

had just enabled us to work together in a way that seemed likely to prove successful in securing for our students a beneficial course of training, both practical and literary.

Thirty-four students were enrolled last year—twelve males and twenty-two females—and the attendance was as follows:—

Students attending the course of 1896—				Males.	Females.	Total.
Remaining from 1895	...	...	...	8	7	15
Admitted during 1896	...	...	...	4	15	19
Left during the session	...	...	...	4	1	5
Remaining at the close of 1896	...	...	...	8	21	29

The health of the students has throughout been most satisfactory, and I am glad to be able to say that during the year they applied themselves earnestly and assiduously to their prescribed courses of study. The following is a synopsis of the practical work overtaken this year:—

Subjects.	Classes and Standards.	Number of Lessons.
Class movements and extension exercises...	All the standards ...	21
Word-building ...	Primers and Infant Reader ...	74
Reading ...	Standards I. to VI. ...	61
Explanation of language ...	Standards III. to VI. ...	34
Arithmetic ...	Infants, Standards I., II., IV....	53
Mental arithmetic ...	Standards I. to VI. ...	19
Grammar and composition ...	Standards III. and IV. ...	41
Geography ...	Standards II. and III. ...	18

The literary course has been on much the same lines as formerly, though I had frequently to curtail it to give time for practical work.

The results of the annual examination held by the Education Department, and by the New Zealand University, are as follows: Nine passed the matriculation examination; two secured a "partial" and three a full E certificate; six obtained a "partial" and eleven a full D teacher's certificate.

The first prize for experimental science was awarded to Miss Violet M. Greig, a first year's student, and in the same subject special mention was made of Miss Trainor's and Miss Peter's examination papers. Miss Jessie Campbell received special mention for English.

Several students, besides taking all the classes at the Training College, passed the annual examination of the Otago University as under: Miss Greig—Junior Latin second class; junior mathematics, first class. Miss McKellar—Junior Latin, second class; junior mathematics, second class. Mr. J. W. Mellor—Organic chemistry, first class; practical chemistry, first class; junior mathematics, second class. Mr. Abel—Junior mathematics, second class; junior Latin, third class.

I regret to say that only one of the pupil-teacher students attended the University this year. As a rule, a student does not care to attend one session only unless he sees the probability of following this up with a second year's attendance, knowing that two years' terms must be kept to enable him to present himself for the first section of the B.A. degree, which secures for him a C teacher's certificate. To induce a larger number of the students to enter on a University course I think a second year's bursary should be given to the most successful first-year students.

During the Christmas recess I visited Australia, and made inquiry into the organization and management of the training colleges in Adelaide and Sydney. At the Adelaide College I saw the students under instruction, and also heard them giving their practical lessons in the primary school attached to the Training College. I received copies of the course of instruction, time-tables, and notes of lessons, showing in detail the methods, treatment, and exposition of everyday school-work. There are two training colleges in Sydney, one for men and the other for women. I spent the greater part of two days in making myself acquainted with the working of their institutions, and I have now a very fair idea of the system of training pupil-teachers and students carried out in the sister colonies. I have to bring under your notice one or two ways in which I think we might with advantage follow in their footsteps: (1.) We should have in our Training College a supply of exhibits and specimens of all modern school appliances, requisites, and apparatus for illustrative and concrete teaching. (2.) We require a model infant-room, designed and fitted up according to the most recent approved plans and methods. (3.) The Training College should be brought into closer connection with the University.

As stated above, only one of your first-year students—bursary-holders—attended the Otago University last year. The Education Department of New South Wales award second-year bursaries to the most successful first-year students to enable them to proceed to the Sydney University. If we wish to make our system of training complete we should do something to lead students from the Training College to the University, and as a first step towards this end I respectfully suggest that the Education Board offer a small bursary—say, the amount of the University class fees for the year—to all pupil-teacher students who in their second year keep terms at the Otago University.

I respectfully submit these practical suggestions to the careful consideration of the Board.

I have, &c.

The Secretary, Otago Education Board.

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