

## ONTARIO DEPARTMENTAL REGULATIONS.

## COUNTY MODEL SCHOOLS.

1. Besides the existing County Model Schools now established, when, from the large area and population of any county, it is necessary to establish more than one Model School thereon, a fourth Model School or schools may also be established by the County Council, with the approval of the Education Department.

2. In the case of two or three contiguous counties, of small area and population respectively, and when for this reason it may be unnecessary that a Model School should exist in each county, the Councils thereof may mutually agree to establish a Union County Model School for such counties, subject to the approval of the Education Department.

3. No Public School shall become a County Model School unless the following requisites are complied with:—

(1) Every Head-master must hold a First-class Provincial Certificate, and there must be three assistants at least, each holding a Provincial Certificate, but any Head-master who has hitherto efficiently discharged the duties of a Model School Principal shall not be affected in his present position.

(2) In all cases where County Model Schools are established in Union Schools, the Public School classes must be conducted so as to be practically independent of the High School classes, and the Head-master of the Public School department and his assistants shall respectively hold the qualifications above prescribed.

(3) The Public School should be provided with one room for each class or division thereof, and also with all requisite educational appliances, so soon as the Public School Board can do so conveniently, having regard to the resources of their school.

(4) A room should also be supplied, in which the Head-master may give professional instruction to the teachers in training, and as it may be separate from the Public School itself, such room can in most cases, be obtained for the session, without expense, in some public hall in the municipality. As the professional instruction to be so given by the Head-master in his capacity of Principal of the County Model School, is essential to the training of students therein, it shall be the duty of the Public School Board to leave him free to give at least two hours each day to the supervision of the teachers-in-training while they are engaged in actual teaching.

4. Instead of two terms of two months each, as at present, there shall be one session of three months in each year, beginning on the morning of the second Tuesday in the month of September, and thence continuing into the month of December for the period of about thirteen weeks.

5. As the Third-class Teachers' non professional certificate should, under the amended Regulations, represent sufficient knowledge in the subjects of the High School course, the work of instruction in the County Model School is to be deemed the professional complement requisite for a full third-class certificate.

The professional work of the County Model School is intended to develop the imperfect knowledge of the student into the more logical knowledge of the teacher, and shall include:—

1st. *Special reviews of the branches taught in the first four classes of the Public Schools, especially Reading and Mental Arithmetic.*

2nd. *Physiology and Hygiene.*

3rd. *Principles of Education, School Organization, Management and Discipline.*

4th. *Methods of Instruction.* The best methods of teaching the various subjects prescribed for the first four classes in the Public Schools, special attention being given to the best methods of giving the first lesson in these subjects.

5th. *Observation and Reporting.* (a) Observation of methods illustrated in the Principal's model lessons, (b) observation—under the Principal's supervision when possible—of methods illustrated by the assistant Model School teachers. And reporting to the Principal the results of their observations, especially as to (a) the object of the lessons observed, (b) steps by which this object was attained.

6th. *Practice in Teaching.* After proper instruction and examples in methods, each teacher in training shall have practice in applying the methods exemplified (a) by using his fellow students as a class (b) by teaching a class of pupils—say 10 or 12—before the Principal or some other competent critic, (c) by teaching in the several divisions of the school. No teachers-in-training should be required to practise as (a) in actually teaching any subject till the best method of presenting the subject has been explained and actually exemplified by an experienced teacher. Also, practice as in (a) should precede practice as in (b), and practice as in (b) should precede practice as in (c).

6. The teachers in training should employ their whole time, during the term of the Model School, according to a time-table to be drawn up by the Principal and approved by the Minister, and the Principal shall keep a register to show the actual progress of each teacher in training, and it is also the duty of the Principal to see that every teacher in training is thoroughly instructed and trained in the work of the course as prescribed in Regulation 5.

7. The present syllabus of lectures, at page 245 of the Compendium, is intended to be revised, but it should, in the meantime, continue to form the ground work of the Principal's instruction, except where, in his judgment, it would conflict with the course of training prescribed in Regulation 5.

8. In any county where there are two or more Model Schools the County Board shall assign to each such number of applicants as the capacity of the school will permit of, and in cases where there may be a deficiency of room in any Model School, to accommodate all the applicants, the County Board may give preference of admission to such candidates as have gained the highest number of marks at the non-professional examination for third-class certificates.

9. The Principal shall report to the County Board of Examiners, at the close of the session on the fitness of each candidate, according to a form to be provided by the Department. The teachers-in-training shall be subjected to oral and written examinations at the end of the session by the County Board of Examiners, who shall, upon the Principal's report and the results of the examinations, taken together, decide to whom certificates shall be awarded.

10. All County Boards of Examiners are authorized, by resolution of such Board, to require from teachers-in-training in their County Model School the fee of five dollars per session for instruction therein.

