

and more skill in the "Art of Teaching." No teacher should be content with that information simply, which he was able to pick up when a pupil himself, or which amidst repeated failures for which the public had to pay, he was able to acquire by experience. As no man would knowingly make himself the subject on which the apothecary would try the virtue of his drugs—as no man would place his property or his life in the hands of a pettifogger, so no teacher should expect or ask the public to entrust him with the education of the young, whose knowledge was not well-defined, and who theoretically at least, did not understand the processes by which mind is developed and proper habits of study formed. Surely in point of importance the work of the teacher is by no means inferior to that of the physician or the lawyer.

So far as the financial difficulties in procuring a good library are concerned, there should be no trouble. The bonus granted by the Department, together with such funds as teachers might contribute themselves, would in any county, place two or three hundred volumes very easily at their disposal. The character of the books comprising such a library, though chiefly professional, might be varied with Biography, History, Books of Travel, Natural History, &c. And thus the teacher, while fitting himself particularly for professional duties, might also be extending the range of his mental horizon and laying up material for illustration and reflection. We have frequently said in these columns, and hesitate not to repeat it, that the teacher who contents himself simply with the knowledge to be gathered from the text-books which he uses daily at school, is a discredit to the profession, and his early withdrawal though it might be his loss, would be public gain.

PROGRAMME.—We have already said that a well defined object in view is necessary to the success of Teachers' Associations.

To this end it is desirable to arrange in advance the work to be done. To give variety and interest to the work it is well not to confine it strictly to one class of subjects. While a certain portion of the time might be taken up with practical illustrations of school work, and by far the greatest portion of the time should be thus employed, arrangements might be made for a debate, selecting as a topic something that might admit of historical reference, or some subject of a practical nature on which differences of opinion are known to exist. For instance the propriety of prizes as a stimulus to learning, might be argued *pro* and *con*—or the efficiency of corporal punishment, &c., &c. Occasionally an Essay might be read, and its literary merits or the general tenor of its ideas discussed. These with such other criticisms as the modes of teaching illustrated might excite, should surely occupy the time of one day with pleasure and profit. There is still another source of interest that should not be overlooked—the answering of queries. To make this a success, a committee of the oldest and most experienced teachers should be formed, to whom all questions either connected with the management of a school or difficulties in the solutions of problems, the pronunciation of words, &c., should be submitted. The skilful and lucid answering of such queries would add largely to the interest and profit of the meetings. While young teachers were thus receiving information, older ones might have new ideas suggested to them.

The extent to which Teachers' Associations might be made profitable, is almost beyond the range of calculation. The intercourse of teachers with each other—the friendly interchange of courtesies the discussion of personal or local difficulties—the comparison of notes on unsettled points—all tend to the elevation of the profession and the cultivation of those faculties by