

The provision for instruction in commercial and general history and geography and in the elements of industrial history and the mother-tongue is most satisfactory. A necessary modicum of formal grammar is taught, but the time devoted to the accessories of literature is for the most part wisely limited. Earnest and sustained effort appears to be made in the teaching of English to secure an interest in and love for good literature, and an attempt made to lead the student to go straight and swift to the mind and heart of the author; nor is the fact overlooked that good reading, with all the refinements of emphasis and clear diction, may be secured and at the same time the mind of the reader may remain a blank as to the sense and import of the matter read. Attention is also given to expression.

Although not quite pertinent to this report, mention must be made of the training in citizenship and the use of leisure. Training for work is important, but training for manhood and womanhood is equally important, and attention is given to it. In the after-school training, the school parliament, debating societies, reading circles, socials, and old students' associations, and other agencies appear to be used for the desired end.

*Day and Evening Classes.*—In view of the abnormal times, and a growing feeling in many directions that pure and applied art are luxuries that could at the present time be dispensed with, it is gratifying to report that the attendances at classes in these subjects have maintained a satisfactory average, and that the work of art classes generally is steadily becoming more rational and more closely related to life and purpose.

Referring to the growth of the feeling that in war-time the study of art should be abandoned, it may be pointed out that art in all its branches has established itself as an integral part of education; and if, as was stated at a gathering of art teachers and experts at a meeting of the Royal Drawing Society, "the purpose of the drawing lesson is not academic proficiency, but the making of better citizens of the world," there appears to be no just reason why all forms of art instruction should not be continued and encouraged in the same spirit as any other branch of education.

One of the most gratifying features of the work in art schools and classes generally is the large proportion of young people that are in attendance. The work they are producing appears to indicate the presence of a good deal of artistic ability. Some of the work in the design classes is excellent, and should industries arise requiring the services of designers there ought to be no difficulty in finding for the purpose young students with a sound knowledge of New Zealand flora, and the ability to adapt both its form and colour to decorative purposes. In a country abounding in such varied and easily procurable forms of interest and beauty, the question often arises, why use the old conventional and often meaningless type of models and casts in the drawing-lessons when other living and beautiful things are available? In connection with the elementary drawing-lessons a more extensive use of memory exercises is strongly urged. With carefully-thought-out schemes of work and carefully chosen subjects this branch of the work may be made, according to the headmaster of the Birmingham School of Art, "to develop keener observation, greater concentration, and deeper imagination than any other branch of drawing." His "Art School Notes" are worthy of the closest study by those who view drawing as something more than the accurate reproduction of things visible to the eye. In some of the classes students need to be delivered from "the bondage of the model." The instruction in advanced drawing and painting is for the most part on excellent lines, and the work as a whole reflects a good deal of credit on both instructors and students.

The provision of a graded course of drawing, design, modelling, and practical painting and decorating for painter apprentices has been made in the principal schools and classes for some years, but the advantage taken of it has been limited. Much may be expected from the effort of the master painters in one district to elicit sufficient interest from these young tradesmen in their work to lead them to attendance at classes specially arranged for their benefit, and if this effort induces similar efforts in other districts throughout the Dominion, adequate provision for the vocational training of young painters appears to be assured.

The facilities provided for the study and application of sound principles of art to varied artistic and decorative purposes attract a fair number of students to these classes, and some good examples of art-craft work are produced. Many of them, however, while excellent in conception, bear evidence of weakness in construction. The development of the constructional faculty would probably be facilitated if students had more opportunities for studying typical examples of art-craft work by skilful craftsmen.

Reference must also be made to the steadily increasing attention given to the teaching of drawing to teachers of primary and other schools. For the most part the instruction is excellent, and the effect of it will soon be apparent in the schools, provided that the instructors always keep in mind the necessity of giving hints on rational methods of teaching drawing during their drawing-lesson. Attention is again drawn to the needs of teachers far removed from centres where sound instruction in drawing is available. Evidences of the need abound, and if effect could be given to the suggestion made in a previous report the time, money, and effort expended thereon would, it is considered, be well spent.

That the same value has not hitherto been placed on organized instruction in subjects related to building (except plumbing) as has been given to, say, engineering may be regarded as largely due to the type of buildings, and the growing requirements of a young country in which developments in every direction are taking place. But more settled conditions and more enlightened ideals demand buildings of a higher type than those erected in the early days; and even the most casual glance at the type of public, domestic, and commercial structures erected during the past ten years in the principal cities and towns of the Dominion indicates that a great advance has been made both in the style of architecture and in the type of building erected, and with this there must be a corresponding growth in the establishment of organized courses of instruction