11. The Legislative and Municipal Grants, as well as all sums from fees for instruction shall be payable to the Public School Board, to be applied for the satisfactory maintenance of the County Model School, according to the conditions and standards prescribed by these regulations, for the professional training of candidates for third-class public school teachers' certificates.

12. The inspection of the Model Schools shall be governed by the Regulations of the 20th September 1879, but the Minister is authorized, with the approval of the Education Department, to appoint any one or more Inspectors, in order, through him or them, to secure a uniform standard and system of operations, as well as to afford useful information to County Boards, Public School Inspectors, and Principals, in regard to the conduct of such schools, and other matters relating thereto.

13. The foregoing shall take effect on and from the end of the Summer vacation.

## Teachers' Associations.

The publishers of the JOURNAL will be obliged to Inspectors and Secretaries of Teachers' Associations if they will send for publication programmes of meetings to be held, and brief accounts of meetings held.

LANARK.—The annual meeting of this society was held at Almonte on the 25th and 26th May. A large number of teachers were present and took a lively interest in the work presented. After the reading of the minutes by the secretary, Mr. John Thornton, Perth public school, F. L. Michell, president of the association, delivered an address on the subject of teachers' institutes. He dwelt particularly upon the benefit which the teacher may derive both intellectually and practically, by a careful attention to the subjects discussed, and strongly urged upon the teachers the necessity of attending at least one meeting each year. Mr. Whittington, B. A., head master high school, Almonte, then introduced the subject of grammar, dwelling more particularly upon the subjunctive mood. By a well arranged scheme he showed that the indicative mood is used in true or probable propositions whilst the subjunctive is employed when the statement is false, improbable or impossible. Mr. Whittington treated the subject in his usual clear and comprehensive style, and elicited the commendation of those present. Mr. Boldy, of the Pakenham school, gave a practical paper on elementary bookkeeping. He indicated his method of introducing this subject to a class, and his blackboard proved him master of this subject. Mr. Anderson opened the afternoon session by an excellent paper on "How I teach writing." By illustrations on the blackboard he exemplified the main features of his method. He spoke against the use of the new head-lined copy-books, and strongly recommends the teacher to set the copies for the pupils. He said that proficiency in this subject is attainable only by constant effort on the part of both the teacher and pupil. Mr. McCarter read a paper on composition, in which he censured the method adopted by some of teaching composition as a distinct branch, and advised the method of teaching this subject in connection with each reading lesson. This paper was well read, interesting and profitable to all. In the evening the association was entertained by a very interesting and instructive lecture on "Electricity" by Mr. Fawcett, B. A., head master high school, Carleton Place. The lecturer explained by diagrams and apparatus the action of this subtle fluid, interspersing his discourse with many amusing experiments. The audience gave Mr. Fawcett its undivided and appreciating attention for more than an hour, and we feel assured that he cannot but be popular as an expounder of his favorite studies. The first business of the second day was the election of officers. The following officers were elected for the ensuing year:—Pres., F. L. Michell; vice-pres., John McCarter; sec.-treas., John Thornton; committee of management, Messrs. Anderson, McGregor, Steele, Fawcett, and Miss Todd; auditors, W. P. Robertson and R. J. Dougherty. Before proceeding with the regular routine business, Mr. Clarke, M. A., Smith's Falls high school, gave a short and excellent specimen of school calisthenics. Mr. Michell then took up practical arithmetic for the junior classes. He threw out many valuable suggestions in reference to the teaching of this important subject, and pointed out that consecutive thought and correct habits of reasoning can be acquired only by thorough and systematic teaching in the lower departments of our schools, otherwise failure is the inevitable result. He drew the diagram of a numeral frame greatly superior to the one at present in use. Mr. Clarke again gave a very interesting and concise lesson on the railway system of Canada, touching not only upon those now in operation, but also upon proposed routes and those in process of construction. By means of several maps and the blackboard he located our several railways so plainly that he who "runs may read." Mr. Clarke was followed by Mr. Menzies in a well worded paper, "Our Model schools." He admitted at once that no fault could be found with the model and normal schools as such, but in some respects the training of the students in our normal schools was far from satisfactory. Some of the grievances mentioned seemed so grave as to be almost incredible, had his statement not been confirmed by graduates of both our normal schools. The session was brought to a close by Mr. T. O. Steele, head master Perth model school, in a paper entitled "Spots on the Sun." The sun alluded to was our educational system and the spots, the inconsistencies and defects thereof. He criticised the separate school Act, and regarded the appointment of a separate school inspector as unjust and useless. He opposed the introduction of compulsory reading of the Bible in schools and also of any religion or moral training except by precept and example. He found fault with the present mode of conducting the model schools, and touched upon the system of "cram" necessarily imposed upon the pupils of the schools of our cities and towns.