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THE
PARISH SCHOOL ADVOCATE
And Family Instructor,
FOR NOVA SCOTIA, NEW BRUNSWICK, AND PRINCE
EDWARD ISLAND.

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Vol. 2.

MAY, 1859.

No. 5.

Free Schools.—Carleton, St. John.

The adoption of the assessment principle, in part support of education,—the only sure basework of educational advancement, is making but slow progress in the Lower Provinces. Once in a long time, and in places few and far between, we hear of some daring spirits asserting the propriety of its adoption, and taking the initiatory steps to adopt the system.

No sooner is this the case,—than sectarian bigotry, and narrow-contractedness which centres everything in self, begins to blight the prospects, and set up as the only standard of educational progress, the obsolete and felacious regulations of former times,—regulations which have failed to secure education for the masses of the world. We should not forget the axiom, that “the whole is greater than its part.”—The education

of the mass of society is of more consequence than the mere present inducements and gratifications of a few; and we should not forget, that the great end of our being on earth is the sacred, moral, and intellectual elevation of our race, in order to a better fitness for eternity. It is by the acquisition and right use of education by the mass of society, that knowledge becomes power—that renders every part of God's meral and national creation, instrumental in the development of the vast and varied resources of the world.

At a meeting recently held in Carleton, it was argued “that direct taxation is the most efficient means for promoting education generally;” and it was resolved to “adopt the principle of Taxation for educational purposes in Guy's District, Parish, No. 2.” The va-

rious speakers on this occasion shewed conclusively the superiority of this system over that of others.

The line of demarkation is easily drawn; for if we compare the school attendance in New Brunswick, being hardly one-ninth of the population, with that of Canada, and the New England States, who send one-fourth of their number to school, and who have large local libraries everywhere throughout the country,—the superiority of the sys-

tem, which prevails in these countries, —free schools is at once obvious.

The meeting adopted another resolution, authorising an assessment to be made to raise *eight hundred pounds* in aid of education; and the district school committee was requested to procure by lease, suitable sites for building school houses on.

This is a move in the right direction, and we wish the inhabitants of Carleton a full measure of success!

Educational Lectures.

EDMUND H. DUVAL, Esq., the Inspector of Schools for the south-eastern District of New Brunswick, has just concluded his second visit eastwards. In addition to the examination of the schools, Mr. Duval delivers lectures in some of the principle settlements in his district:

A few days ago we had the pleasure of listening to one of these lectures, and as each lecture, we are informed, is substantially the same,—we give an outline of the leading topics referred to by the lecturer.

The attention of the meeting was directed to the general apathy that pervades society on the subject of general education; and the carelessness on the part of the guardians of youth as to whether the children were educated at all or not, and what kind of education they got. The necessity of securing the services of teachers who are morally and intellectually competent to take charge of the schools, was shown to be of primary importance; and the too prudent system of employing teachers on the ground of cheapness,—on the ground that “anybody will do” to prepare the minds of the immortal youth of the land to fill the various offices, and undergo the toils and cares of life, was justly condemned. School-houses, or the “miserable little hovels,” as the lecturer very properly designated many of them, came in for a share of attention. Many of the school-houses within the lecturer's district, were represented as unfit for the reception of cattle and horses;—some of them were so cold during the winter season that the teachers had to wear two coats at a time, and also mittens, during school hours;—how the children fared, or how much clothing they wore, during this frigid state of the school-house atmosphere, we were not informed. Other houses were de-

scribed as having so little space between the upper and lower floors, that there was not sufficient head room; and so confined that the air within was highly charged with unhealthy gasses;—thereby endangering the health of the inmates. In one district to which the lecturer referred, the school-houses were so uniform in appearance, and so equally unfit for the purposes intended, that it was concluded that one man had built them all. We can add to the testimony of the lecturer on this point, and refer to large and wealthy communities, where the dwelling-houses and barns present a creditable appearance, while the school-houses are miserable, contracted “log-huts;” and some of them without the necessary benches or desks; and others with benches and desks disproportioned in height, to the actual comfort of the children. There is no one feature in the educational appurtenances of the country, that calls more loudly for improvement than that of school-houses.

A slight reference was made to the want of books, maps and blackboards. This is a subject to which we have repeatedly called public attention; and it would be very advisable in Mr. Duval to call attention, in his lectures throughout the country, more fully to this subject. It is well known that there is a great want of suitable school-books in our schools; many of the schools have few or no books; only as the teachers supply them at their own expense; and many of the Books in use are very imperfect,—conflicting with each other; others set forth views, prejudicial to the growing interests of the Provinces; many of the geographies and atlases in use in our schools are from the United States whose resources are set forth in glowing terms, while the peculiarities of the British Provinces are either not treated on

or entirely underrated. Such works are not fit for text-books for our youth. A suitable work, briefly detailing the resources, natural and developed, of British America, would be a *desideratum*.

Turning again to the lecture,—it was shewn that the training-school of New Brunswick had furnished nearly 700 teachers, many of whom possessed master-minds, and were an honour to the country: but unfortunately for the advancement of education, a large portion of them had only taught school for a short time, when they abandoned teaching for some other, and apparently more lucrative employment.

