

charge of a new school is difficult enough. What then must it be to a young person wholly inexperienced in that kind of work? Only those who have passed through the bitter ordeal can give the answer. And what must be the result to the pupils? Loss of time, the formation of careless and idle habits, laxity of discipline, and in many instances disregard of properly constituted authority.

I trust I have said enough to show that our efforts to secure a proper course of professional training should not be relaxed. In England, I have said, a pupil teacher has a four years' course. He begins at the age of fourteen as an apprentice in a school under a certificated master, and carries on his professional and non-professional work together. His improvement in general and professional knowledge is tested by frequent examinations, the questions for which are prepared under the authority of the Education Department. At the end of his time as a pupil-teacher he passes an examination for entrance to a training college, where he has a two years' professional course, after which, if he has made fair use of his opportunities and shown reasonable aptitude, he is supposed to be completely fitted to undertake the duties of a teacher. I do not think it possible for us to have a plan like this in Ontario; nor, if it were possible, do I think it would be in all points desirable. We have a decided advantage in getting students who have finished most of their non-professional work before their professional training begins. They are thus enabled to learn in a shorter time their professional work. A two years' course in connection with a Model School should be ample for that. I fear, however, that the meagre salaries paid to teachers, and the present state of opinion in the country, would not justify so long a course

of Model School training. It might, then, for the present, be limited to one year. The first part of that year should be spent in the Model School doing work of a similar character to that at present, but less in quantity. After a short Model School term, the students should be distributed under the inspector's direction among the various schools of the district in which the Model School is situated. The Inspector would, of course, assign the students to those schools where they could best learn to teach.

In these schools, under the eye of competent masters and mistresses, students would LEARN TO TEACH, as they can only learn *by teaching*. And they would do so under the most favourable circumstances, having in each case a responsible person, and one who is interested in the work, to guide and assist them, and observe what they do with a friendly, though critical, eye. The work should be made as easy as possible for the student at first, for I believe with John Stuart Mill that "it holds universally true, that the only mode of learning to do anything is actually doing something of the same kind under easier circumstances." The inspector should have the power to move the students from one school to another at the end of a certain time, if he thought the varied experience would benefit them. That they should not lose sight of the science while they are learning the art of teaching, they should assemble, say once a month, at the Model School, to review their work and receive lectures on the subjects prescribed for their course. I have already spoken of the excessive amount of work thrown upon the Principal of the Model School. This he should be relieved of, so far, at least, as the lectures on education are concerned. These should be assigned to the inspector, whose wider experience in the district renders him better able to