

SUBJECTS OF STUDY,¹ TECHNICAL INSTRUCTION, AND "OVER-PRESSURE."

Comparative tabular statement of subjects taught in England and the Colony. Construction and fitting up of school premises. Provisions for technical instruction.

The tabular statement (see Table 17*) affords a comparison between the subjects of study in the ordinary elementary² schools in England, and those in the Colony.

The publications, noted at foot hereof, supply some information on the construction and fitting up of school premises.³

Technical instruction is provided for by the State in Great Britain by—

- (1) "Drawing" being made a class subject;⁴
- (2) Optional "specific subjects;"⁵ and by
- (3) The Science and Art Department⁶—to the support of which annual grants are made, "to promote instruction in science, especially among the industrial classes."

Instruction in that department is not gratuitous unless exceptionally;⁷ but scholarships, exhibitions, free and semi-free studentships, prizes, medals, and money payments are given;⁸ and Professor Huxley is inclined to think "technical education should be supplied free to the artisan population."

Special stress in recent reports upon importance of teaching drawing and agriculture, and a result.

In addition to other official publications, the reports of the Royal Commission on Technical Instruction afford ample information;⁹ and it will be noticed in them that there is special stress laid upon the importance of teaching drawing¹⁰ and agriculture.¹¹ The reports have already resulted in drawing being made by the Code a class subject.¹²

The aid afforded by the Science and Art Department is not confined to schools and classes, but embraces the general promotion of scientific knowledge.¹³

¹ "The characteristic mark of a thoroughly good school is, that all its pupils in attendance are effectively taught as far as their natural ability will allow." Address by Head Inspector of Nat. Schools in Ireland, delivered at Nat. Soc. Sc. Assoc., Dublin, 1881, Trans. p. 478.

² But note Mr. Cumin's evidence before Royal Education Commission, 1886 (hereafter called R.E.C.), espec. 1010-11, and see particularly 1019 on the working of the Elementary Education Act; thus apparently it is within the province of the department to define elementary education as including algebra, Euclid, mensuration, mechanics, chemistry, physics, physiology, botany, sound, light, heat, magnetism, electricity, Latin, French, German, Greek, and Hebrew; and if any child came to any elementary school and required to be taught all those subjects the department would, under certain circumstances, sanction the establishment of a school for teaching them. See also comments "Journal of Ed.," 1 Oct., 1886, p. 406, and see Mr. Cumin's answers R.E.C., 574 and seq., and 723 and seq. For curriculum of National Schools of Ireland see Sir P. J. Keenan's address, p. 64.

For detailed information respecting Standards, in addition to that in Table 17*, see R.E.C., Inspec. Stewart, 3606 and seq., Inspec. Sharpe, 5008.

³ (a) I.E.C., espec. vol. xiii., pp. 25 and 32, and 207-13; and

(b) G.R., 1883-84, pp. 372, 385, and 402; and

(c) "School of Architecture and Hygiene," with plans and illustrations, for the use of school trustees in Ontario, Canada.—Printed for Ed. Dept., Toronto, 1885.

⁴ See also Revised Instructions to Inspectors, 1886, Art. 44.

⁵ See Code, 109 (g) and table in fourth schedule. See also Revised Instruc. to Inspec., 1884, Arts. 45-47.

⁶ For details, see—

(a) 31st report, and supplements to 31st and 32nd reps.

(b) Directory, 1884.

(c) Order in Council, 25 Feb., 1856, Act 19 and 20 Vict., c. 116.

(d) History of Dept. in supplement to 32nd report, and in 30th report, pp. xxx-cxii., and notice Continental information, pp. 6-36; and

(e) G.R., 1883-84, p. xxv.; and

(f) S.C.

For influence of training, see—

(a) R.C.; espec. vol. 1, pp. 513 and 537.

(b) Dr. R., p. 15.

(c) *Daily News*, 24 Jan., 1884; paper by Mr. Carpenter.

(d) *Times*, 15 Nov., 1881; lecture by Dr. Farrar, whose main work in life has been modern education—"to allure to brighter worlds, and show the way."

For agriculture, see—

(e) R.C., rep. espec. vol. 1, pp. 532-536, and vol. 2;

(f) *Times*, 3 Oct., 1884, Mr. Dyer's letter;

(g) *London Globe*, 14 Feb., 1884, article; and For experiments as to the most efficient means of promoting agricultural education, as tried in Ireland, where agriculture is a compulsory subject, see Sir P. J. Keenan's address, p. 64.

For paper on "The Agriculture of a Nation in its relation to the Property of the People," by Baghot de la Bère, see Trans. Nat. Soc. Sc. Assoc., Dublin, 1881, p. 746. And for best means of imparting instruction in agriculture, see paper by J. Ferguson, as above, p. 357, and discussion thereon.

⁷ See Directory, pp. 1 and 2, but note R.C., vol. 1, p. 537.

⁸ See (a) Directory, xxxii., xxxiv., xxxvi.-xxxviii., lii.-liii., lv., lvi., lxviii.-lxxiv.; and

(b) R.C., vol. 1, pp. 526 and 538.

⁹ 1st report, and vols. 1, 2, and 3, espec. vol. 1., pp. 393-504, and vol. 4, pp. 513, 515, 517-520, 522, 529, and 536-538; and espec. 400, 1884. For definition and comments on reports, see

(a) "N.C.," Aug. 1884, art. by Rev. H. Solly, espec. p. 504, and

(b) Address by Mr. Magnus (one of the Commrs.) at opening of Finsbury Technical College, 9 Feb., 1883; Longman and Co., London.

Finsbury College, now defunct, see "Journal of Ed.," 1 Oct., 1886, p. 403.

See also—

(a) I.E.C., vol. 14.

(b) Report dated 25 Mar., 1885, of the City and Guilds of London Institute, Gresham College, London, 1885. For what City of London spent in 1885 on education, see "Public Opinion," 17 Sept., 1886, p. 37.

(c) *Daily News*, 25 Jan., 1884, address by Mr. A. Morley, M.P.; 20 Mar., 1884, by an ex-Lord Chancellor.

(d) *Times*, 6 Oct., 1884, Mr. Magnus, and 25 Nov., 1884.

(e) Dr. R., pp. 15 and 16.

(f) Notice, with details, of the recently established Technical School at Sheffield.—"Birmingham and Sheffield Hardware Manufacturers' Circular," 15 Feb., 1886; and

(g) Art. by Lord Brabazon in "Time," May, 1836, p. 549, on "The need of National, Industrial, and Technical Training."

¹⁰ Espec. vol. 1, pp. 517, 519, 520, 524, 536, and 538; *Times*, 19 Dec., 1884; resols. Lond. School Board, and note *N.Z. Gazette* 92, 1878.

¹¹ Espec. vol. 1, pp. 532-536, and vol. 2. See also n. 8, above.

¹² See Art. 16; and compare with N.Z. regs., 16 June, 1885.

¹³ See Directory, espec. secs. xlii., xlix., l., lii.-lvi., lx., lxii., lxviii.-lxxiv.

The Senate of Cambridge proposes to admit engineering into its curriculum,