

on the broad lines now so generally followed receives Mr. Dawson's almost unqualified approval. If any exception is made it is to recommend, in place of the attempts now made to accurately copy an existing map, the cultivation of the ability to make rapid sketches of districts, countries, &c., as illustrations of the pupils' own impressions, derived from experience and study.

Nature-study is now the most popular of all subjects, and Mr. Dawson bears testimony to the zeal and devotion of many teachers in their efforts to make this study a living reality. Collections of all sorts school gardens, ferneries and rockeries, the cultivation of vegetables, grasses and cereals, and even the irrigation of the land in arid districts are features to be found all over the State. In places the teacher is looked upon—and with justice—as an agricultural authority. This "boom" in Nature-study is most gratifying to the Chief Inspector, who sees in it the possible genesis of a race of yeomen.

Equally cheerful and optimistic is the report upon the teaching of art, manual training—as far as it goes—and science. Although still in their infancy, the prospects of these three important phases of school activity are decidedly hopeful. The due development of any one of them involves a large expenditure; hence progress for the present can only be very gradual.

Domestic economy—including needlework and cookery—shows an improvement in the method employed and an extension of the area over which it was found possible to provide expert instruction.

In conclusion, Mr. Dawson says of the teachers under his care that they "as a body have worked well in their schools; they have manifested a very laudable desire to become acquainted with improved methods and to apply them; they command in the vast majority of cases the respect and goodwill of the communities in which they are placed."

Report of the Principal of the Training College.

Mr. Mackie has not been satisfied merely to report the progress made during the year under review, he has given, in addition, a definite outline of a scheme for future work.

The aims of the college are: to widen as well as to deepen the general culture of the students; to impart to them a professional knowledge of the aims, principles and methods of teaching; and to embrace the opportunities offered for developing their practical skill.

An effective training course can only be organised when the relative importance of these aims is clearly apprehended. The pre-college course must be primarily cultural, the college course itself must be chiefly professional or technical in character, though culture must still be widened and deepened. The widening of the students' culture is best gained from a study of subjects not directly useful in class-teaching; and its deepening by a further study of primary and secondary school subjects pursued in direct relation to the study of method and to the practice work of the student. Hitherto, the preliminary culture of the student has been largely imperfect; consequently the professional character of the college-course has suffered.

For the student of the future the following entrance qualifications are essential: First, the attainment of a leaving certificate representing a well-balanced secondary school course of four or five years. Students before entering college should have gone through a graduated course in Elementary Science; and it is desirable that the Entrance Examination and the University Matriculation Examination should be assimilated, in order to lighten the student's burden.

To the student preparing for entrance it is not necessary or desirable that he should receive much training in the knowledge or practice of teaching. He should have some acquaintance with school work and routine, but the technical work should be given, not so much with a view to the development of teaching capacity, as to the detection of natural ineptitude, should it exist. Mr. Mackie thinks that the proper place for this work is after the completion of the entrance examination and during the three months preceding the College Course.

The College courses of study proposed for 1908 are:—

FIRST YEAR COURSES.

- (a) A University course for matriculated students; in addition, the professional parts of the ordinary college course.
- (b) A purely professional course for such students as have already graduated.
- (c) An ordinary course for the remaining students, in English, Education, Latin or French, Science and Nature-Study, Mathematics, History, Geography, Drawing, Hygiene, Manual Training, Music and Voice Training, Observation, and Practice of Teaching.

SECOND YEAR COURSES.

- (1) Ordinary Education, English, Drawing and Manual Work, Music and Voice Training are compulsory. Two optional subjects of the following: Mathematics, Latin, French, History, Geography and Nature-Study, Physics and Chemistry.
- (2) Special courses are laid down at Hurlstone Agricultural College, for infant and kindergarten school students, and for undergraduates at the University.

THIRD YEAR COURSES.

- (a) To allow the student to complete his Arts course, or
- (b) To allow the student to specialise on one or more connected subjects of instruction.

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It will be seen that this scheme is transitional in its nature. In 1909 further modifications will be made with the view of realising the true aims of a well-organised system of training. The necessity for more thorough professional training will become more pressing, Mr. Mackie says, as the supply of pupil teachers comes to an end.

The report also embraces the arrangements made for the attendance of students at the various practice schools and the

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