

These, however, it must be remembered, are but the tools with which the teacher is to work. Legislation may also do much in the way of introducing the principle of classification and gradation, to stimulate the emulative element in the child's nature and thus render the work of education more rapid and complete. It may also do much to aid and encourage the teacher by providing adequate remuneration for his services. Still more and above all, legislation may raise the whole standard of qualification on the part of teachers. He (Dr. F.) knew of no country in the world in which legislation had so well and amply secured all these essential qualities as it had in our own; and for this we were largely indebted to the zeal and intelligence which the present Superintendent of Education had brought to bear on the whole question. But after legislators have done all they can, the real work is only beginning. On the teachers as a body devolves the responsible task of demonstrating the great problem, what sound and thorough education can do for our people. Instead then of returning to our homes, the members of this association are just putting on their armour; the foundation has been laid, the structure is yet to be secured. The Prussians have a saying, "If you wish to put anything into the nation, put it into the schools;" but I would say "put it into the teachers." A high standard of professional qualification should be aimed at. The teacher should have all his mental and physical energies in full vigour. He should be a thoughtful, cheerful, patient, hopeful, christian man. The educator, of all men, must study himself. Many think the profession of teacher different from all others, and that while lawyers and doctors, no matter what their natural gifts or literary acquirements, are required to pass through a regular curriculum before pretending to touch the real work of their profession, teachers may be chosen at random and placed in a most responsible position without the slightest special preparation. How can a man succeed in developing mind unless he first studies its nature and capabilities? The school should not be made an experimental crucible; the teacher should be able to set about his work intelligently. He (Dr. F.) had, during the years he held the office of Superintendent, done all in his power by forming institutes, and in other ways to raise the standard of the teaching profession and to elevate the whole character of education throughout the Province. One of his first attempts at authorship, after landing in this country, was a lamentation over the desolation of Dalhousie College. Since that time a great improvement had taken place in the educational aspect of the community, yet he felt that the work was only beginning.

What then is the duty of this association in reference to the whole matter? Manifestly as the educators of the country its members have an important office to fill, and should combine to guard the qualifications and standing of the profession. The question of examinations is a most important one. What should be the standard of acquirements? What constitutes the best body of examiners? Are they to be merely scholars, or should they be also practical educators? How can those who have never made the science of teaching a study, be familiar with the qualifications necessary for a teacher, or with the best modes to be adopted in the instruction of youth? These things should be thought of by those interested, and must not be blinked.

The grand question for each teacher to put to himself is, 'Am I making progress.' Are we, as teachers, faithful, resolved to do our work, determined, not to carry out this method or that system, but to demonstrate to the world what education can do in elevating the moral status and quickening the industry of a country. As remarked by His Excellency the Lieutenant-Governor, in his reply to their address last year, education lies at the foundation of a country's prosperity. A high tone of morality, sobriety, social refinement, and material wealth are the best qualities in a people. Education waits on its wave these transcendent results. In accomplishing these high objects the teachers of Nova Scotia occupy a noble vantage-ground. They should then come up to their true position. They should abandon their gipsy habits. In going into a place, each should say, "Here is my field." Six years are too little in which for a teacher to do justice to himself, to realise the full fruits of his labours in a school. Permanence is a most important thing in the profession, and everything possible should be done to encourage it. A movement should be made to secure teachers' dwelling-houses in connexion with our schools. A bonus should be given to teachers who spend a given number of

years in one school. The teacher has a high and solemn duty to perform, and his place in society should be in keeping with his responsibilities. We must have stability in the profession. This association may do much by way of helping and stimulating each other in the discharge of the arduous duties devolving upon its members.

After the delivery of the President's address, Mr. WILLIS, Secretary of the city Board, called the attention of the association to the desirability of forming a Teachers' Mutual Life Assurance Society, giving it as his opinion, based on knowledge of the working of such institutions, that, by the payment of a few dollars annually, every teacher might be able to secure, for those dependent on his or her labours, a reasonable guarantee against any sudden coming of want through disability or death. After some discussion this subject was referred to a special committee to report at the next meeting of the Association. Mr. WILLIS also spoke of the facility with which teachers may encourage and assist their pupils in the study of Natural History, by collecting such specimens and objects as may be within their reach, and placing them in cabinets in connexion with their schools. There is no part of the country in which a very interesting collection of such a kind may not be made. Pupils themselves would soon, under the direction and guidance of their teacher, be able to make very respectable collections. In doing so, they would be spending their time most pleasantly, and would be acquiring knowledge which, in after years, must prove eminently interesting and useful. Mr. WILLIS further said he would be happy to aid any teachers who might feel disposed to enter into the project, by exchanging specimens with them, and in every other way in his power. After some discussion, in which several of the teachers took part, the association adjourned to 7 o'clock in the evening.

EVENING SESSION.

To Dr. LYALL's lecture on "the ideal in education" no abridgment or summary can do any manner of justice. From first to last it was a continuous chain of chaste and logical thought, already condensed within the narrowest possible limits. He began with showing that in all our studies and pursuits there is a natural tendency to set before our minds an ideal. To rest in the seen, or to be satisfied with what we have already attained, is impossible. The beautiful suggests the still more beautiful, the grand the still more grand. We are ever reaching after something higher, purer, better. Everything in heaven and on earth seems formed to quicken and develop this quality in our nature. In the external universe we are invested with the ideal. In the universe of thought we have ideals of noble deeds and virtues. The design with which we have been so constituted is a beneficent one, and the educationist may well seize upon the advantage which it yields. He should make it his aim to cultivate and steadily develop all high thought and noble ambitions both in himself and in those with the shaping of whose minds he is entrusted. While the humble powers of the mind are being strengthened, the nobler faculties should not be neglected. There is no clashing between them, that one set need be sacrificed in order to preserve the other. Neither should the ideal be allowed to take the place of the practical. The noble in literature and art has often been associated with the low in morals. Some poets have acted as though they were above the laws which govern the conduct of ordinary mortals. But artists have realised, poets have lived, their ideal. No fineness of taste or strength of imagination can atone for the absence of the virtues; as there is beauty in virtue, so is there virtue in beauty. The cultivation of the aesthetic is in perfect harmony with the practical ends aimed at in education. The carving of the entablature or the ornament of the frieze does not interfere with the usefulness of the column. Knowledge deals with fact, and is essentially practical. Philosophy teaches the ideal of being, pointing us to the perfect in nature and in ourselves. The study of both is necessary in order to realise the full scope and import of our life.

In ancient science and civilization the ideal and speculative received the chief attention. Our days witness a dif-