

who got tired of working the spade and the hoe by third-class certificates, there was no use asking for higher salaries, since in this, as well as in every other sphere of service, demand and supply must regulate the price of the labour. Mr. Kirkland put his resolution in the following words:—"That as teaching is a profession as much as law, medicine or divinity, its members require professional training; and that no person should receive a certificate of qualification to teach a public school who had not received some professional training." The resolution was carried unanimously. In the second place he proposed that one or more additional Normal Schools should be established as soon as possible. Even three Normal Schools would be far from meeting the wants of the Province. This was also carried unanimously. Third—That in addition to the Normal Schools, there should be a model school in each county, where candidates for third-class certificates and others might receive a professional training under the supervision of the County Inspector. Fourth, That a few scholarships should be established in each Normal School, as in our Provincial University. Fifth—With regard to candidates for High School masterships, he would recommend that after graduating they should be required to pass an examination on the methods of teaching and organization of Schools. To assist them in obtaining a knowledge of these subjects, a lectureship should be established in the Provincial University, the lecturer to be the Principal of a Collegiate Institute or Grammar-school master of not less than five years standing. That the term should be from January to April, and the lecturer appointed only for one term, but may be re-appointed; and that the examining committee consist of the Grammar-school inspectors and the lecturer for the term. Mr. Kirkland's resolutions were all unanimously adopted, and a vote of thanks heartily awarded to him for his paper.

ADDRESS BY THE REV. DR. ORMISTON, OF NEW YORK.

During the discussion of Mr. Kirkland's resolutions on Normal Schools, the Rev. Dr. Ormiston of New York, and formerly of this city, entered, accompanied by Rev. Dr. Ryerson. He was called upon by acclamation to deliver, during the time he might have at command, a few words to the members of the Association. In doing so he said there was a time when he knew almost every teacher in the Province. He was still a teacher himself, had always been, and regarded it as one of the noblest professions, if the duties were performed in the proper spirit. If the duties were performed perfunctory, it was slow murder, and he knew of few men for whom he had less esteem than a teacher so performing his duties. He warned them, if possible, not to wrong the sensibilities of the little ones. For a teacher who had the proper care of the young ones committed to his or her charge, he had the profoundest reverence; it did not matter to him whether that person's hair was black, or golden yellow, or grey with long years of venerable service, nor could he expect each one thoroughly to apprehend all that was necessary for fulfilling the duties to the best advantage, for everyone was not endowed alike with that capacity—let them have a true sense of their responsible duty. For himself, he was not now amongst them, nor could he say that he was actively engaged in their profession; but in heart, he again would assert he was still a teacher. One of the very last duties he had performed in New York was to address, on invitation, about 900 young ladies at the Normal School, and he was glad to see the ladies so well represented on this occasion—the whole of the 900 being engaged in preparing for teaching. (Hear, hear.) He rejoiced in the privilege then bestowed on him. Of course, all the nine hundred young ladies would probably not join the profession of teaching, but the great majority of them would. With regard to the time he had lived and laboured amongst them here, he might say he never lived and laboured anywhere else with more heart and soul than in the very building in which he then spoke. (Hear, hear.) He had devoted all his powers to it without reserve—it was brain-work and heart-work both; he went about among the students as if they were brothers and sisters. Seldom did any words fall from his lips except those of encouragement. With regard to the spirit in which they entered, or should enter, into their work, he said, in the first place, that mental culture was a very small part, though a necessary one, of the teacher's attainments. Love for the work and the children would do more for a teacher of smaller capacity than higher abilities would do for one lacking the proper spirit. Nothing was more required in successful teaching than proper relations with pupils and fellow-labourers; but by all means with the children first. It would never do to appear harsh or arbitrary in their eyes. When the poor little fellow, trembling, was brought up, culprit-like, before an irate master, how was he supposed to feel? Where was there redress to be found for the poor little fellow? There was no appeal against the decision of that master. From school, many young boys had thus been sent out to the world to pour upon their fellow men at some day the revenge and anger they had treasured up in their

