

2. A teacher can exert great power and influence. Most men love power, work for it, and, if successful, take pride in it. The power of individuals is generally limited in amount and uncertain in duration. A few men in every age, by energy, honesty, virtue and devotion to duty, obtain the confidence and affection of their fellow-men and exert a mighty influence. Accident, wealth or office sometimes gives one a short opportunity for doing good or evil. A teacher has the power of moulding the human mind, of forming character, and developing energies and agencies which may affect the history of the world. Every really great teacher has left behind him an influence which has constantly increased, and affected in a greater or less degree the institutions, modes of thought, and the pursuits of succeeding generations.

3. It furnishes opportunities for self culture. Many occupations dwarf and cramp the faculties, and narrow, or at least do not expand the soul. Teaching gives opportunity for study, reflection and reading. The teacher has time to become familiar with the various sciences, arts and literatures. Out of school, his time, or a portion of it, may be given to such studies as enlarge the mind and fill it with elevated ideas.

4. It brings the respect of pupils and patrons. All really good teachers are loved and held in lasting remembrance by many of their pupils. Old men point with pride to their early instructors and delight to rehearse their sayings and to boast of their virtues.

5. It affords a fine field to acquire fame. The world loves to honor its benefactors, and the world is waiting and longing for some man to make discoveries and improvements in teaching; for some man to reduce teaching to its first principles, to analyze and describe the human mind and the steps and periods of its development; to investigate the adaptation of studies to the various grades of mind and stages of development; to determine the changes which occur in the mind itself from study, and from age without study; and to so investigate and explain the whole subject of education, that its results shall be as definite and speedy as those of the exact sciences and the manufacturing arts. Such a man will in time appear, and he will make for himself a name second to none of the honored names of the earth.

There is then no more promising field of labour than that of teaching. It offers many and some of the strongest inducements which can affect the human mind: competence, speedy employment, opportunities for self culture, for doing good, for acquiring power and lasting fame.

## 2. A WORD ABOUT SCHOOL TEACHERS.

*For the Journal of Education.*

The idea that the teacher's office is merely to impart instruction is far too prevalent. Whereas it is their duty to teach the pupils to think for themselves; and to educate the heart as well as the head. The imparting of instruction is the easiest part of the teacher's task: yet this is what a superficial observer is apt to take as a criterion of a teacher's merits.

Men and women, who devote their energies to the education of youth, will have many obstacles to overcome. Parents and children are prejudiced in favour of the system of training and discipline to which they have been accustomed; and, generally speaking, they do not receive improvements in a very friendly manner. Some people there are, but we are glad to say their number is decreasing, who look on the teacher as a mere machine, who performs a certain amount of work for a stipulated sum of money, and who are well satisfied provided the salary is unreasonably low. However, experience proves the best teachers are the cheapest.

We think in these days, when the number of teachers exceeds the demand, that *third* class county board certificates can be dispensed with. The loss would be gain to the public, who generally have no conception of the small attainments necessary to obtain a third class certificate. Any person, with fair ability, could raise themselves from the third to the second class, and the few who could not or would not, might find some employment suited to their capacities and tastes.

M. S.

## 3. UPPER CANADA TEACHERS' CONVENTION.

The sixth annual convention of the Teachers' Association for Upper Canada took place on the 7th, 8th and 9th inst. The president, the Rev. Dr. Ormiston, of Hamilton, upon taking the chair, requested the meeting to accompany him in prayer for the Divine blessing upon the proceedings of the convention. Prayer being over, the President proceeded to deliver an address. In the first place he took the opportunity of returning thanks to the association for having chosen him as its president. He then referred in pleasing terms to his career as a teacher—a period which he said extended

as far back as twenty-five years. At that time there was no system of teaching as at the present day. If a man were a British subject and willing to take the oath of allegiance that was all that was required of him. Since that time great improvements had not only been introduced into the schools but into every department of labor, and he considered it the duty of the teacher to keep pace with the improvements that were being daily introduced around him. People now spoke to each other by lightning, and brought machinery to such perfection that it was made to do everything but speak. When he was a boy they used to gather potatoes with their hands, but now a machine might be seen passing over the field gathering up the potatoes and sifting the valuable from the useless. And machinery had been carried even so far that a rotary beef steak broiler had been introduced—causing the steak to be not only more palatable, but also more digestible, than that of former days. (Laughter.) His remarks, he said, would be directed to the teachers and to the duties that occupied their attention. In referring to the responsible position in which the teacher was placed by having to train the youth of the country, he said he believed in the use of machines in their proper places, but he did not believe in parrot teaching in a school. Teachers were required that were in the highest degree capable of performing the important duties entrusted to them. Men were wanted that thoroughly understood their business—men who were entire masters of the subject which they attempted to teach. Some men might be very good in workshops, but in schools they would be useless. A man should not only well understand what he was about to teach, but he should be capable of imparting instruction. He might be well versed in Hebrew and might be able to read Sanscrit, but might be nothing better than a parrot in the schools. The learned lecturer then proceeded, at considerable length and with much force and eloquence, to contend that teaching was a profession, and as such should stand second to none in the community. He urged upon those who felt that they were unfit to teach to withdraw from the schools, as the presence of such, he contended, was injurious not only to the pupils placed under their care, but to the country at large. He spoke strongly against the separate school bill recently before parliament, believing as he did that the country would be benefited much more by having the youth of Canada taught in the same schools, instead of separately. By this course of education they would grow up without any hostile feeling towards each other. The lecture of the president was received with loud applause. A committee was appointed to report on the many valuable suggestions contained in the address, and to have it incorporated into the minutes.

*The President's address.*—The special committee appointed to report on the address of the president, reported. 1st. Pleased that some of the changes proposed by Dr. Ryerson in the mode of conducting the examination of teachers is likely to come into operation. 2nd. Agree with the remarks of the president that the faculties of children are developed at different periods and in a certain order, and think that lessons should be adapted to that order of development. 3rd. The president's opinion that the agitation in regard to separate schools should be deprecated is in accordance with the views of the majority of the people of Upper Canada. 4th. Regard the religious character of the teacher as a qualification of vital importance. 5th. Suggest the publication with the minutes of Dr. Ormiston's address to the convention.

*United States Delegate's Report.*—The delegate appointed at last meeting to attend the annual convention of the national association of the United States, held in Harrisburg, Pennsylvania, in August last, next presented his report, which was very lengthy. It not only presented a statement of the proceedings at the American convention, but also remarks, views, opinions and suggestions by the delegate himself, on a variety of topics indirectly connected therewith. After the reading of the report it was proposed that the report he received and the delegate thanked for his trouble in preparing it.—To this an amendment was moved and seconded that the statement of facts contained in the report just read be received, but not the opinions and suggestions of the delegate. The amendment was carried.

The proposed reconsideration of the vote on the American delegate's report of the day previous was next moved, and carried by 22 ayes against 16 noes. Mr. McCabe moved, seconded by Mr. Watson, "that the report of the delegate be received and referred to the committee on printing." In amendment, it was moved by Mr. McAllister, seconded by Mr. Seath, "that the vote of yesterday be confirmed." The amendment was lost, and the original motion carried.

*Physical Education.*—A report on physical education was read by Mr. McGann, chairman of the committee. The report recommended in strong terms the necessity of erecting gymnasiums as a necessary appendage to every common school, and exercises in military drill to be practised on alternate days; also calisthenic exercises for girls, with the view of developing the functional organ-