

is a serious loss to Canterbury. If the work is to be carried on in the schools on the lines laid down by Miss Dyer, an instructor must be provided to teach the students at the Training College. This is the quickest method of providing for efficient instruction in the schools, and I strongly recommend that a successor be appointed immediately to complete the work begun by Miss Burns.

The appointment of Mr. Griffiths, M.A., Mus. Bach. (Camb.), as instructor in music has been received with much satisfaction. He begins his work in the first term of 1927.

Practically all entrants have passed the Matriculation Examination, and a large number possess higher leaving-certificates. The standard of attainment becomes higher each year. This is the reason for the increased number taking a degree course at Canterbury College, and explains the success achieved. The value of the longer secondary school training is evident in more ways than by an increased knowledge of subject-matter. One hesitates to use such an abused word as "culture," and yet that just expresses what one expects to find as the chief result of a liberal education. There is abundant evidence of that culture and refinement in the general attitude of the main body of students. This is very gratifying.

It is perhaps necessary to emphasize the fact that the cultural aspect of education should form a most pronounced feature of training-college life. A very great deal is lost because the colleges are not residential, and this makes it all the more necessary that any tendency to regard the college merely as a place where the technique of schoolroom practice is taught should be corrected. It is a relatively easy matter to show students how the subjects in the school course should be taught, but one would not like the work to be merely the teaching of the "tricks of the trade." We have endeavoured to associate with training in professional practice an appreciation of what is involved in the term "all-round development," so that both consciously and unconsciously the students will exercise a very wise influence over the pupils committed to their care. It is pleasing to note that this has not resulted in any lowering of the standard of achievement as measured by examination results; rather the reverse.

The decision of the Department to award a number of third-year studentships marks an important advance in teacher-training. It will give deserving students an opportunity to carry on their University study with very little interruption for at least one year, and thus enable them to complete their degree course. All third-year students are studying science or mathematics, so that they should be available at the end of the year for positions in secondary or district high schools, and help to satisfy the demand for teachers in these subjects.

It is extremely difficult, sometimes impossible, for a student to do the practical work in science subjects unless he is free during the day. The third-year student now has his opportunity. In this connection I would like to point out the effect the recently revised statutes for the B.Sc. degree are having on our students. The increase of the units required together with difficulties in the advanced work in chemistry and physics will probably prevent any from obtaining a science degree. The best they can do will be to include a science—two at most in their arts course. I have every sympathy with the desire to raise the standard of the degree, but that can surely be arranged without depriving teacher students of the possibility of doing advanced work in the subjects included in the B.Sc. degree.

The tables included with this report show the classes attended by our students at Canterbury College and the successes gained. Both the arts and science courses were well attended, and the reports of the professors indicate that very satisfactory progress was made. The number attending science classes shows an increase over previous years.

Very good results were obtained in the last University examinations. One student gained second-class honours in mathematics, three completed the B.A. examination, and three the B.Sc. Seventy-six passed a section for the arts degree, and three a section for the science degree.

The successes gained by past students is very gratifying, and indicates that students persevere in their academic studies when their College days are over. At the last examination nine gained the M.A. degree with honours, fifteen completed the B.A., and twenty-four passed the sectional examination. In science one gained the M.Sc. with honours, two completed the B.Sc., and one passed in another section of that degree. Six passed the examination for the diploma of education and one the examination for the diploma of social science.

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I BEG to submit my annual report on the work of the Training College.

We opened with 264 students. Of these, 161 had their homes in Otago, 57 in Southland, 9 in Canterbury, 2 in Nelson, 1 in Marlborough, 2 in Wellington, 1 in Taranaki, and 31 in Hawke's Bay.

University Classes.—One hundred and forty-six students attended one or more classes at Otago University. The numbers attending the various classes were: Pass-degree education, 74 students; advanced education, 9; diploma education, 1; pass-degree English, 58; advanced English, 4; pass-degree French, 21; advanced French, 5; pass-degree Latin, 10; advanced Latin, 1; pass-degree history, 62; advanced history, 3; philosophy, 9; pass-degree economics, 23; pass-degree mathematics, 6; advanced mathematics, 1; anthropology, 2; geology, 2; pass-degree chemistry, 2; advanced chemistry, 2; advanced botany, 1; zoology, 1; musical appreciation, 3; theory of music, 1. As a result of class and terms examinations, College students gained 12 first-class, 44 second-class, and 190 third-class passes. The University results for the senior students were, on the whole, satisfactory, as few failed in any of their subjects and no one failed to keep terms in at least