

attention, but twenty-four lessons covering the commoner rules were also given in Standards I. to IV. In addition to these lessons, twenty-seven in mental arithmetic were carried out, and in these a number of typical exercises were worked, showing the most ready and intelligent way of explaining simple every-day commercial operations.

In writing twelve lessons were taught—Standards II. to VI. In these lessons the students sought to exemplify the main points to be looked to in the matter of routine, supervision, and management of a copy-book lesson on the subject.

The English lessons were treated as in previous years. The English class work included the reading and study of one of the works of the following authors: Shakespeare, Macaulay, and George Eliot. No one is exempted from attendance at this class, as the lessons have a special and direct bearing on the methods of teaching English that should prevail in the upper classes of the school, and they have also a specific reference to the teaching of composition as a branch of primary-school education.

All the lessons in the school-method class are designed mainly to illustrate methods applicable to separate standard classes in large schools, but in the Model School, in my lessons dealing with it, I have entirely new aspects of our work to deal with—that of adopting our methods to meet the conditions and requirements of a small school with mixed classes. For this purpose the student is provided with a suitable time-table of work and a draft of the lessons and subjects to be taught during the week. Even with this assistance the task is a very difficult one, but I believe the student who spends some time in the management of the school will find his experience of some value when he takes charge of a similar school in the country.

With regard to the science, theoretical and practical, Mr. Gray reports as follows: “The course in science includes—(1) Lectures on mechanics, physics, chemistry, and physiology, as prescribed by the department, and (2) practical laboratory work in these subjects. In the laboratory students perform experiments, and make their own notes of the method in which they are conducted and of the results. Seventy-six experiments were carried out in this way last year. In some instances, besides actually working the experiment, the students have to make, fit up, and get ready the necessary apparatus. In this way practice is obtained not only in working experiments, but also in preparing such apparatus as is required in the class-teaching of the subjects in the course of science required by the Board.”

The female students receive regular instruction in sewing, and are trained how to carry out the requirements of the syllabus for the various standard classes. It is scarcely necessary to say that this department of our work is in very able hands, and all along since the establishment of the Training College the duties of this necessary branch of work have been carried out faithfully and efficiently. Miss Fitzgerald has also, during the last two or three years, given a course of kindergarten lessons which proved of interest to the students. Miss Fitzgerald always manifests the greatest interest in everything that concerns the social and professional life and work of the students and the institution.

In connection with the gymnastics and physical drill, I have to repeat what I said last year—that if the apparatus were improved the whole of the physical training of the students could be given in the Normal School buildings. At present the students go to the Girls' High School, which is in every way a most inconvenient arrangement, and one that entails considerable loss of time. Besides, it is of little use instructing the students if Mr. Hanna has no opportunity of seeing them drilling their classes in the playground or in the class-room. I had to supervise the physical drill exercises myself last year, work which, of course, ought rightly to devolve on the instructor. To insure this being done by the person who best understands it, I have to ask the Board that Mr. Hanna's services be available when the students are drilling the pupils. I think that Mr. Hanna should be at liberty to spend more time at the Training College than is possible for him under the present arrangements.

Mr. Braik continues the same course of musical study, and four singing lessons were given by the students every week for the greater part of the session.

I have to thank the headmasters of the associated schools for the cordial way in which they receive the students, and for the interest they take in them. The headmaster's criticism and report are placed before the students on their return to the Training College, and whether of an encouraging nature or of an adverse kind should prove a stimulus to better work.

The classes have been very large this year, nearly as large as in years past when there was a larger staff to overtake the work. What with the ordinary work of the Normal School, of the Model School, and of the Training College classes, we are kept very busy. Not many, I think, quite realise the multifarious duties implied in the management and supervision of the institution.

The results of the annual examinations are satisfactory. Twenty-two qualified for the D. certificate, and fourteen for a “partial” D; two passed a full E, and two a “partial”; ten were presented for matriculation, and nine passed.

We have not quite so many on the honours list as we had last year, but I believe fewer have been selected this year for special mention. For instance, out of several hundred candidates from all parts of the colony only four were selected for distinction in the school management list. Of these, two—Miss Linda Fenwick and Miss Lily Sullivan—were members of our classes.

The following received special mention for their science papers: Miss Mabel Collis, Miss E. Firth, and Miss Ada Hoffman.

The following list gives the results obtained at the term examinations of the Otago University by the sixteen students who attended University classes: Senior mathematics—Second class, 2. Junior mathematics—First class, 2; second class, 1; third class, 3. Senior Latin—First class, 1; second class, 2; third class, 1. Junior Latin—Second class, 2; third class, 1. Mechanics—Second class, 3. Junior mental science—First class, 2; second class, 2. Senior mental science—Second class, 2. Senior French—Second class, 1. Junior English—Second class, 1. Political economy