

main feature in school training, and not a subsidiary one, and should be looked upon as the necessary basis to be attended to above all other things—by reason of its being an essential preliminary to a sound and retentive mind;¹ and

(4.) TECHNICAL INSTRUCTION²—especially in view of—

- (a) The complaint, so often urged in the Colony, that agriculture is not profitable;³ and
- (b) Whether greater prominence ought not to be given in national study to what would tend to be useful in the development of the resources of the Colony, in preference to the greater attention paid to purely literary attainments?⁴

The stress laid upon drawing by the Royal Commissioners for Technical Instruction in their report, and by other authorities, is especially noticeable.⁵ Indeed, at the International Education Conference in 1884 the President said: "The monopoly of the three Rs is doomed,⁶ and the enthronement beside them of three Ds—drawing, drill,⁷ and adroitness—approaching."⁸

The remarks upon education in Great Britain are more elaborate than those relating to any foreign country: because we naturally, at least in the first instance, look there for example. In all cases, however, the main difficulty has been to write upon various systems so tersely as to fairly represent all features, and yet not to weary with minutiae. Numerous references are therefore made to publications, which are forwarded herewith where practicable and necessary. When no more detailed information than the text affords is required, the footnotes need not, of course, be noticed; but it is hoped that they may, whenever additional knowledge is needed, prove useful by facilitating investigation.

Of the report as a whole, I cannot refrain from recording how greatly my European and American experiences have tended to confirm me in the view that "of education information itself is really the least part"⁹—that knowledge is not necessarily power—and

Remarks on education in Great Britain the most elaborate.

Concerning report as a whole.

¹ "To my mind nothing is more certain than that the highest success in intellectual education can be reached only by the aid of the most thorough system of physical training."—Dr. Philbrick, p. 101. Again, "If the history of education has made anything certain, it has made it certain that the gymnasium is an essential appendage of the schoolhouse," p. 100. See also I.E.C., vol. xiii., p. 337 and *seq.*

For valuable suggestions in medical supervision of teaching in schools, and of premises, &c., note Hungarian system, "Journal of Ed.," July, 1886, p. 297.

² On this subject see especially—

(a) R.C., vols. i., ii., iii., and iv. (including report of Sub-commissioner for Agriculture).

(b) I.E.C., vols. xiv. and xiii., p. 3.

For definitions of and distinctions between "Non-technical or General Education," "Technical Education," and "Industrial Education," see Dr. Philbrick, p. 69, and note espec. the recommendation to provide "that kind of instruction and training which fits persons, in part at least, for some particular modes of gaining a livelihood," p. 88.

"Education, to be of use to the class for whom it is intended, should be conducted with a special reference to the future life and needs of those who are under instruction."—Mrs. Cusack, Nat. S.S., Dublin, 1881. Transactions, p. 492. Note, for instance, provisions for teaching horticulture in Baden, and cooking in Brussels.—"Journal of Ed.," July, 1886, p. 297.

The progress of the Sloyd movement, "which aims at establishing handicrafts as one of the subjects generally taught in schools," should not be overlooked.—See "P. M. Budget," Sept. 23, 1886, pp. 23, 24.

"On the position of Science in Colonial Education."—See Art. by W. L. Carpenter, B.A., B.Sc.; espec. notice of "New Zealand Journal of Ed.," supplement, Sept., 1886, p. 396.

³ See (a) R.C.

(b) I.E.C., vol. xiv.

(c) The authorities in Kew Gardens are trying to educate the public in regard to the attacks of insects on cultivated plants.

(d) Provisions for teaching horticulture in *volkschulen* of Baden, with a view to improve the fruit markets. "Journal of Ed.," July, 1886, p. 297.

For account of the new Colonial College and Training Farms Company see "The Colonies and

India," 11 Dec. 1885, p. 9, and 12 Feb. 1886, p. 21.

⁴ See (a) I.E.C., vol. xiv., espec. pp. 5, 51, 57, 67, and 571; vol. xiii., pp. 159 and 162. But see vol. xiv., p. 334.

(b) R.C., vol. iii., p. 3061.

(c) American Commissioners' Report on Education, 1884, for 1882–83, p. civii.

"We make progress in education mostly by means of specialization." Dr. Philbrick, p. 83.

It has been asked, "What is the use of half the subjects taught in a national school to an ordinary artisan?" Lord Brabazon's remarks in "Time," May, 1886, p. 549, on "The Need of National, Industrial, and Technical Training," specially referring to the Colonies, are well worthy of notice.

⁵ See (a) R.C., 1st report, and vols. i., ii., and iii., espec. conclusions and recommendations, vol. i.

(b) I.E.C., vol. xiv., especially p. 2 and *seq.*

The English Code, 1886, Art. 15, provides as an amendment on the 1884 code that drawing is a "class subject." Note also Revised Inst. to Inspectors, Eng., 1886, Art. 44.

⁶ Upon the individual examination of children in the three Rs see paper read by R. Hamilton at Nat. S.S. Assoc., Dublin, 1881, Transactions, p. 485; and paper read by Dr. Doherty, p. 493.

⁷ On universal drill, "regarded rather as a part of school hours than of play hours." See "Public Schools in 1886."—"Athenæum," 17 July, 1886.

⁸ I.E.C., vol. xiii., p. 3.

⁹ "The value of an educational system is to be judged not principally by the number of isolated facts retained in the memory, but by the general culture and improvement of the mental power," &c.—C. H. Keane, M.A., paper read at Nat. S.S. Assoc., Dublin, 1881, Transactions, p. 495.

"In a word, teach your pupils to think correctly. This is education."—"Journal of Ed.," July, 1886, p. 297.

"Tell as little as possible; induce children to *discover* as much as possible."—"School Work," by J. Gladman (Jarrold and Son), see "Athenæum," 7 Aug., 1886, p. 173. See also Art. by J. H. Raven, "Macm. Mag.," April, 1886, p. 444.

"You know nothing as yet; you have only learnt how to learn."—Address of Joseph Prud'homme to prize women on leaving College. See also "Philosophy of Ed.," by Prof. Blackie, "Journal of Ed.," May, 1886, p. 201.