The principle of assessment, in past support of education, was also referred to as worthy of public attention; and it was stated, that "sooner or later, this principle would be adopted." We have no doubt, that if we are desirous of keeping pace with other countries, that this principle will force itself upon us: from the fact, that wherever it prevails, there are better teachers, better school-houses, better and more complete supply of books and school apparatus—a larger school attendance, and a much better interest taken, on the part of the public generally, in education, and the extension of knowledge.

We perfectly coincide with the views of the lecturer, that the principle of assessment should not be forced upon the people,—in other words, it should not be adopted without a very large majority of the people are in favor of it.

All wise laws are made mere for the purpose of restraining man from doing evil, than forcing him to do good; "the law is made for the lawless and disobedient." The fear of the sword and fagot never made many christians; for "He that is convinced against his will is of the same opinion still."

The laws of Prussia forces the people to attend school at the age of seven years and remain until fourteen, under pains and penalties,—and still the Prussians are neither a moral, nor a very intellectual people. *Coercion* will never spread moral and intellectual culture, on proper bases,—it may, in fact, it will restrain from gross acts of violence. As it is good intentions that give moral force and efficacy to the actions of society; and as all good acts ought to be done on the voluntary principle, so it is with the assessment system, if voluntarily adopted—the beauties of education will become

doubly beautiful, according to the wants and utility which the possessor experiences. And so it is with education,—in order that it may be substantially useful to society, we must be so educated as to see a worth in it, or the work will be one of labor without profit.

We hold that it will not do to force taxation for education, on the people; they must first be educated into the propriety and necessity of adopting the system, before they are called upon to take part in its administration.

But to turn to the lecture:—it was shewn that, for the want of proper attention to the higher branches of education, the principal public offices in the Provinces, connected with the railway, and other departments, were filled by foreigners, and persons from other sections of the British Empire, while the young men of the Province, with equal mental facilities, and greater aptitude for study, are allowed, for the want of having to attend to a cultivation of the higher branches of education, to stand aside and look on.

There were several other minor details of an educational nature referred to by the lecturer, but the principle, as far as our memory serves us, were:—

The necessity of education; the means of acquiring knowledge; the defective state of school-houses; the wants of Books and other school apparatus; the carelessness manifested by the public generally, especially parents, as to the education of the young; the necessity of fitting the youth of the country to fill the public offices; the benefit that would arise out of the adoption of the assessment principle; and the beneficial results of the training school.

With these topics and suggestions before us, let us endeavor to build up and purify the educational institutions of the country,—the Common Schools—the academies of the mass of society, and render them free and accessible to both rich and poor, in order that all classes may be enabled

to drink deeply of these rivers of pleasure, which flow from the fountains of moral and intellectual truth.

Educational Reciprocity.

It is well known, and much to be regretted, that there is a great want of united action on the part of the British North American Provinces, on many of the most important matters of inter-colonial interest. The currency, postal and fiscal arrangements, are very conflicting, and tend to retard the general progress of these colonies at home; and when the colonists visit other countries, they do not receive that respect which is due to the representatives of three millions of intelligent beings. In fact, everybody is somebody, when they go to other countries, but an inhabitant of British America.

We have no doubt that a meeting of inter-colonial delegates might remedy many of the existing evils of a public nature, and educate the public mind on the propriety of a federal union, — which would impart strength and uniformity to the whole.

This principle of exclusiveness and want of uniformity extends also to our educational institutions.

Each colony has Normal and Training Schools, where those desirous of entering the teacher's ranks, in their respective provinces, may be qualified to hold a more lofty position in the educational corps. Each of these schools is conducted by teachers of first rate ability; the system of training is nearly the same; and the standard of knowledge required of those who are certificated, differ but little, — still, according to existing regulations, no one of these institutions will admit, however well qualified, the students of the other to enter the teacher's ranks, as a Normal-trained teacher, without undergoing an additional training.

This is certainly carrying our inter-colonial exclusiveness beyond all bounds of propriety; such a system hinders that interchange of sentiment — social, moral, and intellectual intercourse, which should exist among the same people, governed by the same laws, and under the same Crown Head.

Inspector Bennett's School Report.—Concluded.

"*Geography.*—This useful branch of knowledge is nominally taught in 61 Schools; but only in a few with any degree of success. The means and appliances of teaching it, so as to render the study at once interesting and instructive, are very scanty. It will be seen by the Returns, that only one School is provided with Globes, which I fear are seldom used, and 25 only are furnished with anything like a complete set of maps. In most of the Schools so furnished, geography is one of the most interesting in the whole course of study; but in others not so fortunately situated, it is rather a fatiguing business. Neither is the common method of teaching it well calculated to render it attractive. Instead of commencing by giving the pupils the idea of distance

and space, which, in this study, is as essential as a correct notion of time in the study of history, and of making them comprehend the principles on which it is founded, by observations in their own neighborhood, the lessons proscribed usually consist of the dry details of political geography, which without note or comment are irksome and tedious in the extreme. Further, an idea seems to prevail that geography, like poetry, is too fine a thing to be found at home; and accordingly many learners are more conversant with the wilds of Siberia than with the counties of their own Province. This anomaly will soon disappear, when we shall have, as I trust ere long we shall have, a large, well-executed Map of New Brunswick suspended in every School-room in the country.

