

solemn duty to the Public school, which in reality means the teachers. It is of the greatest importance that we have the very best teachers that can be secured. I feel, Sir, that the future welfare of our nation is largely poised on the shoulders of our teachers. The aim is commendable, but will the manner of the government's procedure accomplish that aim. It was that aim, no doubt, that led the government to make changes in the system of preparing teachers. If the press reports can be credited they are taking great credit for, and pride in, having totally "upset" the system in existence at their accession to power.

#### The Dual System of Training Abolished.

Under the former government a Dual System of training for teachers had developed—a combined system of Model and Normal school training, with an interval of several years' practice in teaching under the supervision and guidance of an inspector, generally a man of wide experience in Public school work. The Model school part of the system has been abolished by the present government on account of the so-called "inefficiency" of that part of the system. It was urged:

(1) That the term was too short to give the students sufficient practical training to enable them to cope successfully with the difficulties of the school room.

(2) That the local examining boards were too lenient, it having become customary with many to allow every student to pass.

Now, let us examine the remedy the government has applied to overcome these supposed difficulties of the combined Model and Normal school system of the late government. The Model schools have been abolished and a straight Normal school system has been instituted. Three new Normal schools have been added to the three which already existed and a fourth is in course of preparation at North Bay. At these Normal schools students are to receive one year's training to take the place of

the training of one year and a half under the combined Model and Normal school system, which really shows a balance of one-half year's training in favor of the late system. But this is not all. Under the old regime the training was entirely along professional lines, whilst the Normal schools under the present administration are devoting a good share (it is said fully half) of their one year term to the academic training which was formerly the work of the High schools and Collegiate Institutes. Thus it appears the so-called Second class teacher under the new system receives really no more professional training than a Third class teacher did under the former system. Moreover, the academic training is more expensive in the present Normal schools than it was in our High schools and Collegiate Institutes, which have been especially equipped to do this work and have done it most efficiently. The efficiency of our High schools has never been questioned. In fact, it has been the boast of the Education Department and I believe justly so. Here then the question arises, why should this additional expense be incurred to give an academic training in Normal schools, which experience has proven can be given just as efficiently in our High schools and Collegiate Institutes?

I maintain, Sir, that the late system did and could supply our province with better trained teachers than will the present one. Under the combined Model and Normal school system of the late government the young teacher received his first half year's practical training under a Model school master, who generally was a man trained thoroughly in Public school work, in close contact with it, and usually of considerable experience, who, because of the limited number of students in his class, could exercise a personal supervision which is utterly impossible in the present Normal schools with their 200 pupils and over. In a short term the Model school master was able to instil into a small class as much of the principles of teaching as the members were capable of assimilating at that

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