

affording much help and stimulus. In Melbourne University excellent work has been accomplished during the past two years by these vacation schools. The report goes on :—

“Holiday courses are very popular, but we do not think that supplementary courses should be confined to them. Change in one sense is rest, and to change from teaching to being taught is mentally refreshing; but too much course and too little holiday is not good for bodily health. We look rather to an extension of existing facilities through the organization of supplementary courses, held not during the holidays but during the term.

“It has been suggested to us that in courses of this kind “lie perhaps some of the brightest prospects for the increased effectiveness of the profession,” and we are inclined to agree with this opinion.”

In this connection we would point out that the Education Department of Victoria has, for the past twenty years, been able to carry out a system of supplementary training for specially selected teachers. The Director of Education was given by the regulations of the University of Melbourne the privilege of nominating each year a number of teachers for the course for the Diploma of Education. Sixty teachers are so nominated after careful selection by a committee which has access to the departmental records of the applicants. The teachers selected are given full pay during their course, but are required to perform a certain minimum of teaching in schools contiguous to the University. Or they may be wholly set free from teaching-work if willing to accept half-pay. The privilege is greatly valued by teachers, and excellent results have accrued from the system.

University courses
for experienced
teachers.

Having regard to the considerations above outlined, we recommend,—

Recommendations.

- (1.) That the relationship of the Professors of Education to the Training Colleges and to the system of training of teachers be defined.
- (2.) That the regulations for Training Colleges be revised so as to provide—
 - (a.) A higher standard of entrance qualification embracing a full secondary school course.
 - (b.) One year's course of professional training.
 - (c.) Provision for an extension of the course to two, three, or even four years in the case of specially selected students.
 - (d.) Students selected under (c) above to be allowed to take up university or other courses and to give full-time study to such courses.
- (3.) That a system of training for secondary teachers be introduced in one university centre properly staffed and equipped, and provided with a secondary Practice School, also properly staffed and equipped. That such professional training be taken for one year as a post-graduate course, and that any of the training colleges or university colleges be available for students during their undergraduate period and for such professional training as may be undertaken in vacations during that period.
- (4.) That careful supervision over student teachers be exercised so that the subjects chosen by them during their university courses may be those necessary for effective service in secondary schools.
- (5.) That vacation courses be organized at the university colleges for the benefit of teachers and others.
- (6.) That a system of supplementary training for teachers be developed.

UNIVERSITY EDUCATION IN AGRICULTURE.

Nothing illustrates better the difficulties incidental to the building-up of a sound scheme of higher education in a country with the geographical configuration and the distribution of population of New Zealand than the present position with regard to agriculture in the University. The prosperity of the Dominion rests upon its rural industries, and with the classical example of their great rival, Denmark, before them one would have expected the New Zealanders to have imitated Denmark in making the scientific education of the staff and intelligence officers of the agricultural army a most important branch of university work. In Denmark during the past fifty years there has been a remarkably close alliance between the trained men of science and the great producing interest on which the national

Agricultural
progress requires
expert scientific
leadership.