History.—This branch is professedly taught in 125 Schools, The text-book most commonly employed is the History of England, and is used for the practice of English reading. These reading lessons, with few exceptions, constitute nearly all the instruction given in history.

“There are other branches taught in our Schools, such as book-keeping, geometry, algebra, &c., but, as will be seen by the returns, to comparative so few pupils, that more minute mention is not considered necessary at present. Latin indeed is taught, and taught well, to a few boys in the Superior School at Campbellton, and French to—pupils, exclusive of such as are of French origin.

Apparatus.—There is still a great want of black-boards and other apparatus in many of the Schools in this District, though indeed the number of these useful accessories has been somewhat increased during the term. There are several Schools provided with black-boards, which the teachers either neglect or do not know how to use.

Books.—The insufficient supply of books is the subject of more complaint than the want of uniformity, though the latter evil exists to a greater extent than could be wished. This insufficiency arises from several causes; in some instances from the poverty, in others from the indifference of parents, while in one or two cases, the supply in the hands of your Agents is not equal to the wants of the neighborhood. This subject will require the immediate attention of the Board.

School-houses.—Of all the evils connected with our educational affairs and they are neither few nor small, the School house is perhaps the saddest and the sorest. The appearance of many of these buildings, nay even the bare recollection of their appearance, is enough to make one laugh and weep by turns. In many districts of the North, the traveller would have no difficulty in singling out the School house, if he would but pitch upon the smallest, dirtiest, shabbiest fabric in the settlement. The walls

of a great many of the old log houses have never been shingled. In fact, the logs have been so roughly hewn as to render shingling either impossible or useless. The crevices between the logs are filled up with moss during winter, and on the approach of summer, the moss having either fallen out or been removed, the crevices become ready made ventilators. Neither is there much sign of improvement in the three new houses built of logs. The interior is also in keeping with their external appearance. The floor is often of the roughest and rudest materials,—in a few cases, of nothing more than spruce or cedar rails, over which are laid two or three rough boards at one end of the room where the Teacher usually sits or stands. The desks I have already partially described. The most of them has been of an inferior description at first, and time and knives have not improved them. The benches too are unsightly things, many of them nothing more than pieces of boards or planks laid upon blocks. These blocks, and many of the benches otherwise well enough made, are not unfrequently found between two and three feet high. Just imagine the misery endured by young children condemned to sit and swing their aching legs for five or six hours daily in such a posture.

“I have thus attempted to point out some of the chief defects in the School-houses of this district, in order that public attention may be most earnestly directed to the matter, and measures devised to remedy the evils. Great importance should be attached to the School room; it is a Teacher in itself, and so is every thing about it. But there is still a very common notion in the public mind, that if the School-house is only large enough to contain, not to accommodate the scholars, and a few rude benches and desks provided for them to sit and write on, any thing more would be superfluous. Such notions have their origin in the prevailing mistake of regarding instruction as every thing, and education nothing; so that, provided the requisite information be im-

parted, habits of respect, order, cleanliness, and all the other social virtues, are seldom thought of, or are left to be formed or not, as chance may determine, when the pupils shall have passed into the world, away from the control of their Teacher, and beyond the influence of the School-room.

"While this is only too true a picture of a majority of the School-houses and their appurtenances, within this district, there are some which, being substantially and comfortably built, well supplied with suitable apparatus, and in one or two instances, with some regard to a few internal decorations, reflect great credit upon the Proprietors and Teachers. Three new ones, built or opened within the year, must be added to this number; one in Palmerston, Kent; another in Bathurst, and a third in Douglstown. The two former are public property, the latter private; and all three excellent and spacious structures.

* - * * * *

"*French Books.*—The subject of French Books I have already brought to the notice of the Board of Education, and recur to it not only to state my belief that the delay in providing a suitable supply of these books admits of a convincing, if not a satisfactory explanation. I understand that a considerable sum was voted by the Legislature some years ago for the purchase of books for the French Schools, and that it still lies unappropriated.

"It is a question with many, albeit good and patriotic men, whether the policy be a good one which encourages the cultivation of the French tongue in a country where the great majority of the people are either of British origin or speaking the English language. But without entering upon a discussion of this policy here, there surely can be no question that, if the French language is to be taught as a vernacular at all, the more complete the means for teaching it the better. And even if it were the desirable thing which some maintain, that the French population should be more generally instructed in the lan-

guage of the majority than they are at present, it does not follow, that to abolish or neglect the cultivation of French is the best means of acquiring English. So that, viewing this subject in the light of justice, or even of expediency, it seems most important that your Agents should be furnished as early as possible with a suitable supply of the most approved elementary text-books in the French language, in order that the French Schools may be placed, as regards books, on an equal footing with the other Schools of the country.

"Before leaving the subject of books, permit me to draw the attention of this board to the great necessity of furnishing the Schools with what are usually called sheet-lessons. In the use of these there is a saving both of time and money. Two or three children are all that can be accommodated at one of the three-penny books with which our Schools are pestered, while a dozen or more can be taught at the same time and with perfect ease from one sheet. A set containing all the lessons in the First Book could be manufactured in the Province, and sold for about half a dollar.

