

not unfrequently execute portraits from recollection. This is an example of what is called conception, or the revival of past perception. Of this form of memory, Dr. Abercrombie gave the following remarkable exemplification. In the Church of St. Peter at Rome, the altarpiece has a large and valuable picture by Rubens, representing the martyrdom of the apostle. This picture having been carried away by the French to the great regret of the inhabitants, a painter of the city undertook to make a copy of it from recollection and succeeded in doing so in such a manner that the most delicate tints of the original were preserved with the most minute accuracy. The original painting has now been restored, and the copy is preserved along with it, and even when they are rigidly compared, it is scarcely possible to distinguish one from the other.—*From the Globe's report of the Rev. Dr. Lillie's lecture at the Mechanics' Institute.*

MEMORY.

Dr. Alexander Geward, of Aberdeen, was a remarkable instance of what may be done by the exercise of the memory. When he first assumed the office of a preacher, his recollection was so inert, that with the greatest difficulty he committed a sermon to memory in a fortnight, and never ventured to preach more than once during that time, unless he could deliver the same sermon in another place. But, as he practised the art of learning his sermons, he found his memory strengthen perceptibly, till at length he could repeat the whole of a discourse, accurately after reading it only twice! He was an instance of a man's acquiring, by mere dint of industry, the mastery of an art for which he did not appear to be fitted by nature.—*N. Y. Christian Era.*

Miscellaneous.

THE ISLESMEN OF THE WEST.

[From the Dublin University Magazine.]

THERE is mustering on the Danube's banks such as Earth ne'er saw before,
Though she may rifle where she may her glory-page of yore:
The bravest of her children, proud Europe stands to-day,
All battle-harnessed for the strife, and panting for the fray.
No jewelled robe is round her flung, no glove is on her hand,
But visor down and clasped in steel, her gauntlet grasps the brand;
Oh! lordly is the greeting as she rises from her rest,
And summons to the front of fight the Islesmen of the West.

No braver on this earth of ours, no matter where you go,
Than they whose boast was aye to bear the battle's sternest blow;
No braver than that gallant host, who wait with hearts of fire
To bridle with an iron bit the Muscovite's desire.

Ho! gallant hearts, remember well the glories of the past,
And answer with your island shout the Russian's trumpet-blast;
Ho! gallant hearts, together stand, and who shall dare molest
The bristling hem of battle's robe, the Islesmen of the West?

Brave are the chivalry of France as ever reined a steed,
Or wrung from out the jaws of death some bold heroic deed;
A hundred fields have proved it well from Neva to the Po.
When kings have knelt to kiss the hand that smote their souls with
And worthy are the sons to-day of that old Titan breed, [Wo.
Who spoke in thunders to the Earth that glory was their creed;
Ay, worthy are the sons of France, in valour's lap carress'd,
To night beside their foes of old, the Islesmen of the West.

Oh, England! in your proudest time you ne'er saw such a sight,
As when you flung your gauntlet down to battle for the right;
What are the Scindian plains to us, the wild Caffrarian kloof,
That glory may be bought too dear that brings a world's reproof?
The brightest deed of glory is to help the poor and weak,
And shield from the oppressor's grasp the lowly and the meek;
And that thou'lt do—for never yet you raised your lion crest,
But victory has blest your sons, the Islesmen of the West,

Who are those haughty Islesmen now who hold the keys of earth,
And plant beside the Crescent moon the banner of their birth?
Who are those scarlet ranks that pass the Frenchman and the Turk,
With lightsome step and gladsome hearts, like reapers to their work?
The sons of Merry England they, reared in her fertile lands, [sands;
From Michael's Mount to stout Carlisle, from Thames to Mersey's
From every corner of the isle where Valour was the guest,
That cradled in the freeman's shield the Islesmen of the West.

The stormers of the breach pass on, the daring sons of Eire,
Light-hearted in the bayonet-strife as in the country fair;
The mountaineer who woke the lark on Tipperary's hills,
And he who kiss'd his sweetheart last by Shannon's silver rills.
The "Rangers" of our western land who own that battle-shout,
That brings the "Fag-an-bealag" blow, and seals the carnage rout;
Those sept of our old Celtic land, who stand with death abreast,
And prove how glorious is the fame of Islesmen of the West.

