

1915.

VICTORIA.

REPORT

OF

THE COUNCIL OF PUBLIC EDUCATION

FOR THE PERIOD

1ST JULY, 1914, TO 30TH JUNE, 1915.

PRESENTED TO BOTH HOUSES OF PARLIAMENT PURSUANT TO LAW.

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THE COUNCIL OF PUBLIC EDUCATION, VICTORIA.

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<p>M. H. BOTTOMS, Registrar.</p>		

THE COUNCIL OF PUBLIC EDUCATION.

FIFTH REPORT.

Education Office,
Melbourne, 6th July, 1915.

SIR,

In accordance with the provisions of section 8 of the *Education Act 1910*, we have the honour to submit a Report of the operations of the Council of Public Education for the twelve months ended 30th June, 1915.

INSTRUCTION IN SCHOOLS IN IMPERIAL AND AUSTRALIAN CITIZENSHIP.

Consideration has been given by the Council as to whether during the continuance of the War the teaching of German as the ordinary medium of instruction should be permitted in a registered school. In the course of the discussion on the question the President informed the Council that the Minister had recently obtained a report from the Chief Inspector of Secondary Schools. The report stated that, so far as was known, there were no schools in Victoria in which the whole of the lessons were taught exclusively in the German language. In 1909, an arrangement was made by the Teachers and Schools Registration Board that the Lutheran schools would be recognised on condition that at least three and a half hours in each school day should be given to teaching in the English language, and the subjects taught should be those prescribed for State elementary schools. Permission was given to these schools to conduct the religious and moral instruction in German. There were now eleven (11) Lutheran schools, situated chiefly in country districts, and, during the last two years, these schools had been regularly visited by the district inspectors, and reports had been forwarded to the Department. The reports showed that the schools, on the whole, were doing satisfactory work, and that the English language was used as the chief medium of teaching. The Minister had made further inquiries from each district inspector in the State with regard to the question of the teaching of German in schools. The following is a copy of the statement read by him in Parliament on the 15th June, 1915 :—

The teaching of German in registered schools.

Report of Chief Inspector of Registered Schools.

Statement of Minister in Parliament as to the teaching of German in schools.

Prior to the passing of the *Schools Registration Act 1905* the whole of the instruction in some, at least, of these schools, was through the medium of the German language. Since that date, however, it has been arranged that English is to be the medium of all the subjects of the course of instruction in these schools, and the schools are to be inspected in the usual way by an inspector of schools. Instructions have been given that, for the future, these schools will be regularly inspected in the same manner as the State primary schools, and that the course of instruction must conform to that in the State schools. The textbooks must be those prescribed for study by the Department. To give effect to the statutory requirement for efficient and regular instruction, children in Lutheran schools must receive at least two hours' instruction in both forenoon and afternoon in the subjects of the course of free instruction as prescribed for State schools. Instruction in the German language will therefore be given outside the time required to fulfil the statutory obligation. In a few instances an exemption from attendance at a State school varying from a half day to one day per week has been granted for periods up to six months, in order that the children might obtain lessons in the German language and religion. It has been decided to withdraw these exemptions.

The following resolution was carried unanimously :—

Resolution of the Council.

“ That, in the opinion of the Council, all schools should be conducted on the basis of providing a good English education, and with the view of promoting a sound Imperial and Australian citizenship.”

A reply has been received from the Minister to the effect that he approved of the resolution, and that he had forwarded a communication to each of the Lutheran schools in Victoria asking for a statement to indicate to what extent the procedure in such schools conformed to the terms and the spirit of the resolution. The Council has now appointed a committee, consisting of the Vice-President (Rev. J. O'Dwyer), Miss Henderson, Mr. L. A. Adamson, Dr. A. Leeper, and Hon. T. Fink, to co-operate with the officers of the Education Department in carrying out the determination of the Minister to give effect to the resolution.

Reply of Minister.

