

the Model School. It is the fault of the scanty training the system, as established, provides for them. It will be interesting to examine this matter of Model School training more closely. When a candidate has secured a non-professional certificate, of the second or third class, he enters a Model School, not for a three years' course of professional training as was recommended by the resolution above quoted, but for a three *months'* course. During that brief time the Principal of the Model School delivers to the student, in training, three courses of lectures—twenty-eight on education, ten on school law, and eighteen on hygiene—or fifty-six lectures in all. In addition to these the student receives lessons in music, drawing, and drill or calisthenics; he is also expected to review his non-professional work in composition, grammar, arithmetic and literature. In addition to all this, the most important part of his three months' course, that of learning to teach, has to be sandwiched in. He gives an average of thirty lessons to the pupils of the school, under the supervision of the Principal or his assistants. As the last seven weeks of the course are prescribed for this work, he must give at least four lessons a week, and since he is expected to make a thorough preparation for each lesson beforehand, he must surely find that the work of preparing for his non-professional certificate was small compared to the enormous amount required of him during his short Model School term. The only person whose labor can compare with his own, is that of the Principal. With these facts before us it is vain to think that cram ends with the non-professional course. It must be as rife in the Model School as it was in the High School. The students in training, however, have this crumb of comfort that there is much more certainty about their success, for while over fifty per cent. of those who write for the non-professional certificates fail, not more than six per cent. of the students in training, who write for third-class professional certificates are rejected. At the end of this hurried thirteen weeks' course, ninety-four per cent. of our students in training, stand forth as full fledged teachers, empowered by their certificates to take charge of any Public School in the country. In fact the Model School is supposed to do as much in thirteen weeks for them, as is done for pupil teachers in England, by a four years' course of training. While with us, a medical student has to go through a four years' course to minister to the wants of the body, and a theological student has to go through a similar course to minister to our spiritual wants, a student in training at our Model Schools is expected to acquire the knowledge and skill necessary to develop the mind and character of the young in thirteen weeks. The rudest of handicrafts requires a longer apprenticeship than this. It would need more time to learn to handle a spade, to wield a hammer or trowel, or to run a sewing machine. The time is not long enough for a student to learn, I will not say to present a subject before a class, but to present *himself* before one. Can we wonder that there are complaints among inspectors about the crude nature of the work done by these young people when they are put in charge of schools. Of course at first their efforts must be, to a large extent empirical in the most delicate and responsible task that can be entrusted to any human being—that of developing the lineaments of the divine image that we are all made in. To make matters worse, these third-class teachers receive their so-called professional training in graded schools, and when they go to teach, in at least three cases out of four, they are placed in charge of ungraded schools, where they have classes from the alphabet to the Fourth Book. To a teacher experienced in the work of an ungraded school, the task of taking 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, laziness 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. He 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, the students would LEARN TO TEACH, as they can only learn *by teaching*. And they would do so under the most favorable 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 did 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 deal with the subject practically, in regard to such matters as school organization, school management, methods of discipline, and methods of teaching. As most of the students in training when they enter the Model School, have reached an age at which in many other occupations, they would be bread-winners, I think that some remuneration should be given to them during the time they are acting as assistants in the schools of the district. Pupil teachers in England are paid from the time they begin their apprenticeship. In London, for instance, boys receive salaries ranging from one dollar and three quarters a week the first year, to