

In some educational districts there is an institution termed a Candidate's Examination, regarding which I shall have something to say later on. It is enough to notice here the waste of public money it entails. It is questionable, also, whether the system of exchange which obtains in Auckland, for example, repays its cost. Pupil teachers instead of remaining in the same school for their entire course, as generally in the South, are moved hither and thither like men on a chess board, the travelling expenses being, of course, paid by the Board. The contention, I suppose, is that the pupil teacher thus gains a wider sweep of experience. But it will generally be found that he is too young and careless, too unobservant to make any generalizations regarding his work, and that he merely strikes up a dilettante bowing and scraping acquaintance with two or three systems of school organisation, instead of gaining a sound knowledge of one which, after all, can be easily modified to suit altered circumstances, once the teacher grasps the principles underlying his art; this he will never do roaming the country picking up, promiscuously, here and there, a few blocks of pedagogic learning of irreconcilable shape and size, with which he fondly imagines he can build that tower of intellectual method in which every teacher should entrench himself.

Were those responsible for this system and for the Candidate's Examination, to put by the money thus spent in order to form the nucleus for the establishment of a training or Normal School, some tangible good would result. Nothing strikes the educational expert with greater force than the almost complete absence of any organised training school for teachers in a land vaunting its system of education. All honour to Otago and to North Canterbury, the only districts where such an institution is to be found. In other districts we have efficient government establishments for the rearing of poultry, the training of dairy farmers, the drilling of the thief catcher, but none for the proper equipment of the custodian of our children's minds and souls, for him who, adequately trained,

should once for all set the current of their thoughts towards industry and honesty. It would be sheer waste of space and good printer's ink to dwell upon, or even to mention, the advantages of training colleges, so obvious must they appear to the meanest intelligence. It is a matter of common knowledge that the best New Zealand teachers are those of Otago and North Canterbury, from whom many, nay, the majority of the other districts have draughted a great number of their most successful teachers. Hawke's Bay, Wellington, Wanganni, Southland and South Canterbury, are notable instances.

There should be at least four Training Colleges in the colony, two in each Island. To these such pupil teachers, as are recommended by the Inspectors, should proceed at the expiry of their apprenticeship, and spend at least one year, devoting the time to study of the art and science of teaching under skilled instructors, and to a broad cultivation of the faculties of their minds. Were Auckland, Wellington, Christchurch and Dunedin chosen, much of the tutorial work could undoubtedly be done by the Professors of the University Colleges in the ordinary discharge of their duties, the Normal School students being allowed to attend the University College lectures. On leaving the school, each student should receive a certificate bearing the record of his work there, and in course of time no person should be allowed to teach, unless he had such evidence of a Normal School training. It would always be desirable to limit the number of pupil teachers entering the school each year to just that number, which could reasonably hope to find employment the following year. It is philanthropy woefully misplaced that trains a man for a profession, and then refuses him work. Once started on his career, the teacher should depend for promotion chiefly upon the reports of the Inspectors in his district. The evil of canvassing committees to secure an appointment should be universally repressed. Until the teacher ranks as a public servant, all vacancies should be publicly advertised, and every teacher should be allowed to apply, if