

examination were students of the Training College in technical subjects. Thirty-four students passed the examination for D certificate, and sixteen secured a partial pass for D, fourteen of them passing in all the subjects except one. Fifteen students passed the examination for E certificate, and two secured a partial pass. Prizes are given by the Education Department to the candidates who obtain the highest marks in experimental science, class D and drawing, classes D and E. The first and second prizes in experimental science were awarded to students of the College. For the third prize, one of the College students and a candidate belonging to Hawke's Bay were declared equal. Twenty-one students received "special mention" by examiners for excellence in the D and E examinations.

The holders of Training College exhibitions at Otago University have, with one exception, fulfilled the conditions on which they hold the exhibitions.

In the conduct of the classes we endeavour as far as possible, to develop a student habit of mind in our young teachers and though many of them lay aside their professional studies on obtaining appointment to schools, this questionable custom is far from being so prevalent as it was. Every list of successful D candidates contains the names of past students the University calendar shows that a large number of our teachers, both in town and country, are keeping terms, and it is worthy of note that thirteen of the nineteen students who received their diplomas in Arts last year are either past or present students of the Training College, and are actively engaged in the work of education, or are still preparing for that work. It is unquestionable that the teachers should have a mind well informed, well disciplined, and habitually active and one function of the Training College for teachers is to secure in them this condition as far as possible. But the College is above all a technical school, dealing with the history and theories of education and the heart of teaching, and the examination pass, important though it be, must be subordinated to the practical part of the teacher's preparation for duty. This has been amply provided for by model and criticism lessons, and by practice in teaching in the associated schools. In the ten schools associated with the Training College for practice in teaching, there is a staff of sixty-two certificated teachers, and an average attendance of about five thousand scholars. The students spend every fifth week in these schools at work under the direction and supervision of the teachers, and especially of the headmasters, and during these weeks the schools are visited by the members of the College staff. The College is much indebted to the headmasters of these schools, and to their assistants, for the cordial reception they give the students, for the opportunities they afford for practice, and for the kindly and wise counsel they bestow. The written reports furnished by the headmasters after each visit are particularly valuable to the students, and are highly appreciated by them. Experience of the work has suggested to the headmasters and myself some slight amendments in the regulations for practice in teaching, and I shall lay them before the Board at an early date. The want of practice in a small country school is much felt by our young teachers. The work of a small school with teacher unassisted, and possibly with most of the standard classes, as well as two preparatory classes, must be specially difficult and trying, and it is to these schools that most of our students who have not the pupil-teacher experience are appointed. To supply this felt need, I have on several occasions availed myself of the kindness of Mr Huie, of Broad Bay School, and sent students to study his management. The distance from town, and the expense of lodging at Broad Bay have prevented me sending more than I have sent but I am persuaded that, were such a school associated with the College, a few pounds spent on travelling and board would be money well invested, and the experience gained would be of great comfort to our young teachers, and benefit to their first schools. The need for the thorough practical training of teachers of all grades is pressing more and more on the educational world. One of the latest authoritative utterances on this question may not be out of place here. It is an extract from the special report of the Select Committee of the House of Commons on the Teachers' Registration and Organizations Bills before the House last year. The report was made after the evidence of the most eminent English and Scotch educationists, theoretical and practical, had been taken and discussed. "With respect to the qualifications which should be shown on any register of teachers, strong evidence was adduced that they should be twofold—namely intellectual attainments, and knowledge of the theory and practice of teaching. As regards teaching experience, some of the witnesses most highly qualified to give evidence in respect to its requirement, laid great stress on the value of training. And the evidence given certainly testified that a large part of the efficiency of our elementary teachers is due to the training which they receive—first as pupil-teachers, and afterwards as students in training colleges. But the advocates of training for registered teachers in secondary schools are met by the difficulty that, with the exception of one or two institutions for female students, very few facilities exist at present in the United Kingdom for that training. It appears probable, however, that this deficiency will not long exist, and that the demand created by a thorough ventilation of this question will be gradually supplied by local effort. There is good reason to believe that one of the earliest effects of the operation of The Welsh Intermediate Education Act, 1889, and the establishment of day training colleges in connection with the University Colleges now found in many large centres of population, will be to produce local training institutions, to which well-equipped practising schools may be attached, and in which the teachers who are to be employed in secondary schools may be efficiently trained."

I have, &c.,

The Secretary, Otago Education Board.

W S. FITZGERALD, Rector

INSPECTORS' REPORT ON DISTRICT HIGH SCHOOLS.

Sir,—

We have the honour to submit the following report on the special work of the district high schools for the year 1891. The following tabular statements show the extra subjects taught, the number of pupils examined, and the amount of work done in each subject:—