

These "observations" should be submitted to the Principal for consideration during the "criticism hour," who will find ample material in the notes made, and in the discussion of the more theoretical part of the course, such as "management, discipline, organization, etc., to occupy all the time at his disposal.

SECOND SECTION OF TERM—THREE WEEKS.

Observation and Class Teaching.—During this section of the term one-half of each day should be spent by the students in the Model School room:—

1. In observing class teaching by the Principal.
2. In class teaching before the Principal and their fellow students.
3. In criticisms. During the "criticism hour" the students should be required individually to read their notes with reasons, and all should be encouraged to express their opinions freely, the Principal directing the discussion and closing the criticisms.

During the second half of the day the students should be engaged in observing teaching in the different rooms and in taking notes. In order to secure uniformity and definiteness, the following form is recommended:—

Report of lesson on
Taught by

The faults most worthy of notice were:—

1. Your position
2. The plan of lesson
3. Your management
4. Your Language was
for instance
5. In energy you
6. Your mode of questioning was
for instance

Besides the above, other matters worthy of criticism should be reported.

Date..... *Assistant Teacher*.....

The assistant teacher should make entries on the form during the progress of the lesson, and at the close hand it to the student teacher, who should hold himself ready to be criticised on the points noted, by the Principal, whenever necessary. The marks assigned by the assistant teacher for the lesson should be given immediately after the lesson is concluded, and may be communicated to the student teacher, at the option of the Principal. All lessons should be assigned to the student teachers by the Principal, on consultation with the assistants in whose rooms the lessons are to be taught, and a record kept of each lesson in the Training Register, so as fairly to afford equal practice in every subject in the Public School curriculum.

THIRD SECTION OF TERM—SEVEN WEEKS.

I. Teaching by Students in the Divisions.—The student teacher having already seen the Principal teach a number of subjects; having taught the subjects himself under the direction and criticism of the Principal; having observed how classes are taught by the assistant teachers; and having some idea of the "matter" and "method" of a lesson, should now be able to take charge of a class in the subjects already illustrated. As preliminary to this step, the lesson to be taught should be assigned the previous day, and thoroughly prepared. The assistant teacher, with whose class the student is entrusted, should leave him as much as possible to his own resources, and should take notes for subsequent entry in the Training Register. Assistant teachers should not be reticent in reporting criticism, particularly if the work has been badly done. The criticism should be *thorough, definite, just and kind.*

II. Number of Lessons to be taught by Students.—It is desirable that not less than thirty lessons shall be taught by each student. By the course suggested, at least seven weeks will be available for teaching in the different divisions. Taking twenty students as the average number in a Model School, and allowing one half-hour lesson per day to each student, we have ten hours per day for teaching by the student. Taking four divisions as the number used for Model School purposes, with a senior and junior section in each division, we have eight classes for ten hours of teaching, or an average of one hour and a quarter for each class during each day for seven weeks. When the number of students exceeds twenty, more than four divisions should be used if possible. The students should be properly distributed among the different rooms, and while one teaches, the others will observe and take notes. Lessons by students should not immediately follow each other. It is also strongly recommended that the students assigned to a division should remain a week in one room. By this means the corrections made by the assistant teachers will be more effective, the students and the pupils will become better acquainted, there will be less change, and consequently the regular work of the division will be less disturbed.

FOURTH SECTION OF TERM—ONE WEEK.

Review and Examination.—Students should not be required to do any school work during this week, but should be allowed to review the work of the term.

LECTURE I.

Characteristics of a Good Teacher.

I. Mental Characteristics.

1. Professional spirit.—2. Sympathy.—3. Tact.—4. Earnestness.—5. Energy (not demonstrative).—6. Enthusiasm.—7. Hopefulness.—8. Patience.—9. Watchfulness.—10. Definiteness.—11. Thoroughness.

II. Characteristics of Manner.

1. Quietness.—2. Cheerfulness.—3. Calmness.—4. Self-possession.—5. Uniformity of temper.—6. Politeness.—7. Kindness.

III. Habits.

1. Speaking in a low tone.—2. Orderliness.—3. Punctuality.—4. Cleanliness.—5. Neatness.

LECTURE II.

Primary Reading.

- I. There are two steps in learning to read well:—

- (a) Word recognition.
- (b) Expressive reading.

II. Methods of teaching reading.

1. Expressive reading can only be taught to junior pupils by giving them good examples for imitation. It should be taught to senior pupils by giving them proper rules for pausing, emphasis, inflection, etc.

2. Word recognition may be taught by either of the following methods:

- (a) The alphabetic, or naming method.
- (b) The word, or "Look and Say" method.
- (c) The phonetic method.
- (d) The phonic method.

3. The alphabetic method has been generally discarded, because in most cases the names of the letters in a word are in no sense suggestive of the sound of the word itself. The only plea urged for its use is that it teaches spelling, by compelling pupils to spell words

With sufficient encouragement from our friends among the teachers we are ready to issue the Journal as a weekly. Help.