

on the part of the trained teacher, but we venture to express the opinion that the results amply justify the time and labour so spent. We believe that the establishment of these classes will do much to make the teaching of science in public schools of greater educational value than it has been in the past.

Reviewing the work of the school classes recognised under the regulations for manual and technical instruction as a whole, it may be said that there are signs of an increasing tendency to concentrate attention on those branches of handwork which lend themselves most readily to correlation, of a better appreciation of the place of handwork, and a general improvement in methods of instruction.

B. TECHNICAL INSTRUCTION.

Details of the work of the various technical and art schools and classes for the year 1905 will be found in the reports of the controlling authorities thereof, attached to this report.

The number of recognised classes for instruction in technological, science, art, and commercial subjects, and the average attendance at each, are given in the tables on pages 3 and 4.

There are now over twenty schools, equipped in a more or less complete manner, in which instruction is given in various subjects recognised under the Regulations for Manual and Technical Instruction. In addition to these schools, classes were also held in about thirty other places in such buildings as were available for the purpose. These classes in several cases are extensions of those held in connection with the technical schools in the larger centres, and are conducted as far as possible on similar lines, and often by the same instructors. This arrangement is, we think, a good one, and will, it is to be hoped, be extended as opportunities arise.

The year's operations have been marked by a general and increasing demand for facilities for manual and technical instruction not only in the large centres of population, but also in country districts. These demands have been, and are being, met as far as available funds and local circumstances and conditions allow. Provision has been made for additions in the shape of both buildings and equipment in the case of several of the larger technical schools, with the view of improving and extending facilities for instruction in those subjects that have a direct bearing on local industries and trades. It is true that a good deal yet remains to be done before the larger centres of population can be said to be fully provided for in this respect; at the same time it will probably be conceded by those who are directly concerned with and interested in the cause of technical education that progress must necessarily be gradual in view of certain factors and considerations intimately connected with the development of an effective system of technical instruction. The expenditure of large sums of money on the erection of large and elaborately equipped technical schools will not of itself call such a system into being. Such schools are more than likely to be and to remain technical schools in name only unless they receive the recognition and sympathy of employers of labour, and unless it be made plainer to the employee than it is to-day that it is worth his while to spend his time and money on acquiring a wider knowledge of the principles and practice of his trade or craft than is possible in the workshop of his employer.

During the year buildings for manual and technical instruction have been erected or added to at Auckland, Whangarei, Thames, Wanganui, and Nelson, while grants have been made to controlling authorities for the erection of buildings or of additions to existing buildings at Auckland, Wanganui, Wellington, Masterton, Blenheim, Greymouth, Hokitika, Christchurch, Temuka, Dunedin, and Invercargill.

Grants have also been made for the provision of or additions to necessary furniture, fittings, and apparatus for classes in various parts of the colony. The expenditure by the Government under all heads for the year ending the 31st December, 1905, was £34,600, as against £27,317 for the previous year. The number of recognised classes was 904, an increase of 306. These figures cannot be regarded as other than satisfactory, as indicating the increased interest taken in and the attention given to the work. In last year's report reference was made to the difficulty of inducing students to take up definite courses of work rather than isolated classes. The difficulty still exists, but there are signs, especially in the larger centres, that the continued efforts of those in charge of technical classes are meeting with more success than heretofore. The regulations providing for free technical education have no doubt been of considerable assistance in this respect. Under these regulations, which, it may be mentioned, are being taken advantage of by a considerable number of persons, day classes have been successfully established in connection with certain of the larger technical schools. The pupils attending these classes come direct from the primary school. The distinctive feature of the classes is insistence on definite courses of study. The establishment of these day classes has also had a beneficial effect on the finances of the schools with which they are connected, enabling the evening classes, the maintenance of most of which is a costly matter, to be conducted in a more satisfactory and effective manner. In addition to the free pupils in attendance at day classes several controlling authorities and managers of technical classes have admitted free pupils to evening classes, with satisfactory results. During the year over 1,000 persons were receiving free technical education, and this number will probably be considerably increased during 1906.

There appears to be considerable diversity of opinion as to the subjects that should be included in definite courses of work suited to various trades and industries. A perusal of the various courses of instruction set forth in the syllabuses of the more important technical schools in the Old Country shows very marked variations. There appears, however, to be a general consensus of opinion as to what may be regarded as fundamental requirements. Every student in attendance at a technical school, no matter what the nature of his occupation may be, must receive instruction in elementary mathematics, elementary practical science, one or more branches of drawing, and, in addition, must go through a systematic course of instruction in the nature and properties of the materials he uses in his daily work. Much more may be added according to the capabilities and aims of the individual, and the facilities offered by the school he attends, but he must receive instruction up to a certain point in essentials.