

Science and, to a less extent, mathematics have never been popular with Training College students. This is to be accounted for by the amount of time taken up by the former in practical laboratory work. Students who are doing justice to their Training College work and teaching practice find it almost impossible to find the requisite time—viz., about ten hours per week per subject. This is merely the time of actual attendance at the University, and takes no account of the time required for reading and the preparation of exercises.

In the case of mathematics the circumstances are somewhat different. The time required is not greater than is the case with most other arts subjects. Nor is the subject, at the pass stage, difficult for a student with adequate preparation. One is forced to the conclusion that the preparation of students is inadequate. Whether this is due to unsatisfactory teaching in secondary schools, or whether, on account of its abstract nature, mathematics suffers in popularity when compared with the more concrete subjects that are provided in the enriched secondary course of to-day, it is impossible to say. I am inclined to think the latter is the explanation. Only one thing is certain and that is, despite the fact that in some form or other it is compulsory throughout the primary and secondary courses of all pupils, it fails to attract the interest of the vast proportion of our students.

An analysis of the final terms examination results of Victoria University College shows that our students were credited with the following passes: Honours, 1; diploma, 4; first-class terms, 9; second-class terms, 74; third-class terms, 202; total, 290. These results cannot but be regarded as highly satisfactory. Members of the professorial staff of Victoria College with whom I have discussed the matter all agree as to the improved quality of the students from the Training College, and commend their application.

*Students' Teaching Practice.*—I have nothing to report in this respect, except to state that the course stated in last report was followed. The new regulations requiring the schools of the city to provide teaching practice as required is to come into operation this year. As I have stated in former reports, this is a distinctly forward step. But I would again reiterate that progress is conditional upon the manner in which the regulation is interpreted. Nothing will have been gained, and much been lost, if the new regulation results in a continuance of the present associate-teacher system, except that those associated do not receive remuneration for the work done. From the point of view of the training of teachers, the only value in the new arrangement is that by increasing the number of classes at our disposal the amount of actual teaching practice obtained can be greatly increased. If, however, the number of class-rooms used is not considerably increased, there can be practically no increase in the amount of the teaching. Moreover, one of the principal objections to the present continuous use of the same classes for students' practice is the effect of the 'prentice efforts of the students upon the pupils. It would be absurd to claim that the student can effectively supplant the experienced teacher, even when under the latter's supervision. Consequently the class-teacher must make good the leeway consequent upon the class being in the hands of the student. This is not a matter of much moment if the period is short, but it becomes increasingly exacting as the period is lengthened. There would appear to me no reason, except distance from the College, why the number of classes co-opted should be limited in any way. The classes are required not for observation and demonstration—the Normal Schools remain to serve this purpose—but for actual practice in teaching under conditions that obtain normally in the schools of the country. For further information I would refer you to my remarks under this heading in my two last annual reports, when I canvassed this matter in considerable detail.

*Chair of Education.*—In consequence of the resignation of Professor Tennant from the Chair of Education at Victoria University College at the end of the first term, and the failure of the College Council to make provision for a successor to him, arrangements were made whereby I should temporarily take charge of the work, and at the same time exercise a general supervision over the Training College. The Vice-Principal, Mr. E. K. Lomas, was required to assume control of the administrative detail of the College. As no additional assistance was granted, it will be easily seen that we both have had a very full year. Nevertheless I think I may safely say that the work of the Training College has in no way suffered. Mr. Lomas has proved himself in the work of the year. He has maintained the organization and standard of work in a highly creditable manner. Steps have been taken to continue this arrangement for the first half of 1927.

*Library.*—During the year the College received several excellent donations of books, which, with the subsidies received, have enabled us to make a considerable improvement in the pedagogical section of the library. The donors were—Professor Tennant, recently Professor of Education at Victoria University College and Principal of this College; Miss Piggford, recently headmistress of Mount Cook Girls' School; and Miss C. Haisman, an ex-student of the College. I desire to take this opportunity of expressing our appreciation and thanks to them.

*General.*—In consequence of the difficulty that is being experienced in absorbing students into the service immediately after the completion of their training, there is a very general impression that the training colleges are training more teachers than are required. While I am, of course, not in a position to make a categorical statement on the matter, I would like to suggest that there is little evidence to warrant the impression. The fault would appear to me to lie not so much in the number being trained as in the fact that so many complete their training simultaneously.

At the end of this year 578 students will leave the four colleges and will seek admission into the service. It is not to be expected that in such a small service, the natural growth and ordinary wastage will provide vacancies for so large a number at one time. The consequence is many students will be compelled temporarily into the ranks of the unemployed. Most, if not all of those, will, however, be absorbed as the year progresses. Indeed, from the information I am able to obtain it would seem that, while there is a plethora of teachers at the beginning of the year, there is a dearth at the end.