

mismanagement and folly can be the only clouds and darkness that rest upon it. What shall we say, then? Have these flattering hopes sprung up merely to be nipped in the bud? Are these fair promises given only to deceive? And must all our darling expectations fall a prey to party prejudice and misguided zeal. God forbid!

That such a catastrophe will result, there seems no cause, I am happy to say, to fear; but it is my firm conviction that it is unavoidable, if the introduction of religious teaching into schools be insisted upon. This ought not to be so, but unfortunately it is.

In order to bestow any benefit upon the community at large, it is necessary to have respect to their opinions and prejudices. These may be mistaken and ill founded, but it matters not. The fact of their existence is sufficient. To attempt to enforce measures which run counter to them, is but to labour in vain, and to subject ourselves to the pain of disappointment. If men will not allow us to do to them the good we would, let us, at least, confer the good we can. We are not justified in refusing to minister to their temporal wants, because we cannot supply their spiritual necessities. Nor, because our neighbour differs from us in religion, should we unfeelingly look upon his misfortunes, and coldly pass by on the other side.

The force of principles such as these acting upon existing facts, has brought me to my present mode of thinking. Into so many sects are Christians unhappily divided, and with such needless asperity do they often advocate their respective tenets, that that which was originally intended to be a bond to unite, has been made a badge to separate. No matter how general the doctrine, how broad the basis we adopt, their sensitive jealousies will be excited; that unanimity requisite for the successful working of the system will be destroyed, and where mutual confidence and good will should reign, there will be found nothing but distrust and envy.

But suppose some particular creed, the Church's, for instance, introduced. Could we expect dissenters to send their children? Listen to a short extract from the article alluded to in my last letter. Shall we send our children where we would not go ourselves? Shall we place them, while their characters are in a state of formation, under influences which we believe to be unsound and deleterious, and which we ourselves find it necessary to resist? And again, "Can we send our children to be educated where that form of religion is directly and indirectly inculcated, which we do not believe to be the truth as it is in Jesus?" We surely cannot do this either consistently or innocently." This is well spoken, and must be heartily responded to by us all. But does this sentiment, so beautiful in the mouth of a churchman, become deformed by passing the lips of a dissenter? Can we blame in others what we approve in ourselves? Our own principles would not only justify, but would applaud them for withdrawing their children, and sending them where they might be instructed in what they consider the truth as it is in Jesus.

From these considerations I have been forced to the conclusion that, if we are to have a system of education whose benefit can be shared alike by all classes, it must be with the exclusion of religious teaching not from the province, but from the school rooms. In the former, I trust, its efficiency will be increased. Ignorance and vice ever go hand in hand and by destroying the one, we take away the prop of the other.

To some of your readers, Mr. Editor, who may take the trouble to peruse these lines, my views may, perhaps, appear heterodox, but if any one of them, instead of censuring, will take his pen and devise some feasible plan, which will combine the double blessing of a religious and secular training, he will not only earn my thanks, but will secure my most cordial acquiescence.

Your obedient Servant,
JUVENIS.

FOR THE CHURCH TIMES.

The necessity for a Professorship of Pastoral Theology in King's College, Windsor, is now generally felt and acknowledged in this Province, but the means for its endowment are "lions in the way" in this our day of poverty and self-dependence.

Now, as one of the great objects to be attained by this Professorship, is the training of Divinity Students to the parochial and every day work of the Ministry, what better field of operations could those Students have than the Parish of Windsor itself? Such an arrangement would be beneficial in various ways; not the least of which would be the influence which would thereby be exerted on the lives and conversation of the young men themselves, as the spiritual advancement and well being of the Parish would then be the immediate concern of every one of them.