Appointment of Committee to co-operate with Department.

ORGANIZATION OF EMPLOYMENT OF TECHNICAL SCHOOL STUDENTS.

In the last annual report reference was made to the following resolution which was unanimously carried by the Council :—

That this Council considers that in the interests of technical education an officer should be appointed whose duties should be—

- (1) To interview employers and to determine as far as possible the number of vacancies likely to occur annually in branches of technical and industrial employment ;
- (2) To have charge of a register of vacant positions suitable for trained students ; and
- (3) To secure the co-operation of the various bodies interested in this movement.

The Council realizes that this matter is one which is essential to the development of a sound system of technical education. It is not difficult to impart technical instruction to youths who have successfully completed their courses of work in junior technical schools, but it is wasteful of time, effort and energy to attempt to deal with lads who have entered industries but whose preliminary training has been neglected. Experience has shown that comparatively few students complete courses of work in technical schools. So long as boys without any preparation for their work are engaged by employers we can never hope to reach any high level of industrial efficiency, but when employers select their apprentices and youthful employees from the schools designed to assist them the teachers in technical schools will do better work, and the industries concerned will receive the benefit. The junior technical schools are preparing boys for many branches of mechanical and trade work, but it is important to have statistical information with regard to the vacancies likely to occur in all branches of work. If this is done it will be possible to train the number of boys required. Before any organized scheme of this kind can be successful it will be necessary to secure the co-operation of employers—otherwise the untrained boys may be selected as before. The staffs of the junior technical schools and local committees have done a considerable amount of work towards securing employment for boys, but the Council recognizes that there will be an increasing amount of organization required in linking up the activities in that direction, and in securing the active co-operation of the employers and the various trade organizations. There is ample work for the officer whose appointment is recommended.

The resolution referred to above was presented by a deputation of the Council to the Minister, who has intimated that the question will be brought before the Sub-Committee of the Cabinet which deals with the creation of new positions in the Public Service.

EDUCATION OF WOMEN.

The following statement showing the most recent developments in instruction in domestic subjects made in connexion with the schools of the Education Department was considered by the Council at the meeting held 4th May, 1915. In the discussion which followed, the general opinion was expressed that the College of Domestic Economy was considerably hampered by the accommodation at present provided. On the motion of the lady members of the Council the following resolution was unanimously carried :—

That the Council of Public Education desires to draw attention to the advisability of further extension of the teaching of domestic subjects to girls. In order to provide an adequate staff of teachers for this work, an efficient college of domestic economy is urgently required. This college should serve also as an institution for the general technical training of women in domestic subjects and women's handicrafts.

As the accommodation at present available for the College of Domestic Economy is altogether inadequate, even for its present work, the Council urges the Minister of Education to take steps to provide suitable buildings and equipment at an early date.

THE INSTITUTION OF SCHOOLS OF DOMESTIC ARTS.

Memorandum prepared by the Director of Education and read before the Council of Education on the 4th May, 1915 :—

THE MEMORANDUM.

I desire to bring before the notice of the Council the progress that has been made in the very important work of providing instruction in domestic arts for the pupils attending the schools of the Department.

It is some years since cookery instruction was first introduced into the elementary schools, and there are now sixty-two centers open in the State for this class of instruction. It has, however, been felt, for a long time, that the practical education of girls should include household subjects other than cookery. The first step taken was to establish a course of training for teachers of domestic arts. The Domestic Arts Hostel was established near the University and the Teachers' College ; and, for over four years past, students have been steadily trained for service as teachers of household subjects. The course of study of these young

Council recommends appointment of officer to interview employers and keep employment register of technical school students.

Employers should encourage technical education by selecting students who are trained.

Co-operation of employers and trade organizations essential.

Minister's reply to request of Council.

Recent developments in instruction in domestic subjects.

Council recommends extension of teaching of domestic subjects, and urges the establishment of suitable buildings and equipment for College of Domestic Economy.

