

object of the lectures has been cultural. In the realm of poetry the students were allowed a wide field of choice, and had to present their own criticisms and appreciations. In this way interest was stimulated both in pre-Tennysonian poets and in the great number of twentieth-century poets. In connection with the English course a drama club was formed, though, unfortunately, all work had to be done out of College hours. Numbers of students, both first and second year, joined up. The principal object was to read and study plays, and the second to produce them. In this way students gave readings of various plays of Goldsmith, Sheridan, Shaw, Gilbert, Barrie, and Galsworthy. Professor Shelly delivered lectures illustrated by readings on Ibsen and the Irish school. Reading and speaking have much improved. But, quite apart from this, the real object has been achieved during the English course—increased interest in drama, poetry, and all forms of literature, and there is in addition a seeking for advice on reading.

*First-year English.*—The work covered in English for first-year students was the work set out for the C certificate examination. The course was mapped out as a two-year course—the comparative study of literature and its development to be continued in the second year. Regular essay work was done throughout the year, the general level of attainment reached being very pleasing. Towards the end of the year attention was given to some modern tendencies in literature. A suggested improvement for the coming year is a less rigid adherence to the prescribed books and period, so as to enable a wider acquaintance to be obtained with nineteenth-century and modern literature.

*Physiography.*—The first year's course has been devoted almost entirely to the physical-geography portion of the syllabus. Notwithstanding the fact that many students showed a lack of such knowledge as might be expected from a study of the usual matriculation course in the subject, a very good average standard has been reached. The work of the second-year students has been consistently good, covering the whole syllabus, with application of principles to the study of local physical features and general continental structures. This latter should give a particularly valuable conception of geography as a school subject.

*Nature-study.*—The first-year course has been arranged with two main objects in view—(a) To give instruction in basic principles of plant and animal life, growth and reproduction; (b) to accustom students to the use of material available in their school district for seasonal outdoor study. The course has been made as practical as possible, and students have been encouraged to make individual collections and to work out the life-history of some insect.

*Elementary Science and Agriculture.*—This course extends over two years, the first being devoted to a study of elementary science bearing on agriculture. Notwithstanding the disparity in the knowledge of chemistry and physics possessed by entrants, a satisfactory general course has been arranged to allow the maximum amount of individual work. The agriculture course of the second year has completely covered the Class C requirements, and the majority of the students have reached a good standard. The practical course has included visits to the Rangiora High School Farm and to Lincoln College. Wherever possible the course has had direct reference to school-garden work.

*Elementary General Hygiene, Second Year.*—Elementary general hygiene, as laid down in the C syllabus, has been taken by the second-year women. The lectures have fully covered the ground of the syllabus, the work being covered in twenty lectures, with supplementary lectures on the care of a baby, general amelioration, and the care of subnormal children. The attention of students was drawn to the Department's pamphlet on the care of children, and the topics it contained reviewed. The students have also attended lectures given by Dr. Eleanor Baker and Dr. Truby King. Excursions were arranged to (a) the drainage farm, to study the means of purifying sewage; (b) Kaiapoi and Radley mills, to see the development of clothing from the raw product; (c) the yeast-factory, to see the result of fermentation, the manufacture of yeast and of vinegar; (d) Edmond's factory, to see the manufacture of baking-powder, &c. Apart from the main object of these excursions, the women displayed a keen interest in the general working-conditions and surroundings at each factory.

*Hygiene, First Year.*—The course has extended through three terms, with both men and women in the first year. The ground covered included—(a) The general laws of health, and the importance of the teaching of hygiene; (b) various affections and departures from the normal likely to come within the teacher's experience, including the care of abnormals, &c.; (c) food and diet, and the care of the teeth; (d) common infectious diseases, signs and symptoms, and precautions to be taken; (e) school sites, buildings, furniture, lighting, ventilation, &c. Attention has been drawn to specific improvements in hygienic and other ameliorating conditions in modern schools.

*General Science (based on Home Science).*—This work is all done in the laboratory. At the end of the first term the women were reclassified, so that those who had done a considerable amount of elementary science before reaching Training College were able to go ahead with more advanced work. A group of twenty-four did more elementary work, and fifty-six were in the upper groups. The programme of work was based on a general home-science course, likely to be useful for practical work in teaching.

*Secondary-school Methods and Principles of Education.*—The lectures to Division C students (twelve in number) in training for secondary-school work have fallen into three groups: (a) The taking of formal lessons; (b) the taking of subjects on the aesthetic side; (c) modern experiments in education. Under (a), attention has been given to methods of teaching English in all its branches, modern languages, Latin, geography, history, science, and mathematics. The general aim in teaching these subjects has been dwelt on, and suggestions as to formal lessons given. Under (b), the importance has been stressed of music, general literature, and rhythmic dancing, &c., as expressions of art, as well as art generally so styled; and the need for more cultural work in our secondary schools. Then, on general educational lines we have devoted attention to the various methods in vogue in secondary schools, and the experiments being tried out in various countries. For instance, the Dalton laboratory scheme, junior high schools, different schemes making for self-government and auto-teaching, direct methods