

of the sciences. I have pointed out again and again that our science should consist of (a) a simple course suitable for primary-school work, (b) the elements of one science only for each year, and not two or three as at present. We have a very good course in elementary physics and a well-equipped laboratory for experiment and demonstration; but for the teaching of botany, nature-study, and agricultural botany we have no apparatus and no proper accommodation. I have asked the Board to give us a workshop and conservatory in which to do our work in the natural sciences in a satisfactory way, but so far without result. I am going to bring the matter under the notice of the Board again next year.

With two exceptions the whole of the students attended Otago University classes—one or more classes, as I thought desirable, considering their previous education and the subjects they required to take at the College to complete their teacher's certificate. An analysis of their attendance at University classes shows that some eight or ten attended one class only, some forty two classes only, and some forty-four three classes. They did not do quite so well this year as last, but still the results are very creditable to them when you consider the time they have to give to college-work.

Nineteen seniors and twenty-seven juniors, or a total of forty-six, kept terms. It is approximately correct to say that nearly one-fourth of the students sit annually for the degrees examination of the New Zealand University, and in these examinations they take a very good place alongside their fellow-undergraduates who have more time for reading and study.

*Normal School Training.*—With regard to the amount of practice and observation, I have to report that our students this year have covered more than is required under the Training College regulations. I hope to widen their opportunities in the matter of organization of class-work by establishing a second rural school. I am of opinion that a second school of the same type as we have at present would be the best grade of school, as it is most difficult to arrange to give any adequate practice in one school where there are a hundred students to be trained. Obviously the sole-teacher school, with all the standards, is the most difficult school to manage, and it is just in this kind of teaching that the College is weakest. However, it has been represented that the mistresses of the two-teacher schools, of which there are a considerable number, find their work very difficult, and to meet their case we are going to establish a sole-teacher school with from thirty-six to forty pupils in average attendance, with preparatory classes to Standard II under the control of a mistress.

*Normal School Secondary Department.*—Unavoidable circumstances have reduced the number in the secondary department, and we shall probably have to manage in future with one instead of two teachers. Fewer of the students were prepared to give special time to teaching in the higher branches.

*Kindergarten Schools.*—The kindergarten school—twenty-four pupils—has been taught throughout the year by first-year students under the skilful direction of Miss Alexander. I intend making provision next year for the instruction in kindergarten principles and in the pedagogy of the daily programme work of the kindergarten. Miss Maxwell is well qualified by her training both here and in England to do the work successfully. The Board gave the Kindergarten Free Schools Association permission to send some of their trainees to classes and lectures at the College. The association have availed themselves of the opportunity, and next year four or five kindergartners join our classes. I think this is a step in the right direction, and I have now to ask the Board to allow me to send some of our students to the free kindergarten schools for further practice in kindergarten methods. At present with but one practising school each student obtains only a fortnight's training, but with four other schools affiliated, so to speak, with the College we should have ample opportunity for better training.

*Trained Teacher's Certificate.*—The Board has for many years issued a College certificate to the best students. The condition on which it is issued I explained very fully last year, but to repeat, the student must have passed all the subjects required for a full D or a full C certificate. Teachers for nine or ten weeks during their final year receive eight or ten reports from the member of the staff, and give at least one demonstration of model lesson in the presence of their fellow-students and the Principal. These special and general reports must be, on the whole, satisfactory at least, or a certificate is not issued. Again, each student must satisfy Mr. Pinder and Mr. Hanna that he or she can drill a standard class in their physical exercises in a satisfactory way.

The Education Department now purpose to give the Principal power under certain limitations to issue a trained teacher's certificate. I have not taken advantage of this proposal this year, as it seemed to me that the matter required further consideration; but the Department are now prepared to accept passes at the University Examination up to degree standard in lieu of the Department's examination in the same subjects. This is a very valuable reform, and in many ways will be beneficial to the students, and enable the Principal of the College to give the time of the students hitherto employed in preparing for the January examinations to practical training and class-teaching.

I have directed attention again and again to the absurdity of insisting upon our students duplicating examination in the same subject. The reform has come at last.

*The Needs of the College.*—I have again to ask the Board to provide us with a fives-court. Every other training college—indeed, every high school—has its fives court. Why should we not have one? It is a game which all the students may play, and which can be played at the intervals between classes without prearrangement as in tennis. In the old normal we had one, and it was always occupied. At present students walk aimlessly about at the intervals. If we had a court it would be in daily use, and much appreciated by the students. Last year the students offered a donation to the expense of building a court. I do hope the Board will see its way this year to give us a fives court.