

is turnishing experience for the whole county with no adequate return.

What the Minister of Education wants—what the country needs and must have, is the Model Schools on such a basis as shall give the maximum benefit to the teachers in training, and the minimum injury to the Public School in connection with which the students are professionally trained. They have been tested sufficiently to warrant a very decided advance in their management.

Our Public School has certainly been injured by its connection with the Model School. So strongly has the Board felt that to be the case, that more than once it has been on the point of asking the Minister to remove the Model School altogether. In the Trustee Association the belief is also quite general that injury is done to the Public School. In looking over the Reports of the Minister I find:—

I. As to the Model School Master.

- a. Sometimes a Model School Master is engaged for the Model School term, at least practically that is so.
- b. Sometimes a substitute is engaged to take the head master's place while he is engaged with the Model School Students.
- c. In some cases the Model School Master has only supervisory work in his school, so that he can still attend to that while engaged in Model School work.

Evidently this last position is the only reasonable one of the three in the management of a Model School.

To put in a substitute either for Model School work or for Public School work is not to be tolerated for any length of time. The certificates of the masters vary as greatly as the modes of management. From II. Class through all the grades to M.A., they seem to run.

II. As to the mode of conducting the work of training, there is doubtless diversity, and each teacher will show his originality and ingenuity in carrying out his work. At present the term lasts a little over three months. The first few weeks are taken up with theoretical work, then six or eight weeks are given up to teaching the 30 lessons required by the department. If the teachers in training are let loose on the school, 25 students teaching 30 lessons each cannot but cause a most serious disturbance in the regular work of the school. Our uniform experience has been that the work of the last half of the year has not been satisfactory.

I know the term is shorter than that of first half year, I know it is urged that teachers in training are put on their mettle to do their best, and that the regular teachers are stimulated by their presence. The influence and the results must be good. We are not so much concerned with what ought to be, but with what actually is, and our experience is uniform that the school work is hindered.

Then is this the best thing for the Model School students? In a large school of say 24 teachers, a number will be of the lower grade of certificate. Of what special benefit will their criticism be, or what confidence can be placed in their marking of the teacher in training?