

There can be no uniformity in marking, for the Model School master cannot in any efficient way have those 750 lessons under his eye during the six weeks in which they must be taught. Ten lessons taught before a live headmaster, and criticised by him before the teachers in training, would have better results than fifty lessons taught under present Model School conditions. Further, the town schools with which our Model Schools are connected are all graded schools. Experience in a graded is comparatively of very little value to a teacher whose work is to be in an ungraded school.

Surely the kind of training he is to receive should be along the line of his future work, at least as nearly as possible. But here a question would seem to be in order, is the purpose of the Model School to ground the teachers in training in theory and methods with sufficient practice to exemplify the theory? Or is it to enable them to serve an apprenticeship in the profession, so that when they enter upon their work in school, they shall be prepared at once to do journeyman not apprentice work?

The regulations appear to have both these ends in view. If that be so, then I submit that the present Model School term is by far too short for the purpose. A six weeks' apprenticeship is unreasonably short. If the former, viz., exemplifying right theory and methods, then I say that teaching 30 lessons under the ordinary Model School conditions is a waste of most valuable time.

Every Model School should have a separate building for its sole use, fitted up with all necessary appliances for exemplifying fully the work of the School.

The pupils taught should be drafted from the different departments of the Public School. A class of thirty brought from three different departments should form the class for the day. This would form three classes of ten each.

The teacher in training while teaching one class of ten should be required to assign work to the other two classes, and see that they are kept at work while he is teaching his own lesson. He will thus get experience in such work as he shall have in a country or village school. Possibly this method is adopted in some of the Model Schools, but it does not appear to be general, nor is it seemingly contemplated by the regulations.

The lessons would thus all be taught in the presence of the Model School master, and would be criticised by him in the presence of all the teachers in training. They should also be required to criticise the work done. To give experience in graded work the thirty pupils could be taught as one class.

In order to give exactness to processes of reasoning, and exactness of statement, the Model School students should be formed into a class and one of their number should be appointed each day to teach some subject, with the understanding that each student should be on the alert to detect flaws in the method of presenting the subject, and point out