

Twelve second-year students were recommended and accepted for a third year of training during 1932—two males and one female going to Dunedin Training College for physical education, and four males and five females remaining in our own College.

The work of the third-year specialists was carefully organized so that each was enabled to have regular and steady practice in teaching the special subject for which the third year was granted. In addition, each third-year student was given two periods or approximately eight weeks of general training. Their keenness was most praiseworthy, and it is satisfactory to know that all the specialists in both drawing and music were placed in permanent positions at the end of the year.

The College is indebted to the secondary schools, Technical College, Sumner School for the Deaf, and St. Margaret's Private College, for the opportunity given to third-year students, and students of Divisions B and C of gaining experience in general teaching and more particularly in teaching their special subjects.

Special classes for students showing aptitude above the average were held continuously throughout the year for first- and second-year students in infant methods, folk-dancing, music, history, art and craft work, and speech-training. A class to study rural methods was also held for second-year students only, and attracted a very large number of students.

At the end of the second term Mr. J. E. Purchase, M.A., severed his connection with the College after a long term of valuable service. He first joined the staff in 1915 as assistant headmaster of the Normal School, being appointed Principal in 1919, a position he occupied for twelve years. During his principalship the numbers of students increased rapidly from year to year, but the accommodation provided did not keep pace with this rapid growth. His untiring efforts towards suitable buildings eventually proved successful, and he had the satisfaction of seeing the new buildings completed before his retirement. The present prestige of the College is mainly due to his fine control and leadership. He earned the lasting respect and esteem of his staff and students, and his retirement was the cause of widespread regret. He carried into his retirement the best wishes of all with whom he was connected in the Training College.

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University Classes.—One hundred and eight students attended one or more classes at Otago University. Owing mainly to the economic depression and consequent departmental economies, a smaller proportion of students than usual attended University classes; while of those that did attend an exceptionally high percentage took education, because students taking this subject received preferential treatment in respect to University fees. Generally speaking, it is unwise for our students to take education—a largely philosophical subject—during their first year. It is a much better plan for them to commence their University studies with subjects they have already had at high school, and to postpone Education until their second year.

At the Otago University Terms Examinations our students were awarded 12 first-class, 48 second-class, and 140 third-class passes. These results are, on the whole, very creditable, the percentage of failures being just about half what it was last year. The improvement is particularly noticeable in French. In this subject not only were there no failures, but all passed on the year's work without being required to sit final terms, and one of our students came first in the Stage III class.

New Zealand University Results.—College students and ex-students continue to figure largely among those gaining degrees and diplomas. The lists of Otago University successes for 1931 show that nine gained M.A., sixteen B.A., two B.Sc., one the Diploma in Social Science, and four the Diploma in Education.

College Staff.—For years past large numbers of young teachers were being trained with a view to reducing the size of classes and thus raising the standard of education. While the supply of trained teachers is now adequate for this object, funds are not available to remodel school buildings and provide the additional class-rooms that would be necessary. As a consequence, considerable numbers of unemployed teachers are to be found in most of the education districts. To remedy this unemployment and also as an economy measure fewer students are being admitted to the training colleges. Two members of our staff—Mr. Tucker and Mr. Laws—have accordingly been transferred to the Christchurch and Auckland Colleges on the staffs of which there happened to be vacancies. Mr. Anderson becomes Rector of the South Otago High School from 1st February next, and the appointment of his successor has been deferred in the meantime. Each of these lecturers was able to make a distinct contribution to the work of the College, and all will be greatly missed.

Specialization.—During the year we had twenty-eight students specializing in various departments of school work.—Thirteen in physical education, four in music, four in drawing and handwork, three in modern languages, two in special school work (speech defectives, &c.), one in science, and one in experimental pedagogy. Nearly all worked very steadily, and fully justified their selection and the opportunities provided for further study and progress.

In addition to this specialization, which was intended to occupy almost all of the students' time and attention, a milder form was arranged for first- and second-year students. These devoted one hour weekly throughout the year to some subject chosen by themselves. Thus in addition to the provisions of the ordinary time-table sixty students had extra tuition in music, thirty-five in physical instruction, forty-one in infant-room work, thirty-two in drawing, 15 in agriculture, ten in history, and fifteen in elocution. Those specializing in music constituted the College choir, which attracted very favourable notice by its performances.