

Model Schools elicited considerable discussion. Perhaps no subject on the programme called forth more thoughtful remarks, or awakened a keener interest. All present seemed to be alive to the importance of making these schools as efficient as possible. The great problem to be solved is, "How shall we provide the necessary number of properly trained teachers to take charge of our public schools?" Evidently our two Normal Schools are unable, under their present management, to do this, even with the facilities they already possess, and it therefore remains for some other scheme to be devised. To establish additional Normal Schools at the present time would be unwise, since the expense of maintaining them would be a serious item in our annual disbursements for educational purposes; and it has yet to be shewn that those already established are producing results which the country, owing to the large annual expenditure they entail, has a right to expect from them.

Certainly if we may place any reliance on the complaints of students attending one of them, the training for their life's work that goes on there is little better than a delusion and a snare. Hence up to the present time no better plan for training teachers has been devised than the system of County Model Schools. So far as our present information goes these institutions are doing a useful work, and are worthy of greater public recognition than they have yet received. But they are yet in their infancy. In the process of their growth, as public opinion ripens in their favour, it may be considered advisable to group a number of counties into districts for Model School purposes; and keep these schools open as training institutions the whole year. Should such a plan as this be determined on the present County Boards might be dispensed with altogether, and their functions as an examining board be performed by the Inspectors of the Model School district, who might receive the questions on most of the subjects they had to examine upon, from the Central Board of Examiners. Whatever may be the outcome of the present discussions, it is earnestly to

be hoped that no retrograde movement will be made, but that an advance all along the line will be the order of the day. It is becoming more apparent every day that trustees are beginning to feel that trained teachers are far superior to raw recruits, although these may have the necessary literary attainments. The certainty of knowing how to do the work, and being able to do it in a workmanlike manner, is now fully considered an essential requisite in the qualifications demanded for teaching in our public schools, and we trust that this will be encouraged, whether by training in the Model Schools or by any other means effectual in imparting it.

DEPUTATION ON MODEL SCHOOLS.

A DEPUTATION, consisting of Professor Young, G. W. Ross, R. Alexander, J. H. Smith, J. Dearness, and E. Scarlett, waited upon the Minister of Education on Thursday, 12th August, immediately after the discussion on Mr. Dearness' paper in the Teacher's Convention, to lay before him the resolutions adopted in connection with Model Schools. These resolutions affirmed, (1) that Head Masters of these schools should be holders of first class certificates; (2) that the legislative grant should be not less than \$200, and that County Councils should be required to provide an equivalent sum, either by making a grant for the purpose or by imposing a fee on each pupil-teacher of not more than \$10; (3) that the Model School term should be extended to three months; (4) that an assistant should be appointed during the Model School term, to enable the head master to devote more attention to the pupil-teachers; (5) that these masters should be required to carefully supervise the methods of teaching pursued by the students, and award the marks given them while in attendance; (6) that not more than five pupil-teachers for each room used for Model School purposes should be admitted at one time; (7) that an extra room for Model School purposes should be deemed indispensable in any