

1907.
NEW ZEALAND.

EDUCATION: TRAINING OF TEACHERS.

[In continuation of E.-1c, 1906.]

Presented to both Houses of the General Assembly by Command of His Excellency.

No. 1.

EXTRACT FROM THE THIRTIETH ANNUAL REPORT OF THE MINISTER OF EDUCATION. TRAINING OF TEACHERS.

IN the beginning of 1906 the training colleges at Auckland and Wellington were opened, and, with the two training colleges which had been for many years in operation, but which had been recently reorganized under more liberal conditions, adequate provision has been made for the training of teachers in each of the four University centres. Practically no change was needed in the buildings at Christchurch. Wellington was altered and added to at a cost of £5,419. Auckland has been to some extent remodelled, and a further sum of £8,000 has been authorised to be spent to fit it still further for training-college purposes, and a similar sum has been authorised to be spent in erecting a training college for Dunedin to replace the old and unsuitable structure at present in use. When the buildings at Auckland and Dunedin are completed the provision for the training of teachers in the colony will be put on a highly satisfactory basis as far as buildings and equipment are concerned.

The number of students during the current year attending the various training colleges is as follows: Auckland, 19 women, 17 men, total 36; Wellington, 61 women, 16 men, total 77; Christchurch, 54 women, 15 men, total 69; Dunedin, 61 women, 18 men, total 79. The total for the whole is 195 women and 66 men, as compared with 174 women and 47 men for the corresponding period of last year. It is gratifying, in view of the dearth of male teachers in the colony, to notice that the proportion of male teachers to women teachers has risen from 27 to 34 per cent.

The amount paid during 1906 for the training of teachers was £33,747, made up as follows: Salaries of staffs of four training colleges, £11,006; students' allowances and University fees, £11,032; grants for special instruction in handwork, £2,415; railway fares of teachers in training, £4,307; alterations to buildings, Wellington, £4,787; apparatus, furniture, &c., Auckland, £200. It must be remembered, however, that £22,038 of this total provides not only for the efficient training of over two hundred teachers, but the instruction of over sixteen hundred children in attendance at the practising schools.

The reports of the several training colleges are printed in a separate paper, E.-1c.

No. 2.

TRAINING COLLEGES.

From the INSPECTOR-GENERAL OF SCHOOLS to the MINISTER OF EDUCATION.

At the close of 1906 the number of students in attendance at the four training colleges of Auckland, Christchurch, Dunedin, and Wellington was 216—48 males and 168 females. Of this number, 160, or 74 per cent. of the total, were admitted under Division A, having already completed a period of pupil-teacher service, and 47 under Division B, without pupil-teacher service, on the

ground of holding simply some University standing under one or other of the different headings specified in the regulations. The following table shows the classification in detail:—

TABLE A.—NUMBER AND CLASSIFICATION OF STUDENTS IN ATTENDANCE AT EACH TRAINING COLLEGE, DECEMBER, 1906.*

			Division A.		Division B.										Total.		
					a(i).		a(ii).		a(iii).		a(iv).		Total.				
			M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	Total
Auckland	..	..	9	14	..	1	..	1	..	1	..	2	..	5	9	19	28
Wellington	..	..	7	27	1	6	1	..	..	3	3	3	5	12	12	39	51
Christchurch	..	..	15	34	1	3	1	4	..	..	..	6	2	13	17	47	64
Dunedin	..	..	8	46	..	4	2	3	..	..	..	10	2	17	10	63	73
Totals	..	..	39	121	2	14	4	8	..	4	3	21	9	47	48	168	216

*NOTES.—“a(i)” as having passed the first section of the B.A. or B.Sc. degree; “a(ii)” as having gained credit at the University Junior Scholarship Examination; “a(iii)” as having kept terms for at least one year at a University college; “a(iv)” as having passed the Matriculation Examination of the University.

In substantial accordance with the principles on which the colleges are constituted, the instruction and training of students in teaching-methods and in certain special subjects of professional practice, including elementary school science and manual occupations of various forms, are commonly provided for in the normal school arrangements with or without some special-tutorial assistance or the assistance of some special institution within reach, while in subjects of general education reliance is mainly placed on attendance at University college classes. The University classes taken in the centres vary considerably both in number and character. The range is greatest in Christchurch, where during the year eighteen different classes were attended by students, and narrowest in Auckland, where there were seven classes at which an attendance was made. In Dunedin and Wellington the range was eleven and ten respectively. In Auckland the average number of such classes, inclusive of “English” and “education,” was 4, in Christchurch (exclusive of music, which is elsewhere differently provided for) 3·9, in Dunedin 1·8, and in Wellington 2·3. The average for the four colleges was 3. English, it may be noted, is an obligatory subject of the course, though it may be taken in either year, and “education” is also essential in all cases where one of the objects aimed at is a certificate not lower than that of Class C. Besides the classes in these subjects, in which naturally the attendance was highest, the classes taken by the largest proportion of the students were mathematics, Latin, and biology.

Table B below shows the distribution among the subjects where the total number of attendants was not less than twenty: By one or more students in all, with a maximum of seven, University classes in German, physics, economics, history, mechanics, jurisprudence, and geology were also taken in the order of a decreasing progression. From the returns so far received for the current year the same subjects prove the most popular, though in some cases considerable differences appear, the average number of subjects for each student being—Auckland 2·3, Christchurch 3·7, Dunedin 2, and Wellington 2·9, with a general average of 3 as before.

TABLE B.—NUMBER OF STUDENTS ATTENDING UNIVERSITY CLASSES IN THE CHIEF SUBJECTS, 1906.

Training College.	English.	Educa- tion.	Mathe- matics.	Latin.	Biology.	Mental Science.	Chemis- try.	Music.	French.	Geo- graphy.
Auckland	27	28	26	4	1	..	25	..	2	..
Wellington	36	10	6	11	34	5	4	..	6	..
Christchurch	47	42	41	28	27	8	5	32	12	20
Dunedin	37	27	1	28	..	26	1	..	5	..

In the concluding table (Table C) is given a comparative statement of the expenditure in connection with the training colleges during 1906.

TABLE C.—EXPENDITURE DURING 1906 ON TRAINING COLLEGES.

	Salaries of Staffs (Includ- ing Normal and Model Schools).	Allowances to Students.				Total.
		Ordinary.	Lodging.	University Fees	Total.	
Auckland	£ 2,601	£ 735	£ 450	£ 224	£ 1,409	£ 4,010
Wellington	2,773	1,183	1,093	348	2,624	5,397
Christchurch	2,826	1,622	1,038	835	3,495	6,321
Dunedin	2,832	1,815	1,175*	488	3,478	6,310
Totals	11,032	5,355	3,756	1,895	11,006	22,038

* Includes £5 paid for railway fare of student in lieu of lodging-allowance.

W. J. ANDERSON,
For Inspector-General of Schools.

No. 3.

REPORTS ON TRAINING COLLEGES IN OPERATION.

REPORT OF THE PRINCIPAL OF THE TRAINING COLLEGE, AUCKLAND (MR. H. A. MILNES, B.Sc.).

THE year's work began on Monday, the 5th March, and ended on Friday, the 30th November.

Nineteen women and nine men were enrolled, all of whom signified their intention of taking the full two-years course. A *viva voce* examination revealed the following facts: Of the nineteen women, sixteen had matriculated, and two of these had kept one year's terms at the University. Of the nine men, six had matriculated. The matriculation certificate is by regulation a *sine qua non* for admission, but, by special departmental concession, the six non-matriculated students were admitted. All the men had been pupil-teachers, but five of the women came direct from secondary schools and were admitted under Division B—*i.e.*, they had had no experience as pupil-teachers.

As nearly all the students had obtained full or partial D certificates, it was agreed that they should work with a view to taking the examination for the C certificate; some of the subjects to be taken at the end of the first year, and the rest at the end of the second year, thus avoiding any undue strain. Eight of the more advanced students wished, in addition, to keep terms at the University with a view to taking a degree. This was allowed tentatively; but the dual work thus thrown on students is too much for any but the exceptionally strong ones, and permission another year should be granted more cautiously.

