

myself of every opportunity and of every means in my power, to secure his services in connection with the Normal School, and had I been instrumental in nothing else, in connexion with the Educational Department of Upper Canada, I do feel gratified in having been the humble instrument in bringing Mr. Ormiston forward in a public capacity, and of securing for so long a time, and to so large an extent, his great abilities and ardent feelings in connexion with the education of the future instructors of our country. Though we have been of different religious communions, we have been of one heart; and I have always found in him that noble catholicity which is characteristic at once of a great mind and a generous heart. But while this occasion is to me one of peculiar gratification, it is also one of extreme pain. The thought of this day's severance of the intimate official connexion between Mr. Ormiston and myself, has cast a sort of gloom over my feelings for days and weeks past. It is indeed one of the most painful days of my official life. I have considered that an officer at the head of any system, whether limited to a neighbourhood or embracing a country, whether of government or education, accomplished but very partially his appropriate work, in devising laws and regulations, and facilities and establishments to render them effective, as long as he had personally to administer them, unless he sought aid and selected men of the right spirit and qualifications to perpetuate and extend them, when his period of labour should terminate. This is one object I have had in view in order to give permanency and increasing success to our system of public instruction, when, in the dispensation of Providence, I may be removed from my present sphere of action. I thought I had done much to accomplish this in one branch of our educational system, when I succeeded in obtaining the appointment of Mr. Ormiston. I do not like to part with an old friend, or abandon long cherished hopes; but I am compelled to do both in the retirement of my friend at the right. Yet I feel no small alleviation in the circumstance, that, while Mr. Ormiston retires from the Normal School, he does not retire from the system of public instruction, but still retains the office of Inspector of Grammar Schools, in discharging the duties of which he will repeat his visits to the various counties of Upper Canada; and on every occasion, and in every place, as far as time and strength will permit, we are sure his great oratorical talents and ardent patriotism will be exerted in behalf of the best educational interests of the country. Nor will I abandon the hope that, at some future period, Mr. Ormiston will occupy some more influential position in the educational institutions of this country than any that he has hitherto occupied. I regard the proceedings of this day as a ground for congratulation to all parties concerned, and to the public at large, as an exhibition of noble feeling between professor and student; as an incentive to teachers to diligent application and meritorious exertion, from the consciousness that their labours will not be unappreciated, and as an exemplification of that which I have hoped to see characteristic of our school system, in all its departments—strict discipline, order, and industry, combined with mutual kindness, confidence and affection, between superiors and subordinates in the same department, colleagues in the same institution, and masters and pupils in the same school. The law of kindness is the most potent of all instruments of government, while it is the most essential element of individual and social happiness. It is gratifying to know that the successive classes of teachers who have gone forth from the Normal School, have largely imbibed this feeling, and I anticipate much from the very large and most promising class of teachers who are departing to take charge of schools, for which they have been applied, in various parts of the country, and at salaries quite twice as large as those which were on an average paid to teachers when the Normal School was first established. At the commencement of our present system, eleven years ago, the general feeling of this country was that of despondency—contrasting, to our own disadvantage, our own country with other neighbouring countries; and during my first tour of the Province, my best efforts were made in my addresses and intercourse in each county to counteract that feeling, and create the conviction that our country possessed elements of development second to no other country on the American continent, and that high standing was within our reach. So wide spread and deep-seated was that feeling, in even some of the best minds of the country, that one gentleman, noted for his popular sympathies, and now occupying a place in the highest judiciary of the land, regarded as Utopian and presumptuous views, a measure submitted by me (and which became a law of the land) to establish a school system in Upper Canada equal to that of the State of New York. How different is the appreciation of the institutions and resources of our country at the present time! And I am happy to believe that our educational system has contributed much to the improved feelings and prospects of our

country, in every part of which the breathing words and burning thoughts of Mr. Ormiston's patriotic address will meet a cordial response, that our country is not only as "dear as the dearest," but "as fair as the fairest," on the continent of America.