Memorandum of Director of Education re institution of schools of domestic art.

students extends over two years, and embraces subjects taught at the University, at the College of Domestic Economy, and at the Teachers' College. The course was rendered practicable only by the willing co-operation of those three institutions. The two years' course in the hostel is succeeded by a training in teaching at one of the Department's household centers.

At the beginning of the present year, the first school of domestic arts for elementary-school girls was opened in Bell-street, Fitzroy. The course in this special school requires the attendance of girls for two days in the week, and, for the other three days of the week, they attend an elementary school in the neighborhood. In order to make for economical administration, it was decided to group into two elementary schools the girls whose parents desired that they should take the course in domestic arts. In this way, the whole of a class can be sent to the special school on the appointed day. The elementary-school staff can be adjusted to meet the new conditions, and the year's course of study in the elementary school and in the school of domestic arts can be brought into proper relationship. The teachers concerned with the education of the girls in the elementary school can also be brought into closer touch with the work in the school of domestic art, and the work can, therefore, be better correlated.

The subjects taught in the school of domestic arts include personal and domestic hygiene, cookery, household management, laundry, and needlework. The training in hygiene deals with the laws of health concerned with the care of the body, and of the home generally. The cookery instruction includes the marketing and choosing of foods, their preparation in the kitchen, serving of the meal in a pleasant and appetising way, waiting at the table, and the cleaning and scouring of kitchen and scullery. In the laundry, the girls are instructed in the principles involved in laundry operations, the reasons for using laundry material and the like. In each lesson, definite fabrics are dealt with, and the whole laundry operations are gone through in a practical way. Needlework is a fairly wide subject, and includes the various forms of plain and fancy sewing, and the cutting out and fitting of simple garments. As the work develops with older children, dress-making and millinery will be introduced. Under household management, practical and theoretical lessons are given. Two of the teachers reside in a cottage attached to the school. This cottage has been specially furnished, and the household-management class undertakes the cleaning and general domestic management of the cottage. In addition to this, the ordinary cleaning of the class-rooms, windows, &c., is done by the girls as a portion of their practical work.

Some criticism has been levelled at the Department for allowing young girls to be enrolled between the ages of twelve and fourteen years of age. It is claimed that such girls are too young to benefit by the instruction, and that there is a danger of physical strain. After several visits to the school and inquiries from the children and teachers, I am of opinion that this argument is not justified. I should certainly like Parliament to extend the period of compulsory education beyond the age of fourteen years, but, until this is done, any proposal to restrict education in domestic arts to girls over the age of fourteen would deprive of their chance of getting such a training the children who are most in need of it. The Department has designedly laid its plans for establishing these schools of domestic arts in congested and industrial suburbs. In these suburbs, economic pressure is largely responsible for the withdrawal from school of pupils as soon as the law allows this to be done. If, then, this form of practical education is not given within the period of compulsory education, it will not be received at all by such children. Further, it has been arranged that girls of twelve years of age and upwards may be enrolled in the domestic arts schools, although they are not in the higher grades of the school. This is done in the interests of old and backward children. Experience has already shown that many of these children are able to succeed in the more interesting, and probably to them more rational, work of the practical subjects, although they do not succeed in the written work of the elementary school. In the past, admission to the cookery centers has been confined to the children in the senior grades of the school, and, as a result, many pupils who would benefit by the cookery work have been excluded. This mistake will not be made in the future.

It has also been argued that children who devote two days per week to education in domestic arts will be deprived of portion of their education. This argument is absurd, and would not be used by one who understands what true education really is. The best answer to such an argument is a visit to the school and a patient inspection of the work of the classes. The work is not merely the performance of household services such as cookery and laundry work, but is a definite training in the principles underlying the successful management of a home.

