

under that of Miss Dunnage, working respectively under the supervision of Mr. Curnow and Miss Perry, who continue at the head of the Senior Departments, acting under my own general supervision and direction. Miss Perry is at present in charge of the Infant School, which Miss C. Whyte and Miss Hall manage under her guidance. But this arrangement will only continue until the opening of the Kindergarten. I have been obliged, for some time, to utilize the Drill Hall as an infant school, and, as the number of little ones rapidly increases, further permanent provision must be made for them ere long, as the rooms formerly appropriated to their use are utterly inadequate and unsuitable, and, moreover, will be shortly required for other purposes. The staff has undergone a few changes during the year. Mr. Brock, an assistant master, obtained a more lucrative employment in the Province of Marlborough, and I was able, by rearrangement of work, to dispense with the services of an additional master. Since December, Miss Dunnage has been placed on the staff of the Girls' High School, and her post is very efficiently filled by Miss Seager, one of our own students.

In conclusion, I would earnestly entreat the serious attention of the Board to the ventilation of the building, which is becoming a more and more serious matter. Last term, several students were prevented by ill-health, for weeks together, from prosecuting their studies, and this term considerable sickness also prevails, which is, I believe, largely attributable to the inefficient sanitary arrangements. In the Practising Schools it would be impossible, with due regard to health, to work more than 60 per cent. of the children the rooms are designed to accommodate. The lighting and ventilation are alike unsatisfactory, and complaints are frequent. There is no room in which all the students can be assembled for any length of time without painful effects; and the lecture-room, on Saturdays, becomes almost unendurable in the course of an hour. A lecture-hall—a room analogous to the "theatre" of similar institutions in England—is a most pressing need, which I hope shortly to see supplied.

Again thanking the Board for its very cordial support, and yourself for much personal sympathy,
I have, &c.,

CHARLES C. HOWARD,
Principal.

The Chairman of the Board of Education.

SYLLABUS OF LECTURES.

FIRST COURSE.—GENERAL SUBJECTS: THE FUNDAMENTAL PRINCIPLES OF EDUCATION, WITH HINTS ON THEIR APPLICATION TO SCHOOL WORK.

Introductory.

Lecture 1.—The teacher's work. Responsibilities and qualifications. Education a science and an art. Importance of training.

Mental Training.

Lecture 2.—The child's first school, and the principles upon which its education is there conducted. Our lack of wisdom and its results. The use and abuse of standards in elementary school work. Importance of study of mental philosophy.

Lecture 3.—Application of Nature's principles to education in infant schools. Methods of Pestalozzi, Stow, Fröbel. Importance of securing highest talent for teachers of infant schools. Inherent defects of pupil-teacher system. How best to turn pupil-teachers to account in mental culture of children.

Lecture 4.—Special training of particular faculties. Lessons in form and colour, height, distance, &c. Music in schools. Its great importance in infant education.

Lecture 5.—Drawing and writing lessons. How best to teach them, and at the same time subserve other purposes. Imitative exercises. Development of the inventive and constructive faculties. Kindergarten gifts, and other useful infant-school apparatus.

Lecture 6.—Object-lessons. Their use and abuse. Notes of lessons. Books of object-lessons. Their merits and defects.

Lecture 7.—Illustration. Its importance. Kinds of illustration. Its potency in the hands of really skilful teachers. Reflexive value of special departments of study. Hints on models, diagrams, maps, &c.

Lecture 8.—Questioning. Its importance. Illustrations of its use by eminent teachers, and of its general application to school work. Examples of bad questioning. Hints and rules. Oral and written examinations.

Lecture 9.—Nature's principles of education applied to the common school. Use and abuse of didactic instruction. Right and wrong methods of teaching some common subjects. Relative importance of various studies viewed as means of mental training. The teacher's own studies.

Home Lessons.

Lecture 10.—How best to make them subserve the purpose of mental training. Common faults of books of home lessons. Hints on setting and examining them.

Moral Training.

Lecture 11.—Its true principles. The teacher's aims. Necessity of tact. Importance of character. The secrets of influence, as exemplified in lives of great teachers. The teacher out of school.

Lecture 12.—The school life in its bearing on the future. Immense moral importance of the infant school. The lessons a teacher may learn there. Mixed schools *v.* separate departments.

Lecture 13.—School literature. Books for boys and teachers. The teacher's dangers, and the ill effects of some very common school methods.