

best interests of the students in the school?—I do not think that typewriting and shorthand should be introduced in the secondary schools. They are technical subjects. We teach book-keeping as an optional subject in the forms where Latin is not taught.

26. Would you let us have your opinion as to the general moral tone of the school, or schools if you can speak of them, compared with the general moral tone that prevailed in the past in your experience?—I think that the moral tone of the Grammar School is decidedly good. I have had experience in an English school and in another school in the Dominion, and I think it is as good here as in England and elsewhere in the Australasian colonies.

27. *Mr. Poland.*] You started by saying you were impressed with the importance of a sound primary education, and later you said you thought thirteen years was old enough for a pupil to pass on to a secondary school?—For the bright ones. I said I thought the Sixth Standard certificate should be the test for a boy under thirteen. I think boys under fourteen should take what I think is the harder test—the Department's examination.

28. Do you not think that boys and girls of the age of thirteen who, after being given a further opportunity, may prove very bright and able children should not have the advantage of an extra year at the primary school?—I think they would do better by coming to us earlier.

29. Would you suggest they should be left longer with you?—Yes. I think the boys who come to us under thirteen have under the present regulations their junior free place extended for a third year if there is any need. I may mention that the Rawling Scholarship-holders—we have two of them generally each year—come to us at under twelve, and they have done very well.

30. For how long have they come?—They generally get a senior district scholarship, and they stay on and get into the University section. I mention that as an instance of children coming under twelve from the primary schools.

31. *Mr. Davidson.*] Do you find that boys coming from the primary schools are somewhat overcome with the work of the secondary schools, particularly in mathematics and languages—the subjects that they have not touched in the primary school?—Certainly not.

32. You do not think it is necessary that elementary mathematics should be taught in the upper standards of the primary schools?—I think it would be a very good thing indeed if it could be taught. I think it would be a very good thing if some algebra were taught there.

33. Do you think it would be possible to teach something of elementary mathematics, such as algebra and geometry, in connection with the arithmetic in the Fifth and Sixth Standards in the primary school?—I should not like to see arithmetic spoiled in any way. It is very necessary that the standard of the arithmetic should be kept up, but I should prefer to see elementary mathematics brought in rather than some of the subjects taught there.

34. I have here a course of study in a high school in which there are three divisions—(1) a classical and English course, (2) a commercial course, and (3) a mechanical arts course. Do you think that would be a desirable course of study in a secondary school?—No, I think the course for mechanical arts should belong to a technical school.

35. But you would have two—classical and commercial—possibly in the same school?—I think they would be very good optional courses.

36. *Mr. Hogben.*] Do you take the view that Mr. A. C. Benson takes, that Latin is a special subject?—I do not. I think it is a subject of general training in secondary schools.

37. You do not think it is a vocational subject?—Certainly not.

38. You do not think that by teaching Latin and other subjects taught at the present time you are really giving a boy a bias towards literature and professional pursuits and away from other pursuits?—No. Some of the best scientists have been good classics. I will give you one example of a good classical training: I will take the Right Hon. James Bryce, who was through here the other day. He is a F.R.S. and a man of the widest possible sympathies.

39. You do not think the best way of getting the most suitable boys for free places would be by consultation between the people concerned—namely, his former headmaster, his future headmaster, and the parent?—No, I think it is impossible to get a consultation.

40. And you do not think that the accrediting system would be the best system?—No, I believe in the examination system.

41. *The Chairman.*] Touching home lessons so far as the secondary course is concerned, are you not aware that there was at one time a considerable outcry on the part of parents against the prevalence of home lessons?—I do not know that the parents objected very much.

42. Are you not aware that in a good many cases the inability of the average father to provide the necessary accommodation for his child, so that he might do justice to himself at home, was the reason for the objection?—I am not aware of it.

43. You said you did not regard swimming as a thing that should be practised in schools, and you spoke of it as a hobby. Now, in a country that is largely troubled with dangerous rivers, do you not think that in the primary schools at all events, and in the secondary schools, swimming should be practised and made a compulsory subject?—I do not think so, in school hours. I think that many lives are lost through people being able to swim a little. They become too venturesome.

44. I understand that you prefer that the administration of the several branches of national education should be undertaken by distinct governing bodies. Have the parents of the children attending your school any representation on the governing body?—None whatever.

45. Is it desirable they should have?—I think not.

46. From the fact that it is suggested that the Education Boards of the future should be directly elected from the people by popular franchise, would that have the effect in your judgment of strengthening the *personnel* of the boards instead of being elected as they now are by School Committeemen?—I think they should be elected by the School Committeemen in preference to the wider franchise.

47. You have no experience yourself of the quality of the men who offer under the present system?—No, I know very little of the primary system.

[NOTE.—Mr. Tibbs's evidence on the subject of sexual physiology will be found in the exhibits in the Appendix dealing with that question.]