

*General Outline of Training College Course.*—The students' work at the Training College may be classified under three heads—(1) practice in teaching, (2) instruction in professional subjects, and (3) University studies. These three departments are carried on side by side throughout the whole course. Daily practice in the school, instruction in one or other of the arts which bear closely upon the teacher's professional work, and attendance at University lectures are all carried on concurrently. It will thus be seen that the plan of work requires careful organization in order that an undue strain may not be put upon the students. The aim has been so to arrange the work that at least two hours of every day are free for study—that is to say, that the actual work at the Training College will occupy not more than three hours per day. The University work undertaken by the majority of the students requires on the average not more than two hours per day in attendance at lectures.

*Practice in Teaching.*—The question of providing adequate and constant practice in teaching for all students in training is one of vital importance in the working of a training college. In addition to instruction in theory and in the principles of method, students must have that daily contact with the class-room which is essential to the attainment of the highest and best results. The student must practise, must have responsibility in practice, and must follow with interest and take part in the preparation for the routine of the school day. Can this need be met by a practising school with an average of 450 scholars? Can the time-table of such a school be so arranged that on the one hand the education of the scholars, and on the other the training of the student, will alike be adequately met? It is on the assumption that such can be done that we are at present working; and, though it is perhaps too early to give a decided opinion on the matter, I am inclined to think, in the light of the experience of the past year and of previous experience and observation of training-college organization, that when all the circumstances are taken into consideration a school organized and staffed as provided in the regulations is of all suggested arrangements that most suitable for the practising department of a training college. The children are under the supervision of capable and efficient teachers; their interests are always prominent; teacher and student together are responsible for their progress; the progress of the student in his training is gauged in a measure by his success in promoting the progress and development of the pupils intrusted to him. The teacher in each class is the exponent of method for that class. He is supposed to be thoroughly proficient in its management, and able to direct the student and supervise all his work. Each class-teacher is responsible for the practice of at least five students, and each of the five has at least one hour's teaching per day. He takes charge of a section of the class or of the whole of the class under the immediate supervision of the class-teacher; or a section of the class—always the same section—in one of the drafting-rooms. Drafting-room practice and class-room practice are held on alternate days. Regular weekly preparation for the class-room work takes place. Each class-teacher meets his five students for an hour on Friday, and under his supervision the scheme of class-work for the following week is worked out. In this way each student in the class-room knows not only what the work for his own hour is, but also that for every other hour in the day. In a very real sense he, as well as the teacher, is made to feel responsibility for the progress of the pupils in the class-room. The scheme of practice outlined above is that for the first-year students. With some modifications it holds good for second-year students also. The latter receive if anything more practice; but the same control idea of responsibility and preparation for the actual work of the class-room governs all—daily practice and daily preparation for it. Practice takes precedence over all lectures in the College, save those in method.

*Special Lessons.*—In addition to the ordinary practice in the class-room, each student gives during the year, in the presence of some or all of his fellows, several special lessons—one special lesson usually on each subject. These are supervised either by the Principal or by one of the staff, or by both. Such lessons serve at once to bring out the best effort of the student, and also to give to other students an opportunity of measuring the weak and strong points of a lesson. Of course, the real progress of the student is made, and probably, too, his best work is done, when he is unobserved; but, still, special lessons have a value all their own in bringing out prominently to the students as a whole the essential features of methods under discussion.

In addition to practice, students spend a portion of their time in observing methods. When the University is out of session the time devoted to observational work by each student is five hours a week; during the session it is reduced to two hours per week.

First-year students take their practice in classes S1 to S6. Second-year students are allotted to the infant-room, to the model country school, and to the secondary department. Students who have had no previous experience as a rule begin their course in Standards I, II, or III. First-year students who have been pupil-teachers are allotted, if possible, to Standards IV, V, and VI. The course of practice in the infant department is taken up by the majority of students, and extends over a period of at least twelve weeks. A similar length of time is spent in the secondary department and in the model country school. While it is to be desired that the majority of students should obtain an insight into the working of every department in the school, it will be our duty to meet the requirements of individual students and give special opportunities to those who have particular aptitude for infant work, and also to those whose professional career will in the main be undertaken in secondary schools.

A department of the Practising School of special interest to country schools where the staff is a master and mistress is the P. to S2 Department. In this room an effort is being made to organize the work of these classes on modern lines, and to show how the more recent developments in infant-school practice may be carried out when a teacher single-handed is required to teach four or five classes.

*Instruction in Professional Subjects.*—The instruction given at the Training College in professional subjects included courses in methods of teaching, principles of the kindergarten,