

s eparately, and an attempt was made to do something to improve their physique and powers of disease-resistance. The statistics taken showed signs of marked improvement, and the value of such classes in every large school seems to be clearly demonstrated.

When Mr. Myers's school for backward children is finished we shall have a practical demonstration of how an ordinary school can be so ventilated that the children are always in the fresh air, and this will react on school architecture before long. I feel strongly that much more attention should be given to such matters as seating-accommodation, good lighting, fresh air, the provision of bathing facilities, &c., and that if these things were attended to properly we should not have so many recruits rejected owing to what are in many cases avoidable causes. During the year our kindergarten mistress paid a visit to Sydney to see the Montessori work being done there. What she saw strengthened her conviction that more might be done in our schools to give greater individuality to the child. Several staff meetings were held to discuss matters, and although no radical changes were agreed upon the discussions did much good.

The practical teaching has been, as in past years, our chief objective. The same plan has been followed, and the Department's Inspectors, all of whom spend a day with us hearing lessons given by the students, seemed well satisfied that we had done our best with the material at our disposal. As I have pointed out in several previous reports, there are about 15 to 20 per cent. of the students who are not fitted for the profession, and much of our time is comparatively wasted in trying to bolster them up so as to reach a passable level. Until the number of applicants for admission exceeds the accommodation I suppose nothing can be done, but would-be critics should always bear in mind that there is no process for changing copper to gold—one can only burnish it.

There were so many first-year students that it was found necessary to give them practice with the associated teachers. The matter of travelling-expenses between the College and schools is one that might be attended to. Some students are required to spend 2s. a week in car and steamer fares, and as this is a big drain on an allowance that is found none too big, it means that associated teachers in distant schools cannot be used. The best teachers within reasonable distance should be available, and a small petty-cash fund would put the matter right.

The physical instruction this year has not been satisfactory as far as the men are concerned. The Department's instructor commenced work, and then after a few lessons was transferred to the country. This went on all the year. A few lessons would be given and then there would be a long interval owing to absence in the country. It is clear that if the work is to be well done it needs to be according to a definite time-table, and neither the instructor nor the students have a fair chance with such continual interruptions. If the services of the instructor are not available regularly it would be better to get local tuition, as was done in the case of the women students. I am sorry to say that Mrs. Heap, who has had charge of this work with the women students for some years, has resigned.

WELLINGTON.

Terms.—The first session began on the 2nd March in the old building at Thorndon; the second in the new building at Kelburn on the 28th July. The College year closed on the 10th December.

Roll.—The number of students at the beginning of the year was 109, made up as follows: First year, 18 men, 43 women, total 61; second year, 17 men, 31 women, total 48. Seven students left during the year—two graduate students completed a broken year, two were awarded Jacob Joseph Research Scholarships, two accepted country positions, and one left the service. The students were classified as follows: Division A, 93; B, 5; C, 10; D, 1.

Lodgings.—So far as our women are concerned the problem of lodging is practically settled in Wellington, where there are now three institutions catering for students—the Women Students' Hostel, the Friends' Hostel, and the Catholic Girls' Hostel—all most admirably conducted. No compulsion has yet been suggested as to residence, but parents would be wise to take advantage of these institutions, for the character of the work done by those in such official residence is most markedly superior to that of those living in private boardinghouses. No similar provision exists for the men students.

Curriculum.—The course of study prescribed by regulation was followed, and the subjects allotted as follows: History and principles of education, hygiene, child-study, nature-study—the Principal; method—the headmaster; science—Mr. F. J. Morgan, M.Sc.; kindergarten methods—Miss Maitland; domestic science—Miss Kilroe, B.Sc.; music—Mr. R. Parker; handwork—Mr. E. Howe; drawing—Mr. Vivian Smith (of the Technical College staff); physical culture—Mr. Kidson and Miss McRae. In addition to this, Miss Hetherington gave special courses of lectures in English, history, and phonetics. The standard set in each case was, as far as possible, that of the teachers' C or Public Service Senior Examinations.

During the year the question of our work overlapping that of other educational institutions was raised. In one sense there may be overlapping—for instance, in the teaching of science at the three colleges (Technical, Teachers', and University)—but in the truer sense each institution has its own peculiar function to perform. We are concerned with the subject not *qua* science, but rather as an exposition of the scientific method in its general application to teaching. The Technical College will naturally treat it from the industrial standpoint, leaving it to the University the cultural, as opposed to the vocational, aspect. The ideally trained teacher should be able to attack his subject from all three sides. Students under the present regime of close relationship between the teaching institutions are encouraged as far as is possible to do so.

University Classes.—The attendance at University lectures was as follows: English, 32; Latin, 22; French, 12; German, 2; mental science, 20; education, 45; history, &c., 6; economics, 3; biology, 17; geology, 3; chemistry, 6; physics, 2; mathematics, 5. The results were eighteen