

labours, however unimportant or valueless, that opinion may appear to them to be. I deem it a duty, which every one owes not merely to the church of his adoption, but also to society at large, to call attention as far as he may be able, to an institution which he is satisfied, in his own mind, is fitted to advance the intellectual, the religious and the moral improvement of his fellow men.

From a careful inspection of the classes in the Academy while under instruction, I have no hesitation to say, that the zeal and ability displayed by the Rev. Principal and his assisting Masters in conducting the examinations—the strict discipline to which the pupils were evidently subjected in all their exercises—and the numerous branches of a useful and liberal education taught, left upon my mind the impression that, under the continued superintendance and control of its present teachers, the Toronto Academy is eminently fitted to aid the cause of education, and to advance it a step in its onward progress in this extensive and important province. I know of none whose diploma I would prefer in the view of the appointment of teachers to our common or district schools throughout the country. And when I consider the very defective means, within the immediate reach of many of the adherents of our Church, and of others who are extremely desirous of bestowing upon their children and wards, the advantages of an education suitable to the present advanced condition of society, I would most earnestly press upon the attention of those, whose circumstances in life may warrant them to incur the expenses, the claims of this excellent school, upon their confidence and support. The system of education adopted in the Academy is varied and comprehensive. It is in the power of the youth attending its classes to receive an education which will fit him for engaging in mercantile pursuits with superior advantages; or for entering upon a course of still higher study to prepare him for the medical, the clerical, or the legal profession. But the circumstance which should recommend it most strongly to the support of parents and guardians is the prominence which is given to religion throughout all the exercises. It is, I rejoice to say, a system, recognising as the most effectual instrument of moral training—the word of the living God which endureth for ever; while the lessons of religion are communicated entirely free from sectarian peculiarities, and tend to promote good-will and charity among the boys, as children of the same father and heirs of the same blessed hopes.

I was glad to see, during my stay, the College departments strengthened by the arrival of the Rev. Wm. Lyall, from Scotland, formerly minister of the congregation of Uphall, in connection with the Free Church, who, it is expected, will be able to give some efficient aid to the Principal in superintending the classical studies of the students in the junior department of the College, and will lecture on Mental Training and English Literature. In other words, Mr. Lyall will supply the want of a Professor of Logic and the Belle-Lettres in the Institution. Without at all interfering with the discipline which has for some time been carrying on in certain high quarters, on the comparative merits of Logic and Metaphysics, as a means for promoting the real intellectual improvement of our young men, and certainly without any desire of suggesting or dictating to those who are members of the Committee, nominated and entrusted by the Synod with the duty of considering what shall be regarded as forming in future the regular College curriculum, I may be allowed to state, that it has been my long-settled opinion, that it is of the very first importance to their future success, to render our young men, as soon as possible, and immediately after the study of the classics, conversant with the nature and capabilities of the English language, as a medium for communicating thought, and with the most approved methods of conducting a written or oral discourse, for the purpose both of confuting error and of enforcing truth. This I conceive to be the chief end and advantage of Logic as a study.

When it is properly taught by the Professor, and attended to by the student, it leads to a careful consideration of the terms which are to be introduced into any studied composition, and their arrangement with each other in sentences or propositions, so as most effectually to answer the object of the argument. It reads the juvenile essays to which well his premises, that they may support his conclusions,—and to consider whether his consequences are fairly and legitimately drawn from his premises. Viewed in this light, (the only true light in which it ought to be viewed,) Logic must be considered not only as a useful, but also as a powerful instrument, to put into the hands of the young enquirer after truth. It is to the young metaphysician what the geometrical analysis is to the young geometerian—it is what the scalpel is to the young but aspiring anatomist. In reasoning thus upon the subject, I proceed, of course, upon the supposition that the Logic class will be taught on principles which the improved state of knowledge at present recommends, and not as was too frequently the case formerly, taught so as to invest Logic as a dry and uninviting subject of investigation—a useless fragment of recalcitrant learning—the relic of an age long past. And although the Aristotelian Logic may be properly classed under the last-mentioned category, yet I would as soon think that the student of Modern Astronomy ought to begin his course or contentedly rejecting all the discoveries made in that science by the ancients, previous to the time of the great and immortal Newton, as that the student of mental philosophy should begin his course by silently discarding the acute and time-honoured labours of the Stagyrice. But while I thus approve of Logic forming a necessary part of our College curriculum, and that immediately after the study of the learned languages, I entirely disapprove of a system of rigid GRINDING, in connection with this class, so strongly advocated by some, being applied to the training of the minds of our students. For although in respect to their initiatory attempts at composition, the precepts of Cicero, "recreare se vivum," ought to be pressed upon them, yet, in my opinion, the best method of instruction is, to endeavour to lead the mind by a faithful exhibition of the correct principles of composition, to an appreciation of what is tasteful and effective in diction; and by constantly placing before the students the most approved models which departed genius has left behind it; their imitation in every department of elegant literature.

