

Mr. Carnegie says that he has never seen a game of football; but that he does not like the sport, it is so ungentlemanly.

Professor Phillimore, in defending the study of Greek and Latin, was rather severe on Carnegie. "To know of Herodes, Atticus, and Tremalchio would give no bonds in the Steel Trust, and yet Tremalchio and the illiterate millionaire who bought books he could not read had to thank their satirists for what immortality they had to boast of."

"Anybody," he continued, "might be less dazzled and hypnotised by the Golden calf if they had studied the beast in history, and satisfied himself that the features of this, like other idols, did not alter much in a couple of millenniums." And again, "Every language was dead to those who could not read it. Latin was dead to Dr. Carnegie, because Dr. Carnegie was dead to Latin."

Inspector Jamieson, of Scotland, is of the opinion that in large schools where there is a teacher for every class, the children are over-taught. Everything is shown them and done for them, and they are left alone for a single moment while the time-table runs.

Professor Rayment attacks the absurd lengths to which some teachers go in exacting "complete sentence" answers from their pupils. Such answers, he says, are getting to be an intolerable nuisance. He defends the proper use of "yes" and "no," and has a good word even for the much-condemned elliptical question.

The Sydney Training College.

INAUGURAL CEREMONY.

The Director of Education did well this month to inaugurate the new training system by such a gathering as that which took place in the Protestant Hall, on Saturday, the 2nd February.

The Minister of Public Instruction (of whom we see too little at educational functions) presided. On the platform was a large gathering, the Director, the new Principal, the Chief Inspector, the late acting Principal, and his deputy, several professors of the Sydney University, most of the inspectorial staff, the college staff, representatives of most of the leading secondary schools, and other leading citizens, including ex-Minister Perry, the warmth of whose reception showed his popularity among the teachers of the State. The body of the hall and gallery were packed with hundreds of students, ex-students, teachers, and their friends.

Such a gathering in which, as the principal said, the endeavour is made to realise by outward symbols, the spiritual unity of the institution, as well as its relation to kindred institutions, and to the social life of the community which it serves, is one fraught with significance. In a year or two the Town Hall should be needed to hold the people anxious to be present. We agree, too, with Mr. Mackie's suggestion, that each year some leader in the world of thought should address the students and their friends at this commemoration.

In introducing Mr. Mackie, the chairman said it was now recognised that teaching was a profession, and that, as in any other profession, those who devoted themselves to it should be free from the anxieties consequent upon study to enable them to discharge their duties faithfully and well to those placed under their charge (Applause). If anything were going to solve the problems of the future, the only solvent that could be thoroughly trusted was the education of the people.

In 1903 there were 103 students in the training college. In 1904 the number was 85, in 1905 95, in 1906 188, and in 1907 300 (Applause). The increase was significant, and was found to create results. They were limiting the number to 300, as they had not accommodation for more. It was regrettable that they had not a building more suitable, but as far as money could make it available they proposed to erect one in the grounds of the University, which would be ample for the requirements, and would enable the students to get into touch with the University. The mingling of the teachers with the men and women of the University should have a great influence on the public life of the State. He thanked the University authorities for the interest they manifested in the teaching profession, for he felt more and more every day that the University was coming right down into the lives of the people. The college was available for primary and secondary teachers of other schools as well as those of the Public Instruction Department.

Mr. Mackie had an enthusiastic reception. After expressing his appreciation of the kindness of the visitors in attending the gathering, Mr. Mackie addressed the students particularly, and said the subjects he wished to discuss were what were the aims they hoped to realise in the college activities, and particularly what were the aims and means of study? It was of importance for the student at the outset to get the right sort of attitude towards college study and college life. As students of a professional college, their work had a twofold aspect—it was a means towards professional equipment as well as towards culture. The change of name from "pupil" or "pupil teacher" to "student" pointed to a change of outlook upon, and of attitude towards, both life and work. During the college period of life the groundwork of a new set of habits of thought and of conduct was laid down. They were of a more general character than those in which they were trained at school. Again, the training was no longer in the hands of parent and teacher. The conduct of their intellectual and moral life had passed almost entirely into their own hands, and while that brought a new freedom it brought likewise a new responsibility. It was especially important for them to become independent in thought and in conduct—to learn how to conduct intelligently and successfully the affairs of life.