At the Bell-street School of Domestic Arts, 160 girls receive the full course of training. One day per week is devoted to the education of the children in the special school for feeble-minded children, which is held in a building hard by; and instruction is also given in the special needlework classes of the school to over 500 girls who attend from the surrounding elementary schools on one morning or afternoon per week. The school, is, therefore, serving a large number of pupils; but still more is being done in evening classes. These have been recently established, and there have been enrolled no fewer than 127 young women, and, in some cases, mothers of families. The subjects taught in the evening classes are—dress-making, millinery, laundry work, cookery.

Arrangements have been made for opening a similar school of domestic arts at Vere-street, Collingwood, in July next, at Ballarat East in June, and at Bendigo a little later in the year. It is considered that, when these schools have demonstrated their usefulness, they will be the forerunners of many such schools throughout the State.

A further interesting experiment was recently tried in imitation of a movement observed by myself in operation at Sydney. At each of thirteen cookery centers, an invitation was given to the parents of children attending the neighboring schools to attend a demonstration in cookery. The teacher undertook to prepare a cheap meal for a family of a given size, and all of the costs were carefully worked out and placed before the audience. The food values of the different portions of the meal were indicated, and the meal was then prepared and served as a demonstration. The success of the experiment was remarkable, and most of the centers secured an average attendance of housewives of about 100. It has, therefore, been decided to make these demonstrations a permanent feature of the work of the cookery centers. In order, further, to make the work more definite, it is thought best to limit the attendance to that of an easily managed class of, say, thirty, who will undertake to attend for a full course of demonstrations.

From the above, it will be seen a good beginning is being made in the direction of introducing household subjects into the education of girls. Before, however, this can be done in any comprehensive way, there must be included in the scheme a highly efficient training college for the teachers who will be needed. This brings up the question of the extension of the College of Domestic Economy. This College is housed in a building which it has long outgrown. The College is doing very good work under very unfavorable conditions, and the time is ripe for a large extension of its functions. The officers of the Education Department have long advocated the provision of a suitable building. The Minister has approved of these suggestions, and the late Minister, Sir Alexander Peacock, who is now Premier and Treasurer, is also in accord with the scheme. It is only, I understand, the present stringency which is responsible for the delay which has occurred.

There appears to be little doubt as to the value of household subjects taught in the elementary school, in the high school, and in special technical schools for women. It is absolutely essential that, if such schemes are to be worked out, a highly efficient college of domestic economy should be a portion of the movement.

PROVISION OF FREE SCHOOL BOOKS AND REQUISITES IN STATE SCHOOLS.

In view of the straitened circumstances of many of the people of Victoria, as a result of the present industrial depression, a discussion was raised in the Council as to whether free school books and requisites should not be provided to all children attending State schools. It was held by some members of the Council that the system of education in Victoria was generally supposed to be free; but, as a matter of fact, the parents were obliged to pay for all school requisites. Instead of getting nearer a free system, it was becoming more expensive owing to the frequent changes made in the textbooks. Some of the members of the Council pointed out that, when they went to school, the practice was for the younger children to use the books formerly used by elder members of the family. That was impossible nowadays. It was asserted that there were frequent changes in the textbooks used, and younger children were compelled to obtain the newest edition of a textbook even though an older edition was in possession of the family. It was held that, if the books were supplied direct from the Department, a saving of 20 to 25 per cent. on the total cost would be made.

The President said that, during the present hard times, there were, undoubtedly, many cases where the provision of textbooks would press hardly upon parents, and the Department would take some practical steps to see that such cases were properly met; but it was as undoubted that there were also many more cases where the need for such action did not exist. The question resolved itself into making the best use of the moneys at the Department's command; and, if money were spent in providing free textbooks generally, some part of the education scheme would, under present conditions, suffer. The requirements in regard to textbooks in Victoria had been cut down much lower than in most countries. There had not been frequent changes in textbooks, as was alleged. Alternative textbooks in some subjects were allowed, and it was possible that some teachers may have erred in demanding textbooks different from those which had been supplied to the children in a neighboring school. The new textbooks were supplementary readers, and it was essential that these should be changed at frequent intervals. He promised that an investigation would be made at once to see whether the demand upon parents had become an unreasonable one, and he would also ask the Minister to make available a sum of money so that the necessitous cases could be met.