"*Inspectors' Prizes.*—No pains should be spared to secure the regular attendance of the children at School, and the diligent use of their time there. For this purpose, the School-room should be made attractive, the lessons should be made attractive, the Teacher himself, if possible, should be the centre of attraction; but something more than all these is wanting in order to secure the hearty co-operation of the pupil in the work of his own education. I venture to suggest that a few small volumes as prizes should be entrusted to the Inspectors, and to be called '*Inspectors' Prizes,*' to be by them awarded at the time of their visits, to such pupil or pupils as by their good conduct, regular attendance, and proficiency in their studies, would seem to be entitled to such distinction. To this it may be objected that good conduct, regularity and diligence will bring their own reward;

but the reward which these virtues bring, though sure, is not immediate, and children are not in the habit of looking far into the future. When they are trundling hoops, playing cricket, running, leaping, and gamboling, their object is not so much increased strength of muscle and agility of limb, though indeed these are the certain results of the exercises, as what Mr. Stowe recommends as the best means of developing the youthful character "*plenty of fun.*" Similarly may they be allured at School by the prospect of a small reward which is within their reach, to enter the lists and strive manfully for that greater prize which lies in the distance. The expense of this prize scheme may be urged as another objection. But it is not at all necessary that these prizes should be either numerous or costly, or that their distribution should be more than occasional or exceptional. It is not so much the number and value of the chances in favor of the pupils, but the fact that there are chances, which stimulates them to exertion. But it is a truth there is no denying that it has been too often and too readily taken for granted that the children of the laborer, the mechanic, or the farmer, will or ought to seek after, and love for its own sake, that learning which those of wealthier parents acquire under the stimulus of a great variety of rewards, honors and emoluments. I trust then that this subject will receive due attention from the Board, and that some provision will soon be made for a supply of the prizes suggested, which, under judicious management, will, I believe, induce many, who but for such stimulus would think little or nothing about it, to make acquaintance with the elements of intellectual culture.

"I shall now venture to offer a few suggestions, the adoption of which may tend in some degree to improve the qualifications, and elevate the condition of the Teachers. For the accomplishment of these desirable objects, we must look first and chiefly to the Normal or Training School, which no labor or expense should be

spared to render as efficient as possible. Hardly any amount of Scholarship or of natural talent in a Teacher will supply the place of a special training for his work. The principle of training, however tardy has been its application to the case of Teachers, has long been recognized, and the necessity of it felt, in other relations. The clergyman, the lawyer, the doctor, the soldier, the sailor, all are trained with a special view to the efficient discharge of their respective callings, and what has been found so essential in these cases can hardly be reckoned unnecessary in that of Teachers. In no other way can the growing demand for Teachers be fully met, or met so well. But it is superfluous to argue for a principle the importance of which has been conceded by all except that small class which can see no improvement in any thing new—which will not look at the new moon out of love to the old one. There is however a very general complaint that many of the Teachers who have undergone a course of training at one or other of the Provincial Training Schools, have, after leaving these Institutions, and simultaneously with their return to their old Schools, returned to their old systems. This is an evil for which a remedy must be provided, and one of the best remedies will I presume, be found in the formation of Teachers' Institutes, or Associations. These Institutes are not new on this Continent, though they may be new in the Province. They have been tried in the United States and in Canada, and as far as I can learn, with great success. There are many advantages attending these associations. One is, they afford Teachers the means of social intercourse, and frequent interchange of views and sympathies, without which they are in danger of becoming uncourteous, bigotted and illiberal in their profession. Trained Teachers, too, as already hinted, would thus have an opportunity of mutually assisting to remove the difficulties of carrying out the Training system; while to the untrained Teacher the advantages must be obviously greater still. With the

practical details of these Institutes I do not profess to have more than a reading acquaintance; but I would strongly advocate any scheme in keeping with their sacred calling which would have the effect of bringing Teachers into a closer and more sympathetic union than at present exists. Teachers now, especially those in rural districts, live from year to year in a kind of dreary solitude, and the effect of their isolated position is in very many instances plainly visible in the absence of all ambition to excel, and in the contraction or retention of many peculiarities of speech and manner. One good result of these friendly meetings would be the brushing away of most of these angularities of character, just as the pebbles on the shore are rounded and polished by being rolled together in the action of the daily tides. Everybody knows that one coal or one log will not make a blaze; and Teachers are like coals or logs which burn the brightest when gathered into heaps—like trees, which grow tallest and fairest when growing in a cluster; like soldiers who fight better when standing shoulder to shoulder in the ranks than when alone in maintaining some solitary outpost.