In order to get school practice, and yet not interfere seriously with the course of studies, it was decided that two weeks each term—*i.e.*, six weeks a year—be devoted to actual school-teaching under supervision. It is obvious that this is not enough (though it is twice the amount given in English colleges), and yet an increase in the time devoted to school practice would so curtail the time devoted to studies that continuity in the lectures would be made impossible and a University course rendered out of the question. The only remedy seems to be an entire reorganization of the scheme of training. Instead of trying to do two things at once—to teach and show how to teach—the work of a proper training college should be devoted entirely to showing how best to teach, the acquirement of knowledge being a preliminary to this. If students were admitted to the training colleges with sufficient knowledge of the subjects to be taught in school, and if the whole of their time in college were devoted to the theory and practice of education—to the how-to-teach; to dexterity on the blackboard, &c.—they would learn more in three months about school-management than they do now in two years. With the excellent scheme of scholarships from the primary to the secondary schools a sufficient supply of such students should be forthcoming to pass from the secondary schools at eighteen or nineteen years of age into the training colleges for one year, and then out into the schools for probation and final testing before they become certificated teachers. From careful observation of the five students admitted under Division B, I am convinced that, with reasonable selection as to fitness, a course like the one indicated would give us much more "live" teachers than the rule-of-thumb pupil-teacher training at present in force.

The course adopted for the practical training of the students aims at giving them a thorough knowledge of the work of the different standards. They watch the class-teachers at work, prepare lessons themselves and give them under supervision, and discuss the success or failure afterwards. Criticism lessons are held weekly, each student in turn giving a lesson before the rest of the students, the merits or demerits being gone into fully at the end. Visits of observation are paid to other schools, and the teachers are watched at work. A student who has been attached to Standard III for training will watch the work in Standard III at the school visited. So far, visits have been paid to Mount Eden, Ponsonby, Devonport, Richmond Road, and Newton West Schools, and I should like to thank the masters of those schools for their courteous co-operation.

In order to give the students a wider outlook, and also to provide accurate knowledge for use in school, visits of observation have been paid from time to time to places of interest. So far, the following visits have been made: (1) H.M.S. "Powerful"; (2) the Blind Institute, Parnell; (3) the sugar-works, Chelsea; (4) "The Light of the World," painting by Holman Hunt; (5) the ostrich-farm, Pukekohe; (6) the Museum and Art Gallery; (7) Bostock's menagerie; (8) Auckland gasworks; (9) the Northern Flour-mills; (10) Bycroft's biscuit-factory; (11) the ferro-concrete works; (12) the *Graphic* printing-works. Geographical visits have also been paid to the tops of Mount Eden, One-tree Hill, Mangere Mount, and Mount Wellington, and maps of the surrounding district have been prepared.

The choice of subjects for C certificate is very varied, but I would like to see three things made compulsory for all students in training—first, swimming and life-saving; second, "first aid"; third, rifle shooting for men. In a country where "so much of the land is water" the first is a necessity; when one remembers that the teacher in the backblocks is often the only approach to a doctor for twenty miles, the second—a simple corollary to physiology, which is already compulsory—is also a necessity; and the third is excellent hand and eye training even if we do not agree about its necessity. The addition of these subjects would not be felt, and there is little question as to their utility.

Weekly tests have been given on the work taken in lectures, and the following table shows the year's result:—[List omitted from reprint.]

The Principal's prizes have been won as follows: First prize, books value £2, Mr. H. Binsted; second prize, books value £1, Mr. F. R. Wilson; third prize, books value £1, Miss F. J. Taylor; fourth prize, books value 10s., Miss M. R. Scott; fifth prize, books value 10s., Miss E. C. Collins.

Six of the eight students who attempted to keep terms succeeded, the successful ones being Miss Taylor, Miss Seddon, Miss Collins; Mr. Masefield, Mr. A. Webster, Mr. H. E. Webster. Of these, Miss Collins and Mr. A. Webster kept terms for the second year, and also sat for the first part of their degree, the result of which is not yet known. Miss Taylor did exceptionally well, passing in the first class in three subjects.

Physique, &c.

The students have enjoyed good health on the whole. Only two cases of illness have occurred—one of scarlet fever, the other pneumonia.

The Board would be wise to insist on a medical examination by their own medical officer of each student before admission. There is at least one student in attendance who is not strong enough to undertake a teaching-career.

The weighing-machine was received at the end of the third term, and comparative statistics of development cannot be given this year.

Half an hour each day is devoted to physical exercises, dumb-bells, and Indian clubs. Once a week the baths are visited. All the men students can swim, but only a few of the women. In winter there is a men's boxing class held once a week. The three tennis courts have been in full use since their inception, and promise to be a source of enjoyment all the year round in future.

When the promised new college buildings become a reality it will be possible to get swimming practice every day if required, so that every student should leave the college with a life-saving certificate in addition to a first-aid certificate, and so become a more valued member of the community.

In conclusion, I should like to thank the Board for the ready response to my requests for apparatus, and particularly for their kind reception of me in February last.

REPORT OF THE PRINCIPAL OF THE TRAINING COLLEGE, WELLINGTON (MR. WILLIAM GRAY, M.A., B.Sc.).

Building.—The College opened on the 19th February, 1906, in temporary rooms at the offices of the Education Board. The Board wisely determined that a beginning should be made, even if the work during the first few months had to be only of a partial nature. It was not until August, shortly after the beginning of the second term, that the alterations and additions to the Thorndon School had been so far completed as to enable the students to carry on their work there. The scope of the alterations, &c., was considerable, including the erection of an entirely new infant-room, a new structure containing cookery and woodwork rooms and a gymnasium, modifications to provide lecture-rooms, laboratory, library, museum, rooms for private study, and an assembly hall. At the time of writing the whole work approaches completion; so that before long there will be ample provision in building and in general equipment for the training of eighty students—the number allowed at each of the four University centres. The need of more spacious grounds is an urgent one, from the point of view alike of the educational work of the institution and of the recreation of the students; and if, as seems likely, the present is to be the permanent home of the Training College, no time should be lost in securing an adjacent section or sections, if such are obtainable. If the College is to serve adequately the needs of rural schools, a much larger area than is available at present should be at the disposal of the instructor in elementary agriculture.

Students.—In all, 56 students were enrolled. Of these, 4 attended for a short term only (two were teachers in the service of the Wanganui Education Board, who obtained leave of absence to attend the College (clause 11); and two retired, one on account of health and the other on account of family circumstances), so that the roll at the close of the year was 52. Of the total number, 13 were men and 43 women, the proportion of men to women thus being about 1 : 3.

Thirty-five of the students were admitted under Division A—that is, as having served an apprenticeship as pupil-teacher; 19 under Division B—that is, as having passed the Matriculation or some higher University examination, but not having previously served an apprenticeship as pupil-teacher.

The students were drawn from the various education districts in the Middle University District as follows: From Wellington 25, Wanganui 20, Hawke's Bay 5, Nelson 4, Marlborough 1, and Grey 1.

The majority of those admitted under Division A had passed the Matriculation Examination; a few had kept terms at the University; and a large proportion had obtained the teachers' D certificate. Only five entered with a literary qualification not higher than the minimum standard required in the last year of a pupil-teacher's course. Those entering under Division B ranked in scholarship thus: B.A., 2; first section of B.A., 5; first year's terms, 6; matriculation, 5; partial D, 1. It is gratifying to note that so many of those who are aspiring to positions in secondary schools are seeking, in addition to their University training, the professional training supplied by an attendance for two years at a training college.

