

educational handwork for infant-schools, modelling in plasticine and cardboard, drawing, physiology, physiography, elementary agriculture, phonics, vocal music, physical and military drill, and needlework. According to the regulations under which we work, the staff of the Practising School may be employed to give instruction in the several subjects to the students, and in the selection of the staff the Board had this fact in view. Other things being equal, preference was given in the appointments to those who were able to take one or other of the subjects named above. So far as I can see at present, the working-out of this principle will be a gain alike to teachers, students, and scholars.

The temporary services of Miss Hooper, of Wanganui, for educational handwork; Mr. F. P. Wilson, M.A., of Newtown, for vocal music; and Mr. Royd Garlick for physical culture, were secured to enable the work of instruction to go on in the early part of the year, and I have to thank these instructors for the very efficient manner in which they carried out their duties. Miss Lawson was appointed instructor in drawing for the whole of 1906. To her the College is particularly indebted not only for the efficient instruction given in her own subject, but for the keen interest she took in the social welfare of the students. Those students who took part in the Saturday rambles organized by Miss Lawson in connection with her class will not readily forget her kindly consideration for them.

During the second term the several subjects were apportioned as follows: Methods of teaching—the Principal; principles of kindergarten, educational handwork for infant-schools, and physical drill—Miss Fitch; physiography and registration—Mr. J. C. Webb, B.A.; elementary agriculture—Mr. J. Tamblyn, M.A.; cardboard-modelling—Mr. J. Caughley, M.A.; physiology, physical and military drill—Mr. J. A. Cowles, B.A.; singing—Mr. J. K. Edie; needlework—Miss Hall; modelling in plasticine, and drawing—Miss Lawson. Instruction was also given in mathematics by Miss M. Sinclair, M.A., and in Latin by Mr. J. Caughley, M.A., but in future regular instruction will not be given in these or kindred subjects. The dominating aim in the teaching of each subject is preparation for the actual work the students will undertake when they take up responsible positions. While the requirements of the teachers' examinations are not lost sight of, these are kept in strict subordination to professional training.

*University Classes.*—According to the Training College regulations, English and education are compulsory University subjects for all students. It is expected that each student should take also one or other of the sciences; and since either Latin or mathematics is compulsory for the first half of the degree, the course at the University for the regular student who has taken no previous University work will, as a rule, be as follows: First year—English, a science, and junior Latin or mathematics; second year—education, science or English, and Latin or mathematics. This gives three or four subjects for the first section of the B.A. and for the C certificate examination. The results of University work for last year were in every way satisfactory, and seem to warrant the conclusion that professional training and academical studies may with advantage be carried on concurrently, if the whole course for each student is carefully considered and sufficient time in each day allowed for private study.

Thirty students presented themselves for the terms examinations, and of these 26 passed—5 for third year's terms, 5 for second, and 16 for first year's terms. In addition, several passed the University examinations, though they were not qualified to count the results for terms. The results of the degree and teachers' certificate examinations are equally satisfactory.

To the Professors of the Victoria College, for the assistance they gave me in arranging the courses of work, and for their continued interest in the general welfare and progress of our students, I am extremely grateful.

*Some Special Features of School-work.*—I propose now to make brief reference to some aspects of school-work to which prominent attention is being given in the training of the students, and for purposes of illustration I have selected from the work of the staff, students, and scholars some specimens which may prove of service to the general body of teachers.

(a.) *Illustration Work:* One weak feature in the work of teachers, as it has come under my notice from time to time, is lack of power to illustrate readily on the blackboard the subject they are dealing with. It needs no argument here to show that it is in every way desirable and necessary that the power to illustrate with a fair degree of skill should be one of the possessions of every teacher. Almost every teacher can acquire this art—not that he can or that he need become an artist; but that by steady well-directed practice he can acquire sufficient skill to enable him to employ before his class such blackboard illustrations as will appeal to the imagination of his scholars, and enable them to form clearer and more definite conceptions of the subjects treated.

A course in blackboard illustration is prescribed for all students, and the results, even in the short time the work has been going on, have been extremely satisfactory. The few illustrations given in this report will give some idea of this class of work. That the scholars should show an enthusiastic appreciation of every effort in this direction, and a strong desire to imitate, is only what is to be expected by any one who knows (and who does not?) how readily and eagerly the youthful mind seeks expression of its ideas through the pencil, the chalk, and the crayon.

(b.) *Schemes of Work:* The freedom of the teacher means among other things his responsibility for drawing up schemes and plans of work in which he adapts the prescribed course of instruction to the circumstances of his own case—taking into account his own predilections, and the needs and the environment of his scholars and school. What shall we teach? is the cry of the day. Of the many subjects clamouring for admission, which shall we select and which reject? Now, it is quite clear that the range for the teacher's selection must always be "wide as the world" of things knowable. It is his to subordinate what is merely illustrative to what is central and important. His task is that of correlation or of concentration—to find his central points, his