

the great gain is in having exercised the mind, the eye, and the hand together. Blackboard practice upon a large scale should be given to the scholars when the board is not in use.

Standards II. and III. would be a continuation of the same scheme with more advanced exercises, using plain-leaved drawing-books, and shoulder-work upon brown paper. Modelling in clay or cartridge-paper should be given in relation to carefully selected exercises. The brown-paper and chalk work might well be continued for the first six months in Standard II., when the simplest brush-form exercises might be introduced, and continued more regularly in Standard III. The whole aim of the work in the first three standards should be expression of the children's ideas by the most varied and interesting means.

I recognise the fact that not less than two hours per week will be needed for this work, but my hope is that the Education Department will see the way to a rearrangement of other matter to enable this and the varied occupation exercises to be done effectively. The result of my inspection of the various schools in England has shown me that it can be done, not only without detriment to, but with increased efficiency to, other sections of educational work.

Standard IV.: This standard will deal almost entirely with plane and elementary solid geometry, combined with cardboard-modelling of the solids dealt with. In many schools one hour is also devoted to freehand exercises of the first grade, where reductions from large charts and enlargements from small cards are made a basis of instruction. This section should combine exercises in brush-work with the freehand, a description of which will be found in a separate chapter.

Standard V.: Scale-drawing, freehand, and brush-work will form the main work of this section. In scale-work there has been a tendency to rely too much upon Bacon's scale-charts, or upon Blair's or Hutton's books. Too little attention is given to the construction of the scale, and to the real requirements of the work—that of taking actual measurements from objects, a small rough sketch being made by each scholar in an upper corner of the drawing-book, the measurement being called by the boy who measures the object, and marked upon the rough sketch, and the drawing then made to a given scale from the sketch provided. Not less than two-thirds of the work in scale-drawing should be done from actual measurement, say, from school furniture, doors, maps, windows, fireplaces, shelter-sheds, &c., or using surveyors', builders', or engineers' drawings, which may generally be readily obtained from interested firms. Attention is required particularly to the condition of the instruments used. The freehand and brush-work exercises will be of a more advanced character.

Standard VI.: In Standard VI. solid geometry and model-drawing should be combined, as a knowledge of ground-plan and elevation of the objects to be drawn will insure success. Wire and solid models should here be used conjointly. Common objects such as table, box, cup and saucer, book, bottle, bucket, bell, flower-pot, saucepan, dish-cover, milk-can, coffee-pot, &c., should be combined with the models from the set of geometric solids usually provided.

In solid geometry, plans and elevations should be given of the various simple solids, using cardboard models made by the scholars. Application of these solids to common objects should be given as much as possible. This series of exercises should receive attention, as they are of the highest importance to the constructive trades.

The question of manual instruction and domestic economy for these standards is dealt with in separate chapters.

As it will be many years before the above subjects can be generally adopted, I here give suggestions for more advanced work for those scholars who are enabled to proceed.

Should my suggestion regarding the first-grade drawing examination be generally adopted it will be found that large numbers of scholars will in the Sixth Standard have completed their full first-grade drawing certificate. The following methods of occupation may be utilised in such cases:—

In brush-work more advanced exercises in flowers, foliage, and plant-form, particularly native plants, using several colours, as described and illustrated under "Brush-work"; flat-tinting of freehand exercises, as suggested by Bacon's new drawing-charts or Ricks's brush-work; modelling in clay from elementary casts, common objects, or foliage, or tracing simple designs upon slabs of clay about 6 in. square and $\frac{1}{4}$ in. thick; application of geometrical patterns to simple tiles, using about three or four colours, or formation of patterns (Ricks's method), using coloured papers cut and mounted so as to form complete designs; transferring by pricking and pouncing with charcoal simple designs on borders (made from previous drawings) to aprons or clothing; adaptation of the same to stencil borders for boys; drawing to scale from mechanical models or machine parts borrowed from local foundries, or from actual measurement of school-buildings, &c.

Freehand Shoulder-work.—All the more modern school-buildings are now provided with large central halls, Manchester and London having special accommodation in this respect. The halls, particularly under the London School Board, are so arranged that drawing-blackboards are placed upon a ledge around the walls.

Shoulder-work in freehand drawing—that is, drawing done at arm's length—is thus permissible. (See illustration, Plates Ia. and II.) Occasionally this is done upon the blackboard, but oftener the work is done upon brown paper with charcoal, white or coloured chalks. In two or three schools I saw classes at work. Headmasters and teachers generally speak highly of the results of this work. This method of work will, unfortunately, be impossible under our present condition of school-buildings. The next best available method is to obtain stout strawboard about 2 ft. long and 12 in. wide. This may be blacked as a blackboard upon one side and left plain upon the other. Insert this lengthways in the slot at the back of the desk. The scholar may then, by sitting upright, draw freely at arm's length. Should brown paper be used the same is fastened by means of patent clips to the strawboard. This method is adopted at the Alma Road Board School, London. Examples of work done in my presence are shown (Plates III., IV., and V.). Valuable suggestions from the supplementary drawing syllabus published by the Science and Art Department are also given in Appendix B. It will be noticed that all standards from I. upwards may be required to work in this manner.

The syllabus also states that the boards are not to be turned about, nor the position of