

such attendances to the headmaster of the school from which the scholar comes, who, upon receipt of the same, marks his register with the letter D within a circle.

It would be possible that scholars in New Zealand showing special aptitude in this direction should be permitted to attend the local art schools where such are in existence, and that the Education Department should recognise such attendances as school attendance under the Education Act. I find every possible facility is now given in England to encourage special ability in any particular direction, and would recommend similar privileges in this colony.

*Drawing Appliances.*—If drawing and kindred subjects are to be efficiently taught, models, casts, and appliances must of necessity be supplied. I would suggest that the Education Department should define the number and nature of the wire and solid models and elementary casts, and such other appliances as are required in these subjects, in order that greater uniformity of work may be obtained, and that a firm in each district be appointed and registered as supplying the department's requirements. I make this recommendation knowing the difficulty many districts labour under from the want of knowledge of what is suitable or required, and how it may be obtained at a reasonable cost.

*Pictorial and other Illustrations for School Use.*—The wealth of illustration to be found in English schools, particularly in the larger centres, is a remarkable feature. In London and Manchester particularly was this the case. Autotype and photogravure reproductions of some of the best-known art-works were to be found in every school, as well as illustrations of wall-papers, calicoes, tapestry, and other decorative features, all neatly framed, and in constant use for class purposes. The following paragraph from the *Record of Secondary and Technical Education* will give some idea of the arrangement in Manchester: "In the belief that knowledge of nature and of beautiful products of human skill can, as a rule, influence life deeply only if acquired in childhood, that it is only through the elementary schools of a town that the majority of its children can be reached, and that pictures give much clearer ideas of things, and therefore greater interest in them, than words alone can give, the committee of the Manchester Art Museum began to lend pictures to as many of the elementary schools in Manchester as they could then afford to supply; and, after ascertaining by experience what kind of pictures are most useful in schools, they have formed a system of 'circulating' loan collections. The system is this: Twelve pictures are lent to each school department, and at the end of six months are replaced by another set of twelve pictures, and are moved on into another department in the same or neighbouring school. Thus, every half-year each department receives twelve pictures, which have the interest given by novelty for teachers and scholars. For convenience of circulation they have divided Manchester into five districts, each of which has, or will have, the same number of sets of pictures allotted to it." Here is a suggestion for our local art societies.

*Drawing Examinations.*—The first-grade drawing examination established by the Wellington Education Board has produced such excellent results, and given such an impetus to the study of drawing and its kindred subjects, that I suggest its adoption throughout the colony at the earliest opportunity. The aim of teachers, however, should not be to present the whole of a standard, but only those who are reasonably fitted to obtain a pass.

The subjects of examination are as follows: Freehand, plane geometry, scale- and model-drawing. The examination is best held about the month of September, the results being then available for the Inspectors' annual examinations, and utilised by them in lieu of their own standard examination in this subject. Should each educational district eventually appoint a superintendent of drawing, the examinations might then be personally held by the superintendents upon papers set and provided by the Education Department.

*Scholarships (Drawing).*—Every advantage in the way of scholarships is now available in Britain. In every stage of instruction they are amply provided for, this being one of the more striking features of modern education. The success generally in this direction leads me to hope that scholarships will be fully provided in New Zealand. In connection with drawing, I would recommend seventy scholarships in each of the larger districts, and a correspondingly smaller number in the lesser districts. Fifty of these, I suggest, should be available for one year at the Technical or Art School, as the case may be, for one afternoon's instruction; the monetary value to be 10s.; the examination should be confined to scholars holding the full first-grade drawing certificate. The subjects of examination being a more advanced paper in freehand and model drawing; the number of "goods" or "excellents" obtained in the first-grade examination being taken into consideration. The subjects of instruction during the scholarship should be what is known as the second grade in freehand and model drawing, light and shade, and elementary design.

Scholars who hold the fifty first year's scholarships should be entitled to compete for twenty of a second year of the value of £1, with instruction in more advanced stages of industrial drawing. Successful scholars leaving the primary schools to be entitled to attend evening classes in those subjects during the period of their scholarship.

*Training of Teachers.*—Attention must of necessity be given to this most important matter if we wish technical education to be successful, for it is by means of our primary-school teachers that the true basis of the work must be reached. Failure in this matter means failure generally. Every effort should therefore be made to insure efficient instruction to our teachers.

Classes in all sections of drawing should be absolutely free to teachers on Saturday morning; nor would I advise any limit to instruction in more advanced art subjects, for all such instruction is a gain to education.

Examinations and certificates should be available in all sections of work. I would urge further encouragement in the shape of a bonus of £2 to all teachers obtaining a full certificate, consisting of practical plane and solid geometry, model-drawing, freehand drawing, elementary light and shade, memory drawing.

*Superintendents of Drawing.*—In the larger centres where technical and art schools are established I would urge that the art master be made responsible for drawing in primary schools; his duty being to supervise the instruction of all teachers' classes, visit or cause to be visited the