

Sydney Training College.

This year there are nearly 190 students, men and women, in the Sydney Training College. The office of Principal has not been permanently filled, but applications have been received for the position from Great Britain, America, and the Australian States. The Principal will not probably enter upon his duties until next year, and until he does so, things will naturally to a great extent be hanging fire. But meanwhile efforts are being made to bring the College somewhat into line with modern conceptions of the nature and scope of the work of a Training College.

The students are divided into four sections, and are doing academic work in Latin, French, English, History, Mathematics, Nature Study, and Art. The men students (the College is co-educational) take Science at the Technical College, and Manual Training (woodwork) at Fort Street. Lectures in Psychology, History of Education, and Educational Method supply the theoretical side of the students' professional training.

Perhaps some account of the practical training in teaching will be welcome. This side of the work of the Training College is being stressed more than hitherto. The whole of the Blackfrairs Superior Public School has been converted into the Practice School under one head. In it kindergarten, sub-primary, and primary work is being carried out. Each week thirty-six students go into the Practical School for practical training. Two (a man and a woman) are attached to each class for a week. Each class is in charge of a critic teacher, who does the bulk of the teaching of the class and directs the work of the students attached to the class. Very full weekly programmes of work are made out by the class teachers, and a copy is taken of this by the students before they begin their week's attendance in the Practice School. This enables them to become familiar with their class and its work without delay. Each student gives one lesson daily, which is carefully prepared beforehand. During the rest of the day he observes the handling of the class by the critic teacher, and takes notes of the methods, &c., adopted. Points are discussed as they arise, with the object of making the student think and realise the principles which underlie the teaching. At the end of the week, the students summarise their impressions of the week's experience in the Practice School.

Four afternoons are devoted to criticism lessons, *i.e.*, one to each section. Criticism lessons are given by two students to the class they have been with for a week. These lessons are an integral part of the week's work for the class, and not an interruption of it. They are given in the presence of the students of the section, of the critic teacher, and of the principals of the Practice School and College. A strong endeavour is made to make the criticisms helpful and suggestive.

The present-year students do not look upon the Practice School work as such work was wont to be regarded by students a few years back. It was the custom then to look upon the week in the Practice School as an impertinent interference with the student's proper work of academic study, even at the best, and at the worst it was a nightmare struggle with an unmanageable class. The spirit of the new education has altered all that, and the students, almost without exception, regard practical training in teaching as the most important part of their work in the College.

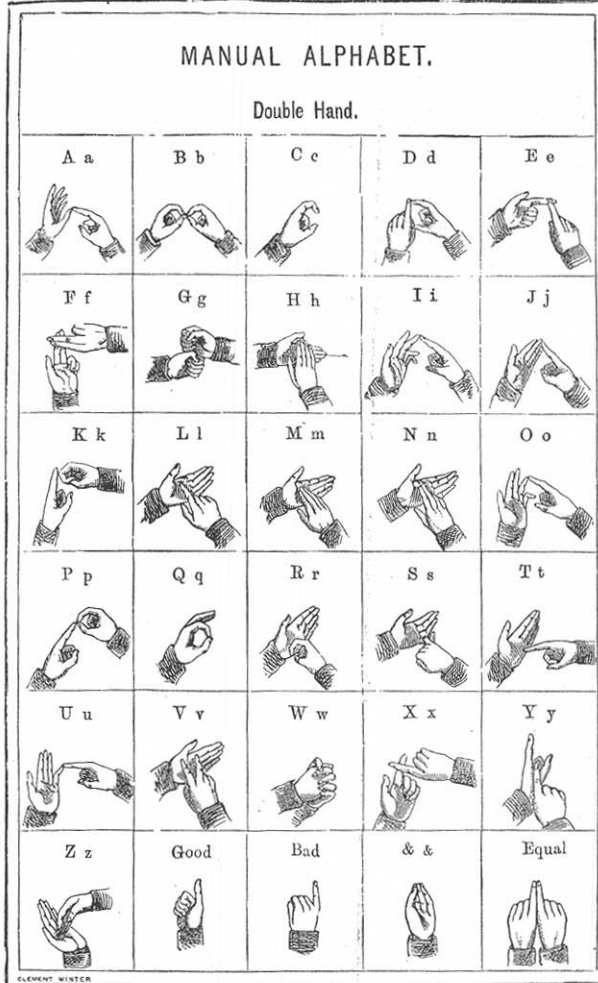
In the Practice School the teaching does not aim at showiness, but at common-sense soundness. It is an attempt to teach from the point of view that character is the great aim of education; that intelligence is more

than information; and that the teacher should aim at no less than the preparation of his pupils for complete living.

The greatest interest is being shown by the students in the kindergarten. Believing that kindergarten contains the germs of all sound teaching, the Principal has put men and women alike into the kindergarten room, and one of the happiest auguries for the future is the vim with which the young men have gone into kindergarten games and

occupations, and the very great skill they have shown in handling the toddlers. After spending a day in the Practice School, a visitor recently said, "I was most of all impressed by the way the students entered into the kindergarten work."

We have been promised some notes of work in the Practice School from month to month. These should prove of interest and service to some of our readers who feel their isolation in matters educational.



Owing to the many applications for printed copies of the "Manual Alphabet," we have been asked by the Department of Public Instruction to publish the above.

A Primer of French Phonetics

By Prof. EDW. PÉRIER.

The Department of Public Instruction has adopted this work as a text-book for the lectures given by its author to the students of the Training Colleges and Superior Public Schools.

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