

laboratories are concerned, I think that the cost per pupil will average about \$6 for the year. In other directions the cost of maintenance will not differ from that of any other first-class high school. So far as my experience goes, it seems that the effect of manual training upon other studies is to stimulate them—or, rather, to make it possible—to do more and better work in the same time. The effect in the laboratory-work is quite marked; pupils who have had manual-training work are much superior to those who have not had it."

It will be seen from the above syllabus that the girls are taught in their first year's course joinery for six months, and in the second year's course wood-carving.

I have given two instances of higher-grade schools being established for boys and girls together, and would suggest that as the best form of school for New Zealand, where the towns are small in comparison, and concentration of work desirable. Schools so established, if at all central, would be enabled to utilise the central technical workshops and domestic-economy rooms, which would be a considerable saving of expense and salaries. The whole scheme might, in fact, be worked as in the case of the Battersea Polytechnic—that is, in connection with the central technical schools; or as in many cases in Manchester and London, where Standards I., II., and III., and sometimes IV., are accommodated at other schools, and the space thus left available is utilised for higher-grade work.

Should it be deemed advisable, however, to establish the boys' school separately, provision could be made for day continuation classes in domestic economy to cover a given course of study, such as those established by the London Technical Education Board, or the housewifery schools of Belgium.

In the latter case the course is a six-months one, and must include cooking, washing, ironing, cleansing of garments, cleaning, and sewing, &c.; and in country districts gardening, dairy-work, and poultry-keeping. Cookery includes the preparation of a dinner for six persons, at a given cost. The dishes must include soup, meat, vegetables, &c. The girls are to lay the table, sit down, and eat the meal, taking turns at the carving and serving. Bread-making is particularly mentioned. The purchases and general marketing are done by the girls under supervision, and accounts are regularly kept of all expenditure. Lessons are given during the week upon domestic economy and hygiene, and must include the following: Arrangement and cost of household furniture; house-cleaning, daily, weekly, yearly; arrangement of house-work for a day; making a bed, with practical demonstration; lighting and cleaning a petroleum-lamp; household remedies for cuts, burns, bruises; changing the sheets of a bedridden person, &c.

The London Technical Education Board opened a School of Domestic Economy at Battersea with twenty-four girls, and so successful did this prove that eight additional schools have now been opened. At these schools systematic training is given in cookery, laundry-work, dress cutting and making, needlework, patching and darning, housewifery, and general health laws. The whole work is treated, not as a lesson, but as a part of every-day life, and this is one of the greatest advantages claimed on behalf of the system. The meals are cooked and eaten by the girls. The syllabus includes dishes well within a working-man's earnings. The using-up of scraps, bread, cold vegetables and meats receives special attention, and care is taken in providing such stores and appliances as are likely to be found in the majority of homes. The scholars are taught to measure, fit, and make their own dresses. Laundry-work also receives careful direction. Here, again, little special aid beyond a wringer and a mangle is given. The syllabus provides for steeping, washing, boiling, rinsing, bluing, wringing, drying, folding and mangling, starching and ironing. The washing of flannels is made one of importance. The girls are taught the market-value of foods, and at the school visited (Battersea) they are taken out to purchase food, &c; they compare prices, judge the freshness and quality of commodities, and learn how to expend a given sum to the best advantage, &c. The Board offer no less than 250 scholarships every half-year in domestic economy, or over five hundred annually.

In Yorkshire the method of providing instruction for the rural districts is by taking two small houses for three months at a time in towns or villages easily reached by road or rail. Each house is simply furnished upon the plan of an artisan's home. Six girls are instructed in each school for three days weekly, one instructor having charge of both schools. The food is provided by the girls themselves, as also are clothes for washing, &c. They receive instruction in home-work generally. The hours of instruction are the same as those of the primary school. I am informed that this practice has led to very excellent results.

*Examinations.*—In this matter I suggest perfect freedom of classification, and no compulsory examinations. Scholars desirous of obtaining special certificates might do so by presenting themselves at the various examinations held by the technical schools or other institutions. My desire is to minimise as much as possible the great evil of examination as at present applied to public schools, so that the whole time of the scholars may be utilised for the purpose of gaining sound and useful information, and not cramming for special points of examination. I suggest a leaving-certificate, as adopted by the English and other high-grade schools.

*Scholarships.*—Scholars holding primary scholarships might have the choice of a higher-grade school or a secondary school. A proportionate number of scholarships should be available for higher-grade schools (in accordance with the numbers in the various schools), tenable at technical classes in special subjects, or for university courses; such scholarships having a higher monetary value in proportion to primary scholarships.

*Departmental Assistance.*—Should schools of this kind be established it would be necessary to place them upon a similar basis to the primary schools so far as payment for ordinary subjects is concerned, other subjects, such as manual and domestic, science and art sections, being paid for in accordance with the Technical Instruction Act. The majority of the scholars would be those above the Sixth Standard now in the primary schools. Thus only a slight increase in capitation would be required.