

No. 2.

EXTRACTS FROM THE REPORTS OF PRINCIPALS OF TRAINING COLLEGES.

AUCKLAND.

(H. G. COUSINS, Esq., M.A., Principal.)

The session began on the 3rd March, and the College was closed on the 1st November in order to allow for alterations to be made to the building. Subsequently it was decided not to carry out this proposal, but to erect a new building on another site. The number of students in College during the year, as set out in the following table, showed a considerable increase on the numbers for preceding years, especially in the case of the men :—

	Men.					Women.					Grand Total.
	Division A.	Division B.	Division D.	Clause 15.	Total.	Division A.	Division B.	Division D.	Clause 15.	Total.	
In College, 1918 ..	18	..	..	..	18	51	4	..	..	55	73
Admitted, 1919 ..	31	4	2	1	38	64	2	1	1	68	106
Left during year ..	49	4	2	1	56	115	6	1	1	123	179
	..	..	..	1	1	2	..	..	1	3	4
	49	4	2	..	55	113	6	1	..	120	175

RETURNED SOLDIERS ACTING AS SUPERNUMERARY TEACHERS.

						Under Clause 33 (1) (Teaching Full Time).	Under Clause 33 (2) (Teaching Half-time, in College Half-time.	Total.
Admitted during year ..	..	..	..	..	..	1	9	10
Left during year ..	..	..	..	..	..	..	5	5
In College at end of year	..	..	..	..	..	1	4	5

It has been customary for a number of students (Division A) to leave College with the permission of the Board at the end of one year's training. This year it is gratifying to note that only two students have sought this concession, a result chiefly attributable, I think, to the increased allowances now payable to students.

Of more importance than the number of students admitted to College is the general character and qualifications of those who come to be trained. Although those who enter the College have been able to fulfil the various requirements of the regulations, there is a most striking difference in fitness for the teacher's work between the finest and the weakest of the entrants. For some years there has been a scarcity of teachers, and consequently little competition for entrance to the profession. It is to be desired that soon this condition will disappear and eagerness to enter the profession become keener, so that a selection will be possible from a large number of applicants formally qualified. Among the new students of 1919 were a number showing considerable promise, especially some of the men, who are likely to make their mark in their profession.

The alterations in the building that were effected in January last have proved very satisfactory, but the total accommodation is quite insufficient for the number of students in College, and will be so until the new building is erected. This congestion, that is at present unavoidable, makes the organization of the work very difficult. The want of a criticism-room proved very inconvenient, but a way was found to minimize the difficulty, and good work was done by means of model lessons taken in the social hall. The practical training of the students was carried out more effectively this year, probably, than ever before, an increase in staff making it possible to supervise and co-ordinate the work more thoroughly than heretofore. Following is the plan that was followed :—

The lectures in the principles and history of education aimed not only at giving a sound knowledge of the fundamental principles, but also were designed to stimulate thought and evoke professional enthusiasm. Expression was given to this by discussions (in which the students keenly participated) following lectures on the method of teaching the various subjects of the curriculum. These lectures were given by the Acting-Principal, the headmaster, and the deputy headmaster. In each case the lecturer gave an exposition of the practical application of the principles enunciated, in the form of a model lesson, before the students to one of the classes from the Normal School. As two lessons a week were given in this way, the students had excellent opportunity for formulating their ideas on the way to handle the particular subject being dealt with, especially as a critical discussion followed each model lesson. This method of bringing theory and practice closely into touch offers a very valuable training to the student, and the discussions offer scope for originality. Each half-term a student is attached to one of the classes in the Normal School (or the associated school, Richmond Road) for a period of five weeks. During this period he attends at this class from Monday morning to Thursday mid-day each week (three days and a half), and is expected to master the