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TEACHERS' ASSOCIATIONS.

Co-operation of forces is the order of the day. Nations, Provinces and religious bodies, are uniting the world over, either for protection, aggrandizement or the concentration of power.

Craftsmen of all kinds also seem animated by similar motives. We have Trades' Unions, Co-operative Stores, Granges, *et hoc genus omne* to almost an unlimited extent; all banded together with a view either for mutual improvement or mutual benefit. And rightly too.

Where there is a common interest, there should be a common and united effort. Isolation means decline, weakness and ultimate decay. It is only by the interchange of opinions, by the friction, so to speak, of mind, by the contact of the *positive* with the *negative*, that those forces can be evolved which move society and animate its elements with the vitalizing influences of development. From combinations of Agriculturists we have those wonderful improvements, which to-day make agriculture a science. From the meetings of *savans* at

Social Science Congresses, our knowledge of many important subjects is remodelled and new light is thrown upon the theories of the past. The wheels of commerce and trade move more rapidly and successfully from the decisions of our Boards of Trade. And even national troubles are ameliorated, and a scowling horizon cleared of the war cloud, by the deliberations of International Conventions.

With so many examples to lead them, Teachers are now organizing Associations for mutual improvement all over the Provinces. And as no organization can be profitable unless it has some *definite object* in view, it is our purpose, briefly to indicate the means by which such associations may result in the greatest good to the profession. Three things then we consider indispensable to success—spirit on the part of the teachers—a teacher's library, and a judicious programme for each meeting.

In regard to the spirit which should animate the teachers, we would prefer saying but little. There *should* be no neces-