

It is gratifying to note an increase in the number of men, and from the applications that have come to hand this year (1910) it would appear that the increase is likely to be maintained. The provision under Division C was specially designed to give uncertificated country-school teachers an opportunity of obtaining instruction in methods of teaching, drawing, music, and other technical subjects. Five places were kept open for these, but only two applied, although the matter was brought prominently under the notice of the Boards. In any case it is doubtful whether it is wise to admit any students who have not attained at least to the partial D standard.

Staffing and Instruction.—Until this year most of the instruction of the students was undertaken by the staff of the practising school. This year the special grant of £200 enabled the Board to make other arrangements in regard to certain of the subjects—viz., singing, drawing, and hand-work; but no special provision has been made for the teaching of science—the most important branch of all. I pointed out last year that the majority of the students are quite unable to attend with profit the University classes in science subjects; that very few of them have had any previous training in the methods of practical science; and that it was necessary to have the services of a qualified science teacher in the College who could give most of his time to teaching the various branches of science. The scale of staff allowed does not provide for this, and it is quite impossible under existing circumstances to make such provision as will adequately meet what should be aimed at without unduly interfering with work in other departments. Here is the course of science I have outlined for the students:—

First year,—

Physiography—4 hours per week during first term.

Biology and physiology—4 hours per week during second term.

Second year,—

Agriculture—

(a.) Chemistry and physics—2 hours per week during first term.

(b.) Botany and entomology—2 hours per week during second term.

(c.) Gardening—2 hours per week during one term.

When it is remembered that for practical work the classes have to be duplicated, it will be seen that the programme outlined, which is by no means too comprehensive, demands the services of a teacher who has his whole time for the work. With the exceptions noted above, the arrangements for instruction and the time allotted to the several subjects were similar to those of last year. I give them again:—

	Hours per Week.
First-year students,—	
Methods, observation, and practice	5
Science, including physiography and physiology	4
Drawing	2
Singing	2
Needlework	2
Physical culture	1½
Modelling in plasticine, course of 20 hours.	
Modelling in cardboard, course of 30 hours.	
Second-year students,—	
Methods, observation, and practice	7
Nature-study and agriculture	2
Kindergarten	2
Cookery, course of 20 hours.	
Woodwork, course of 30 hours.	

University Work.—The numbers attending the various classes were—English, 66; Latin, 38; mathematics, 21; education, 48; mental science, 20; physics, 3; biology, 6; geology, 2; German, 7; French, 9; political economy, 3. One student attended four classes, 46 students attended three classes, 41 students attended two classes, 2 students attended one class. This works to an average of about 2.5 classes per student. The reports of the professors were in most cases satisfactory, and not a few of the students secured high places in the class examinations. The George Grey Scholarship was awarded to Mr. L. Lancaster, and the Plunket Medal for oratory to Mr. G. Morice. Twenty-seven students entered for the November examinations—for the M.A. degree 3, for the B.A. degree 7, for the first section B.A. 17. Four entered for Senior University Scholarships. In addition to these there were two M.A. graduates in the College giving most of their time to the study of education and to practice in teaching, and seven who had passed the examination for the first section of the degree.

Diploma of Education.—Education is now a subject in the course for the B.A. degree. It is also a compulsory subject for the teacher's C certificate. The institution by the Senate of the University of a Diploma of Education similar to that of the Melbourne University would be a step further in the way of attracting teachers—more especially graduate teachers—to a study of those subjects that bear most intimately upon their profession. In connection with the Training College there have always been a few graduates giving their time exclusively to the study of education in its various phases, and for such special work a Diploma of Education would furnish a suitable goal.

Infant-room Teacher's Certificate.—Two years ago I pointed out that it would be much better, alike for themselves and for their efficiency as teachers, if the women students had some alternative to the C examination to aim at. Such an alternative would be provided by the establishment of an Infant Teacher's Certificate. Special training for such a certificate furnishes an alternative second year's course in connection with the Teachers' College at Sydney. The subjects studied bear directly on the work that the majority of women teachers have to do, and would, I believe, be much more congenial to them than the course for the C certificate.