

TABLE P4.—STAFFS OF TRAINING COLLEGES AT 31ST DECEMBER, 1923.

Training College.	Name.	Position.	Salary.
			£
Auckland	Cousins, Herbert G.	Principal	720
	Fitt, Arthur E. (Dr.)	Vice-principal	580
	Brow, Fred. C.	Assistant Lecturer	445
	Clinch, John A.	"	75
	Jones, E. R.	"	435
	Shaw, J. W. (Rev.)	"	455
	Wallace, Harry	"	455
	Kennedy, Agnes	"	433
	Hume, Jeanie	Tutor and Librarian	363
Wellington	Gould, W. H.	Principal	670
	Lomas, E. K.	Vice-principal	530
	Irvine-Smith, Fanny	Assistant Lecturer	433
	Jacobsen, N. R.	"	485
	Loy, E.	"	393
	Aitken, J. W.	"	443
	Joyce, Mary E.	Tutor and Librarian	363
	Watkin, Len. J.	Art Lecturer	485
	Purchase, John E.	Principal	720
Canterbury	Polson, John G.	Vice-principal	605
	Greene, William	Assistant Lecturer	455
	Maxwell, Robert W. D.	"	463
	Ironside, Annie F.	"	433
	Cornes, J. J. S.	Tutor and Librarian	365
	Jobberns, George	Assistant Lecturer	445
	Moore, John A.	Relieving Principal	700
	Macfarlane, Samuel G.	Relieving Vice-principal	550
	Bayley, L. V.	Relieving Assistant Lecturer	400
Otago	Martin, William	"	485
	Fleming, James J. W.	"	455
	McLeod, Jane	"	433
	Harrison, Vera K.	Tutor and Librarian	363
	Donn, Robert	Drawing Instructor	445
	Landreth, C.	Home Science Instructor	300

II. EXTRACTS FROM REPORTS OF PRINCIPALS OF TRAINING COLLEGES.

1. AUCKLAND.

(H. G. COUSINS, M.A., Principal.)

I beg to submit my report for the year 1923. The following table shows the numerical strength of the College:—

	Men.	Women.	Total.
In College, 1922	97	251	348
Left at end of year	43	140	183
Remaining in College	54	111	165
Admitted, 1923	68	140	208
Total, 1923	122	251	373
Left during year	3	7	10
In College at end of year 1923	119	244	363

In 1921 there was one man to three women; in 1922 two men to five women; in 1923 one man to two women.

This year sixty-one first-year students are leaving College. Some of these are retiring voluntarily; the others have been selected in accordance with the Department's instructions.

We have several men on our 1923 roll who have already spent some time in studying for other professions. This seems to indicate that teaching is making a wider appeal under the present economic and industrial conditions of the Dominion. Already the number of applications for admission to College next year greatly exceeds the number of vacancies. This will entail a rigorous selection that will inevitably lead to an improved standard. This is what it should be, and augurs well for the future of education in New Zealand.

College Work.—It has been extremely difficult to arrange the work for so large a body of students, with the accommodation at our disposal. Fortunately, the annex was still available. Notwithstanding all the difficulties, the whole programme of work was carried through without a hitch, and under the circumstances the College routine has been satisfactorily maintained.

Classes.—With our full complement of lecturers throughout the year there was no disorganization of class-work as in the previous year, when we were awaiting the appointment of a second science lecturer throughout two terms. The advantage of having two lecturers in science subjects was therefore much in evidence this year, and considerable work was accomplished. Physiography has been added to the curriculum, and, with one science lecturer permanently situated at the annex the whole work has been on a better basis. In the practical work we are still handicapped by the size of the classes.

A large number of our students have attended University classes. They were carefully selected, and their work has been under the supervision of the College staff. The results have been highly creditable. If the present standard is maintained—and there is no reason why it should not go on improving—the Training College will take a big part in the life of the University. It is most gratifying to find what excellent use our students are making of the privilege of University attendance.

Practical Training.—This has again presented formidable difficulties, but the staffs of the Wellesley Street Normal School, Richmond Road, and Curran Street Schools, with a considerable number of the associated normal teachers in the city and suburban schools, have enabled us to