to make it a matter of necessity that instruction should be given in such subjects as the improvement of the breed of our dairy cattle, the manufacture of dairy produce, treatment of milk at the farms and at the factories, pasteurising, and the growing of fodder-crops, &c.

In the majority of English counties instruction is given to primary-school teachers (free) upon the principles of agriculture, and every encouragement is given to country schools to take up this course of work.

The New Zealand syllabus provides that elementary agriculture may be taken as an alternative subject. I would suggest that for use in the country schools the Agricultural Department should compile a manual dealing in a simple manner with the chemistry and application of manures, the theory and practice of the rotation of crops, lessons on tree-planting, gardening, fruit-growing, the main features and qualities of the land in the various provincial districts, and its appropriate uses, with a short account of the various breeds of sheep, cattle, and horses, &c., their value and suitability for different districts. A book of this kind, carefully compiled with special regard to New Zealand particulars and wants, coupled with the illustrated leaflets of the department upon fruit pests, &c., would be of the greatest value and service to our country teachers and scholars.

The cultivation of small garden or vegetable plots in the school grounds would give encouragement to scholars, and form a useful occupation in country centres in lieu of some of the occupations mentioned in the earlier chapters of this report.

A number of school-farms have been established in England, and lectures upon agriculture have been extensively given amongst the farmers. Dairy instruction has been most practically given by migratory schools, and also at a considerable number of fixed centres. Agricultural experiments have been carried out in many counties, with useful and successful results, at a com-