

7. You spoke of physical instruction, and of its neglect in Auckland?—I did not say there was any neglect. What I referred to was the want of training in the teachers who are giving the instruction.

8. Are these breathing-exercises not being generally done in the schools in Auckland?—I think they are, but I do not think they are understood by the teachers to a large extent.

9. Have they instructors in physical education?—No; no particular instructor. There is no systematic scheme of instruction at all. Of course, the Inspectors look after the matter, and do what they can, but I think it is advisable to have a definite man. In Edinburgh there is a Director of Physical Instruction, and he has ten assistants, who do nothing else.

10. Are you aware that in some districts in New Zealand this systematic instruction is given?—Yes.

11. And such a system ought easily to be possible in such a very large district as Auckland?—Yes.

12. You have a large number of your students who sit for the C certificate at the end of the year?—All of them.

13. Have you anything to say in regard to the new regulations for the examination and classification of teachers?—No; except, of course, that I partly indorse them. I think they are on right lines. There are great difficulties in the way of teachers—not in the city—who cannot get practical science. The syllabus aims at making the work practical, and that, I think, is right.

14. Do you think it is possible to give eighty hours a year to the training for this?—We have arranged to give it; it is quite possible.

15. Without neglecting other work?—Well, if you did not give eighty hours, you would be giving more attention to something else. You can do anything you have to do.

16. What do you say if the principals of other training colleges assert that this is an impossible condition?—I would advise them to come to Auckland, and I will show them how we do it.

17. Did you see these regulations before they were issued?—No.

18. When did they first come into your hands?—We did not get them until the beginning of March.

19. After you had drawn up your scheme of work?—Yes; we were working on the scheme of work of last year until they came out.

20. Do you think it would be advisable, before issuing regulations of this kind, that the principals of the training colleges should have an opportunity of seeing them?—I would very much appreciate the opportunity of talking them over. Personally, I give up my life to my work; it is a hobby with me as much as work; and if that is only recognized, and people are willing to consult me, I will work all the harder. But if I am simply used as a tool, and told to do this and that, I do not like it.

21. *Mr. Kirk.*] Are there physical-training exercises apart from the junior-cadet work in the schools?—Yes.

22. So you have a distinct part of the week set apart for physical exercises?—Yes, which are limited in most of the schools to a quarter of an hour in the beginning of the day.

23. Is not the junior-cadet work largely physical exercises?—As far as I can make out, the chief work done by junior cadets is to dress up and walk about. Personally, I do not think they do much good. It is well to have them organized, and nice to see them marching and holding reviews; but I think there is far too much walking in line and forming fours. What is the use of all this marching? It is so unintelligent; and the students who have been through the course all think the same thing. They soon learn how to stand and form fours, and they want to learn something else.

24. Is that the highest form of drill they get?—They do some fixed definite exercises in addition as part of the cadet work.

25. What are these exercises?—They have been trained by military men, who do not know anything about children, and they are not good exercises.

26. There is a system of physical exercises, then, included with junior-cadet work, which system you condemn?—Yes.

27. On the grounds that it is not in accordance with scientific principles of physical training?—Very largely. It has been drawn up by military men, who do not understand child-life; that is my personal opinion, after looking into the position very closely, and giving it careful consideration.

28. The physical exercises given by the instructors to the junior cadets, then, are really harmful in your opinion?—Well, perhaps that is expressing it rather strongly; I would agree it is partially harmful.

29. And ought to be revised?—I think so.

30. With regard to what you suggest as to the A and B Grade certificates, you have in your school, I suppose, briny boys and girls who yet are to a certain extent handicapped by reason of ill health?—Yes, because they have not paid attention to physical culture.

31. Or because of their environment and heredity?—If they are properly trained in the school you can overcome that to a certain extent. If a boy takes a pride in his carriage, and wants to have a big chest, he very soon begins to improve.

32. But, assuming all you have said to be the case, is it not a fact that you would still have briny boys and girls who are physically deficient, notwithstanding all their efforts to make themselves right?—Perhaps I had better explain that I do not want to get a big burly boy. All I want to imply is that a boy should make the most of what he has, and not neglect what he has. You can go round the schools of Auckland, and see dozens of boys sitting hunched up over their desks, with pinched faces. If they were told to sit up, with their chests out, and were made to sit up, and