Duration of the Period of Training.—No student under Division B was admitted for a shorter period than two years. Some six or so under Division A entered for one year only. The two years' course is strongly recommended for all students, one year being barely sufficient to bring the student into touch with the full benefits of the Training College course; but, perhaps, it may still be necessary for a year or two to make a few exceptions to the two years' course in the cases of those whose pupil-teachership has extended over a period of four or five years. It may be fairly anticipated that the number of students entering under Division A will be a gradually diminishing quantity, while those under Division B will increase, and, as it is greatly to be desired that in all cases the full period of actual professional training should not be less than three years, it therefore becomes imperative to give force to the regulation which requires from students seeking admission under Division B a period of probation before entering the Training College. It might be possible to come to an arrangement with the principals and headmasters of secondary and district high schools whereby probable candidates for admission to the College should undertake in the year previous to their making application some responsible post in which their general suitability could be tested.

General Outline of Training College Course.—The students' work at the Training College may be classified under three heads—(1) practice in teaching, (2) instruction in professional subjects, and (3) University studies. These three departments are carried on side by side throughout the whole course. Daily practice in the school, instruction in one or other of the arts which bear closely upon the teacher's professional work, and attendance at University lectures are all carried on concurrently. It will thus be seen that the plan of work requires careful organization in order that an undue strain may not be put upon the students. The aim has been so to arrange the work that at least two hours of every day are free for study—that is to say, that the actual work at the Training College will occupy not more than three hours per day. The University work undertaken by the majority of the students requires on the average not more than two hours per day in attendance at lectures.

Practice in Teaching.—The question of providing adequate and constant practice in teaching for all students in training is one of vital importance in the working of a training college. In addition to instruction in theory and in the principles of method, students must have that daily contact with the class-room which is essential to the attainment of the highest and best results. The student must practise, must have responsibility in practice, and must follow with interest and take part in the preparation for the routine of the school day. Can this need be met by a practising school with an average of 450 scholars? Can the time-table of such a school be so arranged that on the one hand the education of the scholars, and on the other the training of the student, will alike be adequately met? It is on the assumption that such can be done that we are at present working; and, though it is perhaps too early to give a decided opinion on the matter, I am inclined to think, in the light of the experience of the past year and of previous experience and observation of training-college organization, that when all the circumstances are taken into consideration a school organized and staffed as provided in the regulations is of all suggested arrangements that most suitable for the practising department of a training college. The children are under the supervision of capable and efficient teachers; their interests are always prominent; teacher and student together are responsible for their progress; the progress of the student in his training is gauged in a measure by his success in promoting the progress and development of the pupils intrusted to him. The teacher in each class is the exponent of method for that class. He is supposed to be thoroughly proficient in its management, and able to direct the student and supervise all his work. Each class-teacher is responsible for the practice of at least five students, and each of the five has at least one hour's teaching per day. He takes charge of a section of the class or of the whole of the class under the immediate supervision of the class-teacher; or a section of the class—always the same section—in one of the drafting-rooms. Drafting-room practice and class-room practice are held on alternate days. Regular weekly preparation for the class-room work takes place. Each class-teacher meets his five students for an hour on Friday, and under his supervision the scheme of class-work for the following week is worked out. In this way each student in the class-room knows not only what the work for his own hour is, but also that for every other hour in the day. In a very real sense he, as well as the teacher, is made to feel responsibility for the progress of the pupils in the class-room. The scheme of practice outlined above is that for the first-year students. With some modifications it holds good for second-year students also. The latter receive if anything more practice; but the same control idea of responsibility and preparation for the actual work of the class-room governs all—daily practice and daily preparation for it. Practice takes precedence over all lectures in the College, save those in method.

Special Lessons.—In addition to the ordinary practice in the class-room, each student gives during the year, in the presence of some or all of his fellows, several special lessons—one special lesson usually on each subject. These are supervised either by the Principal or by one of the staff, or by both. Such lessons serve at once to bring out the best effort of the student, and also to give to other students an opportunity of measuring the weak and strong points of a lesson. Of course, the real progress of the student is made, and probably, too, his best work is done, when he is unobserved; but, still, special lessons have a value all their own in bringing out prominently to the students as a whole the essential features of methods under discussion.

In addition to practice, students spend a portion of their time in observing methods. When the University is out of session the time devoted to observational work by each student is five hours a week; during the session it is reduced to two hours per week.

First-year students take their practice in classes S1 to S6. Second-year students are allotted to the infant-room, to the model country school, and to the secondary department. Students who have had no previous experience as a rule begin their course in Standards I, II, or III. First-year students who have been pupil-teachers are allotted, if possible, to Standards IV, V, and VI. The course of practice in the infant department is taken up by the majority of students, and extends over a period of at least twelve weeks. A similar length of time is spent in the secondary department and in the model country school. While it is to be desired that the majority of students should obtain an insight into the working of every department in the school, it will be our duty to meet the requirements of individual students and give special opportunities to those who have particular aptitude for infant work, and also to those whose professional career will in the main be undertaken in secondary schools.

A department of the Practising School of special interest to country schools where the staff is a master and mistress is the P. to S2 Department. In this room an effort is being made to organize the work of these classes on modern lines, and to show how the more recent developments in infant-school practice may be carried out when a teacher single-handed is required to teach four or five classes.

Instruction in Professional Subjects.—The instruction given at the Training College in professional subjects included courses in methods of teaching, principles of the kindergarten,

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

main lines of work, and bend all, or as much of all as he can, to illustrate these; but for the purposes of illustration there must be no limit in his choice of material. The task of intelligent scheme-making is the pre-eminent one before the teacher of to-day. To find the "one in the many," or "the few in the many," and use the many in illustration of the one or the few—that is his problem, which, if he solves it wisely, will make the burden of his day lighter. I do not propose to discuss further the various problems of correlation or concentration. I have said so much merely to explain why I submit, in illustration of the methods of correlation discussed with the students and with the staff of the Practising School, some samples of weekly schemes which have actually been used in class. I trust in future reports to deal more fully with this most important subject, and if possible to include specimens of correlated schemes for the work of a term or even of a year.

(c.) Time-tables: Another very important part of the teacher's work is the framing and drawing-up of time-tables. Not a few good teachers are perplexed how best to adjust the claims of the various subjects; how best to apportion the time to each; how best to arrange the sequence of lessons; how best to group classes, &c. One of the most difficult time-tables to arrange is that of the country school in charge of one teacher. I append the time-table in use in our Model Country School, in the hope that teachers of such schools may find it of value to them [time-table not reprinted].

(d.) Physical Health of the Scholars: Every teacher should be on the alert to discover such weaknesses in the physical constitution of the scholars as tend to retard their general progress and development. "A sound mind in a sound body" is an educational principle which is being more fully insisted upon every day. It is impossible that normal mental development can take place if the physical condition of the scholar is unsatisfactory; and so it is necessary that the teacher should have an elementary knowledge of the methods by which deficiencies in eyesight, in hearing, and in the nervous condition of their pupils may be ascertained. The students received during the year a course of practical work in the testing of eyesight and of hearing—such simple tests as any teacher may easily carry out for himself. An outline of the best methods may be found in such works as Rowe's "Physical Nature of the Child," and Shaw's "School Hygiene."

The tabulated statement given here will serve to illustrate the lines along which observations were made and the form in which they are recorded. Each student carried out these investigations in respect of the pupils intrusted to his care for drafting-room practice:—

MEASUREMENT OF GROWTH AND TESTING OF SIGHT.

Standard I.

Number of Pupils, 9: Number of Girls, 4; Number of Boys, 5.

Name.	Age.	Growth.		Eye-testing and Remarks.			
		Shoulders.	Height.	Left Eye.	Right Eye.	Observation.	Remarks.
A.B.	Y. m. 9 11	11	4 5	N	N	Good, all correct	Sound eyesight.
C.D.	7 11	11	4 1½	N	N	Fair, half correct	Eyes slightly red, weak.
E.F.	7 11	9½	4 4	N	N	Good, correct	Sound eyesight.
G.H.	8 8	9½	4 0½	N	N	Fair	Very fair sight.
I.J.	8 9	13	4 6½	N	N	Good, V. and Y. wrong	Occasional fits of blinking.
K.L.	8 0	13½	4 0½	N	N	Good, correct	Sound sight.
M.N.	9 4	14	4 5½	N	N	Good, correct	Sound eyesight.
O.P.	9 3	13½	4 5	N	N	Very fair	Eyes red.
Q.R.	8 0	12½	4 0½	N	N	Good	Eyes sound.

