

pupils at this school have done very good repoussé work ; but it is found that, owing to the great development of mechanical processes, this work will not pay unless it is done in silver.

In Ontario, Canada, through the sympathetic co-operation of the Post-master-General, a new sphere of employment has been found for the deaf. A certain number of deaf persons, trained in oral speech, have been during the last two or three years engaged as sorters or otherwise in the General Post Office, and they have given such satisfaction to the authorities, that the latter have asked for more persons so trained. Perhaps something might be done in this way in New Zealand, especially for deaf persons not suited for farm life.

GENERAL CONCLUSIONS.

I. In most foreign countries the mother-tongue receives much more attention, and is more thoroughly taught, than in our schools, special effort being directed, with considerable success, to training the power of self-expression through oral speech on all subjects, beginning with those which have formed the matter of observation by the pupils ; this leads also to clearness of thought. It is emphasized alike in primary and secondary schools ; it develops literary taste as well as thoroughness and logical method.

II. In European countries and in America examinations form a comparatively insignificant feature in the education system ; they are conducted in nearly all cases by the teachers themselves, and, in particular, do not, as in New Zealand, dominate the secondary schools and universities to the serious detriment of true education.

III. The programmes of work and the methods of teaching are often much more natural and real, more closely related to the life and surroundings and future vocations of the pupils, than with us ; school life becomes more interesting to the pupil, thoroughness and culture are not sacrificed, and "social efficiency" is secured much more certainly for most pupils than by time-honoured subjects and methods that have no practical outlook upon life. Our secondary schools are the greatest sinners in this respect, except, perhaps, the University.

IV. The standard of work in our secondary schools, technical schools, and University Colleges is not so high as it should be, and very little improvement can be expected until the length of the average pupil's stay at a secondary school is substantially increased. The requirements for entrance into the University are too low ; until they are raised, the University Colleges cannot become—what they are elsewhere, at least in Europe and largely in America—the homes of specialisation and research. Our colleges are at present doing for most of their students merely work that is done by the best secondary schools in Germany, Switzerland, America, or Great Britain.

V. The most advanced countries have already provided for, or are rapidly taking steps to provide for, the continuation of the definite education of boys and girls, especially of apprentices, up to the age of eighteen ; in most European countries there is compulsory attendance either by a general law, as in Wuerttemberg and some other parts of Germany, or by local option. There is a tendency in America, and even in Great Britain, to follow in the same direction.

VI. The proportion of the population receiving instruction higher than that of the primary schools is very much greater in Switzerland, Germany, Denmark, &c., than with us. It is true that in New Zealand the proportion has increased more than threefold in the last ten years, and stands high for a young country ; but we shall have to make rapid progress in what we do for all forms of higher education, and to spend more money on buildings and maintenance, if we are to keep in line with the leading nations of the world.

VII. Regarded merely as machinery, our system of agricultural education needs very little to make it complete ; but, unless it is put into operation, and used by those for whose benefit it is intended, it might as well not exist. Elsewhere the same complaint is heard that farmers are slow to realise that scientific farming has come to stay. Although great natural advantages may obscure the fact for a few years, nevertheless it is always true that unscientific agriculture is wasteful and foolish, and—as our competitors are training their young farmers to be real experts—must in the end bring its own retribution in the loss of markets. It is gratifying to see the increased amount of attention that is being given to nature-study,