

sonable progress to that end? Has it devoted itself earnestly to the task of remedying the evils complained of?

It was apparent that to accomplish anything two things must be done: the efficiency of the teachers—particularly of the rural Public schools—must be improved, for without a well-equipped teacher behind the desk little can be hoped for from the pupils, and the numbers of young men and young women prepared to devote themselves to the profession of teaching must be increased, as there was a shortage of teachers which had continued to grow to such an extent that 20 per cent of the teachers of rural Public schools were teaching on permits, because of the lack of properly qualified teachers.

### Normal Schools

Experience has demonstrated that to secure the highest proficiency in teaching a normal training is necessary. It is true that the County Model schools in some instances have done good work, but in many other instances the work has not been satisfactory, and in no case is it up to the work done in the Normal schools. The government decided to discontinue in time with the Model schools, and to provide in their stead four Normal schools, one each in Stratford, Peterboro, Hamilton and North Bay, in addition to the three Normal schools we already have. The establishment of Normal schools, however, will accomplish little unless we get candidates to attend.

### Supply of Teachers

A great many of the teachers in the rural Public schools today received their training in Model schools, of their own county. They have gone into the profession with the thought of remaining in it but three years, and using it as a means to something else. It was felt that if the teacher would enter the school at the outset with a life certificate, and with the prospect of better pay in the profession, the supply would be up to the requirements. The normal school training with the life certificate would not itself be sufficient without the prospect for better salaries. Is it not the fact that the young man of today who equips himself for office work and brings to

that work the same application and energy that is necessary to make a success in the teaching profession will be able to command altogether more money than he could from teaching school? Is this not equally true of lady students? Is it not true as well that the province of Ontario with its free public schools and its practically free Normal schools, is at great expense to itself training teachers, who when equipped with certificates at once go to Manitoba and the Western provinces, because of the better salaries that those provinces pay, to the great loss of the pupils of Ontario. Surely this is so.

But some one asks, how will this affect the cost of preparation for the teaching profession. It will reduce that cost. Under the old law the usual course was, after leaving the continuation class or the collegiate four months at Model, three years teaching in a Public school with non-professional certificate and small pay, followed by nine months in the Normal—four years and a half gone and very little ahead.

Under the present law, after leaving the continuation class or the collegiate—nine months in the Normal—a life certificate and better pay from the outset. In return for that additional five months in the Normal with the additional cash outlay of \$50 to \$100, the teacher has saved one year of time and can command much better pay from the start. Is there any doubt as to the normal school training at the outset saving both time and money to the man or woman going into the teaching profession?

It is a fact that if for the past ten years in this province the annual exodus of Normal school teachers to the West had been but three less from each Inspectorial District than it actually was, there would be a sufficient number of Normal school teachers today in the province to supply every Public school in it. The government felt that this situation could be met only by the teacher having a better prospect for pay in this province. To provide this the government, with the approval of both sides of the House and without a dissenting vote, passed the Schools Act of 1906, with its minimum salary clauses, based on the assessed value of the sections. At that time this was the best solution that was presented. The government was not