

The services of twenty primary schools, two intermediate schools, four secondary schools, and the Technical College were enlisted in this work. The number of teachers rendering services varied during the year, but approximately one hundred and twenty-five teachers co-operated at some period during the year.

The aim of allotting not more than one student to a class was adhered to as closely as possible. Second-year students were in the schools for four periods averaging four weeks each, and first-year students for three periods of the same duration. Division C students had five periods of teaching.

All students returned to College on Friday afternoons, when the week's teaching was reviewed and discussions held on matters arising out of practice teaching.

Division C Students.—There were thirty students in this division—namely, fourteen men and sixteen women. Their course was arranged to enable them to complete a Teacher's B Certificate. As it was expected that most of them would have to serve as probationary assistants probably in primary schools, opportunity was given to them to get an insight into the organization of such schools by spending one teaching-period there.

Opportunity was also given them to gain some insight into the teaching of music, history, biology, and physical instruction in addition to the four subjects required for the Teacher's B Certificate—viz., principles and practice of teaching, school and personal hygiene, geography, and drawing.

Four teaching-periods were spent in intermediate, secondary, or technical schools, and the very keen interest shown in their training by the Principals and teachers of such schools has been very gratifying.

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The twenty-eight graduates who entered this year were particularly well-equipped academically, and had all specialized in subjects actually taught in secondary schools. Of the eleven men, nine had advanced in languages, one in chemistry, and one in history: and of the seventeen women, seven had specialized in languages, two in chemistry, and eight in history.

It is a pity that larger numbers, when full-time students at the University, did not take courses in science. An unwise choice of subjects can rarely be corrected afterwards, because most of the science classes at the University are now held during the school-day, with the result that neither students in training nor teachers holding appointments can take advantage of them.

While University degrees among primary teachers are much commoner now than they were, say, twenty-five years ago, the inclusion of a science as part of the course has become much rarer than formerly.

University Classes.—One hundred and sixty-two students attended one or more classes at the University with a view to qualifying for a degree. The results of the term examinations indicate a standard of success about equal to that of previous years. Students were awarded eight first-class passes, forty-two second-class passes, and 168 third-class passes. Twelve students took the course for Diploma of Education, and nearly all were successful at the class examinations.

Teaching Practice.—Since the abolition of probationary assistantships, nearly all students entering Training College have had no teaching experience, consequently additional practice and observation beyond the regulation four-hundred hours is highly desirable. In the past, our students during their first year devoted a considerable amount of time to demonstration and criticism lessons but had little continuous practice. This year the time for demonstration and criticism lessons has been reduced, and provision has been made for several three-weekly periods of practice and observation in the schools.

In the practical training of students use has been made of all the public schools in Dunedin, as well as of the Intermediate School, the Technical College, and the three secondary schools. My sincere thanks are due to all teachers who have assisted in this important matter.

Conduct of Students.—In general the conduct of students has been all that could be desired. A few lacked energy and diligence, and one or two may not always have acted discreetly in their contact with the outer world.

Clubs.—Various clubs or societies were organized by students and staff. Of these the most successful and popular were the Choral Society conducted by Mr. Wilkinson, and the Dramatic Club organized and coached by Miss Barrowclough and Mr. Scrivener, assisted by a committee of students. Useful work was also done in the Debating Society and the S.C.M. Debates were attended by Mr. Armstrong and Mr. Scrivener, who generally acted as judges. The Saturday Night Club, which met fortnightly, served a very useful purpose in the social life of the College. The Students' Orchestra contributed materially to the success of these Saturday night functions. The Tramping Club had some enjoyable outings, particularly during the third term.

Executive.—In all departments of College life a hard-working Students' Executive did most useful service.

Games.—During the first and second terms, Thursday afternoons were devoted to out-door games. All the women students played either hockey or basketball; the men either hockey or football. Most students also took part in the Saturday competitions. Our teams made a creditable showing in most departments of sport, and, even where they lacked skill and experience, there was no lack of enthusiasm.

Needs.—The disabilities under which we work are well known to the Education Board. Our most urgent needs are additional accommodation, a quieter environment, and an Upper Division in the Normal School.

Staff.—Most of the present staff were new to Training College work at the beginning of the year. All have worked loyally, diligently, and enthusiastically. The year's work on the whole has been very successful.