N denotes "Normal."

RESULTS OF SIGHT-TESTS IN THE INFANT DEPARTMENT, 1906.

Total Number examined, 62.

Age.	Boys.			Girls.		
	Normal.	Defective.	Total.	Normal.	Defective.	Total.
5	16	1	17	10	1	11
6	16	3	19	18	5	23
7	10	3	13	7	6	13
8	2	1	3	7	3	10
9	3	0	3	3	0	3
10	1	1	2	1	1	2
	48	9	57	46	16	62

The tabulated statement given above of the results in sight-testing in the infant department is very instructive. The tests were carefully carried out under the superintendence of Miss Fitch, and may be taken as furnishing a fairly correct estimate of the condition of the children who were present in the infant department during the year. It must, of course, be borne in mind that in the large majority of cases the defects were slight, and not likely to be productive of trouble if the necessary care were taken in placing those affected in the best possible position with regard to light, &c. I hope by next year to be able to tabulate similar results for the whole of the Practising School. It may be here mentioned that in one of the classes where the eyesight-tests were carried

out it was discovered that a child had actually lost the use of one of his eyes. Of this fact neither parent nor teacher had been previously aware. The loss to the child is irreparable, and the instance serves to show how important it is that every teacher should have some elementary knowledge of such tests as we have been undertaking. It is surely something to be able to discover defects and report upon them to the parent, who in his turn will hand the case over to a medical officer for treatment.

School Furniture and Equipment.—If we are to make headway with the work of education we must have our eyes directed not only to the subjects we teach, but also to the conditions under which instruction is given. The equipment and furnishing of class-rooms is therefore a matter of the first importance. Two subjects which have received some prominence during the year in the Practising School are "blackboard equipment" and "seating."

(a.) Blackboards: How much blackboard space should be provided in any given room? It may be fairly claimed that that condition is best which allows at least half the pupils in a class, if necessary, to stand and do their written exercises at the blackboard. It has been estimated by some that not more than one-fourth of the time of the child should be spent in his seat at the desk in the sitting posture. If we say that at least one-half of his time in school should be spent in doing work in the upright position at the blackboard we are probably near the mark. Less will suffice in the upper school, more is necessary in the lower. To enable this to be carried out it is necessary that a blackboard 3 ft. or 4 ft. wide should be placed as a dado all round the room. This condition has been carried into effect in the infant-room just erected, and in all the class-rooms an approximation has been made to it. If it were more fully realised how much the problems of discipline and management are simplified, and how greatly therefore the work of the teacher is lightened by such an arrangement, reform in the direction indicated would soon become universal.

(b.) Desks: How shall we seat our pupils? This is an important question, and one that is ripe for discussion at the present time. The Practising School in connection with the Training College may with advantage be used in experimenting with various kinds of school furniture. In this way the value of any particular desk or other piece of furniture could be fairly tested, and its suitability for use under the ordinary school conditions be proved. With such an object in view, various kinds of seating have been introduced; some of the rooms have been fitted up with American single desks, some with American dual desks, and some with locally made singles or duals. One of the plates given in this report shows a locally made single desk which embodies most of the best features required by experts in a hygienic and useful desk [plate not reproduced]. With this type of desk the Model Country School has been equipped. The room measures approximately 21 ft. by 22 ft., and seats comfortably thirty-five pupils, allowing at the same time ample passage-way and floor-space, and room for a row of chairs for the use of students.

Some other Problems of the Training College.—Needs of Schools: One of the problems always before the Training College will be to keep in touch with actual conditions of work in the various classes of schools, and more particularly with the class of work required to be done in the country schools. I hope to be able during each year to visit as many schools as possible, in order that I may obtain at first hand information regarding the conditions under which work is being carried on, and so be able to adapt the College course to their needs. During the present year an announcement was made through the various Boards in the Middle University District to teachers of country schools that a special course of instruction in professional subjects, and special opportunities for observation, would be given during the last week in July and the first week in August. The announcement was made too late to allow teachers to take advantage of it; but several Boards have taken the matter up, and a scheme has now been matured whereby teachers in the remoter schools may have an opportunity of spending a fortnight or so in the Training College, and of thus keeping themselves in touch with recent developments in methods of teaching. The course as arranged includes instruction in the management of the country school, educational handwork, blackboard drawing, nature-study, and observation of methods in the various departments. It will not be possible to take more than twenty students in any one year, and it will be for the Committee of Advice to recommend to the Board how such a number may be allotted among the several Boards represented by the College.

Accommodation of Students: One of the most serious problems confronting many of our students relates to the matter of board and lodging. It is almost as important that the "domestic" life of the student should be properly safeguarded and adequately provided for as that he should receive suitable instruction and guidance in his studies during college hours; and it is only when the "home" surroundings are conducive to habits of study and to congenial social intercourse that we may expect our colleges to produce the best results. Many students have the utmost difficulty in securing lodgings that can in any way be regarded as suitable, and not a few were obliged to change lodgings more than once during the session. When it is further borne in mind that about two-thirds of our students are obliged to live away from home, the pressing nature of this problem will be seen. It is to be hoped that the efforts made by the committee of ladies recently set up in Wellington for the purpose of establishing a hostel for students may soon be crowned with success, and that before long the benefits of a well-conducted and carefully supervised college home will be available for our students.

In conclusion, I desire to thank the Inspectors, Secretary, and staff of the Wellington Education Board for the assistance they have given me from time to time during the year. The thanks of the College are particularly due to Mr. Fleming, Chief Inspector, for his four "talks" on the "Study of Literature," which were very much appreciated by the students. I desire also to record my appreciation of the services rendered by the staff of the Training College. The first year was necessarily a difficult and trying one for them; and the sustained interest shown by one and all in the development of the plan of training, and their ungrudging services on behalf of the students, merit a word of special commendation.

REPORT OF THE PRINCIPAL OF THE TRAINING COLLEGE, CHRISTCHURCH (MR. EDWIN WATKINS, B.A.).

Progress of the New Scheme.—In reviewing the work of 1906 I have to point out that that year was the first in which the institution could be regarded as well under way in accordance with the new scheme for the training of teachers. In any such great change as that which has been effected in the colony's system of training teachers it was inevitable that there should be a more or less unsatisfactory transition period, especially when such a high ideal was aimed at in the attempt to co-ordinate the work of the training colleges with that of the University—an ideal so high that, though many endeavours in this direction have been made in other countries, I do not think it has yet been realised anywhere to the extent aimed at in New Zealand. At Christchurch, too, the Board has sought to take advantage not only of the University, but also of other special educational institutions; and it can be readily understood that it is no easy task to secure smoothly working arrangements, which, while offering no impediments to the work of these institutions, shall yet be suitable to the requirements of the Training College. Especially is this the case when these institutions, over which the Board has no control, make changes to which the Training College has at once to accommodate itself, no matter at what inconvenience. But much progress has already been made towards the desired ends, as is partly evidenced by the fact that at the annual Canterbury College examinations, last October, for the various stages of the University course, quite 50 per cent. of the Canterbury College passes were contributed by students of the Training College. In forming an estimate of the work done by our students, it must be borne in mind that the students who contributed this 50 per cent. of the passes had not only to do the work of university students, but also to take courses of work at the Training College in additional subjects, for their professional training and mental equipment as teachers. The measure of success achieved (as shown in the appendix to this report) gives good ground to hope that, great as have been the initial difficulties of the scheme, it may, with some slight modification such as time may suggest, be found a well-realizable one.