Suppose then, that the Rector of Windsor, be also appointed Professor of Pastoral Theology at the College, and that the salary for both offices be, say £300, per annum. Of this the parish would surely be willing to pay the larger proportion, for the Rector would necessarily be one of our best men, and the Divinity Students would, under his immediate direction and supervision, be so many active and energetic Assistant Missionaries. Thus, every Church family in the parish would be within the influence of regular, frequent, and spiritual visiting, the pulpits would be supplied with sound, argumentative, and doctrinal teaching, and the parish of Windsor would be, as it ought to be, the model parish of the Diocese, and last but not least, economy and utility would thus be combined.

The happiest effects might be expected from such an arrangement, provided the individual selected be a man of no party, and have under his direction a band of

young men carefully selected and trained to the "holy calling," and energetically resolute to forward, by precept and example, the great work of the Gospel.

A CHURCHMAN.

The Church Times.

HALIFAX, SATURDAY, NOV. 6, 1852.

EDUCATION.

We have to acknowledge the receipt of the November number of the "Journal of Education for Nova Scotia," a most valuable little work published by Mr. Dawson, the (unpaid) Superintendent of Education for this Province. It is full of important suggestions, for the improvement of the miserable system, (if system it can be called) of instruction, under which the rising generation of this country are growing up with half-starved intellects, far behind their contemporaries in the neighboring Republic. It is devoutly to be hoped that another Session of the Legislature, will not be allowed to pass by without the adoption of such an improved Law, as will rescue the youth of the Province from the degraded and neglected condition in which they are now left, as regards their mental cultivation. The subject of Education, which is one of the very first in importance, has unfortunately been generally the last taken up in the deliberations of the Legislature, and being thus driven into a corner, at a time when members were in a hurry to get to their homes, it has been slurred over, and some crude enactment, or the bare continuance of a confessedly imperfect law, has been the consequence.

The dearest interests of the country have been treated long enough in this unprincipled way, and sacrificed to self interest or political strife, and we hope for better things from the approaching Session of the new House.

It is in vain that the land is traversed by the wondrous electric wires, or intersected by railways, or that Steam affords us a rapid transit over vast Oceans, formerly attempted only by the dauntless few. It is in vain that the amazing discoveries of modern science, and the surprising improvements in all the arts and occupations of man, are spread before us, so long as our population are wrapped in the shades of ignorance, or their minds left as now to the miserable guidance of Teachers, who are themselves untaught, and wholly unqualified to develop the intellectual powers of those committed to their care. Hence a NORMAL SCHOOL for the training of an efficient corps of Teachers, is a prime desideratum, and if the cost of such an Institution were five times what it is, the Legislature will betray the vital interests of their Constituents if they neglect to establish it. But we shall do better to let Mr. Dawson speak for himself on this and other points of this great subject with which he is so thoroughly and practically acquainted, and accordingly we propose in this and future numbers to bring before our readers, extracts from his Journal, commending them to the deep attention of all who are interested for the welfare of the land they live in, and especially to that of the Legislators of our country.

"The time is now approaching when the subject of common school education must again be brought before the legislature. Next session should give the province a new law, and who can measure the influence which that law may exercise for good or evil on the destinies of the country, and on the individual welfare of every parent and child. There has been too much indifference to the importance of this subject. The people do not need to be told that our present plan is defective in its support, in its methods of instruction, and its local management. This is felt in nearly every settlement in the province. It is only necessary that every person should question himself as to the personal interest in a greater diffusion of humanising and elevating training, and should act accordingly to bring to bear on the legislature a force of public opinion which would sweep away all the hesitation of wavering representatives who fear to benefit the country lest the people should punish them for it. To aid in exciting a well directed and vigorous effort in the approaching crisis, we shall, even at the risk of wearisome repetition, again direct attention to some of the principal objects to be contended for.

Secondly. We must have good and well supported Normal Seminary, to send well qualified teachers over the length and breadth of the Province, until every school shall be taught by a person trained in the best methods of conducting the work of education. After a few years such an institution will double the value of the public and private money expended on the schools, shorten the time necessary to obtain a useful education, and send forth a much more highly educated race of young people from the schools. There are very few persons not convinced of the utility of a Normal School; and it is to be hoped that its efficiency will not be cramped by too narrow views of economy.

