

From the above it will be seen that during the first year's course there is no differentiation—all the sections work as one class. After that, each section has its own specialties. The agricultural section has no languages, very little drawing, but is stronger in natural sciences and in manual occupations bearing upon soil culture. The industrial section has more mathematics and technical drawing and manual work on which six hours a week are spent as contrasted with two hours a week in the commercial section. In the commercial section languages occupy four hours a week, bookkeeping three hours, as compared with one hour in the other sections, and an additional hour is given to geography. The characteristic of the general section is the time devoted to modern languages, viz., three hours per week throughout the course, for boys and girls, while in the commercial section this is raised to four hours for both, and in the industrial section it disappears, being replaced by additional mathematics, science and manual work. The one hour a week given by girls to domestic economy is included in the manual work.

The same care that guards, by examination, district primary and technical schools from the intrusion of children not sufficiently advanced to benefit from them, is exercised at the close of every year, so as to eliminate pupils whose capacities are not equal to the course they have entered upon. As will be seen from the time-table, courses are divided into "years" of study: Every twelve months scholars who are capable of taking up the next year's studies are advanced, and to ascertain whether they are or are not capable an examination is held. Those who fail to pass must either

go over the last year's work again or retire. Indeed, if at any stage the head master is convinced of a pupil's incapacity for any particular work or study, he at once acquaints the child's parents, and advises that it be put to something else. The Department declines to waste public expenditure in district schools upon pupils who are not likely to give back to the State some tangible return by becoming proficient workmen.

Three things should be emphasized in this connection. The district schools are boarding schools as well as day schools, because a large number of the pupils come from surrounding towns and villages too distant to permit of their being day scholars. The boarding fees are only from £25 to £30 a year. There is a remarkably liberal system of State scholarships, tenable for three years, with a possible extension to four, and are open to children of from twelve to fifteen who give evidence of merit and win them at competitive examinations. They are, very properly, only awarded to competitors whose parents are unable to pay boarding school rates or to bear the cost of their living at home. These scholarships provide for:—1. The whole or partial expense of pupils in boarding schools. 2. Boarding scholars in private residences. 3. Paying to parents the cost of scholarship holder's food, clothing, travelling expenses, etc., so as to help to make good the loss of the child's wages while at school. Then there are a number of travelling scholarships, which are awarded to district primary technical school pupils who intend to follow commercial or industrial careers. Candidates for them must be between sixteen and nineteen, and if successful at the competitive examination, have to prove that their parents are un-