Professional Training.—Perhaps the part of the scheme that has so far been least well realised is the technical professional training, in which the work accomplished has fallen somewhat short of what I should like to see done and of what ought to be done. This deficiency is due partly to the fact that a large amount of the students' time is consumed in going to and fro between the various institutions in which they do their work, but mainly to the fact that the majority of the courses of lectures attended most largely by our students at Canterbury College are given in that part of the day during which the Normal School (*i.e.*, the children's department) is at work. The students are thereby prevented to a considerable extent from attending the school for practice in teaching at times when it would be advisable for them to do so. One way to overcome the defect would be to call upon students to take less work at the University. Hitherto I have refrained from this step or any other that might interfere with their chance of "keeping terms" at the University, or that might be felt by the students as a discouragement of University study. Possibly, however, with the continued practical working of the scheme, some other alternative may present itself that will give better conditions in this important part of training-college work.

University and Certificate Results.—Of the sixty-four students who continued to the end of the year, all took some University class or classes in their courses of work; and the fifty-three students who at the beginning of the year had passed the Matriculation Examination, or a higher University one, did most of their work in the classes at Canterbury College. Some hoped they could look forward to being fortunate enough to be able to continue study at Canterbury College till the attainment of the degree, and accordingly aimed at keeping University terms and combining this with their work for the C or B departmental certificates. Others, who could not hope to look forward to completing their University degree, worked for the departmental C or D certificate. In this connection it must be explained that passing the first-year examination at Canterbury College gives no step forward further than matriculation has done for the departmental certificates, and the passing of the first half of the University degree at the end of the second year at Canterbury College of itself only gives a part of the C certificate. This being so, most of those students who cannot possibly finish their degree course within their two years of training, and who at the end of those two years will have to leave town and earn a living (probably in country districts remote from a University), prefer, and wisely, I think, to aim at the departmental certificates rather than the University degree. Of the forty-three students who sat for C, or some part of it, forty-one made some step forward.

It is hardly possible to give such a conspectus of results as will be readily understood by those who are not familiar with the certificate regulations, and consequently it is necessary to explain, with regard to the appended table of results, that students not only combine University examinations with the departmental examinations, but also, under certain conditions, combine parts of the C and D examinations. Thus, in the table of results, some of the students are counted more than once.

Association with Canterbury College.—The only really unpleasant feature of the year's work was that arising from the desire manifested at Canterbury College to exclude from the "essay" class there a number of our students, while others were admitted without objection. Of the students whom it was desired to exclude, about two-thirds had passed in the subject of English at the Matriculation Examination, which stamps students as fit to attend University classes, and I am unable to see any valid reason for excluding them. From evidence I have, I am convinced that the discrimination could not have been based on considerations of scholarship or ability, and it seems to me that such a course, if persisted in, would tend to frustrate the intentions of the promoters of the new scheme for the training of teachers.

Uncertificated Teachers.—A word of explanation is advisable about "partial" certificates and "uncertificated" teachers. The popular view seems to be that an "uncertificated" teacher is one of no scholarship whatever, and many people may be surprised to learn that a man might

have taken first-class university honours and yet be an uncertificated teacher because of lack of skill in drawing or music. During the last two or three years the number of teachers rendered "uncertificated" has been increased in no small degree by failure to meet the tests in these two subjects. In this part of the colony there have been special conditions tending to the increase of failures in drawing. With regard to music, there is the difficulty that candidates may be admitted to the pupil-teachership without any musical ear, that no provision is made for musical teaching during the pupil-teacher course, and consequently at the certificate examination the candidate may have to face a hard practical test with a very slender chance of passing; and, if he fails in this one of about a dozen required subjects, he is an "uncertificated" teacher. It is true that after "duly persistent trial" to pass in music he may ultimately be allowed to substitute another subject for it, but meanwhile he is an "uncertificated" teacher. I mention the matter because I believe there is a widespread misapprehension as to the status of many of the uncertificated teachers, and ignorance of the fact that their apparent large increase of late years is due to the Department's praiseworthy intention to have teachers well prepared to teach these subjects.

I append a table of further information:—

Examination Results.*

1. University Examinations—

For M.A. ...	...	...	...	1 entered.	1 passed.
" B.A. ...	...	...	...	7 "	5† "
" B.Sc. ...	...	...	...	1 "	1 "
" first half of B.A. ...	...	...	...	14 "	12 "
" Canterbury College, first year ...	...	...	...	17 "	16 "
" Matriculation ...	...	...	...	1 "	1 "
Exhibitions gained at Canterbury College ...	...	...	...	...	3
Number of students whose names were on Special Credit List ...	...	...	...	...	16
One student obtained a Senior University Scholarship.					
Three students took the University degree paper in education, and passed.					

Departmental examinations—

For B certificate ...	...	2 entered.	2 obtained full B.	
" C, or ...	...	43 "	5 " full C	41
" partial C, or ...	...		17 " partial C	
" part of C ...	...		19 " part of C	
" D, or ...	...	34 "	20 " full D	31
" partial D ...	...		11 " partial D	

Eight students received special mention for proficiency in one or more subjects.
One student was absent from the examination through illness. One who entered failed to improve his status at all.

Number of Students.

	Male.	Female.	Total.
Remaining for a second year in 1906 ...	5	21	26
Entered in 1906 ...	15	26	41
Total at the beginning of the year ...	20	47	67
Withdrew during the year ...	3	0	3
Total continuing till the end of the year ...	17	47	64
Number who withdrew at the end of 1905 after one year's training only ..	1	8	9

Status of Students at the Beginning of 1906.

	Male.	Female.	Total.
Number who had passed a higher examination than Matriculation ...	7	17	24
Number who had passed Matriculation ...	13	19	32
Number who had passed D or partial D ...	11	21	32
Number who had passed D or partial D only ...	...	7	7
Number who had not passed D, or partial D, or Matriculation ...	...	5	5

Staff of Training College.

Principal, Mr. Edwin Watkins, B.A.; tutor, Mr. Joseph H. Wilson, M.A.; headmaster and instructor in method, Mr. C. T. Aschman; headmistress and kindergartner, Miss H. E. Starkiss; first A.F. and instructor in needlework, Miss G. M. Glanville; second A.M. and instructor in science, Mr. G. H. White; third A.M., Mr. W. W. Garton; second A.F., Miss E. Grand; third A.F., Miss A. Ansley; fourth A.F., Miss E. E. Bevin; master of Secondary School, Mr. J. W. McIlraith, M.A.; master of Model School and instructor in agriculture, Mr. J. R. Sinclair.

[List of students omitted from reprint.]

REPORT OF THE PRINCIPAL OF THE TRAINING COLLEGE, DUNEDIN (MR. D. R. WHITE, M.A.).

The staff remains much the same as in former years, but the duties pertaining to some of them have been much more definitely arranged. Mr. Marshall is now headmaster of the main Practising School, and the Model School has been completely separated from the main school and

* 1906-7. † One of the two candidates counted above as failures for B.A. would have passed but for a technical disqualification.

made an independent institution under a headmaster. Miss McArthur was appointed to assist Mr. Hardy in the advanced work of the secondary department.

At the beginning of the year the Board appointed Mr. David Stewart as headmaster of the Model School. In this capacity he is proving himself a very skilful director of this very important part of the Training College course of training. The work of the Training College, as seen in the Model School, the Practising School, and the Training College proper, has gone on most harmoniously. No difficulties have arisen, no friction has been found anywhere.

We have had a fairly large enrolment this year, the numbers in attendance being as follows: Second-year students, 24 women and 2 men = 26; first-year students, 41 women and 8 men = 49; making a total of 75. One of these left before the end of the year; our daily roll was thus 74.

The attendance has been very regular, excepting during the month when the influenza got hold of a number of the students. All practical work, too, was interrupted for nearly a month by an outbreak of measles among the pupils.

