

"the beneficial influence of these subjects on the formation of individual character and the unfolding of the intelligence is no less

Council of Education (England) and in their latest report (1896-97) express identically the same views. "The movement for the introduction of manual training into all classes of schools as a corrective to an excess of book work seems to be gaining strength in this as in other countries. It is felt," says the council, "that the exercise of hand and eye, as well as of the memory and the powers of verbal expression, is necessary to true education. It appears to be true that the process of growth in a child's mind is furthered by manual training, and that the latter promotes the attainment of power and accuracy in other studies. These considerations point to a closer correlation between manual training and the other subjects of the school curriculum, the former being rightly regarded as an integral part of school training, and not as an optional or disconnected appendix to it."

Provision for technical education in its bearing on agriculture is supplied by the Agricultural College, the Agricultural School, the Primary Public School Agronomy Classes and the Way College Agronomy Class.

The Agricultural College building, at Roseworthy, is a pleasant looking, substantial structure, with accommodation for 40 students, and the college council owns about 1000 acres of farm land. The object of the Government in founding it was twofold—(1) The training of young men for the practice of agriculture, horticulture and viticulture; (2) the conducting of experiments with a view to the advancement of the rural interests of South Australia. To be qualified for admission, a boy must not be less than 15, and also have passed a preliminary examination in English composition and arithmetic. The course of study extends over nine sessions, or 3 years. Before obtaining the college diploma candidates have at least to go through the second and third year course, and pass a satisfactory examination in the subjects of the curriculum. The college fees are £30 a year, and the advantages of its training are eagerly sought. Last year the college was full, with 40 students. Professor W. Lowrie, M.A., B.Sc. (Edin.), who has held the principalship for 10 years, is a thorough believer in economic teaching. "As my experience of South Australian conditions extends," he says, "and my knowledge of the prevailing farming becomes more intimate, my belief is strengthened that an all-round, thorough practical training would work out to more advantage than a knowledge of the elementary sciences having relation with agriculture, or even than a knowledge of the principles of agriculture. To have the two combined is what I believe should be endeavored after." Nor are there many educationists who will nowadays dispute his judgment. The college laboratory cost £1000. The staff, it should be said, undertakes departmental work. Of late the staff has been strengthened, and the professor reports:—"We are able now to qualify students to an extent that a few years ago was not within the horizon of possibility." In 1897 the farm was made to yield a revenue of nearly £1000 on an expenditure of £500.

The Agricultural School, opened by the Education department in Frome-road, Adelaide, on the 1st of June last, for boys of 12 years who have obtained the compulsory certificate, or of 13 years old and upwards, without it, marked an epoch in the public school system. Prior to that a serious gap existed in the agricultural training of the South Australian youth. The primary school took boys on to the age of 13—seldom beyond—and the Agricultural College, as has been shown, would not admit them until after they had reached the age of 15. This gap was bridged by the Frome-road school. And one passage in the speech delivered by the Minister of Education at the opening ceremony so aptly applies to a sad want in the colony that it may be quoted here. "In a community like South Australia," remarked Dr. Cockburn, "agriculture should be their first and constant thought. During the past few years the department had taught the subject in the primary schools, and they would here work on the foundation they had so well laid. The boys were taught to think about agriculture in the primary schools, and in this Agricultural School, and they would continue to think of it when they passed on to the Agricultural College at Roseworthy. Arrangements were being made for the establishment of other schools of the same class, and in the course of time a complete system of practical agricultural education for boys will be founded throughout the colony." Now, the Victorian primary school system gives no such practical tendency to the minds of its scholars. On the contrary, its curriculum is calculated to bias the mind against all manual labor callings. Cannot Mr. Peacock stir up his department to do something to bring about a better state of affairs? The Agricultural School fees are only 1s. a week, and the course of study is arranged so as to fit the boys to enter the Agricultural College or the School of Mines and Industries by the time they have reached the required age. In 1897 there were 60 pupils, and this year 68 enrolled themselves. The departmental expenditure on the school has been—For 1897 (seven months), £197 2s. 6d.; for 1898 (ten months), £23 11s. 9d. The receipts by fees—For the year 1897 (from June to December), 455 6s.; for 1898 (ten months), £81 17s.

The Agronomy Classes in Primary Public