

*University Work.*—The University classes attended by students were as follows: English, 56; Latin, 20; French, 19; education, 72; philosophy, 45; history, 72; economics, 21; Greek History, Art, and Literature, 3; geography, 7; mathematics, 11; geology, 2; chemistry, 1; physics, 1; botany, 2; zoology, 0: total, 342. These classes were taken by a total of 161 students, while 183 students obtained their full course at the College.

An analysis of the final terms examination results of Victoria University College shows that our students were credited with the following passes: Honours, 2; diploma, 3; first-class passes, 4; second-class passes, 60; third-class passes, 202. This is again a very satisfactory result. As far as was possible concessions were made in arranging the College time-table to give as much relief as possible to University students. But the extent of that relief was not very considerable. The work in a training college is essentially directed towards the professional training of the students for the work of teaching. Consequently no subject is taken merely for its content, but in large measure for its pedagogy. The University, on the other hand, is concerned primarily with content and with pedagogy not at all. Hence, even though the same subjects be taken at both the University and the Training College, it is not possible to exempt the student from attending in those subjects at the Training College. This professional approach to all subjects clearly distinguishes the work in a training college, and it is consequently incorrect to infer, as the recent Royal Commission inferred, that the Training College was to any great extent unnecessarily duplicating the work of the secondary schools on the one hand and of the University on the other. If every student before coming to us had completed a full secondary course, or even had graduated with honours from the University, we should still require to cover much the same ground and subjects as we do at present.

This statement is not to be taken as indicating that the preliminary education of our students is a matter of indifference. On the contrary, it is a matter of capital importance, not because a full secondary school course, or even a University course, would render much of our work unnecessary, but because it would render that work much more effective. Consequently we hope that the policy of exacting an ever higher standard of scholarship from entrants to the Training College will be pursued. If, however, this be coupled with a curtailment of the professional course, we think no advantage will accrue.

There is a still further characteristic that distinguishes our work from that of the University and of the secondary school. Both institutions are hampered by an external examination system preparation for which becomes inevitably the major aim. This being so, the content of subjects is emphasized and their cultural value is conceived to lie in the subjects themselves. The Training College, on the other hand, is not trammelled by an external examination system, and consequently can adapt its methods so as to exact from subjects their highest cultural value. It is with this object in view that we have largely superseded the lecture method by methods that make the student an active participator rather than a mere passive recipient.

*Certificates.*—173 students completed their course of training in December, and on the joint results of examinations and College recommendations the following certificates were issued: Class B, 14; Class C, 125; Class D and part C, 34: total, 173. In addition to these some thirty-eight students were sent into the schools as student-teachers after one year's training. This proceeding has been rendered necessary by the new regulations for the training of teachers. These regulations reduce the pre-college period to one year instead of two, and require a post-college period of one year. The transition from the old system can be effected only gradually, and by the curtailment of the Training-college course in the case of approximately 25 per cent. of the students. The reduction of the course to one year is exceedingly unpopular among both students and staff, and has occasioned a very considerable amount of dissatisfaction. The selection of the students for student-teacherships is far from being a simple matter. Viewed from one aspect we should select the best of our students; but when almost all students earnestly desire the advantages of a second year's training the matter is far from simple. To select students because they have done very good work and have availed themselves of the full opportunities for training is to penalize merit, and pay a premium on inefficiency and laziness. On the other hand, to select the least capable and diligent is to do a disservice to the schools. Again, the latter class consists of just those who most require additional training; but the former comprises those who would profit most by such training. The dilemma is a veritable "crocodilus," and the only possible proceeding is a compromise. Hence the Department instructed us to select student-assistants on the following basis: (a) Those who desire to leave the College, especially women students engaged to be married; (b) students showing ready capacity for practical teaching. We endeavoured to comply as closely as possible with the Department's instructions, doing as little violence as possible to the welfare of the schools, the students, and the College.

*Students' Teaching Practice.*—The principal change from that maintaining in 1924 was the allocation of the practice of the first-year students to Thorndon Normal School. The object of this was to secure that the first impressions of the students were as favourable as possible. The plan worked very well indeed, though the load carried by the teachers was somewhat heavy. I intend this year to lighten the load somewhat by sharing the work between both Normal Schools.

New regulations on the lines urged in last report have been gazetted. All schools within reasonable distance of the College are, with the approval of the Senior Inspector, to be available for teaching practice. The extent to which we approve of this can be easily gleaned from my 1924 report. The regulations, however, are to be practically held in abeyance until 1927.

There appears to be considerable disagreement as to the manner in which the new system is to be made to operate. Some—I may say most—consider we should select for student practice only those schools and teachers whose work will provide a model for imitation, and concentrate upon these. If this is done, then there will be no essential difference in the new system except that those who do the work will receive no recompense. They will still be required to direct students continuously, and their classes will continue to be largely in the hands of the 'prentice teacher.