

quite sure, have not the least effect. I was in a school the other day where the teacher was cramming the children with a lot of names of small rivers and places of a foreign country. The teacher said to me himself that he had no idea where two of these places were previous to the lesson. He said he would devote the time to drawing if he were permitted to do so. But he further said that he must bring the school up to standard requirements. In fact, the teachers are afraid if they do not bring the children up to standard requirements their position will be damaged. When you ask them to give time for drawing they say it is impossible; that the work necessary for the standard requirements must be done.

172. How many hours in each day do you think should be available for the system you suggest?—I think that in the first three standards there should be not less than two hours' work per week. In the continental schools it is more. In France, four hours. In these younger classes there should be more thorough ground-work done than there is. Hitherto it has been too elaborate. They have not been used to commence with simple straight lines. There is another thing I have observed in the majority of the schools, the pupil is not made to understand thoroughly what he is doing. When he comes to a straight line he draws a level line upon his slate, and repeats after the teacher, "a horizontal line is a level line;" but there is no application of it to existing objects so as to impart a complete understanding of it. Drawing, if thoroughly taught, brings with it a great many other advantages. I think if the nature of drawing were fully understood, it would be found that the memory would be more retentive, the eyes would see more than they do at present; that, with the advantages it gives, culture would be better in every respect. It makes children more observant, more practical, and better fitted for their other studies.

173. You think it is better than "cramming" them with geography?—Yes, for this reason: that when they go forth into the world they would have something practical to rely on. They do not, I think, require quite so much parsing, so long as they can compose a decent letter, get a knowledge of arithmetic, and are able to read and write well.

174. But supposing that, under any circumstances, there can be only a certain period of time available for the instruction given each day, how would you dispose of the time so as to bring your subject within the day's work?—I consider writing and drawing should be ranked as equal. I think these two last subjects might be very well taught together, for drawing improves the handwriting: it is the freedom of hand obtained in drawing that helps the handwriting.

175. What I mean is: how would you place your technical subjects, in what order of preference, so as to enable you to give the instruction in State schools? With reference to the time or the Syllabus? You would have only three or four hours for the whole work of the school?—In accordance with the standards so I would regulate the entire work; in the first place, the teacher should teach the infant merely to observe facts correctly, so that the child may know a figure when he sees it. The First-Standard children are taught the application of lines and angles—that is, the application of lines to surrounding objects, so that the children may be able to say, "This is a horizontal line," or "This is an oblong." They have to apply their knowledge practically by drawing them from the objects on their slates. The older system was to teach by ruled lines; but, from my experience of infant life and infant classes, I should give up ruled lines. They are not necessary. I can give instances to prove it. My objection to First and Second Standard drawing-books issued to schools under the new regulations is that they do not train the child to draw. After having gone through the two standards, give the class plain slates, and you will find three-fourths cannot draw a square correctly, and could give you no definition or correct understanding of the same. Further, they are decidedly injurious to the eyes, and I strongly urge that they be discontinued.

176. *Hon. Mr. Fisher.*] You may take the children to other schools where they cannot get on without ruled lines?—Just so: it depends on the teacher, but if the teacher understands the work ruled lines will not be necessary. In the First Standard I give a dictation-lesson, selecting some applicable piece of ornament, such as a square and a cross in it. But in the infant classes they should begin with the straight lines; I lay special stress upon this as forming the ground-work of all drawing. In the First Standard the teacher gives an accurate description of the object which initiates a careful attention on the part of the pupil, who is then required to illustrate the words of the teacher. In the next lesson they are called upon to draw the object from memory. They are then required, for a home lesson, to draw the object from memory 5in. or 6in. in size and cut the figure out in either cardboard or paper. That is an outline of the First Standard work. In proceeding to the Second Standard they are tested on the work of the First Standard. Then the circle is given within a square, showing quadrant, semicircle, circle, diameter, radius, &c., and illustrated by wire-models. Then exercises in straight and curved lines combined. Dictation, memory, cutting out, and black-board work continued. The Third Standard is an extension of this. The Fourth includes model-drawing as before—applying their knowledge to objects. They are called upon to analyse the forms placed before them. For instance, as I have already told the Committee, I have introduced a system of wire-models, so as to induce them to understand fully the nature of the object placed before them. It is difficult for a child to look at some objects—say the solid cube for example—and to understand why it is that, in drawing, certain of the lines slope down. The appearance of objects has to be very clearly explained to children. I find that these wire-models can be understood. I have found this system very effective; it affords promise of great success in carrying the instruction through the standards. In the Fifth and Six Standards scale and plain, and solid geometrical drawing is taught. To the solid geometry I attach great importance. The geometrical books by D. Blair, issued by the department, are excellent works and thoroughly suited to class-work. I should say that the regulations I have issued to the teachers are not strictly in accordance with the regulations issued by the department; but we get through the same amount of work, although we place it in a different order. I think that after a lad has passed through this course and leaves the school, when he goes to a trade he has ground-work laid that will benefit him very much in the work he has to do, and he will be fitted then to pass to the technical school