"In addition to the associations just mentioned, and by way of a last suggestion at present, permit me to draw attention to the importance of the formation of Teachers' Libraries, and the publication of a Provincial Journal of Education. For the former, which are nearly identical with the District School Libraries, provision has already been made by the School Act, and it is to be hoped that Teachers and the public generally will soon avail themselves of the privilege; and for a Journal of Education no large sum would be required, inasmuch as it might be made to a great extent, self supporting. Teachers especially should support such a publication, for one of its main objects will be the advancement of their own interests. If they would have the public look with increased respect upon them and upon their labors, if the appreciation of the dignity and importance of their calling be any object, if a more liberal re-

muneration for their services enter into their calculation—then should Teachers use every lawful and available means to render themselves more and more deserving of such confidence and such consideration. In order to successful teaching, the Teacher must read and study the books and journals of his profession, as much as the lawyer, the minister, and the doctor must study theirs. Each needs his own Library. By its means the accumulated experience of the past becomes the common property of all. Without such a contrivance, and without some standard authorities to which to refer their differences, the disputes of lawyers would be endless; without some such guiding star, the divine would be "tossed about with every wind of doctrine;" and the result of the young physician's being left to purchase experience at the expense of his patients would be a rapid increase in the rate of our mortality bills. And so with Teachers. No class needs access to the books and periodicals of their profession more than they. These works contain much more valuable information, the experiments and experience of practical Teachers, of the government and discipline of their Schools, and the best methods of imparting instruction. By a careful perusal of such works, the studious Teacher (and every Teacher should be a student) will acquire new ideas, his mind, "feeding thus on the thoughts and things around it," will become more vigorous and active, and a fresh impulse will be given him in the discharge of his onerous and responsible duties.

* * * * *

"I cannot conclude this Report without expressing my warmest thanks to those gentlemen on the Trusteeship throughout this extensive District, for the uniform kindness with which they have received me, and for the willingness, and in many cases, the eagerness, with which they have accompanied and assisted me in this, my first tour of inspection. It was a great mistake in the Law, which virtually dispensed with the services of these officers; and their positive

restoration under the new law has proved both beneficial and popular. I have very lately ascertained that in several Parishes, and in many I doubt not, which have not come to my knowledge, these gentlemen have complied with another requirement of the Law, and again visited and examined their Schools since my visit. These are

good omens, and augur well for the future of our Schools, and for the early approach of the day when Teachers shall cease to be a bye-word and a reproach, as they have too long been, and when men shall think of them and speak of them as the country's brightest ornament and strongest guard."

MISCELLANEOUS.

Lecture Delivered before the Pugwash Literary Society.

SUBJECT—MOHAMMED.

GENTLEMEN,—

The design of your Lecturer on the present occasion is to unfold truthfully so far as it can now be gathered from the mists of tradition, the story of one of the most remarkable men that ever lived in the world.

When we consider the statements of statistical writers, asserting as they do, that at present one hundred and eighty millions of mankind, or nearly a fourth of the race, are followers of Mohammed; we anxiously desire to know something of the history and genius of the originator of this wide spread delusion. Mohammed is a unique character in history, furnishing so far as we know, the only example of a conqueror being the founder of a religion. Islamism as promulgated by the Arabian False Prophets, has continued to flourish over twelve hundred years among the more populous and cultivated nations of the three great Continents of the Eastern Hemisphere, and in not a few of them the Crescent has uprooted Christianity planted by the labors of Apostolic hands. Arabia, that land of desert and of freedom, settled by the wild roving and free-booting descendants of the Egyptian bond-maid's son, rightly claims Mohammed as its great prophet and legislator. That Mohammed was descended from Ishmael notwithstanding the sneers of the Infidel Author of the "Decline and Fall,"* his torical evidence abundantly testifies, were we disposed to enter into the

discussion. His genealogy stands thus, he belongs to the Korish, first of all the Arab tribes—Hasham, whose family was in the ascendant among the Korish, was his great grandfather, ranking first among the princes of Mecca, and holding the keys of the Caaba, the most sacred temple of the Arabs.

Hence to the present time the chief magistrates of Mecca and Medina, who must be descendants of the Prophet, are styled princes of the Hashemites. Abdal Motaleb was the chief person in his day among the Korish. He succeeded his father Hashem in the government of Mecca, and the custody of the Caaba.

He lived to a great age, and had thirteen sons. One of his sons named Abdalla married Amina the beautiful daughter of Wahab, a chief of the same tribe. Amina was envied her good fortune in gaining the son of the revered keeper of the Caaba, for her husband, as the surpassing beauty of his person, and the elegance of his manners, is said to have smitten the hearts of a hundred of the fairest daughters of Mecca, who were by his choice of Amina left to mourn over the blight of their fondest anticipations. Mohammed was the first and only fruit of this union. He was born in Mecca, A. D. 569. The much admired Abdalla did not live to rejoice at this event. It was not his to receive with the pleasing emotion of the youthful husband this pledge of his fair Amina's fondest love. He died three days before his son, the fu-

*Gibbon.

ture Prophet of Arabia, was born. Thus Mahommed had the misfortune to come into the world an orphan. His youth was doomed to poverty, though descended from the proudest princes of a noble and flourishing people. This was owing to the custom of the times. His father's twelve brothers, as the nearest relations able to bear arms, seized the property of the deceased, and divided it among themselves,—five camels and a female slave being all that they left to Aminah and her son. Here we may notice, in passing, that were we disposed to deal in the marvellous, we might occupy the present hour with the legends of the Arabs on their Prophet's birth, such, however, is not our intention. Seven days after his birth his Grandfather, the high priest of the Caaba, made a great feast for the principle men of his tribe; according to custom, the Korish grandees demanded the name of the child. His Grandfather pronounced it Mohammed, *i.e.*, illustrious, refusing to give him the name of any of his ancestors. Thus early superstition marked this wonderful person for herself. For the sake of distinctness, we will divide the life of Mohammed into four periods. First—the period of his education and mercantile apprenticeship ending with his marriage to Kadigá, in his twenty-fifth year. Second—the period of seclusion including fifteen years. Third—the period of his mission, including thirteen years. Fourth—the Hegira, including ten years,—whole term of his life, sixty-three years. All that it will be possible for us to do in the present lecture, is to state a few of the most prominent incidents in Mohammed's history, arranging them in the order we have marked out, and then close with a remark or two on his character and influence.