Thirdly. Free schools supported at least in part by assessment must be secured before we can hope to have

a general diffusion of the blessings of education. This of all educational improvements is the most opposed—yet it must come. The example of other colonies and the interests of the mass of the poorer population must enforce the acknowledgement of the right of all children to a common school education paid for from the public purse. The principles on which this is demanded, and its probable influence on public interests, are now familiar to every intelligent man all over the province—let them set themselves to combat the prejudices of the ignorant, and outweigh the influence of the selfish. Let it be thoroughly understood that the intention is not to withdraw the public grant, but to add to it a sum collected from property all over the province, and employ the united sums in placing a school within the reach of every parent, for just so much in addition as he may choose to give; and that the choice of teachers by the people or their representatives the trustees, and the independent management of the affairs of every district by its own people, will in no respect be interfered with, but on the contrary greatly extended, while the facilities for having good teachers and sending all the children to school will be vastly increased.

Fourthly.—Efficient annual inspectors, acting under a general head must be provided for. This is an important check and stimulus, and can, on the plan proposed in the school bill of last winter, be secured at small cost. As it is explained in another part of this number, no further remark is necessary here.

Fifthly.—Arrangements for the regular and orderly election and performance of the duties of trustees.—Under all previous laws this has been much neglected; and to this cause we must attribute much of the inefficiency of the schools. The trustees elected by the people have a large share of substantial power. This is the liberal and popular element in our school system, and unless actively worked out to its true results, no exertions of officers appointed by government can infuse sufficient energy into the schools.

These are the great objects which we have all long thought should be aimed at in a new law, and we beg leave now most urgently to press on the friends of popular education the importance of informing the public mind and petitioning the legislature. To facilitate the latter object, and at the request of many friends of education, we shall prepare and circulate forms of petition along with the present number of the Journal, and we respectfully request those who may receive them, to do all in their power to have them presented to the legislature, respectfully signed. Persons who do not receive copies, and who are desirous of aiding in the work of obtaining signatures, may have them by applying to the Superintendent of Education.

REPORT OF THE ALUMNI OF KING'S COLLEGE, WINDSOR, 1852.

The Executive Committee have the pleasure of meeting the Members of the Alumni of King's College on the Fifth Annual General Meeting since the incorporation of the Society.

Since the last meeting your Committee have to lament the loss of their late Patron, His Excellency Sir John Harvey, who ever showed himself favorably disposed towards the Association, and to whose kind offices they are much indebted for promoting the harmony between the Board of Governors and this Society, now so happily existing.

At the last General Meeting a Committee was appointed to confer with the Governors on the subject of such an alteration in the Charter and Act of Assembly relating to the College, as circumstances seemed to render necessary, but it appeared more prudent to the Governors on consultation with them, to take no steps under the peculiar circumstances of the case then existing.

Your Committee would now however urge upon the Society, the importance of seeking such an amendment as should seem, with the approval of the Governors, more likely to vest the control of the College in the hands of those whose feelings would naturally lead them to uphold it in its integrity, than some of those at future periods may be who shall hold the office of Governor ex-officio.

Your Committee would also suggest the expediency of respectfully requesting the Governors of the College to consider the propriety of seeking from the Legislature, power to dispose of the wilderness lands belonging to the College, as otherwise your Committee fear that eventually they may become much depreciated in value if not wholly lost to the institution.

Your Committee would bring to the notice of the Association the fact of a comparatively small sum only being now required in order to entitle the College under the conditions of the liberal offer of the Society for Promoting Christian Knowledge, to a further sum of £1000 Stg. The first sum of £1000 promised by them has been paid over to the Governors on the ground of £2000 having been raised by the Alumni. And at the time when the late lamented Bishop was removed by death, some progress to the extent, it is believed, of £700 or £800 had been made by his Lordship towards the second sum of £2000, on the raising of which depends the further grant of £1000 from the Society for Promoting Christian