

enthusiasm of the students, and the obvious improvement in the quality of the work done, appear to us a sufficient compensation, and to warrant an extension of the experiment to other subjects of the College course. Such an extension, however, is contingent on further library facilities.

Hostel Accommodation.—Despite the increase in our numbers, the difficulty of finding boarding-accommodation last year was somewhat less than in former years. As was pointed out in last report, this was possibly due to the prevailing slumps and the consequent desire of a considerable number to augment their earnings. But present appearances would seem to point to a return of our old difficulty with returning prosperity.

Social.—The past policy of the College regarding the social side of College life has been fully maintained.

In concluding this report I would like to express my appreciation of the ready assistance I have received from the Board's staff and others concerned in the administration of the institution.

3. CHRISTCHURCH.

(J. E. PURCHASE, M.A., Principal.)

I have the honour to submit my report on the Christchurch Training College for the year ending 31st December, 1923.

The number of students in training is increasing so rapidly that the pressure upon the available accommodation has become very great indeed. The number of class-rooms is totally inadequate, and it has only been with very great difficulty that satisfactory work has been carried out. It is to be regretted that although a grant, sufficient for one wing of a new College, was made more than six months ago, no relief will be possible during 1924. As the number of applications for admission has increased, a greater degree of selection has been possible, and it is pleasing to record that both in academic attainments and in personal qualifications a higher standard has been reached. A more rigid medical examination will have the effect of preventing those physically unfit from undertaking the work of teaching. In this connection I wish to point out that in my opinion a rigid exclusion of all those who are physically weak should be insisted on.

Students have done particularly well at their University work this year, and consequently a greater number is definitely preparing for secondary work. This is thoroughly satisfactory. We find in many cases that a period of pupil-teachership results in a distinct loss to the student from the point of view of academic success. When appointed pupil-teachers they very frequently drop their high-school subjects to study the remaining subjects required for the D certificate. Two bad results follow: they enter College in a much worse position with regard to their University subjects than they would have been had they come direct to us, and they have in addition lost the habit of serious study. The work required to enable them to qualify for admission to the Training College is so little that they have too much "unorganized" time left. I would suggest that all those pupil-teachers and probationers who desire to read for a University degree be required to do some work in that direction while employed as pupil-teachers. The habit of study acquired in the secondary school will thus become fixed to the very great benefit of the student. Each year for some time past a few pupil-teachers on their appointment have come to me for assistance in mapping out a University course. All have done well, and have thus proved the wisdom of an early start.

The proper relation of teaching practice to College instruction is the most difficult problem we have to solve. The arrangement throughout the year was similar to that adopted in 1922—namely, to concentrate on study and the learning of principles in the first year with the addition of demonstration lessons given by expert members of the Normal School staff. Towards the end of the second term all first-year students spend three weeks in the class-rooms, where they see the principles they have learned being put into practice. In their second year, students spend alternate five-week periods in class-room and in College, so that practically half the year is devoted to actual class practice. I am aware that this is more than is given in some Colleges, but it seems necessary if practical teaching is to be carried on adequately with the theoretical study. Any undue stressing of either aspect is liable to create a partially developed teacher. Further, those students whose appointments lie in rural districts have little opportunity of obtaining any further assistance, and they should receive the practice necessary to enable them to take up their work with confidence. Even in large schools the headmaster is so occupied with other duties that he has little time to give to the junior members of his staff, and many regard the ex-Training College student as fully qualified and trained, and therefore not in need of assistance. It should be remembered that many of these students have not taught previously to entering College, that all are immature and cannot be expected to develop satisfactorily unless they are watched over and helped during at least the first twelve months after leaving Training College. The work of the students on the academic side has been quite as good as in previous years, and the successes achieved at Canterbury College examinations somewhat better.

Art Classes.—The classes in various branches of drawing were conducted on somewhat similar lines to those of previous years. The first-year students proved to be particularly enthusiastic both in colour work on paper and in blackboard drawing. An endeavour has been made throughout to induce the students to look at their work from a higher point of view than that of the mere training of the eye and hand, and to realize that it is possible, by means of the crayons and chalks which the children use, to represent much of the beauty that surrounds us, and to lay a foundation of a true appreciation of the beauties of art and nature. During the latter part of this year subjects to be studied by the students in their own time have been set, the resulting sketches being exhibited and the criticism of the students invited. The results have been very promising. This year again a large number of students entered College without having obtained the D certificate for drawing, and in some cases having done little or no drawing since leaving the primary school. It seems a great pity that students destined to become teachers should not have more tuition in this subject when at high schools. It is this break of four or five years that is largely responsible for the weak drawing of so many of the students and young teachers. The second-year students were given a short course of figure-drawing from life, in order that they might be able to make some attempt to illustrate fairy-stories, &c. This was followed by a course of water-colour drawing of objects and flowers, and design work. In order to increase the interest and educational value of the lessons in design it is intended next year to connect them definitely (in part) with the work of the needlework