

imposes a hardship upon the private school of the community. If, as it should be, every kind of school should be required to appoint qualified teachers, then there should be admission to the College of those students who are willing to pay for their course and who do not wish to be subject to the conditions of a bond. I do not mean that the admission-requirements should be lowered—not even for kindergarten trainees; the standard for this should always be equal to the standard of entrance to the University—but access to a training college should be as unrestricted as possible, so that all who have the desire for the qualification may receive a professional training. I have spoken elsewhere of the desirability of allowing students of ability a longer period of training, so that they might continue in University-work if they so desired; a similar opportunity should be given to students desirous of specialization in other directions—*e.g.*, agriculture, kindergarten, woodwork, domestic science. A two-years period suffices for the general training of the average student. Opportunities for following out special lines should be given to those who desire it. On the other hand, students who do not prove their capacity either for professional work or for higher studies should be drafted out at the end of the first year with a certificate of a lower grade, entitling them to take only lower positions in the service.

Appreciation.—In concluding this my last report as Principal of the College, I wish to express my great appreciation of the whole-hearted and generous attitude the Board has shown towards all the work of the College. I am deeply conscious of many defects in my administration, and as deeply grateful for the support and consideration I have received at all times from the Board and its officers. To Mr. Webb and the staff of the College I express my thanks for the loyal service they have at all times cheerfully rendered.

I have, &c.,

The Chairman, Education Board, Wellington.

WM. GRAY.

CANTERBURY.

SIR,—

Training College, 20th April, 1912.

I have the honour to submit a brief report on the Christchurch Training College for the year 1911.

This duty has devolved on me at short notice, owing to the fact that the preparation of the report usually presented was interrupted by the serious illness of the Principal, which resulted in his decease during the current week.

I have been privileged to peruse some rough notes he had made with a view to his report, and to them and also to assistance kindly rendered by Mr. C. T. Aschman and Mr. J. H. Wilson I am indebted for most of the information herein supplied and for the statistics hereto appended. For obvious reasons, questions of policy are not dealt with on this occasion, nor, in the absence of his consent, can any use be made of any personal opinions expressed in the notes of the late Principal.

The College year began with an enrolment of thirty-eight second-year students, and sixty new students were admitted, making a total of ninety-eight. Of these, five withdrew during the year for one reason or another. Detailed information regarding attendance of students and results of examination are supplied in the statistics attached to the report [not printed].

At the beginning of the year a change was made in the time-table of lectures delivered at Canterbury College, by which the Training College students were enabled, without much interference with their professional training, to take a larger number of lectures than they would have been able to attend had the former time-table continued in operation. The number of lectures students were allowed to take was restricted in nearly every case to what was absolutely necessary in order to keep terms in three subjects at Canterbury College. Encouraged by the facilities afforded, an increased number of students attempted to keep terms, and twenty succeeded in doing so. It appears, however, that the problem of satisfying the demands of the Canterbury College and of the Training College regulations has not yet been solved, and I note reference to the strain experienced by some of the less robust students who endeavoured to meet the requirements of both institutions.

It has been found that the subjects enumerated in clauses 21 and 24 of the Training College regulations cannot be all taken by every student unless the courses in such subjects are very short ones or students are to be debarred from keeping College terms.

The arrangements for the students to observe methods of teaching and to acquire practical skill as teachers have been mainly on the lines that have proved successful in recent years. Staff meetings were held regularly during the year, also profitable discussions on methods of work and on matters bearing on the training of the students. A further development in the same direction—*viz.*, the discussion of the week's work by the class teacher, each with his or her own group of students—has proved a valuable feature in the course of training.

It has been a difficult task to construct a time-table providing for the necessary amount of varied practice for all the students in attendance. This difficulty is aggravated by limitations of space, and by the inconvenient proportions of some of the class rooms. The question of improved accommodation demands earnest consideration in the near future. The question of the establishment of the second model school permitted by the Training College regulations has to be postponed until a suitable room is available for use.

On the social side of student life the influence of the Students' Association has been exerted with renewed energy. A new and interesting feature of college life was the formation, by the students, of a Saturday night club, which has met in the Training College for the purpose of mutual entertainment. Occasional meetings of this description had been held in previous years, but had only been sporadic in character.