The attendance at University classes: Of the 74 students, 68 attended the University of Otago; the others had not matriculated, and I thought it better that they should join the matriculation class of the secondary department than that they should make any break in their time by going to the University. The following are the numbers who attended the University: Latin, 27; English, 26; mental science, 28; history and principles of education, 26; French, 6; physics and mechanics, 2; mathematics, 4; German, 1; economics, 1; rhetoric and composition, 10.

At the term examinations 12 students were placed in the first class, 38 in the second, and 32 in the third class. It will give a better idea of their University work if I state that, of 58 who attended two or more classes, 49 kept one year's terms. I consider this most satisfactory when we bear in mind that so much of a student's time, especially in the first year, is spent at the purely technical subjects of instruction—drawing, singing, science, handwork, sewing, gymnastics, and practice in teaching—and in attendance on observational and criticism lessons. I may say that it is recognised at the University that the Training College students have acquitted themselves very well, not only sharing in the Honours list, but taking an active part in the various social institutions of the University.

The Stuart Prize Poem was awarded to one of our first-year students, Miss Violet C. Farnie.

The following have been preparing for the Honours and Degree Examination of the New Zealand University: For the first section of the degree, 6; for the B.A. degree, 5; for the M.A. degree, 3. The examinations were held in November, and the results will not be to hand for some time yet, but I give the list of those preparing for the examination to show the status of the Training College students. It is gratifying to find so many proceeding to graduation. Most of them are looking forward to teaching in secondary schools.

Training College Bursaries.—The following are the scholarship-holders for the year: Second year—Miss H. K. Dalrymple, Miss Amelia Jennings, Miss Kate Kibblewhite, Miss DeLambert, and Miss Gunn; first year, 1906—Miss Rhoda Collins, Miss Ann Steel, and Miss Alice Pryde.

The Examination of the Students.—The results of the examination for the teachers' D and C certificate for the year 1905 are as follows: D certificate—Misses Hartstonge, Kenyon, Lear, Middleton, Smith, Gunn, Thomas, Weir, Salmond, and Wilson. Partial D—Mr. Borrie, Misses Blackie, Bremner, Campbell, Dall, Darling, DeLambert, Gordon, Hammond, Kibblewhite, Kyle, Lyders, Mathieson, Meston, Rennie, Sinclair, Swan, Ure, M. Middleton. These candidates—most of them, at least—failed in drawing only; otherwise they would have obtained a full D certificate. C certificates—Misses Botting, Clapperton, Dalrymple, Kerse, Jane Lindsay, Janet Lindsay, Mary E. Sims. Passed in five subjects for C, Misses I. Allen and Mitchell; passed in four, Misses Blair, Long, Kerr, and Valentine; and in three subjects, Miss Skinner. Special mention—that is, those that obtained 80 per cent. or over of the attainable marks: Class D—Geography, Miss Middleton; physiology, Miss D. Robertson; hygiene, Miss D. Robertson; methods of teaching, Miss J. B. Wilson: Class C—Theory of education, Miss Catherine Clapperton, Miss Janet McLeod, Miss Sim; logic and psychology, Miss McLeod; singing, Miss Jane M. Meston. Seven students in all were placed in the Honours list. Out of all the candidates presented I think only some two or three failed completely.

The Art and Method of Teaching.—A. The Junior Class: The 74 students were divided into two groups, of which 38 were considered as in their first year and 36 in their second year. We have this year come very near the maximum number (80) possible under the Training College regulations. Seeing this, I endeavoured to find out, by keeping very accurate records of all the lessons given by the students and the staff, how best to utilise the time available for giving so large a number—nearly forty—as much training and practice in teaching as the time-table would allow. The records show (a) the number of lessons given by each student, (b) the kind of lesson, (c) the standard, class, or division in which the lesson was given, and (d) the time given to each lesson. From these data I am enabled to say how many hours per week can be allotted to practice in teaching to our first-year students if not more than, say, forty students are enrolled in the first year, assuming, of course, that all first-year students are put through the first-year course, and not promoted to the class of senior or second-year students.

One other problem in the successful working of the Training College requires solution: What is the value by way of training of mere observation and criticism lessons? I am convinced of this: that many students see nothing, or next to nothing. What they have seen is apparently turned to no purpose when they are asked to take the class in hand and deal with the same or a similar lesson. What is true of the pupil is also true to a large extent of the student—he stares, but does not see with the understanding eye.

I have changed my methods in taking observation lessons to prevent students falling into this non-seeing attitude of mind, but my method is such a slow one that it has reduced the number of lessons given under this heading, and classified as "observation" lessons. The "criticism"

lesson has, ever since training colleges have been established, been looked upon as the most effective instrument with which to train students in the art and method of teaching. I have tried the industrial method, letting each student criticize without guidance or direction; I have kept the criticism entirely in my own hands; I have divided the class into opposing groups, the one for the student, and the other against—I have tried every expedient I could think of or that I have read of to impart variety and real significance to the criticism lesson. The students of 1906—first year, that is—have had a decided advantage over their predecessors in the number and variety of criticism lessons.

B. The Senior Students (36): The senior students are most of them making an effort to keep at the University. Those who have passed through a University course know that two classes means at least from five to six hours a day taken up with attendance at lectures and the time necessary for preparation. If this were the only literary work the senior students had to do we might insist upon them doing a good deal of teaching; but, as with the junior, he has his course of literary or scientific and technical training to follow at the College. It is evident, therefore, that the seniors cannot give as much time to criticism lessons as the juniors. I have watched the senior course carefully for two years now, and I am sure we are giving all the time to observation and criticism lessons that can possibly be given under our regulations. In this part of our weekly exercises I have followed the plan adopted in some of the German university schools—namely, allowing considerable freedom of treatment of the lesson at the first presentation, encouraging the students to bring into their methods any feature whatever that seemed to commend itself to their judgment and experience. The only restriction imposed on the student was to this effect: that he must place on the blackboard before the lesson began, as explicitly as possible, the general and specific purpose of this particular lesson. The criticism was sometimes taken at the close of the lesson or on the following day, so as to allow of time to throw the criticism into proper form, as well as to give time for a more matured expression of opinion as to the merits and demerits of the lesson. The purpose, of course, in view in such a method of training is to get the student to rely upon himself, and to induce him to get out of the stereotyped methods usually prescribed beforehand to the "Notes of Lessons."

One of the most noticeable defects in the training-school system lies in the somewhat occasional and intermittent character of the course of lessons—they are isolated lessons; what is required is more continuous class-teaching. Here again I have worked, I am sure, on an improved system, but to carry it out more fully the practising school connected with the training college must be a larger one. A school of 250 or 350, as provided by the regulations, is not large enough. The practising school should be at least one of 500 in average attendance. Were this done I believe our New Zealand system of training schools, as at present organized, would compare favourably with any of the English or Continental normal colleges.

No. 4.

CONFERENCE OF PRINCIPALS OF TRAINING COLLEGES AND MEMBERS OF BOARDS OF ADVICE.

LETTER OF INVITATION.

SIR,—
Education Department, Wellington, 7th January, 1907.
I have the honour, by direction of the Minister of Education, to invite your attendance at a Conference of members of Boards of Advice and Principals of Training Colleges, meeting at Wellington on Monday, the 11th February proximo, at 11 a.m., to consider any matters of common interest bearing on the control and organization of training colleges, the conditions of admission and allowances, the curriculum, or other topics in this connection.
I shall be glad to receive at your earliest convenience any proposals you desire to make for the consideration of the Conference.

I have, &c.,
G. HOGBEN,
Inspector-General of Schools.

MINUTES OF PROCEEDINGS.

MONDAY, 11TH FEBRUARY, 1907.

The Conference met at the Parliamentary Buildings at 11 a.m.