The following resolution was passed by the Council and forwarded to the Minister:—

“That this Council thoroughly approves of the Department's policy of providing books free in State Schools for children where the circumstances render such course desirable, and suggests that the arrangements for carrying this out be made more widely known; further, this Council urges the Department to take into consideration all possible means of reducing the cost of school books in all departmental schools.”

A reply was received from the Minister to the following effect:—

With reference to your letter of the 9th March, forwarding a copy of a resolution of the Council of Public Education relative to the provision of books, free of charge, to school children under certain circumstances, I have the honor to inform you that, through the medium of the *Education Gazette and Teachers' Aid*, which circulates throughout the schools of the State, the attention of teachers is being directed to the facilities provided by the Education Department for the free supply of school requisites to children whose parents are not in a position to buy them.

In the same notice, it will be indicated also to teachers how the cost of school books may be minimized.

Copies of the form used by teachers in making applications for a free grant of books and requisites accompany this letter.

(Signed) T. LIVINGSTON,
Minister of Public Instruction.

Question discussed as to provision of free school books and requisites.

Resolution of Council forwarded to Minister.

Reply of Minister.

The following is a copy of the notice inserted in the *Education Gazette and Teachers' Aid* :—

Notice in the *Education Gazette*.
Instructions to teachers.

SCHOOL REQUISITES : FREE GRANTS.

Pupils whose parents are not in a position to purchase books to enable their children to take part in the work of the grades may be supplied by the Department under the following conditions :—

- (1) That the articles applied for are absolutely required for children whose parents are unable to provide them.
- (2) That they will not be taken out of the school except with the head teacher's special permission.
- (3) That the head teacher will hold himself responsible for the preservation of the articles supplied.
- (4) That a proper record is kept of the books lent, and that they are returned from time to time, in order that it may be seen that proper care is taken of them.

While it is recognized that textbooks in grammar, geography, mathematics, and the use of the dictionary, the atlas, and the civics reader are helpful and desirable, it should be understood, in view of the possibilities of blackboard work, that the use of such books by indigent pupils is not to be regarded as obligatory. Further economy can be effected by arranging for such pupils to write their exercises in dictation, and in composition, and, if necessary, science notes, in the exercise-book used for homework.

In addition to books appearing on the free grant list, applications for supplementary readers, drawing-books, copybooks, and exercise-books will be considered.

It is expected that teachers will satisfy themselves, before any application is made, that the cases they propose to relieve in this way are deserving ones.

It is scarcely necessary to enjoin the exercise of tact and considerateness in determining necessitous cases, and, afterwards, in distributing the books.

AGRICULTURAL EDUCATION.

The question of the placing of the agricultural education of the State on a proper basis has from time to time been considered by the Council, and has been the subject of reports and recommendations to the Minister. Up to the present, however, nothing definite has been done to carry out the recommendations made. At the meeting of the Council held on 1st June, 1915, a communication was received from the Minister of Agriculture to the following effect :—

Reports and recommendations as to agricultural education.

Minister promises early legislation.

"Following up the report of the Council of Public Education the Government appointed a sub-committee of the Cabinet to consider the question of Agricultural Education. Those gentlemen, in consultation with the Director of Agriculture, the Chairman of the Water Commission, and the Director of Education, drew up a report which will be the basis of legislation to be introduced this Session of Parliament."

The recommendations made by the Council in September, 1911, and in August, 1913, were as follows :—

Recommendations made by Council in 1911 and 1913.