hearts against such treatment; while in others it formed those habits of indifference and servitude to the wills of others which made them the ready tools of wicked and designing men. Find out rather each little nature from the bottom, and by the use of a large lump of loving kindness, cultivate and draw out its better parts. He did not suppose any teacher there would wield the rod too much; but even that was not so bad as scathing rebuke, which raised the rebel within terribly, which lived and grew till it had an opportunity of showing itself. Many a deep dyed villain had thus been bred at school. Be kindly in disposition to each. Bring out as much of kindness as is in them, for though it never repay you here, or redound to your credit, remember the glorious crown it would bring at the last day. He described a scene at San Francisco lately, when a hundred old pupils rushed about him, and each remembered some way in which he had been connected with them in his duties as a teacher; he would not have forgone the pleasure that scene had brought him for anything. He illustrated the power which kindness on the part of a teacher may have on a pupil's mind, after he has grown to manhood, by telling the story of a railroad conductor and a brakeman, who had recognized himself on a train, and referred familiarly to little incidents that had occurred during his connection with them, such little kindnesses are not lost, they will come back by-and-bye with a glorious return. So long as they were engaged in the work, let them enter into it with a deep sense of responsibility. Love the children, do their duty to them, and they would not fail to find a large reward. He hoped they would themselves return from this convention with kind feelings to each other. It was true, and he was sorry it was, even with regard to ministers, notwithstanding the sacredness of their calling, that they sometimes went away from such conventions with feelings of jealousy and envy; that they sometimes descended to detraction and accusation, and that it all generally arose from misapprehension. (Laughter.) He trusted they would avoid that. Let them each love their neighbour teachers, and do not find fault with them, though they do not act just as you do yourselves. Your own way may be best for you, and perhaps for you only; and no doubt each will succeed in their own way. Avoid the Chinese shoe, not only on your foot but in your nature. System and rules, and order might be very good in their place; to put them in force with too great strictness was wrong. He liked the hub-bub of earnest work, and the restless muscle that will yet remove mountains. This was his former opinion, and had not changed his ways yet; he had grown older, but he had also grown the more loving and forgiving the older he had grown. He could find twenty reasons for forgiving a fault now for one that he could have found fifty years ago. He advised them to cultivate a large, liberal and forgiving spirit. He hoped that in this convention they had found some things to show them their duty. Might the young Canadians bless them for what they had been enabled to do for their country? Dr. Ormiston then referred in terms of respect and admiration to Dr. Ryerson who, he said, had been the means of enabling him to do what good he had done in his humble way, and under whom he had studied in Victoria College. In referring to Dr. Ryerson, he said:—

The teacher has a reward peculiar to his work—a living, lasting memorial of his worth. The feelings of loving reverence which we entertain for those who have awakened our intellectual life, and guided us in our earliest attempts at the acquisition of knowledge, are as enduring as they are grateful. I shall never forget, as I can never repay, the obligations under which I lie to the venerable and honoured Chief Superintendent, Dr. Ryerson, not only for the kindly, paternal greeting with which, as principal, he welcomed me, a raw, timid, untutored lad, on my first entrance into Victoria College, when words of encouragement fell like dewdrops on my heart, and for the many acts of thoughtful generosity which aided me in my early career, and for the faithful friendship and Christian sympathy which has extended over nearly thirty years, unbroken and unclouded, a friendship which, strengthened and intensified by prolonged and endearing intimacy, I now cherish as one of the highest honors and dearest delights of my life; but especially for the quickening, energizing influence of his instructions as professor, when he taught me how to think, to reason and to learn. How I enjoyed the hours spent in his lecture room—hours of mental and moral growth never to be forgotten! I owe him much, and but for his presence here to-day, I would say more of what I think and feel of his character and worth. He has won for himself a place in the heart of many a young Canadian, and his name will be ever associated with the educational advantages and history of Ontario. May he be spared for many years to see the result of his labors, in the growing prospects and success of the common schools and educational institutions of this noble and prosperous province, whose best interests he has patriotically done so much to promote.

He declared his own decided attachment to Canada, even though