

three branches,—(a) Portions of important macroscopic physiology ; (b) portions of hygiene ; (c) first-aid work and life-saving. A motion to have this included was passed at the last conference of training college officials, and I am looking forward to seeing it included in the next issue of the syllabus.

Methods of Teaching, taken by the *Principal*.

Principles and History of Education, taken by the *Principal*.

Agriculture and Nature-study, taken by Mr. V. Jackson, B.A., expert, attached to the Technical School.—By taking a portion of the students' holidays, it was arranged that the whole of three weeks was given to this work. Mr. Jackson is an excellent teacher, and, unlike most experts, sees his own subject in proper perspective. The students benefited largely from the lessons, not only from the point of view of added information, but also from the logical arrangement of the matter, the novel way of presentment, and the general alertness of the teacher. Mr. Jackson is returning to Canada, I understand, and I take this opportunity of expressing our appreciation of his good work. We shall miss him.

Hygiene, taken by A. J. Cottrell, science master.

Elementary Science, taken by A. J. Cottrell, science master.—All students took this subject, which was taught on heuristic lines, every student performing the experiments himself. Some very good note-books were shown at the end of the year.

Kindergarten work, taken by Miss S. Newman, head assistant in infant department.

Woodwork, taken by Mr. Trendall, of the Auckland Technical School staff.

Cookery, taken by Miss Lawson, of the Auckland Technical School staff.

Rifle Shooting, in charge of Mr. Paterson, first assistant.—The male students had regular practice, both on the miniature range and also at Penrose. We were supplied with four boys' rifles for the work at Penrose ; but they are too small. The students are of the physique of ordinary Volunteers : why should they not use ordinary service rifles ?

Physical Exercises and Athletics.—Great attention was paid to this portion of training. If our students are to go out broken down in health, round-shouldered, and physical wrecks, of what use will their certificates be ? I am a firm believer in requiring every student to be in strict training, to be in buoyant health, to feel the blood course through the veins ; and to this end I hold with Mr. P. A. Barnett, Chief Inspector of Training Colleges in England, that from one to two hours' active exercise every day is absolutely necessary for good health. People who neglect to take this amount forget that during illness, which must come sooner or later, they lose far more time than they ever gain by the most persistent application. This is not athletics gone mad, it is common-sense. We hear so much of overdoing athletics that there is a serious danger of underdoing them. I should like to see some practical test added to requirements from all male students, that they should be able to shoot, to swim and save life, and take part in ordinary school games. New-Zealand boys are nothing if not lovers of sport, and how can you better command their respect at first than by leading them in their games ? Respect for character is of a much later growth. A bright-looking, energetic young fellow, who has made the most of his build, and who looks prepared for any emergency, impresses himself on a class from the start. The class feel his power in his very appearance, and so are less inclined to go contrary to his wishes. A good start so obtained can easily be followed up ; whereas a bad start may not be erased in its effects during the whole year. I am quite confident that, other things being reasonably equal, the athletic teacher will do far better work with a class than the mere scholar. He is brighter, has more "go," is less likely to "nag," and will by his sheer health make his class happier in their work.

General.

It is often urged against teachers that as a class they are too narrow and pedantic. With the idea of widening the horizon, and seeing what other work goes on in the world besides their own, visits of observation have been made to places of interest. During the year the visits have included the following : Sugar-works at Chelsea, biscuit-factory (Bycroft's), hat-factory (Plummer's), kauri-timber yards, freezing-works, gasworks, Wairangi Experimental Farm, cadet camp at Papakura, ostrich-farm at Pukekohe. Accounts of the visits are written up and illustrated by sketches and photographs, and in this way the students get good reference-material for future work.

About eight students owned cameras, and the dark-room fitted up during the year was very well patronised. A course of lectures, showing how lantern-slides are made, was given during the third term, and some very good slides were made during the course. This work will doubtless bear fruit in the schools in a few years' time.

The Normal School continues to do good work, and is gradually adding to its reputation. The classes are all filled, and applicants are in many standards waiting their turn for admission as opportunity arises. During the year a school costume was decided upon, and a large number of the children have obtained one. The parents' days were kept as usual. The parents of the children in, say, Standard II are invited to come to school on a set afternoon and see the class at work. Portions of different lessons are taken, so that an idea can be formed of how the work is usually done. An opportunity is also given the Principal or headmaster to address the parents afterwards on such matters as attendance, need for punctuality, &c. During the year, Mr. H. Burns, second assistant, was promoted to the first-assistantship at the Newton West School, and his place was taken by Mr. S. Walker, from the Beresford Street School. The new regulations have caused a readjustment of salaries, which has led to substantial increases in most cases ; but I am very sorry to see that provision is made for two assistants at the minimum salary of £90. If assistants have to take their share in training students in their practical work (as they should), it is not possible to get assistants capable of doing that work for the money. If the maximum salary in the grade—namely, £120—were available as a starting salary, instead of £90, there would be some chance of getting an experienced teacher ; whereas now