

two rooms only available, as formerly, I have now some ten or twelve in which the students are placed for systematic practice in teaching and managing large classes. The college and school have been brought into closer relationship in another direction: I have insisted upon the teaching staff adopting approximately uniform methods of teaching, so that the principles and methods brought under the notice of the students in my lectures may be seen exemplified in the daily work of the school.

These changes have had, I believe, a beneficial effect on the practical work of the Training College. The practical course of training has been carried out on the following lines: I have myself given some fifty illustrative and explanatory lessons before the students, pointing out what seemed to me the best way of teaching the subjects. The students were next sent to the various class-rooms to observe the methods adopted by the teachers in giving the kind of lesson under consideration. The trainees were then divided into small groups for practice in teaching the standard classes. These lessons were all given under proper direction and supervision.

Two hundred and sixty-five lessons were given by the students in the following branches of instruction: Reading, Standards I. to VI.; explanation of the language of the lesson, Standards V. and VI.; grammar and the construction of sentences, Standards III. to VI.; arithmetic, infant department and Standards I. and II.; mental arithmetic, Standards I. to VI.; and class movements and physical exercises throughout the whole of the school. The students were divided into different groups of three or four, and every one had in this way an opportunity of seeing all, or nearly all, of his fellow-students at work. This provides a mutual system of training of very great value if there is, as there should be, a good spirit of emulation among the students, and a desire to put into the lessons their best skill and energy.

In addition to this course of teaching, dealing chiefly with large classes, I organized a small school of some forty pupils with classes from preparatory to Standard VI., where the students had practice in managing several smaller classes at one and the same time. The Education Board readily agreed to fit up two convenient and suitable rooms, in which we have conducted a school modelled, in most respects, on one of the outlying-district schools. The students—one at a time, with another as monitor—were placed in charge for a week or longer, and thus they became fairly familiar with the routine of lessons, the time-table, and the general work of a kind of school admittedly very difficult to manage.

Besides the training carried on at the Normal School, the students are enabled to see the method and organization of other schools. They are sent to the associated schools every fifth week during the session. I am glad to say that all the city and suburban schools are now open to the students: the headmasters of High Street, Arthur Street, and North-east Valley cordially agreed to admit the student on the same conditions as the other schools. The work of the associated schools is of two kinds: In the first place the headmaster gives the student what opportunities are practicable and convenient for teaching and for seeing the general work of the school; and, in the second place, the student gives a lesson before the headmaster on a special subject prescribed by himself. The headmaster sends me a report on the lesson, setting forth any point of commendation or of adverse criticism that he may consider necessary on the student's manner, on the order and attention of the class during the lesson, or on the methods adopted in presenting the subject to the pupils. The students are not sent to the schools where they were trained as pupil-teachers, nor to the same school twice, so that they have an excellent opportunity of observing the procedure and organization of several city and suburban schools. I suggest that in future the University students, as well as the others, be sent regularly to the associated schools every fifth week to give a special lesson before the headmasters. I have to thank the headmasters for the assistance they give me in my work. The result of the foregoing practical course of work has been, I hope, to deepen and broaden the student's experience of school methods and school life.

I have been all the year emphasizing the importance of acquiring skill in teaching, and with the view of recognising proficiency in this branch of work in future I would suggest that a Training College certificate be issued, at the end of the course, to all students who distinguish themselves in the art of teaching.

The literary work has been carried on in much the same way as in former years.

At the Education Department's examination eight passed the D, and eight secured a "partial" D, two passed for E, and two a "partial" E. The second prize for experimental science was awarded to Mr. James H. Baird, and the third to Mr. James Niven. Mr. James H. Baird received special mention in science, algebra, and Euclid for class D; Miss Baird and Mr. Melville special mention in science, and Mr. John Reid special mention in science and school method. Seven of the students passed the matriculation examination.

More than one-half of the bursary-holders were this year quite unprepared to attend University classes with any prospect of success, and for such as these the Training College classes in English, Latin, and mathematics give a more useful course of training for their work as teachers than that obtained by struggling through a junior class at the University. All students, whether attending the University or not, were required to attend the strictly technical subjects—school method, science, drawing, and singing. Of the students attending the University, fourteen kept terms.

The following passed the New Zealand University examinations as under: First section of the B.A. examination: Miss Charlotte E. McGregor, Mr. William Mawson, Mr. John Reid, and Mr. James H. Baird. B.A. degree: Mr. J. A. Cowie. M.A. degree: Mr. D. A. Strahan, with honours in mental science. Mr. Strahan was the holder of the Normal School exhibition.

The Vice-Principal, Mr. R. J. Don, M.A., D.Sc., in addition to his tutorial duties, has given me valuable assistance in the supervision of the students' practical lessons, and in directing the work of the Model School.

I have, &c.

The Secretary, Otago Education Board.

D. WHITE, M.A., Principal.