

in connection with primary schools. Enumerate the manufactures of the colony, and let the technological museum at first deal entirely with those. Immediately fresh manufactures crop up specimens should be obtained by the museum to illustrate this manufactory. Short time ago drain-pipes only were made; now endeavouring to make better pipes and terra-cotta ware. So as to give artists who work in terra-cotta an idea of the work done in other places, casts of terra-cotta could be obtained from England and Italy at a very small expense to illustrate ornament that was suitable.

*Elementary Science.*

Mr. J. A. Hartley.—It was desirable that the rudiments of science should be taught in public schools. Only the elements should be taught. Would teach girls and boys same elementary-science subjects. Teaching elementary science as a part of general education a great improvement on present system. Thought elementary science could not be taught generally by teachers, as they did not know enough about it. Might experiment with wheelbarrow system. Scientific training likely to develop new industries.

Mr. J. T. Smyth, B.A.—Elementary-science lessons might be introduced in present curriculum; simple facts taught to lower classes, and more elaborate instruction to higher classes. Was in favour of teaching applied science, adapted to the various classes and graded properly.

Mr. C. B. Whillas.—Science could be taught in fifth and sixth classes, but not earlier.

Mr. T. C. Cloud did not think that scientific matters could be taught by mere reading. Did not think the idea should be encouraged. Travelling lecturers could give efficient instruction of its kind up to a certain stage; but impossible to teach chemistry properly without proper means for the demonstrations. Did not believe in mere cram, nor in chemistry taught from books: neither chemistry nor physics could be taught from books.

Professor J. D. Custance.—Object-lessons should be given in chemistry, botany, geology, insect and animal life, &c.

*Summary.*

In the matter of drawing it will be seen that all the witnesses were of opinion that drawing was a necessity as a groundwork for technical education, and that drawing should hold an equal position with writing; that the ordinary teachers of the schools should be called upon to teach this subject, and would be capable of doing so with a certain amount of training. With reference to modification of curriculum to admit of extra time for industrial drawing and other technical subjects, the majority speak strongly with reference to grammar-analysis as being considerably overdone, and of little value as compared with other subjects; and, further, that history and geography should be taught as class-subjects, and in a different manner, with less cram, and not so much time given as formerly. Clay-modelling is suggested and recommended as being practical and useful. Manual instruction is considered as being valuable, but difficult to adopt owing to want of time, it being considered by several of little value unless a fair training could be given. It was generally considered that manual instruction could only be efficiently given at the present time in connection with secondary schools, classes for instruction being formed at the training college, and teachers trained. That drawing and science should be taught with a view to leading up to manual instruction. With reference to the question of manual instruction in agriculture, Professor J. D. Custance recommended that, where possible, gardens be cultivated in connection with country schools for the instruction of the children, so that they may have a practical acquaintance with farm-plants, and that a plot of land should be attached to the school, and the older pupils receiving some practical instruction in the methods of working the land. He would further recommend the adoption of farm-schools, and is of opinion they would meet a great want, and be of advantage to the colony, as many persons would be glad, for a moderate charge, to have their boys trained to useful work. Farm-schools could be established in different districts by making arrangements with good farmers to undertake the instruction of boys in practical farming, a teacher being attached to a number of these schools to give the boys instruction in other subjects when farm-work permitted, a fixed payment per head being made to the farmer in charge of such schools. The suggestion of Mr. Gill with reference to museums obtaining specially-selected specimens, with a view to illustrating the special manufactures of a district, is decidedly a good one, and of great importance to colonies of our own standing. The opinion with regard to elementary science is, generally, that it should be taught by a system of object-lessons, the difficulty of providing apparatus, and the fact of a large number of teachers being unable to give practical instruction, no doubt leading to the above result. Suggested that the wheelbarrow system be tried.

*Recommendations made by the Board re Primary Schools.*

No. 4. That elementary drawing should be made a compulsory subject in all classes, and that instruction in elementary science should be given to children in the higher classes. No. 5. The evidence indicates that drawing should be taught concurrently with writing, by the ordinary school-teachers. No. 6. That instruction in science should take the form of systematic object-lessons, due regard being given in the choice of subjects to their application to industrial requirements of the district in which each school is situated. No. 7. That encouragement should be given by the Education Department to head teachers to form in their schools museums of objects of industrial interest. No. 8. Having carefully inquired into the subject of manual instruction in primary schools, we are of opinion that such instruction, besides affording a pleasant and profitable relaxation from purely mental work, would prove valuable as a means of physical training, and would develop a taste for industrial pursuits. No. 9. That a class for manual instruction be formed in connection with the training college, and that, as qualified teachers become available, the system should be gradually introduced into primary schools. No. 10. That, where practicable, cooking-classes for girls should be established. No. 11. To make room in the curriculum for the subjects recommended, we suggest the omission of analysis, and the conversion of history and geography into class-subjects.