

avowed in the preamble of 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 honoured 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, while others owe a large increase of vitality to his friendly aid. When we consider that these local Associations are the centres 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 each its 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 these local bodies. 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 the Model School. It is the fault of the scanty training the system, as established, provides for them. It will be interesting to examine this matter of Model School training somewhat closely.