Dr. Ryerson concluded, by expressing his fervent wish for Mr. Ormiston's future happiness and prosperity, and for the health, success, and usefulness of the large number of teachers who were now going forth to assume duties, in the discharge of which he trusted they would do honour to the Normal School in which they had been trained, confer lasting benefits upon the country for which they had been trained, and largely contribute to those high destinies, which, he believed, the Providence of God had in reserve for our beloved land.

Dr. LILLIE next addressed the meeting. He said, that he felt he should neither be doing justice to his own feelings, nor to those of others concerned, if he did not occupy their time for a few moments, in giving expression to his hearty concurrence in all that had been said in the address presented to Mr. Ormiston. He had listened to it with intense delight, as it did the highest honour to the parties by whom it was prepared, and to whom it was presented. It showed an appreciation of Mr. Ormiston's labours, and the power of expression therein manifested, reflected great credit upon the students who drew it up, and that credit was reflected back again upon their teachers. The address was worthy of the man, and the man of the address. There was a time to speak, and a time to keep silence, and he rejoiced that the ladies and gentlemen of the school had broken through those conventionalities which would make the tongue hide the feelings with which the heart was swelling. They had done well and nobly, in thus speaking their minds. There was another respect in which he admired the address, it let those to whom he (Mr. Ormiston) was going, see the appreciation in which he was held here. That feeling would not have had expression if it had not come from their hearts, and it was at the same time a pledge that his labours would not be in vain, or his teachings neglected. Mr. Ormiston possessed, in a very great degree, the power of communicating to the teachers his own spirit, of impressing upon them his own honourable feelings and sentiments. After a few additional remarks, Dr. Lillie concluded by expressing how heartily he sympathised with the proceedings of the day.

After a few observations from the Rev. Dr. Burns, Mr. Robertson, and Dr. Taylor, a benediction upon those assembled was pronounced by the Rev. Dr. Green, and the interesting proceedings terminated at 6 p. m.

PRESENTATION TO T. J. ROBERTSON, ESQ.

In connection with the above, we may state that the Normal School students made a valuable present of plate, accompanied with an address, to the head master, T. J. Robertson, Esq., on Wednesday last. After Mr. Robertson had returned thanks, the Rev. Dr. Burns, Rev. Mr. Ormiston, Rev. Dr. Lillie, and Rev. Dr. Ryerson subsequently addressed the students and expressed themselves pleased with the mark of esteem which had been conferred. The Rev. Mr. Jennings dismissed the assemblage with the benediction.

BRITISH AND FOREIGN.

MONTHLY SUMMARY.

— ENGLISH EDUCATIONAL MUSEUM.—The Committee of Privy Council on Education have arranged to open a new Educational Museum at the new buildings, South Kensington, in the spring. The objects exhibited at St. Martin's Hall in 1854, which were presented to the Society of Arts, and by that Society given to the Education Board in order to found a museum, will form part of the Educational Museum. A catalogue will be prepared which will contain the price lists that exhibitors may furnish for insertion. The books and objects will be grouped under the following divisions: 1. School-building and fittings, forms, desks, slates, plans, models, &c. 2. General education, including reading, writing, grammar, arithmetic, mathematics, foreign languages, and histories. 3. Drawing and the fine arts. 4. Music. 5. Household economy. 6. Geography and astronomy. 7. Natural history. 8. Chemistry. 9. Physics. 10. Mechanics. 11. Apparatus for teaching the blind and deaf.

— GOVERNMENT CIRCULATING MUSEUM COLLECTION.—This interesting collection, consisting of 400 specimens, representing each sector of the central Museum of Ornamental Art at Gore house, and comprising glass, lace, works in metal, ivory carvings, woven fabrics, &c., will visit Liverpool at the beginning of March, and be visited at the Exhibition-rooms, in Post-