In the past the training colleges had too frequently inculcated the school attitude towards learning, and had aimed merely at preparing the student to pass certain external examinations. Such an aim had tended to en-

courage the getting up of text books, and had frequently led to what is known as cramming. It was calculated to hinder that independence of mind and intelligent apprehension which he regarded as the characteristic product of a college training. The method he was advocating would make the work in some ways harder—(groans and laughter)—but he hoped more stimulating, and a more suitable preparation for after life. (Applause.) The man who could accumulate rapidly a mass of facts or reasoning for examination purposes was not generally the man who could best deal intelligently with a difficult or unusual situation. The understanding should be cultivated rather than the memory. The knowledge acquired should become an integral part of the student through first-hand observation, criticism, and reflection. It would then be organised or scientific knowledge, and the independence of mind its possession implied was essential to those who would teach with freedom and effect. The material aims of the college work required a grasp of the fundamentals of the science of education, and of its cognate sciences, but professional competence was equally necessary with theoretical knowledge, and that could only be acquired in the schools where the students would be required to work out problems of teaching and management. A third aim was that of advancing the students' general culture, which was important, because they were now beginning to frame for themselves a meaning of the theory and purpose of life. The great instruments of culture were literature and philosophy. The college provided for a wide reading of English literature, and he hoped that many of the students would take up the study of philosophy when they went to the University. (Applause.) Lectures, private reading, exercises, and discussions were the chief means of study. In the past the lecture had bulked much too largely as a teaching instrument. (Applause.) In the natural sciences it was now supplemented by laboratory work under direction, and something analogous was required in conjunction with lectures in the literary, mathematical, historical, and philosophical subjects. Hence, the college library was as important as the college laboratory, and small groups under the lecturers' direction would be formed for the reading and discussion of definite problems. (Applause.) Only by some such means could the independence of mind he had so often referred to be cultivated.

Too often in the past both colleges and schools had been out of touch with the real life and local interests. They had not given the sort of training the community required. In particular there was a tendency to forget that books were not the only instruments of mental culture and training. In rural districts it had resulted that school life had been something apart from the life of nature and the community. The intellect could be trained through the handbook and nature study as well as through books and memory drill. Country children should have facilities equal to town children in the way of cultured and liberal-minded teachers, carrying through a stimulating and interesting course of work. For this purpose, nature and literature, together with singing and practical work, were the main interests. Converse with fellow-students was a third educational factor of the utmost importance in college life. That brought him to a consideration of the social and corporate life of the college. Intellectually, ethically, and socially there was the greatest necessity to provide for intercourse among the members of the college. There were various societies and clubs which he hoped to find instituted among the students, in order that the benefits of intercourse might be secured. In particular, it would be advisable, he thought, to organise a representative council of students, charged with the management of college societies, and with the other interests of the student bodies. (Applause.) If the right aims were kept in view, there would gradually grow up a college tradition, which would be powerful in influencing future generations of students. The college was now in its plastic and formative stage. Therefore, he asked co-operation in fixing such traditions of sound scholarship, good fellowship, loyalty, and keenness in sport, as might be worthy of the institution of their profession, and of the State. (Applause.)

Professor David, in a happily worded speech, emphasised the manly qualities of the new Principal, as evidenced in their recent trip to Kosciusko.

Mr. J. Perry, M.L.A., ex-Minister, made some remarks about the regrading scheme, which drew hearty applause from the audience.

After the presentation of the Jones' Memorial medals to Miss J. McDougall and Mr. L. Shortland, Miss P. Wooster and Mr. A. Frazer, by the chairman, the students called for Mr. Maclardy, the acting Principal of last year, but no address was forthcoming from him, and they had to content themselves by supplementing three cheers for the new Principal, with three others for their old chief.

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