

*Certificates.*—153 students completed their course of training in December, and on the joint results of examinations and College recommendations the following certificates were issued: Class A, 1; Class B, 13; Class C, 105; Class D and Part C, 27; Class D, 3: total, 149. No recommendations were made in the case of four students whose Training-college work was not considered satisfactory.

*Students' Teaching Practice.*—This important section of our work was carried out on lines very similar to those of the previous year, though an attempt was made at a greater degree of specialization. The two Normal Schools carried, as usual, the bulk of the load. Some members of the staffs of the following schools were, however, associated for the purpose of providing additional teaching practice: Boys' College, Technical College, Te Aro (Main and Infants'), Terrace. I cannot speak too highly of the ready assistance rendered me by the heads and staffs of these schools. The Boys' College as well as the Technical College provided guidance and teaching practice for our graduate students and those of Division A and B who desired, and were fitted for, special training for secondary teaching; Te Aro Infants' catered for part of those who were paying special attention to infant teaching; while Te Aro Main and Terrace assisted in the training of students for general standard work.

We do not believe in, and consequently do not encourage or permit, an undue specialization. We recognize that all parts of the teaching service are interrelated, and that undue specialization, especially along the lines of types of school, is apt to accentuate the gaps that unfortunately exist between the successive steps in the educational ladder. But we recognize also that each successive step possesses its own special problems, and in a degree its own technique. Consequently we attempt, so far as our limited resources will permit, to provide for each student a general training, and, in cases where temperament and attainments permit, to superimpose upon this some degree of specialization. So far we have confined ourselves to secondary and to infant teaching, with a considerable degree of justifiable satisfaction.

Whatever success we have achieved in this respect, however, is small compared with the possibilities. We are continually opposed by the two elements—time and opportunity. A two-year course—unfortunately there is an apparent movement towards a one-year course—is altogether too short to do what should be done. An extension to a third year, if only in the case of selected students, would have a result much more than commensurate with the additional cost. But perhaps even more pressing than the need of a lengthened course is the need of further opportunities for teaching practice. Though I referred to this in last year's report, I feel, even at the risk of appearing importunate, that I must again refer to the matter.

During the year we had thirty-three class-rooms available for the practice of our 323 students. A moment's consideration will show how insufficient this is. At least a quarter of our students must be in the schools at one time if the requirements of the regulations are to be met. This means that throughout the whole year we must provide for the teaching practice of eighty students—an average of two and a half per class-room. Not only is each teacher required to supervise and provide practice for these students, but his class must suffer the interruption and 'prentice efforts of the students continuously throughout the year. One, or both, of two things must result: the students' actual teaching be curtailed or the class be allowed to suffer.

There appears no good reason why opportunities for practice could not be almost indefinitely extended by associating the whole of the schools within reasonable reach of the College. Some few years ago the practice arose of making substantial payments to all teachers associated in the work of providing and directing students' teaching practice; and to-day the cost must be very considerable. But is this a right practice? It does not maintain, I think, anywhere outside the teaching profession. It is a recognized principle of professional ethics that practitioners shall render assistance to those training for their professions. It is similarly recognized in the crafts that the master craftsman shall render assistance in the training of his apprentices. I do not think our best teachers would view this matter in any mercenary spirit, provided the task is not too onerous. If the whole of the schools participated, the tax upon individuals would be slight indeed.

*Hostel Accommodation.*—With the advent of more normal times, and despite the increase in our numbers, the difficulty of finding suitable accommodation for students is progressively less acute. The difficulty noted in last year's report proved only a temporary one, for before the year was far advanced all students were satisfactorily accommodated. It is matter for regret, however, that only a comparatively small percentage of our students were accommodated in hostels. While great care is exercised in the authorization of private homes, it cannot be denied that those students who are compelled to live privately lose much when they miss the institutional life of a well-conducted hostel. The most casual observer cannot fail to note the very excellent effect of our hostels in moulding the personality of our students. The closer regulation as well as the greater quietness and better facilities for study are all factors in favour of the hostel students. These hostels are all under excellent management, and I desire again to express our appreciation of the manner in which they continue to co-operate with us.

*Social Life.*—Every effort has been made to maintain the social side of college life; but with our ever-increasing numbers and restricted accommodation this becomes progressively more difficult.

I cannot overstate the pleasure and profit we derived from the visit of Professor John Adams. We thank the Department for making this visit possible. Such visits from distinguished educators are helpful to a degree it is difficult to estimate. It is certain, however, that those students who left us at the end of the year did so with a zeal for their work that was by no means uninfluenced by the inspiring addresses of Dr. Adams.

I desire to express my thanks to both Board and Department for the support accorded me during a somewhat difficult year.