

to give a good account of themselves. It must be borne in mind that the training-college course is, for the majority, but a part of the course of training. The preliminary probationership or pupil-teachership should serve to show whether the student has the qualities of a teacher; and the practice given then, reinforced by the fuller instruction and supplementary practice given at the college, should develop these qualities and make them available. At present all the practice and observational work is undertaken in connection with one school—a school of about 400 scholars. The question naturally arises: Could not advantage be taken to some extent of other city schools, so that the facilities for practice and observation might be enlarged. In connection with the work of the second-year students, it would be of advantage to spread the continuous practice over a number of schools, as is done in Sydney and Melbourne. These schools would require to be fully, though not specially, staffed; the students would work under the supervision of the headmaster, and would be subject to him; the Principal of the College would confer frequently with the headmasters, as is done with the headmaster of the Normal School at present, and regular reports would be given on the work of the students. If four city schools were set apart for this purpose it would mean that about four students would be present in each. These, spread over a large school, would not embarrass the work in any way; on the contrary, they should prove of valuable assistance in the class-rooms. Such a scheme, I think, could be worked with advantage to all concerned; it would certainly bring into the training of the student experience in the handling of larger classes than are available in a practising school of 400.

*Certificate Examinations.*—An important question discussed at one of the conferences last year was the substitution of an examination held in the College for the examination in January in determination of qualification for the teacher's certificate. The fitness of the candidate would be determined by these factors: (1) The record of his work throughout the year as shown by results gained in periodical examinations; and (2) ability to meet such tests—oral, practical, and written—as were given at the close of the year, and the work done during the year: such tests to be conducted by the Education Department. Of the advantages of such a change it is hardly necessary to speak. Besides affording a more accurate estimate of the candidate's fitness, it would have a very beneficial effect on the whole of the college-work throughout the year. A scheme could be devised whereby the training-college course would lead naturally to a certificate of the rank of the present C, or, in the case of those who could not reach this standard, to one of the rank of D. A course such as the following would meet the requirements of the teacher's C certificate:—

I. The admission requirements, the standard for which should be at least as high as the matriculation standard, and should include all the non-technical subjects in Group I (present regulations), with the substitution of history for physiology. It is a deplorable fact that not a few students in preparation for teaching have no knowledge whatever of history.

II. A course of science, not less than four hours each week, spread over two years, including physiography, botany, zoology, and agriculture—half the time to be devoted to practical work.

III. A two-years course in English or in another language.

IV. Education: Methods, principles, and history.

V. Drawing, music, handwork, hygiene.

University courses in science could be substituted for the college course.

Such would be a course whose aim would be to equip teachers for ordinary positions in primary schools. It would be elastic enough to allow of variations to suit the needs of those who wished to specialize in any one department of primary-school work, though in our present circumstances specialization to any great extent is inadvisable.

Teachers aiming at secondary work would, of course, go forward to a degree, either before or during their training-college course; preferably before, since the teachers-certificate course, such as I have outlined, is exacting enough to demand all the time and strength of the student.

*Secondary Teachers' Course.*—The new regulation, admitting for one year's training a limited number of university graduates on an equal footing with ex-pupil teachers, marks a new departure in the aim and work of the College. Although during the past five years a large number of graduates have been admitted, and their courses have in the main been adapted towards secondary-school teaching, it has not been possible to differentiate between these and the other students to any great extent. And, generally speaking, the education course in its main features must be the same for all. Those are likeliest to be the best secondary-school teachers who add to their secondary university training an experience in all stages of educational work. But some differentiation is necessary, and with students entering definitely for training towards secondary-school teaching, and giving their whole time to their professional studies, it will be possible to frame a course to meet their requirements. I propose the following course:—

A. Lecture courses: (1) Education course at the University; (2) psychology course at the University; (3) the college course in general method; (4) courses on the methods of teaching secondary subjects by the student, each course to extend to at least ten hours, and to embrace lectures, readings, and discussions. Special attention will be given to methods of teaching the subjects in which the student is most proficient. (5) course in school hygiene; (6) drawing and music.

B. Practical work: (1) Observational work in the secondary department, and in the upper primary classes; (2) continuous practice of from ten to twelve hours each week; (3) special lessons for criticism and discussion.

If it is possible to arrange it, some of the observational work should be taken at one of the secondary schools in the city.

*Normal School (Mr. J. C. Webb, B.A., Headmaster).*—The Normal School maintained an attendance in all departments of about 400 scholars. This is almost as many as the building can accommo-