

of the counties. Mr. D. J. Murphy spoke for West Middlesex, in which Association there were 120 teachers. His reports showed a good state of affairs to exist. Mr. Sinclair, of East Lambton, representing ninety-eight teachers, and Mr. Baird, West Huron, also reported. Mr. Powell, of Bruce, stated among other things that there was a lack of interest among the young teachers. His Association contained eighty teachers. Mr. Chadwick, of Perth, representing from 150 to 200 teachers, stated that the Perth Association had no membership fees. One of the main difficulties was the indifference of many of the teachers to the literature of the profession. He thought there should be some scheme for putting the school journals into the hands of all the teachers. Mr. Payne, of Algoma, began the reading of his report, but as it was long, and had evidently been prepared with great care, the reading of it was postponed to a future occasion. Mr. Fotheringham reported for York that the Association, numbering eighty teachers in attendance, was in a flourishing condition. Mr. F. O. Steele spoke on behalf of the North Simcoe Association of fifty members. Mr. J. H. Smith for Wentworth with 115 members. Mr. McRae for the forty members of the Waterloo Association. Mr. Henstridge for the Frontenac Association of 140 members, and Mr. Clapp for the North Wellington Association of 103 members.

The hearing of reports for other counties was postponed.

The Association then adjourned until two o'clock.

#### WEDNESDAY.

The Convention met again at 2 p.m., the President, Hon. G. W. Ross, in the chair.

A memorial from the Woman's Christian Temperance Union, praying that temperance text-books be introduced in the schools, was referred to a committee.

Mr. G. W. Johnston, Hamilton, read a paper on "How Best to Secure the Permanence and Increase the Efficiency of the County Model Schools." He argued that reading, mental arithmetic, and hygiene should be left to the High Schools, and the proper work of training students how to teach be alone taken up by the Model Schools. He thought the department immediately after the June Literary Examinations, should instruct each student what Model School she or he should attend. It would secure an equal distribution of students at the various Model Schools. The principals should teach classes in the presence of the student-teachers, which they could easily do if relieved of the burden of teaching hygiene, reading, and mental arithmetic. Then students should be practised in teaching under the direction of the princi-

pal. The student-teachers should be taught how to observe teaching for three weeks before being sent out to teach the classes. The syllabus should be so revised as to bear solely upon teaching, or how to teach, and should be divided into twelve portions corresponding with the twelve weeks of the term, the primary essentials being taken up first. Both the Literary and Provincial Examinations should be uniform all over the country. The County Boards ought to be remodelled, so as to consist of only three members—practical teachers, such as the principals of the High Schools and County Model Schools. He made many other suggestions in reference to the grants, examinations, marking, simplification of the training registers, and issuing of permanent third-class certificates.

Dr. Kelly moved a vote of thanks to Mr. Johnston for his suggestive paper. The recommendation to make the Principal of the Model School one of the Examining Board was in opposition to the principle of examinations adopted by the Department. He objected, moreover, to the permanence of third-class certificates. He held that third-class certificate holders should work up to first-class. It would be a retrograde movement to have permanent third-class certificates.

Mr. McBrien favoured the permanent third-class certificates. If a teacher taught successfully for one year, he would teach more effectually the second year. The fact of renewals being granted recognized this principle.

Mr. Chadwick said that students would naturally flock to the best Model Schools and why should the poor schools be kept up at the expense of the good ones. A few effective Model Schools could do all the work of the Province, and there was no necessity to keep up so many as at present.

Mr. Steele hoped that many of the suggestions made would be carried out.

Mr. Powell agreed that it was advisable to relegate the literary course to the High Schools.

Mr. Munroe, Ottawa, thought that the examination papers should be uniform. They might be prepared by the Department.

The motion was carried.

Mr. F. H. Mitchell, Perth, read a paper on the "Status and Values of Third-class Certificates." He called attention to the fact that a large number of the teachers have entered the profession merely as a temporary experiment, with the intention of deserting at the first opportunity. Many were acting irregularly, as he claimed, under permits. He wished to inquire into the causes of this. The high-standard the third-class teachers attained since 1880 showed their ability to