

knowledge of the subjects which are required to be taught in the Common Schools.' The Superintendent of Schools in the Midland District says:—'Almost every teacher who has attended the Model School for any length of time is now teaching with good success.'

In the Act (hostile to Dr. Ryerson) which was hurriedly passed in 1849, but which, by Order-in-Council, never went into operation, provision was made to establish, or continue the County Model Schools "in any township, town, or city," and granting to each of them "£25 over and above the sum to which such schools would be entitled as a Common School. . . which sum shall be expended in the payment of a teacher or teachers, and for no other purpose."

In 1850 the whole machinery of our school system was thoroughly revised, and the system itself re-organized. A comprehensive School Act prepared by Dr. Ryerson was then passed, which is yet the foundation of our Public School system. In that Act provision for the establishment and maintenance of township Model Schools was made. Township Councils were authorized to raise a special tax for the support and efficiency of these schools; and it was "provided likewise, that tuition to student teachers in such Model Schools should be free."

The reason why township Model Schools were substituted for counties, is given by Dr. Ryerson in his circular to town reeves, dated 12th August, 1850. Other reasons contributed to this change, but the

circular gives the chief reason. It says:—

"The attempts of District Councils to establish Model Schools have thus far proved entire failures. . . . The late District Councils have in every instance, except one, abandoned the attempt. . . . To the success and usefulness of a Model School, a model teacher, at any expense, is indispensable, and then a Model School-house, properly furnished, and their judicious and energetic management."

In addition, I may say that the causes of failure of these valuable training institutions in 1850, may be incidentally learned from the very words here used by Dr. Ryerson by way of suggestions to town Reeves. These schools had neither model teachers, nor were the buildings "model school-houses." Besides, the District Superintendents of that day, and after them, the inferior township superintendents, had no experience as trained teachers themselves. The man who would do the work of superintendence at the cheapest rate, and as a supplement to his ordinary income, was usually the man chosen as Superintendent.

For twenty years this unfortunate state of things existed, and until, by the Act of 1871, the status and qualifications of these most important officers were raised to their present high standard. The very name was changed, and that of Inspector substituted for one which had become synonymous with that of inefficiency—chiefly for want of experience in the duties of the office.

It was felt by Dr. Ryerson that until these new officers had secur-