While I am upon this subject, I may perhaps be pardoned for expressing a hope that, as soon as circumstances will admit, a more decided position in the Curriculum will be assigned to mathematics and the physical sciences founded upon them. I know well the objections which are so often urged against this important branch of human knowledge—that only a few are capable of pursuing it to any great extent, and that it is not necessary to the qualifications of the successful ambassador for Christ in the world. But with regard to the first of these objections, I believe it is founded on a mistake, and that, were a fair trial made, by careful previous training, many more would be found capable of rising higher in this department than we are willing to believe; and with regard to the second, it evidently asserts too much for the objector, inasmuch as it would cut off from the candidate for the holy ministry, all useful and ornamental branches of education at once, and leave him to Theology alone. I am inclined to look on natural philosophy as a study, not only deeply interesting in itself, but also as furnishing the theological student with some of the most convincing arguments and analogies which he can employ in proof of the existence and the government of the supreme Creator and Ruler of all. I need only point to the beautiful and conclusive reasoning of a Boyle, a Ray, a Durham, a Paley, and a Chalmers, in proof of this position, while the last mentioned revered and lamented divine has shown in his astronomical discourses, the powerful aid which that particular branch of physical science in case-

ble of yielding in support of the peculiar doctrines of Christianity. The facts of natural history connected with zoology, chemistry, geology, &c., may be left to be collected and arranged for use by the industry of the individual student; but the study of those laws by which the mighty movements of the universe are regulated, in obedience to the fiat of its eternal Creator richly deserves the place which it has long occupied, and continues still to occupy in the established and time-tried curriculum of our Scottish Universities. I hope, therefore, to see in Knox's College, the same order of things finally established, and that the study of physics, will not only be diligently pursued by our future ministers—but will be impressively illustrated to their senses in the course of instruction by suitable apparatus and experiments.

I shall not trespass upon the reader's patience at present by offering any observations on the other classes of the college course, I shall reserve any remarks which I may have to make till the time when the whole question of the curriculum shall be taken up and considered by the Synod. Let me only say, that the character of the Professors of Moral Philosophy, Hebrew and Theology, for high talent, honorable, and persevering attention to the duties of their scholars—renders them an acquisition of which any Institution might be proud.

I may be permitted to say further, that I had much satisfaction in observing the grave and becoming deportment of the students of theology. They appeared to me sensible of the important nature of the studies in which they are engaged, and of the work for which they are preparing. Their piety is attested by the unanimous voice of those who have come into close and familiar intercourse with them, and they afford to the church the pleasing prospect of a supply of preachers, at no distant day, not raw and untried, but who, by a diligent study of the Holy Scriptures, and a sanctifying belief of the truth, will deserve the honorable character of men of God, thoroughly furnished unto every good word and work.

Before closing these remarks I take the liberty of tendering a suggestion to those in the Directorship of the Academy and College. It is, that the plan of instruction adopted, would be facilitated by the presence of a set of good maps for reference or illustration. These might be arranged according to the progress of the pupils, who assemble for instruction in the different rooms, and the series should embrace the illustrative maps of ancient and modern geography, and of the geography of the Holy Scriptures. In the course of my own experience I have found it exceedingly useful, not only in teaching geography, but History, Chronology, and the Latin and Greek Classics, to refer continually to the map or chart; and I would say, that the sum of thirty or forty pounds would be profitably expended in providing the school-rooms with these almost indispensable appendages.

Let me in conclusion urge upon all the members and adherents of our church, the necessity of active and continued exertions to provide funds necessary for successfully carrying out the great object of this excellent institution. We should all regard the colleges, under the blessing of God, as the right arm of our strength in our endeavors to supply this destitute province with the blessing of a preached gospel; and surely we would neither be acting a Christian nor a patriotic part, were we to allow it either to languish or to come to naught, through a lack of pecuniary support. Many of us rejoice, and that justly, in the pre-eminence of our father land for literature and science, for philosophy and religion—but we should never forget that Scotland has acquired this admirable fame, chiefly through the system of education pervading all ranks of her inhabitants; introduced and recommended by her great reformer, and his zealous coadjutors. Is it not then of the utmost importance, that the same sturdy literature which has elevated Scotland: in the rank of nations, should be transplanted to the soil of Canada—the adopted country of so many Scotchmen and their families.