

nephew of the historian, himself a man of much judgment and taste, said it was 'written in an English style, which he had begun to regard as one of the lost arts.' The ability displayed by Mr. Miller as editor of the *Witness*, and the influence exerted by him on ecclesiastical and educational events in Scotland, are well known. Mr. Miller did not confine his newspaper to topics of local or passing interest. In its columns he made public his geological observations and researches, and most of his works originally appeared in the form of articles in that newspaper. It was in 1840, the year at which the autobiographical memoir (*My Schools and Schoolmasters; or, the Story of My Education*) closes, that the name of Hugh Miller first became widely known beyond his own country. At the meeting of the British Association for the Advancement of Science, at Glasgow, that year, Sir Roderick (then Mr.) Murchison gave an account of the striking discoveries recently made in the old red sandstone of Scotland. M. Agassiz, who was present, pointed out the peculiarities and the importance of these discoveries, and it was on this occasion that he proposed to associate the name of Mr. Miller with them, by the wonderful fossil, the *Pterichthys Milleri*, specimens of which were then under the notice of the section. Dr. Buckland, following M. Agassiz, said that 'he had never been so much astonished in his life by the powers of any man as he had been by the geological descriptions of Mr. Miller. He described these objects with a felicity which made him ashamed of the comparative meagreness and poverty of his own descriptions in the *Bridgewater Treatise*, which had cost him hours and days of labour. He (Dr. Buckland) would give his left hand to possess such powers of description as this man; and if it pleased Providence to spare his useful life, he, if any one, would certainly render the science attractive and popular, and do equal service to theology and geology.' At the meetings of the Association, the language of panegyric and of mutual compliment is not unfrequent, and does not signify much; but these were spontaneous tributes of praise to one comparatively unknown. The publication of the volume on the *Old Red Sandstone*, with the details of the author's discoveries and researches, more than justified all the anticipations that had been formed. It was received with the highest approbation, not by men of science alone for the interest of its facts, but by men of letters for the beauty of its style. Sir Roderick Murchison, in his address to the Geological Society that year, 'hailed the accession to their science of such a writer,' and said that 'his work is, to a beginner, worth a thousand diatetic treatises.' The *Edinburgh Review* spoke of the book being 'as admirable for the clearness of its descriptions and the sweetness of its composition, as for the purity and gracefulness that pervade it.' The impression made by such a testimony was the more marked that the reviewer spoke of the writer as a fellow-countryman, 'meritorious and self-taught.' In 1847, appeared *First Impressions of England and its People*, the result of a tour made during the previous year. Some parts of this book, especially the account of the pilgrimage to Stratford-on-Avon, and the Leasowes, and Olney, and other places memorable for their literary associations, are as fine pieces of descriptive writing as the English language possesses. This magic of style characterized all his works, whether those of a more popular kind or his scientific treatises, such as the *Old Red Sandstone*, and *Footprints of the Creator*, a volume suggested by the *Vestiges of Creation*, and subversive of the fallacies of that superficial and plausible book. Not one of the authors of our day has approached Hugh Miller, as a master of English composition, for the equal of which we must go back to the times of Addison, Hume, and Goldsmith. Other living writers have won a wider celebrity, but they owe it much to the peculiarity of their style or the popularity of their topics. Mr. Miller has taken subjects of science, too often rendered dry and repulsive, and has thrown over them an air of attractive romance. His writing on literature, history, and politics, are known to comparatively few, from having appeared in the columns of a local newspaper. A judicious selection from his miscellaneous articles in the *Witness*, would widely extend his fame, and secure for him a place in classic English literature, as high as he held during his life as a periodical writer and as a scientific geologist. The personal appearance of Mr. Miller, or 'Old Red,' as he was familiarly named by his scientific friends, will not be forgotten by any who have seen him. A head of great massiveness, magnified by an abundant profusion of sub-Celtic hair, was set on a body of muscular compactness, but which in later years felt the undermining influence of a life of unusual physical and mental toil. Generally wrapped in a bulky plaid, and with a garb ready for any work, he had the appearance of a shepherd from the Ross-shire hills, rather than an author and a man of science. In conversation or in lecturing, the man of original genius and cultivated mind at once shone out, and his abundant information and philosophical acuteness were only less remarkable than his amiable disposition, his generous spirit, and his consistent, humble piety. Literature and science have lost in him one of their brightest ornaments, and Scotland one of its greatest men."

Miscellaneous.

LIVE FOR GOOD.

Thousands of men breathe, move, and live—pass off the stage of life—and are heard of no more. Why? They did not a particle of good in the world; and none were blessed by them, none could point to them as the instruments of their redemption; not a word they spoke could be recalled, and so they perished;—their light went out in darkness, and they were not remembered more than the insects of yesterday. Will you thus live and die, O man immortal? Live for something. Do good, and leave behind you a monument of virtue that the storm of time can never destroy. Write your name in kindness, love, and mercy, on the hearts of thousands you come in contact with, year by year, and you will never be forgotten. No; your name, your deeds, will be as legions on the hearts you leave behind, as the stars on the brow of the evening. Good deeds will shine as brightly on the earth as the stars of heaven.—*Dr. Chalmers.*

SELF-UNDERSTANDING.

"Education is, speaking generally, to qualify a man for a place in society; and though self-helpfulness and readiness for emergencies is an important thing—and the *disposition* to it more especially to be encouraged—yet we may suppose a man likely to meet with others to do things for him, if he knows how to do anything for them, and to make use of them. For the primary or simple purposes of society, what we need to teach a man, if we can do so, is to understand *himself*—that is, to see clearly what he is thinking about, and to understand others, what it is they say to him, and what they are likely to wish for or think; to be able to do something for them, or to know something which may be of use to them. For the secondary, or more refined purposes of civilized society, what we should wish to produce by education would be a degree of independent activity of thought, and yet of intellectual sympathy; so that the intercourse among the members of the society, independently of their material or merely useful concern with each other, should be a common pleasure and advantage."—*Cambridge Essays, 1856.*

SELF-KNOWLEDGE.

We read of a philosopher, who declared of himself, that the first year he entered upon the study of philosophy, he knew all things; the second year he knew something; but the third year he knew nothing. The more he studied the more he declined in the opinion of his own knowledge, and saw more of the shortness of his understanding.

THE SCHOOLMASTER.

The office of a schoolmaster is a thoroughly noble one,—and notwithstanding all the ills which distract its ideal beauty, truly, for a noble heart, one of the happiest ways of life.—*Niebuhr.*

LABOUR.

It has been computed by some political arithmetician, that if every man and woman would work for four hours each day on something useful, that labour would produce sufficient to procure all the necessities and comforts of life; want and misery would be banished out of the world, and the rest of the twenty-four hours might be leisure and pleasure.—*Franklin.*

MEMORY.

The memory should not be like a child's pocket—filled with trash; but like the ark of the testimony, in which the tables of the law were laid up. We are very apt to complain of bad memories; and they are bad enough, for they retain what ought to be lost, and lose what they should retain.

Educational Intelligence.

CANADA.

MONTHLY SUMMARY.

—THE NEW PRINCIPAL OF UPPER CANADA COLLEGE.—On the 13th inst., the Rev. Walter Stennett, M.A., formally entered upon the duties of his office as Principal of the Upper Canada College. When the pupils had assembled in the morning, they were addressed by Rev. Dr. Scadding, with reference to the appointment which had been made. He expressed himself much pleased that the office had been conferred on a gentleman in the Province—one who was so well qualified to fill it. The Rev. Mr. Stennett,