

more than that proper amount fatigues and weakens just as surely in one case as in the other. Here again, in the Model School, instruction is given in regard to physical education. Students are taught that man possesses a brain and nervous system, being part of his physical organization, and that it is useless to expect those to act vigorously except when they are kept in a healthy state. They are taught the effect bad air has upon the brain and nervous system, leading them to deduce the necessity of a good system of ventilation. They are taught a good system of admitting light to the school-room so that they may be in a position to give advice in this direction if trustees should require it of them. They are also taught the necessity of exercise and recreation and their duty in making provision for them.

Again, there are some who do not know what they are best fitted for, who have thought of teaching without seriously considering whether or not they are adapted for it. While I believe firmly that the Model Schools can do much to develop what talent for teaching the student may possess, I do not believe that it can implant that talent. If a student does not possess some tact for teaching, he had better try digging, or some other honourable occupation, 'if to beg he is ashamed.' Now, I believe that God made nothing in vain, and that He has a place for every man to fill, but I do not believe that every man's place is that of a teacher. There are other positions where he may be an ornament if he can only find that suited to his capacities. Here, then, the Model School has its work. According to the regulations, "No candidate who . . . is devoid of aptitude for teaching . . . should receive a certificate." It is their duty to reject those who do not display this aptitude.

But I must pass rapidly over these

and give a few hints as to their better working and greater efficiency.

First.—There are subjects on the programme which should not be taken up in the Model School. They have quite enough to do when confined entirely to Normal work without taking any literary subjects as at present. Is there any reason, for instance, why mental arithmetic, reading and elocution should be taught, that would not apply to the teaching of any other subjects? If, then, there exists no reason for teaching, say geography and grammar, then certainly there exists no reason for teaching these subjects. It is felt by many trustees of Model Schools (let it be understood that I am, not now speaking of my own trustees) that the principal requires to spend too much of his time with the student teachers. Why, then, not drop those subjects and have them taught in the High Schools, where (without, I think, detracting in the least from the merits of the Model Schools) they could be better taught?

Second.—Model Schools are not at all compensated for the work they do. The Government grants \$100 a year and the County is expected to grant at least a \$100 a year in addition. This, in many counties, goes to pay the principal and the teachers for their extra work in the school. Where, then, is the compensation to the trustees, who are required to furnish an extra room and keep teachers of a certain class, besides having their schools taught to quite an extent by inexperienced teachers, whose work at first, I suppose, will be like that of any other "prentice hand" a great deal of it requiring to be done again before being well done. I am satisfied that our County Councils do not consider the benefits their counties at large are reaping from having a much superior class of teachers taking charge of their schools or they would not think of granting less than three or four hun-