The tartan plaid and waving plume, the bare, and brawny knee,
Whose proudest bend is when it kneels to front an enemy;
The Pulse of battle beating fast in every pibroch swell—
Oh, God assoilzie them who hear their highland battle yell.
Those Campbell and those Gordon men, who fight for "auld lang syne,"
And bring old Scotland's broadsword through the proudest battle line;
You've done it oft before, old hearts, when fronted by the best,
And where's the serf to-day dare stand those Islesmen of the West?

Speak! from your bristling sides, ye ships, as Nelson spoke before—
Speak! whilst the world is waiting for your thunder-burst of yore;
Speak! whilst your Islesmen stand before each hot and smoking gun,
That rends the granite from the front of forts that must be won.
Unroll that grand old ocean flag above the smoke of fight,
And let each broadside thunder well the Islesmen's battle might;
Roll out, ye drums, one glory peal, 'tis Liberty's behest,
That summons to the front of fight the Islesmen of the West.

REVERENCE IN CHILDREN.

What state of society can be blind to the meaning of the imprecation which was pronounced at the entrance into the promised land, and joined in the same doom the idolator and him who should "set light by his father and mother?" What philosophy can gainsay the sage of the book of Proverbs, whose sententious moralizing rises in prophetic grandeur as he speaks of the unnatural son: "The eye that mocketh at his father, or refuseth to obey his mother, the ravens of the valley shall pick it out, and the young eagles shall eat it." Who needs any interpretation of the feelings of David, of Joseph, or Solomon, in their joy or trial? How heart-rending was the grief of the Psalmist over his recreant son—"Would to God I had died for thee, my son, my son!" What beauty, as well as simplicity, in the enquiry of Joseph for his father, when the Prime Minister of Egypt dismissed his courtly train, and weeping aloud, could only ask, "Doth my father yet live?" What grandeur, far above its gold and gems, surrounded the throne of Solomon, when he rose to meet his mother, and called her to a seat at his right hand! "And the king said unto her, Ask on, my mother, for I will not say thee nay." What pathos and sublimity in the Saviour of men, when embracing home and heaven in his parting words on the cross, he commended his spirit to the Eternal Father, and intrusted his mother to the beloved disciple's care! We need no more than this to show how the Gospel glorifies the law, and crowns its morality and piety alike in its perfect love—"Woman, behold thy son"—"Disciple, behold thy mother." Hear the amen that goes from Calvary to Sinai—and honor thy father and thy mother.—*Hearthstone.*

EXAMINATION PAPER

Of the English College of Preceptors, to the questions in which candidates, for the office of School Teacher, are required to return written answers under the eye of an Examiner:

1. Define Education, Instruction, Method, System, Knowledge, Information.
2. Can Knowledge be imparted? State the reasons of your answer.
3. Arrange, in a Tabular Form, the daily occupations of a middle-class school of forty pupils, from nine to sixteen years of age; showing the number of teachers required, and the proportion of time you would allot to each study.
4. What subjects do you undertake to teach? What peculiar difficulties do these subjects present? and how would you endeavour to remove them?
5. Point out the chief merits of the books and instruments which you employ in teaching.
6. Do you prefer to teach pupils in classes, or separately? State your reasons.
7. Explain the nature of analytical and of synthetical teaching. Give examples of both.
8. Illustrate the difference between Deductive and Inductive teaching.
9. Describe the course of study which you would desire your pupils to follow in your special subjects.
10. What are your views in reference to Play-ground duty.
11. How would you cultivate the Moral Faculties?
12. Are you acquainted with any of the systems of Instruction adopted on the Continent, or in America? If so, point out their merits and their defects.
13. Explain your views of Physical Education.
14. Point out the Educational errors to which inexperienced teachers are most liable.
15. By what means, and upon what principles would you maintain discipline?—*English Educational Times.*

"TAKE care," recommended a father to his children, "when you find yourself in the presence of persons who see you for the first time, to display only the best qualities of heart and mind. They will always judge you under this first impression." That father knew the world.