1. That in the opinion of this Council there should only be one institution in the State dealing with education in the higher branches of Agriculture.
2. That a University Agricultural School be established in the vicinity of Melbourne, and that a suitable area of farm land should be attached to such school.
3. That such school and farm should be under the direction and control of the Faculty of Agriculture, to be reconstituted with a liberal departmental representation.
4. That the University School Farm should be accessible to Melbourne and should adjoin the demonstration farm of the Department of Agriculture.
5. That there should be a co-ordination between the work of the Department of Agriculture and the University, particularly in giving instruction to farmers' classes.
6. That the Council is strongly of opinion that the Dookie and Longerenong Agricultural Colleges, and the Agricultural High Schools, should be placed under the joint control of the Departments of Agriculture and Education.
7. That the establishment of all Agricultural High Schools in the future, and the selection of sites for such schools, should be subject to the approval of the Departments of Education and Agriculture.
8. That the Council, feeling the urgent need for education in irrigation methods, recommends the Government to establish an irrigation farm on practical lines, and in connexion therewith to appoint a qualified expert in irrigation, to be assisted by a competent staff, for the tuition of students in modern systems of irrigation.

University Agricultural School near Melbourne to be established.

Work of University and Department of Agriculture to be co-ordinated.

Recommendations as to Dookie and Longerenong Agricultural Colleges.

Establishment of Agricultural High Schools to be subject to approval of Departments of Education and Agriculture.

Provision for education in irrigation methods.

INSTRUCTION CLASSES IN PHYSICAL TRAINING FOR WOMEN TEACHERS.

Instruction of women teachers in physical training.

Arrangements are made between the Education and Defence Departments for the instruction of State school women teachers in the subject of Physical Training. Special schools of instruction are held from time to time for the instruction of women teachers in the courses of training prescribed for junior cadets. The instruction in drill is given by an instructor from the Defence Department, and an officer of the Education Department who is specially qualified in the subject imparts the necessary instruction in physical training. Provision is made by the Defence Department for the free travelling of teachers to the special school, and payments may also be made under the regulations for subsistence and medical inspection of teachers attending.

Women teachers in registered schools to be granted concessions by Defence and Education Departments.

The Council of Public Education has asked that the same privileges may be granted to the women teachers in registered schools as are at present enjoyed by women teachers in State schools. A reply has been received from the Defence Department to the following effect : -

(a) There is no objection as far as this Department is concerned to non-State school women teachers attending these classes provided (I) that the Education Department is agreeable to Miss Anderson instructing such teachers, and (II) that no expense to this Department is involved other than those already prescribed by Universal Training Regulation 88 (1) and (2).

(b) Women non-State school teachers will be paid the usual expenses on the production of a certificate stating that they are actually employed in schools at which Junior Cadet Training is prescribed.

The Education Department has intimated that the necessary facilities will be given so far as the woman instructor is concerned.

REGISTRATION OF TEACHERS OF PHYSICAL TRAINING.

The Council urges that provision be made for registration of teachers of physical training.

In the Amending Registration of Teachers and Schools Bill introduced in February, 1914, provision was made for the registration of teachers of physical training, but Parliament excised physical training from the list of subjects for registration. It was, however, provided that teachers of this subject who had been registered by the Council of Public Education would be deemed to be registered under the Act. In view of the importance of the physical training of the youth of the community, and the grave danger of allowing unqualified teachers to teach this subject, the Council waited as a deputation upon the Minister and urged him again to submit the matter for the consideration of Parliament. It was pointed out that there was a very great amount of quackery in the teaching of physical training, and that much injury resulted from improper methods of instruction. Instances were cited where children had been permanently injured by incompetent teachers. Medical men, it was represented, were agreed as to the great danger involved in permitting growing boys and girls to be trained by teachers ignorant of the fundamental principles of anatomy and physiology. Registration was necessary in order to protect the young life of the nation against unskilful and unscientific treatment. The Minister informed the Council that the matter would be borne in mind when an amendment of the Education Act was contemplated, but it was not considered advisable to introduce a special Bill for this purpose. The Council is still firmly of opinion that provision ought to be made as early as possible for the registration of teachers of physical training.