Bereavement and death crowd the early years of his history. Two years after his birth, his noble Grandfather was summoned to his fathers—with his dying breath he committed young Mohammed to the care of his son and successor, Abutaleb. Soon after this his mother died, thus every stay of his infancy was removed. Abutaleb

took the orphan boy into his own family, and brought him up a son. His education was rough and hardy, neither tempered by the elegance of literature, nor even enlightened by the first and most obvious rudiments of knowledge, but calculated rather to invigorate the body than polish and enlarge the mind. Keen observation is a distinguished feature in the Arabian character. This faculty is cultivated in their early training, and after circumstances and avocations. The Arab in the desert, like our Indian in the woods, can only calculate upon success from his skill and attention in distinguishing the foot-prints of men and animals. This is one of the most important points of knowledge in desert travelling; consequently to be well trained in reading foot-prints and in the use of arms, is of far more importance to a young Arab intended for the mercantile profession, than the knowledge of accounts. For the Arab who has applied himself to the study of foot-prints, can at once ascertain from inspecting the impression on the sand, to what individual the foot-prints belong, and therefore he is able to judge whether he was a stranger that passed, a friend, or an enemy. He likewise knows, from the lightness or depth of the impression, whether the man or animal who made it, as the case may be, carried a load or not. From the strength or faintness of the traces he can also tell whether the man passed on the same day or two days before. From a certain regularity of interval between the steps an Arab can judge whether the man whose feet left the impression, was fatigued or not, hence he can calculate the chance of overtaking a man or escaping a foe. But it would be digressing too far to enter into detail on this point, suffice to say that in some cases this mode of acquiring knowledge appears supernatural. This sort of knowledge coupled with courage and the dextrous use of arms was the *sine qua non* of the young merchant when travelling in the Caravans of his country across the desert to attend the great fairs of the north. Mohammed

was thus trained by his uncle to the business of a merchant traveller. He joined the trading caravans, at the early age of thirteen. Though engaged in mercantile pursuits, he could neither read nor write. But a merchant in Arabia in the time of Mohammed, was very different from that that bears the name among us. The credit system was unknown, men had not the honesty to trust one another. Every thing was done upon the principle of exchange and present payment. Consequently there was not the same necessity of keeping accounts. We need not wonder that Mohammed, the Arabian trader, could not write when we remember that seven hundred years later the nobility of France and England could not sign their names to important state documents. You will please remember that Mohammed did not begin his career behind the counter, but upon the camel's back. Carry your minds back to those days when the wealth of India, by the overland route was carried across the desert—when but few ships ventured to pass the pillars of Hercules, and the passage of the Cape of Good Hope was undreamed of—when the Camel, with the pack upon his back, was emphatically the ship of the desert,—and you will form a pretty correct idea of the business and work of the merchant Mohammed. How invigorating this roving life! How keen it renders the eye in reading character as well as foot prints! How shrewd, how cunning men must become who pursue it long. This was the training School Mohammed entered at the age of thirteen. His first trading journey was made with his uncle to Bostra, an ancient city of refuge in the tribe of Ruben. While sojourning in Bostra he became acquainted with a Nestorian monk, an Arabian by nation. This man the Arabian writers call Bohira, the Greeks Sergius. It appears he paid a good deal of attention to the boy Mohammed, perceiving in him the budding of genius; and as we shall afterwards see aided him by his learning in planning his new religion, and palming it upon the world. The next remarkable event we shall notice in

the life of Mohammed is his profession of arms, and distinguishing himself as a bold and skilful warrior. At the age of twenty he served under his uncle Abutaleb, in the war between the Korish and the rival tribes of Kenan and Howazean. Under the skilful generalship of Mohammed and his uncle the Korish were victorious. This event rendered the young soldier the idol of his tribe, and greatly raised his reputation with the fair. How far this influenced the heart of the rich widow, whose third husband he soon afterward became, we pretend not to say. The following important incident occurred about this time. The Caaba by the mouldering hand of time had become so impaired that it was found necessary to raise a new structure upon the old site. A violent dispute arose among the tribes about placing the sacred black stone* at last to end the dispute they all agreed to leave this vexing question to the decision of the first person who should come to the place. That person was Mohammed. Thus he was called to be the umpire in this great religious dissension of his countrymen. Here superstition again testifies that he is no common character. This event no doubt suggested to his own mind that he was born to reform or at least remodel the religion of his countrymen. His dreams of enthusiasm are, however, for the moment, dissipated by the calls of business. His uncle had secured for him the situation of factor or agent, to manage the mercantile concerns of a very rich

*According to the Legend, the "Black Stone" was brought down from heaven by Gabriel at the creation of the world, and was then of a pure white, but has contracted its present sable hue from the guilt of sins committed by the sons of men.