Present during the Conference: Mr. G. Hogben, M.A., Inspector-General of Schools (Chairman); Dr. W. J. Anderson, M.A., Assistant Inspector-General of Schools. Auckland Training College: Mr. H. A. E. Milnes, Principal; Mr. D. Petrie, Mr. Bagnall, Professor Thomas, Board of Advice. Wellington: Mr. W. Gray, Principal; Mr. R. Lee, Mr. T. R. Fleming, Mr. G. Carson, Board of Advice. Christchurch: Mr. E. Watkins, Principal; Mr. M. Dalziel, Mr. T. Ritchie, Dr. C. Chilton, Board of Advice. Dunedin: Mr. D. R. White, Principal; Mr. D. Borrie, Mr. P. Goyen, Professor Gilray, Mr. T. MacGibbon, Board of Advice.

The Chairman addressed the Conference.

TELEGRAM FROM THE MINISTER OF EDUCATION.

The Chairman read the following telegram from the Minister of Education:—

"Please convey my best wishes to Conference of Principals of Training Colleges and Boards of Advice. Such a Conference to consider matters of common interest will, I am sure, result in much good to the cause of education generally.—Geo. FOWLDS."

It was decided that the hours of meeting should be—Monday, 11 a.m. to 12.45 p.m., and 2.30 p.m. to 5.30 p.m.; Tuesday and following days, 10 a.m. to 12.45 p.m., and 2.30 p.m. to 5 p.m.

Mr. White moved, and Mr. Petrie seconded, "That the meetings of the Conference be held *in camera*."—Carried.

Mr. Petrie moved, and Mr. Fleming seconded, "That Mr. G. L. Stewart be Secretary to the Conference."

TRAINING COLLEGE REGULATIONS.

The Conference went into Committee to consider the Training College Regulations (Handbook, pp. 144–7—1906 issue).

Clause 1 approved.

Clause 2 approved, with the addition, on the motion of Mr. McGibbon, of the words "The Committee of Advice shall meet at least once in each year at a time to be fixed by the committee. Meetings may be called at any other time on the request of a member of the committee or on the initiative of the chairman."

A motion by Mr. Carson, "That the Committee of Advice shall meet at least once in each year," was negatived.

Clause 3 (a) was amended by the insertion, on the motion of Mr. White, of the following words after the words "average attendance": "Provided that on the recommendation of the Board of Advice provision may be made for an attendance of 600 pupils or for the establishment of a second main school."

Clauses 3 (b) and 3 (c) approved.

Clauses 4, 5, 6, and 7 approved.

Division A.

Clause 8 (a) approved.

Clause 8 (b) amended to read: "Have passed the Matriculation Examination of the University of New Zealand; or have gained a partial pass for a teacher's certificate of Class D, and have not failed in the subjects of reading, English, and arithmetic."—(Mr. Petrie.) "Provided that eligible candidates under Division B shall receive preference to those admitted on the partial D qualification."—(Mr. Gray.)

Clause 8 (c) approved.

Clause 8 (d) amended to read: "Give satisfactory evidence as to character, and produce a satisfactory certificate of health from a medical officer approved by the Board."—(Professor Thomas.)

Clause 8 (e) amended by the deletion of the words "if so required" (line 2), and of the words "subclause (b)" to "Minister of Education."

Clause agreed to as amended.

Division B.

Clause 8 (a) approved.

Clause 8 (b) amended by the insertion after the word "comply" of the words "within six months after admission."—(Dr. Chilton.)

Clause 8 (c) approved.

In the paragraph of clause 8 beginning with the word "Further," it was resolved to add after the word "students," in the second line, the word "entering."—(Mr. Fleming.)

Paragraph approved down to and including the words "training college."

The Conference adjourned at 5 p.m.

TUESDAY, 12TH FEBRUARY, 1907.

The Conference resumed at 10 a.m.

Last paragraph of clause 8, Division B, further considered.

Resolved to add thereto the words "or exhibitions."—(Dr. Chilton.)

Clause as amended approved.

Clause 9 amended by the addition of the words "but in special cases, with the approval of the Minister, the allowances or scholarships may be paid for a third year."—(Mr. Milnes.)

Clause 10. For "paid," first line, was substituted "payable by way of allowance."—(Dr. Anderson.) For "may," last line, was substituted "shall."—(Mr. Petrie.)

Clause 11 amended by omitting the last words "in such cases," and adding "except in such cases as may be recommended by the Board and approved by the Minister, but in no case shall the allowances exceed £10 per annum, and University fees if required."—(Mr. Fleming.)

Clause 12 approved.

Clause 13 approved after the substitution of the words "monthly or quarterly" for the words "at the end of each quarter."—(Dr. Anderson.)

Clauses 14 and 15 approved.

Clause 16 (i) and (ii) approved.

Clause 16 (iii) amended by the insertion of the words "or kindergarten" after "hand-work" (Mr. White); and by the addition of the words "provided that students who are attending science classes at the University may be exempted from attendance at science classes at the training college during the year in which they are so attending" (Mr. Gray).

Clause 16 (iv) amended by omission of the word "needlework."

The following new subclause was inserted: "(iv a) Courses of military drill and rifle shooting for men, and of needlework for women."

Clause 16 (v) amended by omission of words "at the normal school."

Clause 16, as amended, approved.

Clause 17 approved.

The following new clauses were inserted:—

"17. (a.) That a statement be furnished to the professorial board giving the names of all training-college students in attendance at the University College, and the classes approved by the principal for each student.

"17 (b). That the professorial board be requested to report to the principal on the progress made by the students."

Clauses 18, 19, and 20 approved.

On the motion of the Chairman, it was resolved, "That the regulations as amended be the Regulations for Training Colleges."

On the Chairman's motion it was resolved to report to the Conference the Training College Regulations as amended.

Reported accordingly.

It was resolved to consider the Report presently.

The Conference then proceeded to consider the other matters on the agenda paper.

A form of bond was submitted and amended, and as amended approved, except that the period of time to be allowed to retiring teachers for the fulfilment of the condition of this bond was reserved for the further consideration of the Crown Law Officer.

A series of proposals, of which notice was given by Mr. Milnes (Auckland), was withdrawn.

Similarly Mr. White (Dunedin) obtained permission to withdraw certain motions standing in his name.

Resolved, on motion by Mr. Milnes, "That swimming and life-saving, and first aid, be a subject of Group VI for the C certificate."

On a suggestion made by the Inspectors' Conference, "That the Training College Conference be asked to take the question of the training of unclassified teachers into favourable consideration," no action was taken.

The Training College Regulations were recommitted for the purpose of reconsidering Regulations 3 and 8.

Regulation 3 (a): The number "450" was substituted for "600" in the amendment previously adopted.

Regulation 8 (b), Division A: Amended by deletion of the words "provided" to "qualifications" originally inserted on motion by Mr. Gray.

Regulation 8 (e), Division A: The following words were added—"The bond shall be on the form provided by the Department."

Regulation 8 (a) (iv), Division B: Amended by inserting before "Have" the words "being not less than seventeen years of age."

The regulations, as amended, were reported to the Conference.

Report adopted.

Resolved, "That the Inspector-General should have power to confirm the minutes of the day's proceedings."

TRAINING COLLEGE REGULATIONS AS READ WITH AMENDMENTS PROPOSED BY THE CONFERENCE.

(Additions proposed, in italics; words to be omitted, within square brackets.)

CONTROL AND ORGANIZATION.

1. The Education Board of any district in which any training college is situated, hereinafter called "the Board," shall have the entire control and management of such college, subject to the provisions hereinafter contained.

The "university district" shall mean the university district in which the training college is situated, and the "university college" shall mean the university college in such university district.

2. For every training college there shall be a Committee of Advice, consisting of the Chairman or other member of the Board, an Inspector of the Board, a representative of the professorial board of the university college, and a representative of the other Education Boards (if any) in the university district, to be chosen, if there be more than one other Board, in such manner as the Minister of Education shall determine.