Minister's reply.

REPORT OF REGISTRATION COMMITTEE FOR YEAR ENDED 30TH JUNE, 1915.

Report of Registration Committee.

During the year ended 30th June, 1915, twelve (12) meetings were held. The principal business of the Committee was concerned with applications for the registration of teachers and schools. Two of the meetings were devoted to the consideration of draft regulations. These regulations have been approved by the Council of Public Education and by the Governor in Council, and now have full force and effect.

The Registration Committee has dealt with 469 applications from persons desiring registration as teachers. Of these 371 were granted registration and 48 were refused. In the remainder of the cases the applicants have been required to undergo a course of training or to submit themselves to an examination as to their competency to teach after having served for a short period in a temporary capacity.

The Committee has registered 23 new schools under the provisions of the Act, while 33 schools have been removed from the Register in consequence of the closing of the schools or of their being transferred to new proprietors. At the present there are 529 registered schools, whereas at the first publication of the Register of Schools in January, 1907, there were 831. The total enrolment of pupils in registered schools was 49,372 in 1907, and the present enrolment is 50,480.

An analysis of the applications for registration which have been granted during the year shows that the teachers have been registered in the following divisions:—

Sub-primary Teachers	11
Primary Teachers	110
Secondary Teachers	24
Special Subjects	232

Some of these teachers have been registered in more than one division.

The names of 193 individual teachers have been added to the Register during the year. Of the 232 teachers of special subjects registered, 215 were entitled to registration by virtue of employment prior to Act No. 2499. Of this number 171 were already registered in other divisions of the register.

During the previous year 190 individual teachers and 32 schools were registered, and 50 schools were removed from the register.

J. O'DWYER,
Chairman, Registration Committee.

THE TRAINING OF TEACHERS.

The regulations of the Council have been amended so as to permit of students who are applicants for registration entering upon a course of training that will fit in with the examinations of the University and the Education Department. Applicants for registration as secondary teachers must now obtain the Diploma of Education or an approved equivalent qualification. Those desiring registration as sub-primary teachers must obtain the Infant or Kindergarten Teacher's Certificate (Second Class) of the Education Department, or an approved equivalent qualification.

Provision is made for alternative courses of training for candidates desiring registration as primary teachers. They may enter upon a junior teacher course under similar conditions to those obtaining for junior teachers in State schools, or they may enter upon a two years' course as junior teachers in approved registered schools, or they may qualify for registration by entering an approved training institution for one year and by teaching under supervision for one school term. Training institutions may be recognised by the Council under conditions prescribed by the regulations, and approved institutions are inspected periodically by members of the secondary schools inspectorial staff.

APPOINTMENT OF REGISTRATION COMMITTEE.

The following members of the Council have been appointed the Registration Committee for the twelve months commencing on the 2nd June, 1915:—

Lawrence Arthur Adamson, Esq., M.A., F.R.G.S. ;
Donald Clark, Esq., M.M.E., B.C.E. ;
Miss Isabel Thomson Henderson ;
Alexander Leeper, Esq., M.A., LL.D. ;
William Still Littlejohn, Esq., M.A. ;
The Reverend James O'Dwyer, S.J. ;
Miss Margery Robertson ;
August Siede, Esq. ;
John Smyth, Esq., D.Ph.

RESIGNATION OF A MEMBER.

In consequence of his acceptance of a position in America, Mr. Elwood Mead resigned his position as a member of the Council representing education in Agriculture.

ELECTION OF VICE-PRESIDENT.

The Rev. J. O'Dwyer, S.J., was unanimously elected as Vice-President of the Council for the twelve months commencing 2nd June, 1915.

On behalf of the Council, we have the honor to be,

Your obedient servants,

FRANK TATE, President.

M. H. BOTTOMS, Registrar.

The Honorable T. Livingston, M.L.A.,
Minister of Public Instruction.