

of class-teaching, &c., have all been discussed. Practice work has been done at the Normal High School, including the cookery department, and at the Girls' High School.

*Art Work.*—The course in drawing was very much on the lines adopted last year, the first-year students taking blackboard drawing, and colour-work on brown paper, and the second-year students water-colour design and carton work. In the blackboard class simple basic principles were taken with the object of developing the constructive side of the work by the building-up of a given subject from basic forms and the simpler rules of perspective. The first-year students devoted one period a week to colour-work, with good results. To the second-year students a few lessons in landscape work from nature were given, followed by a series of lessons designed to assist them to illustrate fairy-tales, &c. A course of lessons was also given in water-colour work, the drawing and painting of flowers and common objects, together with the application of these to design and decorative work. The course in carton consisted of the making of geometrical solids and models based on them, and the application of carton to the subjects of the school curriculum. Special classes were held for those students who had not passed the drawing required for the D certificate. Lectures on British art and artists and the art of the Renaissance were given to the students. In this connection it is interesting to report the formation of a College art club for the purpose of mutual help in the study of the history of art and art matters generally. A class for certificated teachers was held throughout the year.

*Constructive Handwork.*—The first-year woman students were given a course in handwork, including paper-work, toymaking, modelling, raffia and cane work, and sewing. The work was of a practical nature, aiming at originality of construction and design, rather than uniformity, and requiring for the most part easily obtainable material. Throughout the course the students worked with enthusiasm, and the results were most creditable. Special interest was displayed in toymaking, the toys being well constructed and useful, while the display of basket-work could not be graded other than excellent.

*Woodwork.*—First-year male students took a course in woodwork, which proved both useful and educational. Constructive principles were exemplified, and during the year very good work was done in making equipment and articles of various kinds. Such valuable work has been done by this class that its discontinuance this year is a matter of sincere regret.

*Second-year History.*—The course for second-year students was again directed towards stressing the social and industrial development of the peoples of the world, England's history being taken as the basis for study. Political and religious movements were taken only in so far as they affected the welfare of the people as a whole. The main aim was to show how a realization of citizenship required a knowledge of the development of the people from primitive stages, through all the changes economic, social, and political leading to present-day conditions. The course was supplemented by a course of New Zealand civics.

*First-year History.*—The course of lectures dealt mainly with the growth of the British Colonial Empire, more especially with Canada, India, South Africa, Australia, and New Zealand. In addition a short course of civics was covered. The main object in dealing extensively with this phase of history was to give an appreciation of the principles of citizenship.

*"Special" Class.*—The work of the "Special" class in the Normal School, Christchurch, has been carried on under the same conditions and on the same lines as in 1921. At the beginning of the year it was very disappointing to find that five of the ten pupils of the 1921 class did not return. This was due to several causes—age, removal from district, and in two cases to the fact that the parents did not realize what special and individual teaching might do for their children. This seems to point to the need for an agreement being made by the parents ensuring that the children enrolled in this class shall stay for a definite period if they are found suitable. The class for a time numbered ten, but at present the number on the roll is eight. The attendance is very good considering that all the children except one come from a distance. The children admitted during the year are of a distinctly better type mentally than those who left. All the children, with the exception of one girl, have made definite progress in reading, writing, and number work. The girl referred to has made very definite progress in handwork, and is now able to concentrate for several minutes at a time on such simple occupations as bead-threading, cutting paper in strips, &c. The two oldest girls have made garments that they can wear. Quite a number of useful articles have been made during the year with sugar-bags and wool. During the last term the children were very busy making little Christmas gifts for their people at home and for the little ones at school.

*Methods of Teaching.*—A course in methods of teaching, covering the two years of training, is taken by all students. During the opening term of the first year attention was given to the great principles that underlie all sound educational training, and to the importance of, and the relation between, three factors—the child, the teacher, and the material for instruction. Experience has proved the necessity for emphasizing this section of the work, as a large proportion of the students, while pupil-teachers or probationers, gain a certain amount of skill in the giving of a lesson, but lack any intelligent appreciation of the principles upon which teaching practice is based. Lectures on particular methods, on the scope and aim of some of the subjects of the curriculum, and on the drawing up of notes of lessons, completed the course for the first session. For second-year students lectures on the remaining school subjects were given, with frequent opportunities for the discussion of problems arising directly from the subjects of lectures or from difficulties that presented themselves during the students' teaching practice. The high level of interest displayed by the class, and the soundness of the conclusions arrived at, made this one of the most encouraging features of this branch of their studies. A course of lectures dealing with kindergarten theory and practice was given. Students of both years attended, and part of the second-year course was taken up with handwork in its application to the work of the infant department.

*Teaching Practice.*—On account of the large numbers only one half of either first- or second-year students could be given teaching practice and observation at one time, and these groups were allotted to