The Board shall, as soon as possible, consider and give due weight to such representations and recommendations as the Committee of Advice may from time to time lay before it. A record shall be kept by the Secretary of the Board of such representations and recommendations, and of the action taken by the Board thereon.

The Committee of Advice shall meet at least once in each year at a time to be fixed by the Committee. Meetings may be called at any other time on the request of a member of the Committee, or on the initiative of the chairman.

3. Every training college shall have a normal or practising school connected with it. The normal school shall in general consist of three parts,—

(a.) A "main school," organized as an ordinary public school with 300 children, more or less, in average attendance: *Provided that on the recommendation of the Committee of Advice provision may be made for an attendance of 450 pupils, or for the establishment of a second main school;* provided further that no pupil-teachers shall be employed on the staff:

- (b.) A "model school," organized as an ordinary public school under one sole teacher, or as a side school with 35 to 40 children in average attendance:
- (c.) Secondary classes, worked under the same conditions as to admission and programme of work as the secondary classes of a district high school, but with an average attendance not in general exceeding 40. These classes shall be considered to be part of the main school referred to in subclause (a) hereof.
- 4. The organization of the normal school and the salaries of the staff shall be approved by the Minister of Education; but in no case shall the salaries be less than those payable under "The Education Act Amendment Act, 1904," and regulations thereunder.
- 5. In addition to the staff of the normal school there shall be a principal of the training college, and such other lecturers or instructors as the Minister may from time to time approve. The principal shall be appointed by the Board, subject to the approval of the Minister.
- 6. Every training college shall be open at all times to—
 - (1.) Any member of the Board or of the Committee of Advice;
 - (2.) Any Inspector of Schools employed by an Education Board in the university district;
 - (3.) The Inspector-General of Schools or any other Inspector of the Education Department.

ENTRANCES TO TRAINING COLLEGES AND ALLOWANCES TO STUDENTS.

7. In regard to admission to any training college, no distinction shall be made between applicants residing within the education district in which such training college is situated and applicants residing outside such district.

8. Students may be admitted under Division A or under Division B:—

Division A (ex-Pupil-teachers).

To be admitted under Division A a student must satisfy all of the following conditions, viz.: he must—

- (a.) Have completed the pupil-teacher course in some education district of the colony to the satisfaction of the Education Board of that district:
- (b.) Have passed the Matriculation Examination of the University of New Zealand; or *have gained a partial pass for Class D, and have not failed in the subjects of reading, English, and arithmetic:*
- (c.) Give satisfactory evidence of his ability to teach, as by a certificate to that effect signed by an Inspector of Schools:
- (d.) Give satisfactory evidence as to [health and] character; and *produce a satisfactory certificate of health from a medical officer approved by the Board:*
- (e.) Make a declaration of his intention to become a teacher in a public or a secondary school in the colony, and [if so required] enter by his parent or guardian into a bond to return the amount paid in allowances in case he should fail to complete two years of such teaching. *The bond shall be on the form supplied by the Department.*

[Subclause (b) hereof may, until the 31st December, 1906, be modified, with the approval previously obtained of the Minister of Education.]

The allowances payable to a student under Division A shall be £30 a year, together with the fees of the university college classes attended by the student with the approval of the principal, with the further addition of £30 a year in the case of any student who is obliged to live away from home to attend a training college.

Division B.

To be admitted under Division B a student must satisfy all of the following conditions, (a), (b), (c), viz.: he must—

- (a.) (i.) Have passed the first section of his B.A. or B.Sc. degree; or
- (ii.) Have gained credit at the University Junior Scholarship Examination; or
- (iii.) Have kept terms for at least one year at a university college; or
- (iv.) *Being not less than seventeen years of age, have passed the Matriculation Examination of the University of New Zealand:*
- (b.) Comply *within six months of the date of admission* with such conditions as to probation in teaching as the principal of the training college, with the approval of the Board, may require:
- (c.) Satisfy conditions (d) and (e) as for students under Division A.

The allowances payable to a student under Division B shall be £10 a year, together with the fees of the university college classes attended by the student with the approval of the principal.

Further, in each training college there may be allotted in each year not more than four boarding-scholarships to students *entering* under Division B who are obliged to live away from home to attend a training college. These shall be allotted in order—first, to those qualified under subclause (a) (i) hereof; secondly, to those qualified under subclause (a) (ii) hereof; thirdly, to those qualified under subclause (a) (iii) hereof; and, fourthly, to those qualified under subclause (a) (iv) hereof; and, if necessary, an examination may be held to determine to which candidates scholarships shall be allotted. Each of these scholarships shall be of the annual value of £30 a year, in addition to the allowances named above. The scholarships shall not be tenable with any other scholarships or exhibitions.

9. None of the allowances or scholarships named in clause 8 hereof shall be payable in the case of any student for a greater period than two years, *but in special cases, with the approval of the Minister, the allowances or scholarships may be paid for a third year.*

10. University-college fees will not be [paid] *payable by way of allowance* in respect of any classes at which the student's attendance and progress have not been satisfactory, or if such fees have been paid the amount [may] *shall* be deducted from any allowances due to him.

11. Notwithstanding anything in the above provisions, the Board may admit to the training college, for such period (not exceeding two years) as it may determine, any teacher of a public school or of a secondary school who, on the certificate of an Inspector of Schools or the recommendation of the Board of Governors of such secondary school respectively, may be deemed worthy of further training in professional work. No allowances shall be payable [in such cases] *except in such cases as may be approved by the Minister, but in no case shall the allowances exceed £10 per annum, and University fees if required.*

12. In no case shall the number of students admitted in any year under Division B or under clause 11 hereof be so great as thereby to make the total number of all students in attendance at the training college more than eighty.

13. All allowances to students shall, subject to the restrictions named in these regulations, be paid [at the end of each quarter] *monthly or quarterly.*

CURRICULUM.

14. The curriculum of each training college shall provide for a two-years course of training for each student, and shall be subject to the approval of the Minister of Education.

15. In the arrangement of the curriculum regard shall be had to the opportunities of instruction offered by means of lectures at the university college; and, while it shall be borne in mind that the chief aim of the course to be taken up by any student is to develop the powers and character that mark a good teacher, the requirements of the Teachers' Certificate Examination, and, if possible, of a university degree, shall, as far as they contribute to this end, receive due weight.

16. The curriculum shall include—

- (i.) Attendance at the university college at such courses of lectures in English and in such other subject or subjects as the principal shall approve for each student.
- (ii.) The principles and history of education; methods of teaching.
- (iii.) Special courses in elementary handwork, *or kindergarten*, and in science for public schools (including nature-study and elementary agriculture); *provided that students who are attending science classes at the university may be exempted from attendance at science classes at the training college during the year in which they are so attending.*
- (iv.) Courses in physical drill and singing, and in [needlework] drawing, and other subjects of manual instruction.
- (iv a.) *Courses of military drill and rifle shooting for men, and of needlework for women.*
- (v.) Sufficient and regular practice in teaching [at the normal school].

17. Subject to the general control and management of the Board, the principal shall have full control of the staff of the normal school and training college and of the students; he shall also have power to arrange for the several courses of instruction in accordance with the requirements named above, to allot to himself and the other members of the staff such subjects of instruction as he may find convenient and the Board may approve, to choose text-books, and to determine the course of study and training of each student.

17 (a). *A statement shall be furnished to the professorial board giving the names of all training-college students in attendance at the University, and the classes approved by the principal for each student.*

17 (b). *The professorial board shall be requested to report to the principal on the progress made by the students.*

18. The Board may at any time, on the receipt of a report from the principal, dismiss a student or direct him to cease attendance at the training college on the ground of incompetency, repeated neglect of duty, or gross misbehaviour, and all allowances to such student shall thereupon cease.

19. The principal shall make an annual report to the Board of the work of the training college, and the Board shall forward that report, with such other report as it may desire to make, to the Minister of Education before the 31st January in each year.

20. The Inspector-General of Schools shall inspect each training college from time to time, and shall report annually to the Minister.

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