

Fairly adequate provision both in instruction and means of expression is made at the chief centres in all branches of pure, and in many branches of applied, art, so that every reasonable opportunity is afforded to the earnest student to discover the means by which he can best express himself in terms of art; but it may not be out of place to give the reminder that every piece of work and every study produced by each student should represent his own unaided efforts. The readiness of instructors to give of their best to all their students may prove a hindrance to the students' true progress. A little touch here, the correction of a line or of a tone there, may make all the difference between a satisfactory and an unsatisfactory study. To add this touch and to make that correction for the student is an easy matter for the instructor, and the temptation to help thus is great; but is it in the best interests of the student that they should be helped in this way? It may be a much easier method of instruction to make the correction than to lead the student to discover the error for himself, but if the path of least resistance is followed by the instructor does it not tend to the creation of false standards? All things considered, therefore, it appears to be in the best interests of students for the instructor to refrain from directly correcting the drawing, and to confine his assistance to verbal criticism and easily erased marginal notes on the students' studies, with a view to assist them to discover the errors, and give suggestions as to the best method of correcting and avoiding them in the future.

Reference must also be made to the provision made for the instruction of uncertificated teachers, pupil-teachers, and probationers in drawing. Speaking generally, the instruction is arranged to meet the requirements of the public-school syllabus in drawing, and it appears to aim at assisting the teachers to teach the subject as well as to give them a clearer conception of the value of drawing as a means of expression, and help them to acquire greater freedom and increased dexterity in the use of chalk, pencil, or brush.

Attention is also given to teachers far removed from the possibility of receiving art instruction, and the problem how best to assist them is receiving a good deal of consideration. Teaching drawing by correspondence at best is unsatisfactory, and the question arises whether it would not be more helpful to those knowing little or nothing of modern methods in art instruction if arrangements were made for an instructor occasionally to visit a district and arrange to give, if necessary after school hours, consecutive lessons for, say, a week at a school which could be conveniently reached by the teachers from a group of schools in the district. Principles and methods could then receive satisfactory attention, and if this were followed up by correspondence classes, teachers would be in a better position to profit by this form of instruction than if the course were taken wholly by correspondence.

*Building Trades.*—All classes mostly attended by apprentices and artisans have been affected more or less in the matter of attendances by the prevailing abnormal conditions, but for the most part a fair average attendance has been maintained at classes in architecture and architectural design, building-construction, principles of carpentry and joinery and cabinetmaking, and satisfactory results have been attained as the result of sound teaching and earnest work by the students.

The practical work in carpentry, joinery, and cabinetmaking, and the related theoretical work dealing with the principles and problems arising therefrom, maintain the high standard which has, speaking generally, been associated with the instruction in these subjects for some years. Design, construction, and finish have received adequate and proportional attention, and excellent examples of woodcraft have been completed at most of the schools, largely due, it is considered, to the fact that the work has been carried out under somewhat similar conditions to those under which most of the old-time woodwork was produced, when the mechanic who constructed the piece of work was responsible for its design, the method of construction, the constructive and decorative details, and the actual manufacture of every part of it. Present-day commercial requirements do not provide for the development of the mechanic's originality, nor do they give much scope for self-expression. He has no personal interest in the design of the article he makes, but in his work carries out, with more or less intelligence, the ideas of others, and therefore has little share in the joy of the creative worker in seeing his own thoughts and ideas take tangible form. The regular attendance, the earnestness in and close application to work, and the general excellence of the workmanship so often observed in the classes under review appear to show that pride is taken in the work in hand, because of the opportunity it affords of self-expression.

While there is much room for improvement in what may be termed the amateur carpentry and cabinetmaking classes, there is also much to commend. The work at the principal centres for the most part is sound in design and construction, and is executed from drawings or from sketches previously made by the students. The work as a whole cannot, strictly speaking, be regarded as technical instruction; but the encouragement of constructive ability and general handiness which leads to the making of articles for use in or adornment of a home cannot be regarded as altogether outside the functions of a technical school. It is worthy of remark that the attendance of women at these classes is not unknown.

*Commercial Work.*—There has been a substantial increase in the number of attendances at classes in subjects related to commercial pursuits, and it may be inferred from this, and the increasing number of inquiries by merchants and others for junior office assistants who have received the principal part of their training at a technical school, that the schools are, speaking generally, providing a course of instruction which suitably equips young persons to take up office-work. The subjects taught are shorthand, typewriting, book-keeping, correspondence and precis-writing, office routine, and at the larger centres accountancy and commercial law, and other subjects required for the higher accountancy examinations. The instruction given is, as far as it goes, thoroughly sound, and the knowledge gained is available for immediate use, as the majority of the classes are in charge of men