

method of treatment accordingly extends not to one or two subjects of the curriculum, but, more or less, to nearly all. Besides the advantage derived from the fact that manual training brings into the school course a natural co-ordination by co-ordinating all the subjects of that course with life, its introduction into the schools gives opportunity to discover aptitudes that would otherwise perhaps be unsuspected, and to develop the pupils in such a way that they make intelligent use of this opportunity. It is evident that only a beginning can be made in the elementary school; hence the necessity for carrying on the work more completely in continuation and technical classes, and in the secondary schools and university colleges.

Professor John Dewey, one of the foremost men in matters of education in the United States at the present time, lays great stress on the points just referred to, and pertinently asks, "Now that the great value of manual training has come to be recognised in secondary" (and, we may add, primary) "schools, why should not all the pupils have the benefit of it?" Again, he says "Domestic science should be classed with science studies, and as such be provided with a laboratory." And, if domestic science, why not, it may be added, agricultural science and the practical and scientific work that forms the basis of the other industries of life? In the elementary school all that can be done is to keep this aim in view, and to shape the course so that a firm foundation may be laid. A sound though rudimentary course of nature-study, the continuous training of hand and eye, and the development, by easy measurements, experiments, and observations performed by each child for himself or herself, of a habit of knowing things themselves are the main characteristics that should mark this side of a pupil's work in the public school.

There are now (July, 1902) 360 classes established in various parts of the colony under the Manual and Technical Instruction Act, exclusive of school classes. The number last year was 293. Of the total of 360, 35 are continuation classes; the remainder are classes for manual or technical instruction. The number of school classes in operation last year was 132; the number in operation now (July, 1902) is 700. Of these, 18 are established in connection with secondary schools; the rest are in public elementary schools. Of the latter, 231 are connected with town schools, and 451 with schools in country districts. It is hoped that with the issue of the new standard syllabus shortly to be gazetted there will be a marked increase in the number of "hand-work" classes established in connection with the upper standards.

Last year (1901) special grants, amounting to £1,875 in all, were given to the Boards of Education to enable them to provide training for their teachers in those subjects prescribed by the regulations under the head of "Hand-work" in school classes. The grant, which is intended to cover the cost of the training in manual and technical work of pupil-teachers and normal-school students as well as of teachers already on the staffs of the schools, is to be renewed this year. From the reports that have been received, the several amounts seem to have been used in a careful and judicious way, and no doubt results will show that the money has been wisely expended.

New regulations were issued at the beginning of the present year, removing many of the restrictions that seemed necessary at first, and simplifying the mode in which grants are obtained. Further experience shows that still more simplification is possible, and the regulations will be further amended in this direction.

Many local bodies having shown a disposition to assist in promoting technical education, but being doubtful as to their right to representation on the bodies of managers of associated classes, a short Bill will be introduced to make it clear that such local bodies have the same powers as the associations already specifically named in the Manual and Technical Instruction Act of 1900. The result will probably be the formation of strong "associated classes" in all the chief centres, under the Boards of Education as controlling authorities, but having their own managers representing all the bodies combining in the work. Such a course will probably tend both to efficiency and economy of money and of effort.