

teachers, and were thus in Dr. Ryerson's views constituted local Normal Schools for that purpose. So much importance did Dr. Ryerson attach to the value of training institutions for teaching, and so much did he anticipate a demand for them that on page 162 of his Report on a System of Public Elementary Instruction, published in 1845, he said:—

“As soon as examples of the advantages of trained teachers can be given, I believe the ratio of demand will increase faster than that of supply, and but an additional Normal School will soon be required in each of the most populous districts.”

Then again so jealously was the efficiency of these district or County Model Schools guarded that in the same Act, 9 Vic., chap. 20, it was provided that no teacher could be appointed to such labor, without the approval in writing of the District Superintendent, and unless he held a certificate from the Normal School (which was established in 1847). In addition to these requirements power was given to the District Superintendent to suspend or dismiss Model School teachers and to appoint others in their places, in case the local trustees neglected or refused to do so. This District Superintendent was also authorized to examine (as they often did at the Model School) all “candidates for teaching in Common Schools” and to give them certificates of qualification, special or general, at his discretion.

The question may here be asked, “Of what practical value were

these County Model Schools in the work of training school teachers?”

It was clear that these schools were regarded in those early days as a necessary adjunct to our system of education, for the very purpose of aiding teachers in their professional work. Thus, Hamilton Hunter, Esq., now of London, Ontario, and a veteran in the work—in his report as School Superintendent of the Home District for the year 1844 says:—

“The deficiency in the qualification of teachers could be remedied by establishing in each district a Model School upon a good scale, and having it under the management of a superior teacher or teachers. . . The School Bill makes provision for this, etc.”

In his report for 1847 Dr. Ryerson thus speaks of the operation and success of these schools wherever they had been established.

“The School Superintendent of Dalhousie District says:—‘In this (County Model School) I have there held public examinations of Common School teachers; and on some occasions, when reluctant to give them certificates, I have sent them to the Model School master for information and examination.

. . . (These teachers) did not make any permanent stay except one, merely learning the mode of instruction, the value of the studies and discipline of the school’ . . . The Superintendent of the Johnstone District says:—‘Much good has been done by the establishment of the Model School of this District. Several teachers whose education was by no means good, have acquired a sound