

II. That the following subjects be considered as a part of the ordinary standard instruction, the introduction to be gradual, the choice of section being left to the teacher's discretion: Clay-modelling, paper folding and cutting, bricklaying, wire-work, cardboard-work, brush-work.

III. That first-grade drawing examinations for primary schools be held throughout the colony.

IV. That second-grade drawing be taken as the standard of examination for pupil-teachers and teachers of the primary schools, and that drawing and elementary science be separate and distinct from the teacher's classification certificate, a pass in one section only being required in each subject at each examination; a special certificate being issued for such success; the classification certificate being withheld until such passes are obtained; present head-teachers, and teachers over forty years of age, to be exempt.

V. That a bonus of, say, £2 be paid to teachers completing certificates in the following subjects: Subjects specified in recommendation II., drawing, elementary science, manual instruction, domestic economy.

VI. That a grant of £50 per annum be paid the Education Boards towards the salaries of specialists appointed to supervise instruction and train teachers in the following subjects: Drawing, elementary science, manual instruction, domestic economy.

VII. That manual instruction and domestic economy, including practical cookery, be considered a part of the ordinary standard instruction.

VIII. That the present syllabus be modified to such an extent as to permit of the introduction of the above subjects, and that a trial in one educational district be made of such modified syllabus and of inspection in lieu of examination.

IX. That schools known as higher-grade schools be established in continuation of the primary system.

X. That a trial be made of farm-schools as a means of intermediate agricultural education.

XI. That provision be made for evening continuation classes, coupled with higher commercial education.

XII. That applied design be taught in connection with the art schools of the colony.

XIII. That every effort be made to associate the employers' associations and the trade-unions with the system of technical education, and that such education, given in a recognised technical school, should be accepted (subject to conditions to be defined) as a part of apprenticeship.

XIV.—That attention be given in each district where technical schools are established to the training of such persons as are likely to prove efficient instructors in the various trades and technical subjects.

XV. That a complete scholarship scheme be organized, from the primary schools to the university, including travelling scholarships, and that a Joint Scholarship Board be established.

XVI. That special assistance be given in the direction of building-grants and appliances for manual and technical instruction.

XVII. That an industrial art museum be established, and the works and objects circulated amongst the schools of art and technical schools throughout the colony, and that arrangements be made with the Science and Art Department and the British Museum authorities, as suggested on page

XVIII. That the Education Department establish a sub-department for the control of all technical matters, and undertake all technical examinations in connection with the schools of the colony.

XIX. That a code of regulations be issued by the department, containing the fullest possible information in relation to manual and technical instruction, the same to be widely circulated throughout the colony.

In conclusion, I may be permitted to say that I do not consider this report by any means complete. I have dealt particularly with the primary system, considering that to be the basis of technical work. I hope, at no distant date, to continue my inquiries in America and upon the Continent, where much valuable information is to be obtained.

I have endeavoured to place my information in as practical a form as possible, in the hope that it may be of considerable assistance to workers in educational matters. I shall have accomplished something if I succeed in impressing the fact that great advances have been and are still being made in educational work. There is no evidence of standing still, or being satisfied with past progress. We also in the colony cannot afford to remain satisfied. If we are to keep even ordinary pace with the world's progress, our educational system must be modernised. We cannot afford to treat with contempt what other countries have found a necessity. With regard to industrial progress, it must be generally recognised that such progress is based on the skilfulness of the workman, and upon the excellence and cheapness of his methods of work; and it concerns this colony that her people should be skilful, as well as economical in their time, labour, and material.

Finally, I beg to express my thanks to those authorities whom I have consulted, and who have given valuable information and have afforded me every possible assistance in the course of my inquiries. Amongst these are Sir Philip Magnus, of the City and Guilds of London Institute; Dr. Garnet, of the London County Council Technical Board; Mr. Armstrong, director for art; Mr. Cole, examiner in the Science and Art Department; Messrs. Skinner and Watts, of the Museum Department; Dr. Walmsley, Northampton Institute; Messrs. Reynolds (Manchester); Hewitt (Liverpool); Rhodes (Accrington), Lloyd-Evans (Preston), Young (Glasgow), Hiller (Birmingham), connected with technical instruction; Messrs. Croad, Wyatt, and Hance, secretaries of the London, Manchester, Liverpool, and Birmingham School Boards; Mr. Oldman, secretary of the National Association for the Promotion of Technical Education; the secretary of the Arts and Crafts Institution, London; Miss Jones, Mr. Barter, and Mr. Ortnor, officers of the London School Board; the headmasters of the various schools visited; and the Agent-General and officers of his department, for their kindness and courtesy during my stay in England.

29th September, 1898.

The Hon. Mr. W. C. Walker, Minister of Education.

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