

in mind that one of the chief aims of the Training College is to give scope to the student's imagination, and at the same time to point out to him what the experience of the past has shown to be practicable and serviceable in the art of teaching. The following is a brief statement of the lessons and a note on any point in connection therewith that seems to require explanation. Thirty-one lessons were given in reading. The treatment of the reading lesson forms a very important part of the course of training, especially if we strive to attain to a good standard of public-school reading. The greatest difficulty in securing this, arises from the fact that many of our students have not made a study of the art of reading. The few lessons I have time to give to the subject are quite inadequate for the purpose. I suggest to the Board the advisability of appointing an expert at the work to give the students a course of lessons on reading and elocution. In arithmetic forty-five lessons were given in the lower school, twenty-eight in the upper standards, and, in addition to these, a series of letters on the principles of mental arithmetic. Fewer object-lessons were given this year, and no formal lessons on kindergarten work. I think it very necessary that every student passing through the college should have direct instruction from a trained kindergarten. In geography, fifty lessons were given, chiefly in mathematical and physical geography—on the seasons, on longitude and latitude, and on the difference of local time. The physical exercises were given by the students under Mr. Hanna's supervision. The practical lessons in singing should be given under the eye of the teacher of singing, and the lessons in drawing under the direction of the art master; until this is done I feel sure that in neither of these subjects shall we get the best methods of applying the principles underlying these two important subjects of instruction.

The work of the Model School continues to interest the students, and is always providing us with some further opportunities for the better management of this difficult type of school. I have constructed a new time-table for the Model School. The chief features in the new time-table are—(1) a better grouping of the reading classes; (2) more time for expository work; and (3) a wider application of the principle, the same subject at the same time for the whole school.

So far as we have been able to see, the new time-table is an improvement on the one we have been using for the past five or six years. After another year's trial I shall send it out to all teachers in charge of small schools, so that they may have an opportunity of studying it, and of adopting any of its main points if they see fit. The other subjects treated of during the year do not call for any special mention.

The following University classes were attended this session: Mental science and senior English, two students; junior Latin and junior mathematics, four students; junior Latin and mental science, one student; senior English and senior French, two students; advanced English and French, two students; junior English, mathematics, and French, one student; mechanics, mental science, and senior mathematics, one student.

Twelve students out of a total of seventeen were in attendance at the University, the largest proportionate number I think in the history of the Training College. The students did exceedingly well in their University work. In the Education Department's examination the results are as follows: The C certificate, four full C and one partial; the D certificate, three full D and six partial. Two passed the Matriculation Examination, and no candidates were presented for the E certificate.

**FUTURE WORK AND PROGRAMME OF INSTRUCTION.**—The Otago Training College has been carrying on its work for twenty-seven years. Many hundreds of students have passed through its course of training. In speaking of the character of the work done in the institution it is usual to point to the fact that Otago students and teachers have been sought after in other districts to fill every educational post—assistant, headmaster, rector, and inspector. That is so. But it seems to me that every year there is a greater need for the better training of teachers, and if our Training College is to keep abreast of the times in every branch of work, and if it is to be as complete and as fully equipped as training colleges in other countries, we must be prepared to make our Training College a source of inspiration for young teachers and a new and interesting field for experimental methods of teaching. To accomplish this end it is necessary to extend and improve the work of the College. In the first place the Training College should be brought into closer connection with the University. A large number of its students should attend University classes, especially with the view of securing the C certificate or the first section of the B.A. degree. There will be a greater demand in the future for teachers with the higher certificates, seeing that district high schools now form a distinctive feature of our national system. To give our students a longer period of training at the University, I suggest that those students who keep terms during a second year's course should have bursaries given them to cover the University fees, or, what would come to the same thing, as the University is a State institution it should be looked upon as one of its chief functions to assist in the training of State-school teachers, by admitting normal-school students to University classes without payment of fees. Then again, I should like to see the Training College improved by giving facilities for increased efficiency in dealing with the technical and scientific side of a teacher's professional training. The trend of work in the home-training colleges is to give more prominence to the psychology of teaching and to the logical basis of methods of education. I give some part of our time to this aspect of a teacher's training; but I have so many things to attend to that I find it impossible to deal with it in a comprehensive way. Then, as I have already pointed out, the appointment of a trained kindergarten and the establishment of a kindergarten department in the Normal School should be brought about without delay. I have referred to these subjects in former reports, but nothing comes of the reforms that I propose. Might I suggest that the Board draw up a report on training-college work, and submit it to the consideration of the Minister of Education during the forthcoming session of Parliament.

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