†He placed the "Black Stone" near the door of the Caaba, in the angle of the wall of the north-east corner, about seven spans from the ground. It is devoutly kissed by every pilgrim visiting the sacred city. It is of an oval shape about seven inches in diameter, composed of seven smaller stones of different sizes and shapes joined together with cement, and perfectly smooth. A border of cement rises above the surface, and both this and the Stone are encircled by a silver band.

widow of his own tribe, named Chadija. After he had been three years in her employ, she was so much pleased with him that she married him. Thus unexpectedly the orphan youth became one of the richest merchants in Mecca. Affluence and influence now stood at his right hand to do his pleasure. This great epoch in his history occurred in his twenty-fifth year. This brings us to our second division, *The period of seclusion.*

It appears that after his marriage he went only on one trading expedition to the border of Syria, on his return at Jerusalem he met once more his old friend the monk, Bohird, who was now in very destitute circumstances, having been deposed for immorality and heresy, and having thus become a fallen star.

His character exactly corresponding with the prophetic delineation of him by the Seer of Patmos (See Revelations ix chap.) Poor and outcast, yet possessing the key of knowledge, the only thing that the *Anathema* of the church could not take from him, just renders him the more fit for Mohammed's purpose. The common ground of sympathy now between Mohammed and the deposed monk is, both had been deprived of ecclesiastical honors. Mohammed felt that it was his misfortune in the

loss of his father and not any fault of his own that deprived him of the government of Mecca and the Highpriesthood of the Caaba. But here is a fair opportunity to raise himself to a still higher position. He will remodel the religion of his countrymen; nay more, he will become the Apostle and founder of a new faith. He has now wealth and influence; the only thing he wants is learning, his friend the monk can supply that—cast out of the Christian church, degraded and destitute, he is ready to do anything for a morsel of bread. Mohammed could reason. His countrymen were divided into tribes—though they had one common temple, yet the religious sentiments of the tribes were very different, there was no common faith, therefore, he will not have to contend with the uniform and fixed creed of a great nation at once. Other countries were in no better condition. Jews were hated and despised. Christians were become heretical and divided among themselves; and the Political world was in no better condition than the religious. The great empires of Persia and Rome were hurrying on to ruin by an evident decay. All things were propitious for his great design.

[To be Continued.]

Education in England.

The two great English Universities, Oxford and Cambridge, have lately instituted examinations for young persons, who are not members of either body. The first annual report of the Delegacy appointed to carry out the object, has just been printed. In the first place the Report attaches great importance to a Preliminary examination, and the Delegates were unanimously of opinion "that a certain amount of elementary knowledge ought to be made an indispensable condition of success." On the first meeting for this purpose 1,150 candidates offered themselves, of whom 573 failed to reach the honorary standard of merit that was agreed on. It does not, however, appear to have been very high. In Arithmetic the exam-

iners were satisfied if "half the questions were correctly answered;" in Grammar "if the candidates could parse a few simple words;" and in Geography, "if either the map were correctly drawn, or one question was answered creditably;" in English History, if right answers were given to a few simple questions; and in English compositions and hand-writing with almost anything.

The Report concludes with a somewhat favorable opinion as to the indications of the state of education in the country, with the exception that elementary knowledge has not been given its proper position in schools. The answers on the Rudiments of Faith and Religion were "very satisfactory." Pure Mathematics seemed "the

best taught of all the subjects in schools." Then came Languages. In Physical Science there was some good Chemistry, but the want of apparatus is observed on. Mixed Mathematics were not taught at all, and some other subjects not systematical-

ly. On the whole, there was much "hard work, considerable intelligence, not much cultivation, and a singular want of purpose." These observations apply principally to the middle class of schools in the country.

A novel steamer is in course of construction on the Mississippi, United States, for travelling on ice. It is 70 feet long, 12 feet beam, and is supported on a pair of large skate runners, like a common ice boat. It is supposed to run 40 miles an hour on smooth ice, and it is expected to carry the mails and 75 passengers, 300 miles in one day.

The number of Physicians in the United States is about 41,000.

Canada pays annually £180,000 for interest on the principal, for building the Trunk Line of Railway; also, £50,000 of an annual subsidy for a weekly communication to England. England pays £180,000 towards steam communication to America.

STATISTICS OF NOVA SCOTIA.—This province has 61 miles of railway completed from Halifax to Truro, and a branch of 31 miles—leading from this line to Windsor,—making in all 92 miles. The cost of these railways amount to about £800,000 sterling. Nova Scotia exported to the value of £1,869,832 in 1856. Tonnage of vessels owned by the Province in 1858 is 185,080 tons. Tonnage of vessels inwards 600,000 tons; outwards about the same. Estimated revenue for 1859 is £154,790. Interest to be paid on railway bonds in 1859 is £56,000. Amount appropriated for educational purposes in 1859 is £18,000. Number of schools in 1858 was 1,123, and number of pupils 34,053.

