

TABLE P6.—NAMES AND SALARIES OF STAFFS OF TRAINING COLLEGES AT 31ST DECEMBER, 1912
—continued.

Name.	Position.	University Status.	Classification.	Salary per Annum.
1	2	3	4	5
DUNEDIN.				
White, David R.	Principal	M.A.	A 1	£ 600 0 0
Pinder, Edward	Headmaster, Normal School	M.A.	A 1	385 0 0
McMillan, Hugh	Assistant	..	D 1	290 0 0
Maxwell, Miss Jessie	Kindergarten mistress	..	D 1	255 0 0
Moore, John A.	Secondary assistant	M.A.	A 2	245 0 0
Marryatt, Ernest	Headmaster, Model School	..	C 2	245 0 0
Ironside, John..	Assistant	..	C 2	225 0 0
McMillan, Miss Mary S.	"	..	E 1	200 0 0
McPherson, Gertrude C.	Teacher, Junior Model School	..	D 1	155 0 0
Colquhoun, John A.	Assistant	..	B 4	150 9 0
Faulks, Kate	"	..	D 2	150 0 0
Kenyon, Miss Helen M.	Secondary assistant	B.A.	B 3	135 0 0
Alexander, Miss Ann C.	Kindergarten assistant	..	D 1	135 0 0
Greaves, Miss Alice	Assistant	..	D 1	120 0 0
Firth, Elizabeth H.	"	..	D 1	120 0 0
White, Dora	"	..	C 3	95 0 0
Part time,—				
Hanna, John	Gymnastic instructor..	..	..	40 0 0
Hutton, Miss N. L. D.	Drawing teacher	..	..	120 0 0
Braik, Alexander M.	Singing master	..	..	60 0 0
de Spong, T.	Teacher of elocution	..	..	50 0 0
Crawley, Miss M. E.	Cookery instructress	..	..	15 0 0
Wakelin, W. C.	Woodwork instructor..	..	..	15 0 0

No. 3.

TRAINING COLLEGES.

AUCKLAND.

REPORT OF PRINCIPAL FOR THE YEAR 1912.

SIR,—

Training College, 18th March, 1913.

I have the honour to present my report on the work of the Auckland Training College for the year 1912.

There were 101 students in training, seventy-two being women and twenty-nine men. All had had some previous experience in teaching except nine, eight of these being matriculated Division B students, and one a graduate under Regulation 14.

Seventeen of the women students received permission to attend for one year only. It may be expedient to allow this as a temporary measure, owing to the shortage of teachers, but as soon as possible I trust that a minimum course of two years will be made compulsory. It takes a student a year to get used to the University classes and to his surroundings, and it is the second year from which results may be expected, so that to lose almost 20 per cent. of the students just when you have found out their capabilities is disappointing. The one-year student is not here long enough to be permanently impressed with the College ideals. This was brought home to me at the last Easter reunion. Of the 187 old students who were invited to be present at the various social functions held during the week, 162 attended, and of the twenty-five who were absent, allowing for those whose schools were not closed (seven), 92 per cent. were one-year students. This is only one of many ways in which it is made clear to me that one year is not a sufficiently long period to mould character; indeed, the tendency in the enlightened portions of the world is to raise the period of training to three years. Now that half of a student's time is spent in actual teaching-work, I am inclined to think that the ideal to aim at is one year on probation to test the capacity for control, and three years in the training colleges. I think this would give better results than the present scheme of two years on probation and two years in the colleges. Very few students enter the college who do not admit that they have much to unlearn; it is difficult to eradicate habits that have unconsciously grown from lack of intelligent criticism, and the education of a student in daily contact with others of a like age must proceed more satisfactorily than it could possibly do in some isolated school. If the College course were followed by a year's probation in the schools, and a certificate were issued to those only doing satisfactory work, I should feel surer that the College was really doing the work it is intended to do—turning out capable teachers.

In order to find out how the students manage when they leave the College, special reports are sent in by the Inspectors on their work for the first two years after leaving. This has been done for some years now, so that I know how far College ideals are being put into practice. The reports confirm in the main the estimate of the staff—namely, that about 10 per cent. of