

**THIRD GRADE.**—Number of papers submitted for examination, 6, of which 4 passed. Free-hand from the cast First class—Caroline Blair Leonard Watkins 2 failed. Group of models, shaded in chalk First class, Leonard T Watkins. Shading in chalk from the cast Excellent, Leonard T Watkins.

*Local Examinations in Drawing*

Freehand	17 candidates	16 passed	1 failed
Model	4 "	0 "	4 "
Geometry	9 "	5 "	4 "
Perspective	1 "	1 "	0 "

**TEACHERS' DRAWING CERTIFICATES.**—In my report last year I referred to the fact that no definite syllabus or instructions are issued by the Education Department with regard to the drawing required for the teachers' classification certificates. Candidates continue to ask me for information in connection with this, but I am still unable to advise my students in the matter. I would again suggest that the department should place drawing on the same footing as the other compulsory subjects for examination. It seems only reasonable that, as all teachers of primary schools are required to give instruction in drawing, they should be called on to show evidence that they possess some ability to do so.

**PUPIL-TEACHERS' DRAWING SYLLABUS.**—Since my last report a new syllabus for the annual pass examination of pupil-teachers under this Board has been prepared by Inspector Bindon, who requested me to draw out a syllabus of drawing in connection therewith, and which has been adopted. Formerly, drawing was one of the optional subjects now all pupil-teachers will be examined in drawing at their annual examination in June, irrespective of any drawing certificate they may hold, and any candidate failing to obtain 25 per cent. of the possible marks in it fails for his examination, no matter how good his work may be in his other subjects. As I suggested in my last report with reference to the requirements of drawing for teachers' classification certificates, "the pass need not be high, but let it, for a beginning, be something, even that of the standard examination of pupils." Although the Education Department has not yet, as far as I know, considered the question, it is a step in the right direction that the pupil-teachers under this Board must now show some proficiency in the different branches of drawing they are required to teach.

**SYLLABUS OF DRAWING FOR PUPIL-TEACHERS UNDER THIS BOARD.**

*Third Class (First Year).*—Freehand Candidates must be conversant with the systematic method of drawing from flat examples, as given in the notes to pupils and teachers in the freehand series of the Colonial Drawing-book, and, although the time drawing will be confined to the examples in those books, candidates must be prepared to make sketches showing the consecutive stages of construction for any drawing. A knowledge of the work for Standards I., II., and III. (see regulation 20) will also be required.

*Scale Drawing.*—Similar work to that given in Standard V., Colonial Drawing-book.

*Second Class (Second Year).*—Practical plane geometry In addition to the work contained in Standards IV and V geometry, Colonial Drawing-book, questions will be set based on that work, with the object of testing the candidate's knowledge of the principles of the subject.

*Freehand Drawing.*—That of the first year repeated. The drawing to be made on the black-board, as for class instruction.

*First Class (Third Year).*—Model drawing The models will be those required by the syllabus for Standard VI., with the addition of an Imperial drawing-board, on which the objects are placed. The axes of the models will be confined to vertical or horizontal positions.

*Practical Solid Geometry.*—In addition to the work contained in Standard VI. geometry, Colonial Drawing-book, questions will be set based on that work, with the object of testing the candidate's knowledge of the principles of the subject.

**EXHIBITION OF STUDENTS' WORK.**—At the end of the year an exhibition of work done by the morning and evening students during the annual session was held in the school. A large number of visitors inspected the drawings and paintings, and, what is equally if not more important, the students themselves found it most instructive, under my direction, to compare different studies of the same work.

**ASSISTANCE AND ENLARGEMENT.**

Ever since the opening of the school in 1892 it has been exceedingly difficult for me, without assistance, to attend in the evening and on Saturday to the different classes of work supposed to be going on together in fact, it has not been done to my satisfaction. I have found it necessary to stop evening lectures, as stated above under "Evening Classes," for these reasons. During the lectures, which were delivered between 8 and 9 on Monday Wednesday, and Friday, on plane and solid geometry perspective, and engineering, alternating with architecture, from twelve to twenty students present in the school, and who were at other work, were left to themselves, as it was impossible to lecture or work on the blackboard and also go round the art room, together with the supervision of those in the lecture room, who were at other work. The result was that during this hour the industrious student who, with a certain amount of confidence, or perhaps over-confidence, proceeded with his work, next evening, when I criticized what he had done when left to himself between 8 and 9 the previous evening, was much discouraged to find it frequently incorrect, and, although in some cases the drawing or painting could be altered, in others it could not. As a result, many ceased to take an interest in their work. Other students, with little or no confidence in themselves, sat doing nothing during this hour, or went away more or less discontented. As a certain proportion of students at other work were before me in the room during my lecture, it was distracting to me, as I found it necessary to go round in the middle of my work and attend to them. Another reason why machine-construction and building-construction lectures have been discon-