

to the trustees and the County Councils. Encouragement, in the shape of some duty in connection with the Model Schools, should be given to local inspectors to take an interest in them. The grant of \$100 to the Model Schools was, he considered, too small, and might with advantage be increased.

Mr. H. S. Dickinson, of Stratford, thought the County Model Schools might be improved by uniting several counties, say three, for Model School purposes. A person should be appointed to take charge of the schools thus united, each county to devote a certain amount towards their support. He also urged that the regulations relating to the qualifications of Model School teachers be rigidly enforced.

Mr. Miller, Walkerton, advocated that the time of the sessions at Model Schools be lengthened to three months and a half. In regard to efficiency, he said something could be done in regard to making professional ability more important than it was at present. Ability was, he believed, of more importance than mental attainments. A teacher's certificate was too much looked to, and the ability to teach overlooked.

Mr. Archibald Macallum, Hamilton, believed the Model Schools were destined to accomplish a very great and a very useful work. The scheme of amalgamation was a good one, and he hoped it would be carried out. He did not think the difficulty of obtaining head-masters was as great as had been stated. Before their appointment these men had been excellent teachers, and he believed that they were fully equal to the task, except in the particular that it was adding too much to their other work. The time was too short—the session should extend from September till the middle of November. One or two subjects that were now in the professional should be in the non-professional class.

Mr. Smith, Wentworth, said the recent change in the Model Schools was one of the most important which had been made in the Public Schools. If they made the Model School system what it should be, it would be a great boon to the youth of the country. All the faults of the present system should be exposed. His idea was that a rural class should be established at each Model School, so that the teachers could be trained to organize and manage an ordinary county school. The difficulty of teaching subjects was not so great; it was administrative ability that required cultivation. None but the best teachers should be in the Model Schools; not men who held high diplomas, but those who understood child nature and had ability to teach. He suggested that all certificates should be dated from the first of the year, so that they would expire at the same time.

Mr. McFaul, Lindsay, said one of the evils referred to in connection with Model Schools was the failure of their qualified teachers to take charge of ungraded schools. His method was to question pupils as to their mode of classifying pupils and conducting a school. He maintained that there was no difficulty in this, and it could be carried out in all schools. He favored the organization of rural classes at Model Schools, and he was sure this would correct the evil.

Mr. Goggin, Port Hope, said the new Model School system had been tested with success, but at the same time the regulations might be improved. The length of the session should be at least three months for third-class teachers, and half a day should be given by masters to Model School work. He favored a uniform examination. As to ability, he said inefficient members would soon be found out, and good men would get possession of the schools in the end. As to the union of counties, the scheme was a sound one, but he did not think it practicable at present.

Mr. Knight, Lindsay, thought that some improvement could be made in the regulations of Model Schools, but it was of detail rather than in the system. The teaching at Model Schools might be adapted to mixed schools, and it behoved head-masters to do their best, that teachers might be properly trained in this direction. He was in favor of lengthening the time of the session, or even of having the schools open throughout the year, thus making them permanent.

Mr. Dearness, Middlesex, believed the Model School session was rather short, and favored its extension. He had requested three teachers trained at the Model School to resign this year, because they lacked administrative ability.

Mr. J. R. Miller, Goderich, hoped the matter would be referred to a Committee. He was in favor of a uniform examination, with the privilege of allowing each county to fix its own percentage. While the new Model system had worked well, still there was room for improvement.

Dr. Kelly, Brantford, said that additional expense in connection with schools would not find favor with the people. It would tend to retard rather than promote the cause of education. In Brant the Model School had done fair work, and the pupils turned out did well.

On motion of Mr. McIntosh, a Committee, consisting of Messrs. Smith, Goggin, Dearness, McFaul, McQueen, Miller (Huron), Alexander, Dickinson, and the mover, was appointed to consider the question of the professional training of teachers.

The Committee subsequently reported as follows:

(1.) That in the organization and management of County Model Schools special consideration be given to the requirements of rural schools, by occasionally selecting a number of pupils from the different classes and arranging them so as to illustrate the method of conducting an ungraded school.

(2.) That military drill and calisthenics be added to the curriculum.

(3.) That the continuation of thorough inspection of Model Schools is necessary to their efficiency.

(4.) That uniform professional examination papers are desirable.

(5.) That the present regulations respecting the qualification of Head Masters of County Model Schools be carried out in future.

(6.) That Head Masters of County Model Schools be *ex officio* members of the County Board of Examiners, provided that they hold certificates as examiners under the present regulation.

(7.) That the Government grant be increased, and the payment of the municipal grant be made compulsory.

(8.) That it is advisable to lengthen the sessions of County Model Schools.

(9.) That the professional training in a Normal School for the length of time specified in Sec. 1, chap. 3 of the revised regulations should be received by every candidate for a first-class certificate before obtaining such certificate.

(10.) Since the character of the work done in the County Model Schools, and the efficiency with which the inspection of public schools is performed, depend largely upon the thoroughness of the previous training received by inspectors and Model School Masters, it is necessary in the interest of education that the work of professional training carried on in Normal Schools be performed with great thoroughness and efficiency.

The report was adopted by the Convention with the following amendments: In clause 2 the word "military" was struck out and the following added at the close: "The teaching may be done in connection with the ordinary Public School work." The following was added to the 4th clause: "But that County Boards should be allowed to fix the percentage to be obtained by successful candidates."

NON-PROFESSIONAL TRAINING OF TEACHERS.

Mr. George Dickson, B.A., Hamilton, read a paper on this subject. He considered the subject from a variety of standpoints. In his opinion a special training for teachers was needed. Self-made men were sometimes good, but such men possessed genius. The vast majority of self-made men never attained distinction, and seldom reached even a mediocrity of skill, and sometimes they made the tastes and opinion of the public on the subject of popular education corrupt. Hence there was a necessity for special training in academic subjects. As the work of teaching was a direct contribution to the public welfare, the training of teachers ought to be at the public expense to a far greater extent than it was at present. He made the following recommendations as to the subjects for non-professional examinations. For Third Class Teachers, (1) the standard should not be too high; (2) the idea that anyone could teach little children was not sound; (3) therefore School Boards should engage the best teachers. Scholarship was the first requisite of a teacher; but high scholarship should not be confounded with a high degree of communicative ability. The objects of the present system were too closely adhered to by the official programme and prescribed methods; and there was not enough of independent effort on the part of the pupil. Under the head of "Second Class Teachers" he pointed out (1) the beneficial effects likely to result from substituting Latin, French, or German for the Physical Sciences; (2) from extemporary translating, constant practice in English composition, and a comparison of the different idioms. The standard for passing in the classical group was too high; the Latin prose was too severe, and out of all proportion in point of difficulty to the amount of Latin which a candidate for the second class was supposed to have read. The tendency of the present system was to