

a reproach, because trades unions had some very honourable and right-ful objects in view, which teachers might wisely adopt. In so far as they encouraged the growth of the corporate spirit among the members, brought them into relations of friendliness and mutual service, protected them from unjust legislation, and sought to secure for all the workers a reasonable remuneration for their work, unions were not only valuable but perfectly legitimate, in trades and professions alike. There were, however, some usages in trades unions which it would degrade the members of a liberal profession to adopt. Some of those usages tended to lower the standard of excellence, and to bring the work of the skilled to the level of the unskilled, to discourage the enterprise and effort of the abler men, and even to regard such men as the enemies of their brethren of the craft. There were some trades in which it would seem that the union sought to evade reasonable scrutiny into the thoroughness and efficiency of the labour done; and to aim merely at securing the the maximum of pay for the minimum of work. It would be unworthy of a union representing an honourable profession to follow such precedents. The true test of the worth of such a union was: Are the professional or corporate interests which it seeks to promote identical with the public interests, with the highest interests of the scholars and their parents? If not, the union would be self-condemned. The Scottish Institute sought to elevate the profession of teaching by making its members better known to each other, and enabling them to compare experiences. One of its chief objects would be to keep before the public and before its own members a high and constantly improving ideal of what a good school ought to be and to do. A good school ought not only to be a

place of instruction, but also a place for the formation of character. It had not merely to impart knowledge, but to develop power, to cultivate taste and aspiration, and to make the scholar a good citizen and an intelligent man. Nor was it less necessary that the Institute should form for itself and for others a high and true conception of what the teacher himself should be—one who possessed a character that commanded respect, ample and accurate knowledge of what he had to teach, skill in the art of communicating it, acquaintance with the best thought and work of famous teachers, insight into character, a loving sympathy with the needs of childhood, and a genuine interest in his work. Another great function of a teachers' Institute was to enlarge the boundaries of educational science, and to add to its resources. And if this were to be done, it must be by the same processes as those which were employed in the advancement of any other science, by hard work, by observation and experiment, and by philosophical induction from the results. There was one of the less known minor works of Lord Bacon, the *New Atlantis*, which well deserved to be more generally studied, because it illustrated in a picturesque and striking form the methods by which truth was to be discovered and science advanced. He described an imaginary institution, to be founded for the express purpose of investigating the secrets of nature, and of discovering the laws which regulate the physical world. There were high towers for the observation of the heavens, deep mines for researches into the hidden things of earth, laboratories, instruments of all kinds for trying experiments as to the nature of sound and light, the properties of matter, and the laws of life. And in close connection with this college there was to be an organized body of workers: some to