

of training that I could give them. It is possible, however, that such a course of training introduces the student too early into the narrow life and routine of class-work : of that he will have quite enough experience after leaving the College.

Individual class-work no doubt has peculiar advantages—it familiarises the student with the real conditions under which his professional work will have to be carried out; but it is possible to overestimate the value of this kind of work. There is very much to be said for bringing under notice of students a higher standard of work, a more ideal conception of the treatment of the subjects taught; and this can best be done by increasing the number of model lessons given under proper direction and criticism, with fuller and more complete treatment than could be given in the daily lesson. Teaching is a progressive art, and as such the ideal must always be ahead of the real. Bearing these facts in mind, I have tried to keep a middle course, and, so far as I can judge, with very satisfactory results. In practical work and in lectures I have insistently pointed out the danger there is of falling into dead and stereotyped ways of dealing with the most living of all arts—the art of training the mind and the heart.

The curriculum of instruction in science for training colleges is, to my mind, not at all satisfactory. Physiology, psychology, agriculture, a course of public-school science, and a course of nature-study are obligatory. I do not say there is too much science, but too much of a kind not suitable for public-school teachers. The compulsory course of science is not concrete enough. I think that physiology as a science might well be relegated to a subordinate place in the curriculum. A few lessons on the nervous system in relation to mental phenomena are all that is necessary. Physiology is not at all a popular subject with students, nor, so far as I know, is it a good one for public-school classes. Besides, it is an isolated kind of science; not one that is readily correlated with other subjects. For these reasons I should prefer to see either chemistry, or physics, or botany made compulsory rather than physiology. The fundamental sciences, chemistry, physics, and botany, should have the first place in our science curriculum. What can a student do with a course of lessons on nature-study, mathematical geography, physiography, and agriculture if he has not been instructed in the first principles of the more important sciences, physics and chemistry? The present list of compulsory subjects in science for teachers' certificates is unsatisfactory. Chemistry and physics, or physics and botany, should take the place of physiology and agriculture. We should return to the science course we had years ago. I am convinced that the students leaving the College to-day are not so well equipped for the teaching of public-school science as they were ten years ago.

I have to thank Mr. Marshall, headmaster, and his staff for the ready assistance they have given me in carrying on the work of the College. Mr. Stewart, headmaster of the Model School, keeps at his work with untiring energy; his students fully appreciate the value of the training which they get in the Model School. Miss Haig's thorough work in the kindergarten and manual classes deserves recognition; and her supervision of the social life of the student has been of much service to me.

The visiting teachers are,—Miss Bressey, English; Miss Albert, sewing; Mr. Braik, singing; Mr. Hutton, drawing; and Mr. Hanna, gymnastics. They all carry out their duties with zeal and ability.

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