

addressed them—took pains to instruct them—and prayed with them; and the most cheering results frequently followed. On being asked what produced this great change upon them, often would these unfortunate prison inmates be heard replying, “*Mrs. Fry’s look of love!*” In like manner, we have seen a room of unruly children, upon whom threats and punishments had been literally showered without effect, awed, and composed, and solemnized by the silent entrance of a fellow-teacher, whose countenance beamed with tenderness and pity, and spoke to the offending parties more eloquently than the choicest words.

Again, the affectionate teacher will be sure to call forth, not only the attention, but also *the love and confidence of his scholars*. There is an omnipotent power in Christian love, which nothing can withstand. In the life of David Nasmyth, we are told that when in America he on one occasion attended a meeting where a young man, a student at law, had uttered opinions at variance with the gospel of Jesus. Mr. Nasmyth felt interested in him, and resolved to make an effort for his spiritual advantage. On leaving the place of meeting, he walked some distance with the young man, and addressed him with a tenderness of manner and a Christian frankness that completely won his confidence and respect. When they separated, he threw his arms around the young man, and thus addressed him: “I fear, my young friend, you do not love Christ; allow a stranger to commend Him to you—you will never be happy till you put your trust in Him.” They parted for ever; but the scene made an impression on the young man’s heart which never left him until he was converted to God. And who can tell how many such cases have occurred under the affectionate instructions of the teacher? A little boy was once heard expressing a preference for a certain teacher over every other in the school to which he belonged. On being asked the reason for that preference, his reply was, “Because he always talks to us *till he weeps*.”

This affectionate earnestness, therefore, it is plain, should be sought for by all who possess it not, and should be made still more influential in the case of those in whom it dwells. The three great rules which have been laid down for ministers, are on this point equally applicable to teachers—namely that they should get their subject into their minds—throw themselves into their subject—and pour both themselves and their subject into the bosoms of those whom they address. As has been well said, “There is most of the heart where there is most of the will; and there is the most of the will where there is most endeavor; and where there is most endeavor, there is generally most success; so that endeavor must prove the truth of our desire, and success will generally prove the sincerity of our endeavor.”—*British Messenger*.

SOCIAL INFLUENCE OF CHILDREN.

A gentleman reports that he once found Mr. Wilberforce in the greatest agitation, looking for a dispatch which he had mislaid; one of the royal family was waiting for it—he had delayed the search till this last moment—he seemed, at length, quite vexed and flurried. At this unlucky instant, a disturbance in the nursery overhead occurred. My friend, who was with him, said to himself, “Now, for once, Wilberforce’s temper will give way.” He had hardly thought thus when Wilberforce turned to him, and said, “What a blessing it is to have these dear children; only think what a relief, amidst other hurries, to hear their voices, and know they are well.”

UNDISCOVERED CHARACTER.

Every man has in himself a continent of *undiscovered character*. Happy is he who acts the Columbus to his own soul. Our especial danger lies in the direction of *undeveloped character*. No man knows what is in him until he is tried. Then God makes him know “what is in his heart.” Abraham did not know how much faith he had, until he had flashed the naked blade over the breast of his darling son. Moses did not discover how much meekness God had endowed him with, until he was tried by the contradiction of the stubborn sinners in the wilderness. On the other hand, Judas probably fancied himself a fair “average specimen” of honesty, till the bag was entrusted to him, and the chief priests began to tamper with him. Peter stoutly insisted on his own courage and constancy, until God let him know what a *flaw* there was in his iron. And just there the iron broke. For the undeveloped part of our characters is the very part from which we may expect the greatest danger.

The undetected flaw lets the axle break when the locomotive is spinning along the track at forty miles per hour, and hence the frightful wreck of cars, freight, and human lives. And never are we in greater peril than when dashing along in high success, amid the gaze and admiration of all onlookers. At such times look out for the axle! The secret traits of character often lie dormant for years in the hidden recesses of the soul. They are like certain seeds that

will remain in the bosom of the earth for a prodigious length of time, until some application is made to them. Then they spring up. If no awakening substance touches them, they slumber on, unseen and unknown for ever. They tell us that in Scotland is a battlefield on which the natives of the soil and the Saxons once met in terrible conflict. No monument marks the scene of the bloody fight. All over the field grows the beautiful Scotch heather except in *one spot*. There a little blue flower grows abundantly. No flowers like them are to be found for many a league around. Why are they there? The reason is this. Just in the spot where they grow, the bodies of the slain were buried, and the earth was saturated with the blood and the remains of the unhappy victims. *The seeds of these flowers were there before*. As soon as the blood touched them they sprang up. They developed. And every blue flower on Culloden field, as it bends to the mountain breeze, is a memorial of the brave warriors who dyed that heathery sod with their crimson gore.

So it is with character. The seeds of action lie deep beneath the surface. The seeds of heroism and the seeds of crime, good and evil germs, lie latent in the heart. For a lifetime they may remain unknown and unrecognized; perhaps never are developed in this lower world. The seeds of the blue flowers at Culloden would, probably, have lain there undetected to this day, but for the trickling about them of human blood. That called them forth.—*Rev. T. L. Cayler*.

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TORONTO: APRIL, 1856.

* Parties in correspondence with the Educational Department will please quote the number and date of any previous letters to which they may have occasion to refer as it is extremely difficult for the Department to keep trace of isolated cases, where so many letters are received (nearly 500 per month) on various subjects.

SUPERIOR AND ELEMENTARY EDUCATION IN LOWER CANADA.

Several important Resolutions relating to Superior and Elementary Education in Lower Canada have during the present month been submitted to the House of Assembly by the Honorable George E. Cartier Secretary of the Province. The ninth Resolution refers to Upper Canada.

On the 1st instant the Hon. Mr. Cartier moved;

That the house resolve itself into Committee of the Whole, to take into consideration a series of resolutions on the subject of the encouragement of Superior Education, and the establishment of Normal Schools in Lower Canada. The resolutions were to the following effect,

1. That a permanent fund be established for the promotion of superior Education in Lower Canada.
2. That the estates and property of the late order of Jesuits be appropriated as the capital of such fund; and that all monies arising, as capital, from the sale or commutation of any portion thereof, be invested as part of such fund.
3. That the revenues and interests arising from the said fund, with the unexpended and unclaimed yearly balances of the Common School Fund for Lower Canada, and a yearly sum of five thousand pounds from the Consolidated Revenue Fund of this Province, with such further sum (if any) from the Lower Canada School Fund, as may be necessary to make up a total of twenty-two thousand pounds yearly, be appropriated as an Income Fund, applicable yearly to the purposes aforesaid.
4. That the amount of the said Income Fund or such portion thereof as the Governor in Council may direct, and except such as may be required for other purposes under the following resolutions, be yearly apportioned by the Superintendent of Schools for Lower Canada, in such manner and amongst such Universities, Colleges, Seminaries, Academies, High or Superior Schools, Model Schools, and Educational