

ferent state of things. Practical science and useful inventions have taken the prominent place. For us the steam engine has wrought its wonders. The printing press has given us the intellectual wealth of all the ages that have preceded. To who can read has all science at his command. The learning of Greece and Rome are his. Plato thought and Cicero declaimed for him. If in our day a man cannot read, from what a boundless field of enjoyment is he shut out. What must it be to have the consciousness that to us the fountains of knowledge are sealed? As the power to read, and read understandingly, is more and more generally acquired, the influence of the practical will extend. The discipline of the mind, which is so frequently heard of, and so much insisted upon, comes under the head of the practical. The more robust only of our powers are subjected to discipline. The study of the practical sciences may afford discipline. But to the classics must we look for the cultivation of the finer susceptibilities of the mind. From them we must seek the elegance and the charm. In the study of them culture and discipline blend in one. In the cultivation of the ideal part of the mind, the practical receives strength. Milton was no worse a statesman for being the best of poets and the finest of classics. Cromwell was not a poet, yet in his Commonwealth and in himself there was much of the true ideal. The same truth is exemplified in the case of Bacon, Humboldt, Guizot, Gladstone and a host of others. Science with the light of the ideal shining upon it, is like the universe bathed in the light of heaven. Material laws are transfigured by spiritual vision. So to train the mind of youth that habits of usefulness may be combined with elevated thought, energy in the affairs of life with love of the beautiful and the good, is the business and should be the aim of every educationist. The ideal should lead upwards to its proper climax, the spiritual. To aspire to the pure and the holy, to hold communion with the centre and source of all good, is the highest aim of which man is capable. Without this all discipline and culture fall short of their true design. Flower and fruitage are disjointed; the porch is entered, but the great inner temple remains unopened.

On the close of Dr. LYALL'S address, of which the above is but a very meagre and imperfect outline, the President made some very just and appropriate remarks in reference to it. Other members of the Association followed. Mr. HIGGINS spoke of the evil which ensues where a teacher is content to travel each successive day over the same beaten path, and of the beneficial results which would follow if teachers were to keep constantly in view an ideal of the teacher's work, endeavouring every day, in the discharge of their duty, to rise higher and higher in skill and efficiency. He also alluded to the slovenly manner in which some of our schools are conducted—the untidiness and lack of the tasteful in the dress and appearance of pupils; all of which might be easily remedied if teachers would aim to carry out in practice the principles enunciated in the lecture which they had just heard. Mr. RAND testified to the great pleasure and delight with which all had listened to the calm, chaste, and philosophical paper read by Dr. LYALL. A very wide practical application might be made of the principles so well and logically established. There are many ways in which teachers may develop the ideal in the minds of their pupils. To impart knowledge is not the whole business, nor is it the whole result of teaching. The teacher communicates *himself*, in and through the subjects with which he deals. His tastes and whole mental character are in a great degree stamped on the minds of his pupils. Hence the importance of the teacher having not only high literary and professional qualifications, but also a fine appreciation of the pure and the beautiful in nature and in human conduct.

He (Mr. R.) fully agreed with all that had been advanced as to the importance of aesthetic culture. It might, perhaps, be a rather gross application of the principles so ably elaborated in their hearing to refer, in connexion with them, to such a matter as the external appearance of school-houses, furniture, books, grounds, &c., yet he felt that the importance of this point can hardly be over-estimated. Every one who has studied the matter would admit that surroundings have

a great influence in shaping the tastes of children. In the selection of books for our schools this principle had been kept in view. It was sought to have them, even on the outside, neat and inviting. They are well printed on good paper, and bound in a superior style,—wherever there is an illustration, it is chaste, appropriate, and in the highest style of the engraver's art. In the published plans for school-houses the same principle had been insisted on, as far as possible, regard being had to the limited means of most of our country sections, and the state of educational sentiment at the time of their publication. It is hard to convince some people that anything approaching to ornament is requisite in a school-house. He had once been asked at a public meeting in a certain place where he had urged the erection of a new school-house, "Well, Mr. Rand, can we be allowed public money for our school if we don't put the cornice on the building?" But, notwithstanding this, he believed that most of the people are willing to go the extent of their means in decorating and beautifying the place where their children are to receive their early training; and it was in contemplation to issue a new series of school-house plans, embodying this view more fully than those already published.

SECOND DAY.—FORENOON.

After the disposal of some preliminary business, it was moved by Mr. MELLISH that the association petition the Legislature to change the commencement of the school year from November 1st to August 1st, and to enact that the month of July be given as vacation in all the public schools. The Summer Term to begin August 1st and end at Christmas; the Winter Term to begin January 2nd and end June 30th. Against the present arrangement Mr. MELLISH urged—

1. That owing to the new school year commencing immediately on the closing of the old, many of the sections necessarily lose a good deal of the first term before obtaining teachers and making other arrangements for opening school. His proposal, he argued, would give trustees a month between the end of one year and the beginning of the next, which would be ample to get all in readiness for opening their school with the first day of the school-year.

2. That the present vacations, coming at seed-time, harvest, and Christmas, break up the terms very much, and interfere seriously with the efficiency of the schools. The change proposed would give all the vacations *between* the terms.

3. At present the public examinations of the schools at the end of each term are not followed by a vacation. This is contrary to the usage of the higher seminaries of learning in this and other countries. The proposed change would remedy this irregularity.

4. The half-yearly examinations of Teachers as at present held, call such teachers as desire to obtain a higher class away from their work, and compel them to close their schools in order to attend. Under the proposed arrangement their examinations might be held during the vacations, in July and at Christmas.

5. The School Commissioners are now compelled to hold their semi-annual meetings at very inconvenient times, when the travelling is at its worst, and in the case of the May meeting, at a very busy season of the year.

This proposition was taken up and very fully discussed by the members of the Association. In reply to arguments stated above, it was urged by several speakers that the proposal, while removing some evils, would introduce others more serious.

1. It would cause a great deal of confusion and disorganization which is at present avoided. Very many of the larger pupils who attend in winter leave for other employment about the first of May. These resume their attendance on school about the first of November. Most of the schools have, during the summer, a wholly different class of pupils from those they have during the winter. The present arrangement of terms meets this difficulty admirably. The other would give a teacher one set of pupils to open his school with for the term, and an entirely different set at his close.

2. It would bring the summer vacation at a time when there is usually least need of it. The attendance of children