

*Subjects taught at the College.*—These include methods of teaching, science, drawing, music, hand-work, and physical drill. There is little to report here, except to say that substantial work has been done in all subjects. Mr. Webb has this year undertaken the method-work of the first-year students, an arrangement that has worked well. A distinct advance has been made in science-work, and I am able to say that the students who finished in 1910 were much better equipped in this important subject than those of any previous year. They had regular work in the laboratory throughout the two years, and also systematic instruction by way of lecture, exposition of text-book, and discussion. In connection with physiography, botany, and zoology, a considerable amount of field-work was done—various excursions with a definite objective providing material for fresh observation and for illustration of previous work. In agriculture, too, practical work in the garden was systematically undertaken throughout the year. I am indebted to Mr. Cumming and Mr. Davies, the Board's organizing instructors, for advice and assistance in this department. In drawing, a new departure was made by Miss Lee, by the introduction of a short course of illustrated lectures on the history of art in Europe. These lectures brought the students into real contact with outstanding phases of European civilization, and formed one of the most instructive and broadening of the College courses. Drawing has considerably improved, and the majority of the outgoing students attained considerable readiness in effective black-board illustration. Music continues to be one of the features of the College work, and I feel sure that the schools will gain richly through the opportunity that the students have in their two years' course under the able and experienced tuition of Mr. Parker. Handwork in its various branches occupies a considerable portion of the College curriculum—woodwork, cardboard modelling, paper and brick work, cookery, and needlework; in all these departments good work is being done, and a considerable percentage of students gain successes in one or other of the branches at the examinations held by the Education Department. In physical drill, daily instruction is given by Miss Fitch and Mr. Cowles. A cadet-training unit under the new Defence Regulations was formed during the year, with Mr. James Russell as captain. The corps is officered by students nominated by the Principal. Included in the work of the physical department is the taking of measurements of the scholars; the scholars present themselves on their birthday, are measured for height, weight, chest-expansion, and are subjected to tests for eyes and ears. The work is carried out in turns by the students, who record the results. A special course of five lectures on school hygiene was given by Dr. Begg.

*University-work.*—The numbers attending the various classes were: English, 70; Latin, 47; mathematics, 21; education, 48; mental science, 33; physics, 4; biology, 4; geology, 4; modern languages, 9; economics, 3; chemistry, 5. Forty-three students attended three classes, 53 students attended two classes, and 4 students attended one class. Average number of classes per student, 2.4. Twenty-two students presented themselves for the degree examination, 4 for the M.A. degree, 5 for the second section B.A., and 10 for the first section B.A. At present it is not possible for the majority of the students to take up the science courses at the University.

I have little to add by way of comment on the above figures. It may be assumed that the 43 students denoted as having attended three classes were aiming at a degree. These and the others, who were sitting for the M.A. and final B.A., would probably represent all who had the degree in view—that is, about 50 students, or half the number in the College. The remaining half use the subjects they take for the purposes of the teacher's certificate. The number taking mental science shows an increase, and it is in every way desirable that all education students should take this subject. A very few, not more than six students, were able to take the science courses. All of these had previously done considerable work in the subjects they took up. On the whole, the students tackled their university classes well; some did excellently. A minority always find themselves overweighted, and tend to drop behind towards the close of the session. "The danger that some of the students may subordinate their legitimate training as teachers to the object of taking a university degree" (to quote from the Minister's report, 1909), is always present, and has to be guarded against; but I generally find that the student who is conscientious about university-work is also very conscientious about the professional side as well. The difficulty of making some of the students realize their opportunities is a much greater one. There is nothing to fear from the student who presses hard on towards a degree; there is everything to fear from him who does not take his opportunities for study seriously, and of these, unfortunately, there are always some present.

*Practical Work: Teaching and Observation.*—The general plan here was much the same as in former years, except that first-year students were given regular teaching to do as well as observation, and that the old criticism lesson, which I had abandoned for two years, was reinstated. On the first of these points I have to say that the outgoing students of 1910 showed no inferiority at all in teaching-power, though they had had no regular teaching during their first year. It is still a very undecided point to what extent mere practice improves teaching; but I have reinstated the regular practice in the first year because it furnishes the necessary complement of the "demonstration-lessons" the students have observed. The criticism lessons have undoubtedly a value all their own in stimulating good effort, healthy rivalry, free and pointed criticism. In some form or other, with larger or smaller groups of students, they furnish an important factor in training. According to the latest calendar, the students in the Sydney Training College are taken in small groups for this work, "each group being in charge of a college lecturer, and each student being required to give at least one lesson each term; the lessons to form a complete series, and to be worked out at a preliminary meeting of the group." The time given by the second-year students to practice and observation amounts approximately to twelve weeks, of which nine are devoted to continuous practice in the class-room. In the Sydney Training College first-year students have four weeks, one week in each term; second-year students have three hours per day right through the third term of ten weeks. This gives a total of fourteen weeks for the two years, which is slightly in excess of our arrangement. I am satisfied that our students have undertaken sufficient during their course to enable them, in normal circumstances,