

*Modification of Curriculum to admit of Industrial Drawing and other Technical Subjects.*

Mr. J. A. Hartley, B.A., B.Sc., &c.—If any subjects were to be displaced, it would be formal grammar, as against practical grammar.

Mr. W. J. Kennedy suggests that a certain amount of history and poetry should be dispensed with to allow the necessary time for drawing, and is of opinion that too much grammar is taught, analysis being carried to an extreme. What was needed more was an improvement in the habit of speaking and a more intelligent acquaintance with literature.

Mr. C. B. Whillas, headmaster of public school, expressed views similar to Mr. Kennedy with reference to drawing. Was of opinion that grammar and history might be reduced to allow of drawing receiving full attention. Would put aside very much of the parsing and analysis. Had had considerable experience in teaching analysis, and did not think children ever comprehended it. Found it a hard matter even amongst pupil-teachers to get analysis properly taught. Was sure that most of the time devoted to analysis was wasted. Too much history to teach the children in a short time, so that the work was practically wasted.

*Clay-modelling in Primary Schools.*

Mr. J. A. Hartley, B.A., B.Sc., &c., Inspector-General of Schools, South Australia.—Something in the way of clay-modelling could be done.

Mr. H. P. Gill, Principal, School of Design, South Australia.—Something could be done with children under thirteen. Students must learn drawing before modelling. Weekly lessons for a year, in addition to drawing, would give teachers a fair idea of clay-modelling.

*Manual Instruction in Primary Schools.*

Mr. J. A. Hartley, B.A., B.Sc., &c.—Slöjd system of manual instruction only system worthy the name. It takes the children through a systematic course of work. Twenty or thirty models being arranged with great care, such as a wooden spoon, a little flower-stand, a paper-knife, a pen-holder, and things of that kind, which can be made with very simple tools, the children go through that course, and really acquire a certain amount of manipulative skill. Considers the use of ordinary carpenter's tools might commence at twelve years of age, but much earlier under the Slöjd system. Slöjd system would teach children to use their hands, and might be introduced in most of the schools. The system is applicable to both sexes.

Mr. H. P. Gill thought it would be a waste of time for the child to go into the shop and make a thing unless he knew it in the drawing. States that manual training to the children in the State schools is of infinitely more value than the mental training, provided you give them sufficient mental training to enable them to look about for themselves. Considers that two half-days a week is the least that can possibly be of any use. Proposed manual school in populous centre would have no permanent value if instruction limited to two hours a week for nine months in the year; in fact, would be useless.

Professor Custance, F.C.S.—Children eight or nine years old should be taught handicrafts. Nothing in the colony more important.

Mr. J. T. Smyth, B.A., B.E., &c., headmaster, public school.—Secondary schools should be established on industrial lines. Would show boys of ten how to use tools. Children should be taught to use their hands more. Disapproved of central classes for manual instruction, and children being drafted away during school days or hours.

Mr. W. J. Kennedy, headmaster, public school, states that in Sweden the children are taught manual instruction after the age of twelve, and in France also. Does not think that manual education can be applied to primary schools. Unsatisfactory to establish central workshops, and draft children from school during school-hours. Is of opinion that they should only be given such applied knowledge in science and drawing as would lead up to their afterwards going in for technical or industrial manual work.

Mr. C. B. Whillas.—Boys of ten or twelve hardly able to manage tools. Teaching manual dexterity an important matter. Would make more useful colonists; but was difficult of adoption.

Mr. T. C. Cloud, metallurgical chemist.—We should rather encourage children at the primary schools to take up some trade than augment the numbers seeking clerical appointments, and, if possible, encourage manual work either in or out of school-hours. Secondary schools should decidedly have a workshop attached.

*Secondary Schools.*

Mr. H. P. Gill.—Secondary schools only way of applying technical education. In any efficacious system of primary education secondary schools would of necessity follow.

Mr. J. T. Smyth, B.A., B.E., &c., headmaster, public school.—Opinion expressed that there should be a series of secondary schools on industrial lines, where the actual work should be carried out in shops specially suited to the various trades. If secondary industrial schools were established he would not have Fifth and Sixth Standards in primary schools, but draft to industrial school.

Mr. T. C. Cloud.—Workshops should be attached to secondary schools. Drawing, mathematics, science, and workshop-practice should be taught in secondary schools, with a view to technical education. The technical school proper might be divided into a sort of lower and upper class—the lower classes being more general, and the upper ones special classes applied to special trades or professions; the upper classes being principally attended by lads engaged or apprenticed during part or the whole of the day.

*Technological Museum.*

Mr. H. P. Gill.—Technological museum, if in connection with classes, would be very useful. If manufacturers could be interested, museums could be formed in districts applicable to principal trade of that district, and would be of great value. Should encourage teachers to form museums