128. *Dr. Fitchett.*] You say that written examinations should be abolished: is it not a fact that the primary schools have a great advantage over the secondary schools in having been subjected to written examination?—I do not know whether that is the case; but, even if it were, I do not think it is an advantage.

129. *Mr. M. J. S. Mackenzie.*] In rating subjects according to their value, would you place drawing before history or geography?—That would depend on the teacher; it is altogether dependent on the capacity for teaching and the enthusiasm of the teacher, and the liking the pupil has for the subject.

130. Apart from the capacity of a particular teacher, assuming that they were all of equal capability, and having regard to the particular value of special subjects to the child, suppose you had to drop out four subjects from the Syllabus, what subjects would you drop out?—It depends on the way you wish to train the child, whether he is to use his head or his hands in his future occupations. If he will have to use his head, the training of his hands will be of secondary importance. It depends entirely upon the aim you set before you. If you aim at developing his mental powers, there is no comparison between history, geography, and drawing. I do not mean, of course, as those subjects are commonly taught. But they are all instruments of mental training undoubtedly.

131. Do you not think that the two ought not to be separated, but that a part of the school time ought to be given to each?—Certainly; you cannot reasonably put them in antagonism.

132. *Mr. Allen.*] But do you not think that it is important to train the eyes as well as the mental faculties?—Most certainly. I hope that nothing I have said will convey a contrary impression to the minds of the Committee. As a part of school training drawing possesses decided advantages.

133. *Mr. M. J. S. Mackeazie.*] Would you say that it improved the memory?—It is an aid undoubtedly in giving a vivid image of form; but I would not place it on the same level as other subjects in training the mental powers.

134. *Hon. Mr. Fisher.*] But as a means towards a child obtaining its living in after life, would you not say that geometrical and technical drawing possessed great advantages?—Undoubtedly; but, coming back to geography, it appears to me that nothing could be more absurd than the method adopted of teaching geography in schools. The text-books first set children to learn that the earth is a globe; next they deal with the motions and size of the earth, then with latitude and longitude—most abstruse branches of the subject; and then they give the children a lot of names of places to learn, instead of calling attention to the natural features of the child's neighbourhood and working from that. By the present absurd mode of teaching the subject loses the greater part of its value.

135. *Mr. Allen.*] Do you think that grammar has any very great value? No, certainly not: it is one of the last subjects that the child, when he becomes a man, comprehends. But a child can be taught as much grammar as he is likely to derive benefit from without being taught formal grammar; that is, by good example in the manner of speaking, by a judicious course of reading, and by explanation, the more elementary parts of grammar can be taught. But looking to grammar as a scientific exposition of language that can only be undertaken by advanced pupils or grown-up men.

136. *Dr. Fitchett.*] Do you not think that the process of analysis is of advantage?—I do: it is the rational way of teaching the subject.

137. *Mr. M. J. S. Mackenzie.*] Are you aware of the importance which the Scotch system gave to grammar?—Yes; I have suffered from it.

138. In connection with the breaking-down of children going to school young, were you speaking rather in your capacity as a medical man?—I stated that their energy would be better utilised in improving their physical health.

139. Do you not think the two things might go on simultaneously: have you the means of knowing that the break-down was not attributable to some other cause not within your knowledge?—I did not say anything about children breaking down under seven; the cases of breaking down I referred to were not children under seven.

140. Then, as regards children over seven years of age, have you the means of knowing that the break-down may not be attributable to causes other than study at school?—Yes. When a medical man goes to attend a patient he makes inquiry as to every possible cause which may have led up to the illness. If the patient is well nourished, and there is no ill-treatment, and all the surrounding circumstances are favourable to good health, without any other predisposing cause to account for it, he must look elsewhere. I have known cases where the persons whom I was called to see were in the best possible circumstances—well housed and well cared for physically—and the sole cause of the break-down was the anxiety and worry consequent on school-work.

141. Apparently?—Undoubtedly. I have one or two cases at present where no other cause can be assigned.

142. *Mr. Barron.*] Perhaps Dr. Brown, in preparing his notes on the Syllabus, would give us also the benefit of all the information he possesses bearing upon the health of children attending school, as well as upon the economy of the system?—There is one point which I wish to place before the Committee in estimating the effect of this over-pressure. It is a great mistake to think that the whole of the damage done to children is exhibited in the cases of those who have to be taken or kept away from school. Short of absolute ill-health, there is a great deal of minor misery caused to children which they do not exhibit during their school-life: the lessened capacity for the enjoyment of life, the twist given to the mental energies, and a great number of other things have to be taken into consideration in estimating the effects of the Syllabus and the tendencies of the system.