

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 the 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 that 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 four dollars the fourth year; girls, from one dollar and a quarter the first year, to two dollars and a half the fourth year. A payment, however slight, would have the effect of reconciling them to the greater length of their apprenticeship. At the end of the year they would assemble at the Model School for their professional examination; and in regard to practical teaching, examination in this should be commensurate with their extended experience. A course of training such as this would, I am sure, turn out better teachers. The longer apprenticeship would have the effect of creating a professional feeling among the students, and would wean them from the inclination so common at present to wander off into other pursuits. The presence of the students in the schools of the district would be a benefit to the teachers in charge of them in more ways than one.

Hitherto, the work of this Convention has been mainly devoted to matters which concerned the country at large, not to what concerned the teachers personally. In this respect,

I fear we resemble those good people who attend to a great many charitable objects to the neglect of their home duties. I am glad to see that we are disposed to make an effort to remove this reproach. By the paper which Mr. Dickson is to read on, "A College of Preceptors for Ontario," you will be afforded an opportunity of discussing what position the teaching body should occupy as a factor in our school system. Up to this time, we have been little better than a rope of sand, and I am sure it would be of immense benefit not only to the teaching profession, but to the country, if some well considered scheme for uniting the whole profession into one compact body with common aims for the good of both the profession and the public, could be carried into effect. But it will need all the wisdom we have at command to inaugurate such a scheme. That this wisdom will be forthcoming, our success in all well-considered efforts in the past, justifies me in expecting. In the consideration of this, as well as the other subjects on the programme, let us look to that past, for guidance and encouragement, and I am sure our work will be the better for it:

In the elder days of Art

Builders wrought with greater care,
Each minute and unseen part,
For the gods see everywhere.

Let us do our work as well,

Both the unseen and the seen,
Make the house where gods may dwell,
Beautiful, entire and clean,

I trust that your efforts will be crowned with abundant success, so that we shall be able to look back to the Convention of 1886, as one of the most successful ones in the annals of the Ontario Teachers' Association.

THE grandest thing in this world is to know what is right and have the courage to stick to it. Enjoyment isn't the end of life. Enjoyment will come in the course of duty, but if a man says: "I'm going to make it

the business of my life to have a good time," he will have a very poor time; but, if he says "I'm going to do my duty," he will meet enjoyment very soon on the road, and they will go hand in hand to its end.