

27. Richard is taken prisoner, according to the authors at an Austrian port. Evidently they think that Austria had Trieste and Dalmatia in the 12th Century, because it has them in the 19th. At page 34, Edward I., at the beginning of his reign had a nominal sovereignty over Scotland, which was precisely what had been abandoned by Richard I., and the account at page 36, that they should take no money, falsifies the record in a way which is important when the 17th Century is reached. At page 40, "Parliament" is said to impeach where the "House of Commons" is meant. At page 70, we have a new rebel chief as the Earl of Tyrconnel, at the head of what the authors call "the Tyrone rebellion," the authors being evidently ignorant of the fact that all the rebellion of the two Earls consisted in running away.

The statement at page 72, that immediately after the petition "the King broke his pledged word, and the Commons remonstrating, he threw some of its members into prison and angrily dissolved Parliament," is wrong from beginning to end. The King did not break his pledged word, and the men were imprisoned for making a tumult in refusing to be adjourned. The account of the short Parliament in page 73 is equally misleading.

The mistakes are not very heinous in themselves. Nothing is there which is not to be expected from writers like Mr. Adam and Mr. Robertson, but they testify to laborious preparation without full knowledge, the result of which stamps itself in the dulness which pervades every page of the book.

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Special.

ADDRESS

DELIVERED BEFORE THE ONTARIO TEACHERS' ASSOCIATION, AUG. 10TH,
BY THE PRESIDENT, MR. S. McALLISTER.

(Continued from last issue).

As soon, however, as they get into the clutches of the law, then it begins to take an interest in them, and sets itself vigorously to work to reclaim them. "These strange people," our visitor might remark, "have a proverb which says prevention is better than cure, but in their public affairs they seem to think that cure is better than prevention." Surely it would be better to get hold of these boys and girls before they become inured to a life of crime, and place them in an institution where they would be brought up as useful and wealth-producing members of society by being taught, along with the rudiments of an ordinary education, some useful employment.

What our government has neglected to do, it has remained for a number of private individuals to attempt. Several gentlemen have formed themselves into an Industrial School Association, under the Act that was passed last session. The most active among these is Mr. W. H. Howland, the present Mayor of Toronto, whom I am glad to say, we shall have the pleasure of listening to upon this subject on Thursday evening. This Association has secured a piece of ground at Mimico from the Government, and has proceeded to erect buildings on it which will soon be ready for occupation. No efforts of it, however, nor any of the Toronto Public School Board, which is co-operating with it, will relieve the Government from its duty of trying to keep our street arabs from becoming criminals. The least that it can do is to liberally second the efforts that are

being made by these two bodies, and when next they ask bread, I trust they will not, as on a recent occasion, be tendered a stone. When schools like the one at Mimico have been established to receive those children that cannot be made to attend our Public Schools, we may regard our system of education as fairly complete, and only then can we consider our duty in keeping the question of industrial training before the Government and the country fulfilled.

One of the objects we aimed at from the start, and indeed one that is avowed in the preamble to our constitution, was to encourage the formation of Local Associations. This we did by making delegates from these Associations at one time members of our Board of Directors. We also regularly received reports from them regarding the condition and progress of the bodies which they represented. A time for this, until within the last year or two, was always provided at our meetings. I think that this custom of hearing the delegates' reports should still be honored in the observance. Our purpose was to secure greater interest in educational matters throughout the country by means which would afford teachers an opportunity of comparing their views, and of receiving benefit from each other's experience. We found in the person of the late Minister of Education, Mr. Crooks, a warm supporter of these institutions, and I am free to say that many which are now in a flourishing condition, owe their existence to him, and all owe a large increase of vitality to his friendly aid. When we consider that each of them is the centre of intellectual and professional activity among the teachers of the district; that they give an opportunity to improve professional work, and tend to foster a professional spirit; we cannot attach too much importance to their establishment. With the whole country mapped out in districts having local Associations, a question which has more than once occupied our attention will again come to the front. It will have to be considered whether the Ontario Teachers' Association should not become a purely representative body, composed of delegates from local Associations. I am aware that there are difficulties in the way, but these are not insuperable, and I feel sure that as years advance, we shall see our way through them to accomplish our purpose. I need hardly say that as a representative body the strength and influence of the Association would be greatly increased. It would then become in the full sense of the word an Educational Parliament, and would exercise an influence on the educational affairs of the country which would be beneficially felt to the utmost school section in it.

After having the examinations for teachers' certificates and the method of selecting inspectors put upon a satisfactory basis, our attention was turned to the training of teachers. Formerly the only place where professional training could be secured was in the Normal School. But the accommodation there soon proved inadequate to the wants of the Province; even before the establishment of a central board of examiners, when candidates had to pass one or perhaps two years at that institution, it was crowded. But when the change in the method of examining was made, it was found impossible to provide for the professional training of all classes of teachers at that institution. In 1873, the Public School Section of this Association took the matter up, and after due deliberation, recommended that County Model Schools be established, "and that all candidates for third-class certificates who have not previously taught a Public School for three years, be required to receive a training as Pupil Teacher in some such Model School for that period." Model Schools, such as those recommended were subsequently established, and they have been fairly successful in giving to our young people some of the intellectual equipment for taking charge of a school. That they are not more successful, is not their fault, nor is it the fault of the teachers of