STATISTICS OF NEW BRUNSWICK.—This Province has 29 miles of railway completed, and 78 miles under contract. The estimated cost of the railway from St. John to Shediac is £800,000 sterling. The province has given towards the construction of the St. Andrews and Quebec Railway

100,000 acres of land, and £5,000 sterling per annum. It is 85 miles from St. Andrews and Woodstock, of which 60 miles has been completed. New Brunswick is liable for £48,000 per annum.

The liabilities of the Province amounts to	£364,364
Assets	737,657

Against the Province	£126,707
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Of the assets—£737,657, £668,000 is in railways;—works which will not pay working expenses. These rails ways, in all probability, will be ruinous to the Province

Revenue in 1854 £204,000, —in 1858 £136,000.

Amount appropriated for education in 1859 is £29,527.

King's College, Fredericton, receives an annual revenue of £2600—out of this sum £1570 is paid annually to Professors and Teachers, for instructing about thirty students,—each student costing the Province thirty-six pounds per annum,—while those who attend the Parish Schools only receive about thirteen shillings.

The number of persons in the Lunatic Asylum at the end of the fiscal year, 1858, was 155; the charge to the Province is annually £4000.

There are 43 lines of road, extending over 1656 miles,—known as Great Roads. It cost, in 1858, £18,214 to keep these roads, and the bridges thereon, in repair.

The British Naval Fleet numbers 613 fighting ships, bearing 15,140 guns, carrying among them engines of nearly 100,000 horse power.

Doctor Buchanan found recently in Egypt the pyramids of Cheaps, measuring 479 feet high, and covering an area of twelve acres of ground.

A new gun has been invented in England that will project 32 lb. shot 9,600 yards—over five miles.

The sugar crop of Louisiana, one of the states of the American Union, for 1858, is estimated at 326,482 hogsheads.

Telegraph lines are being established in London as a substitute for post carriers. Messages are to be sent any distance within ten miles for about five pence.

It has been discovered in France that straw is a powerful conductor of electricity; an electrical shock sufficiently powerful to kill an ox may be discharged by a single straw.

A railway bridge over the Junina, in India, is to be built,—length 3,214 feet: number of spans 15; depth of river below low water mark 50 feet; the railway will be 81 feet above low water level.

It has been discovered that if substances containing acid are boiled in zinc vessels, the water will be poisonous.

The usual load for a full grown camel is 800 lbs., some of them have been known to carry 1400 lbs.

The Koran, the Bible of Mahomet, forbids making plates representing the human body. Printing was introduced in Constantinople in 1726. It was interrupted again from 1743 till 1784; and during the last 100 years, previous to the late war—only sixty books have been published.

An Italian Chemist has discovered that the poisonous state of a newly painted room, where white lead is used, does not arise from the use of the white lead, but from vapors of the oil of turpentine.

The Great Eastern, steamer, will cost, when ready for sea, £300,000.

Electric Clocks are set up along the streets of Marseilles, France.

A new steam plough has been invented in Illinois, which is so arranged as to draw a gang of ploughs.

There are 43 free drinking fountains in Liverpool, England,—it is estimated that 1,000 people drink daily at each.

The amount of Gold and Silver annually taken from the mines of Europe is valued at	£ 6,250,000
America yields	36,250,000
Asia	6,250,000
Africa has no silver mines, but produces gold to the value of	750,000
Australia is also without silver, but produces gold to the amount of	50,000,000
Total—	£99,500,000

ORIGIN OF THE NAMES OF COUNTRIES. — *England* derives its name from *Angles*, one of the Saxon tribes who settled in the southern section of the country in the fifteenth century.

The origin of the word *Scotland* is dubious; all that is known of it is, that the term *Scoti* was applied to the Pictish inhabitants in the second century.

The word *Ireland* is also of dubious origin; it is contended by some that the words *Erin*, *Erène*, etc., signify sacred; others, that *Eir*; *Erin*, etc., mean west; or Ireland—west land from Britain.

France derives its name from a tribe of Germans called *Franks*, or the free, who inhabited the country, called Gaul, while it was under the Roman power.

Spain, the ancient *Iberia*, is a modernised term of the latin word *Hispania*.

Portugal, the Lusitania of the ancients, is said to be a corruption of *Partus Galorum*, or part of the Gauls, who settled at Porto or Oporto.

Switzerland is so called from *Switz* or *Shewitz*, one of the towns and cantons of the Republic.

The word *Italy* or *Italice* is of doubtful origin,—by some it is derived from *Italus*, an Arcodian Prince; by others, from the Greek word *italas*, an ox,—being a country abounding with oxen of a large size.

Turkey derives its name from its

present inhabitants, who established themselves in Constantinople in the fifteenth century.

Austria is another form of the German word *osl-reich*, signifying East country.

Germany is said to be derived from the latin formation of the word *Wahr-mann*, war-man or soldier; the Germans were considered a warlike people by the Romans.

Holland, signifying hollow or lowland.

Belgium derives its name from its ancient inhabitants, — the Belgic Gauls of the Romans.

Denmark, *Danc-mark*—the region or territory of the Danes.

Prussia is said by some to derive its name from *Borussia*, a tribe of sarmatians, by others from *Po-Russia*—near to, or adjoining Russia.

Russia,—from *Rutzi* or *Boutzi*—signifying foreigners,—adventurers.

Polynesia, signifying *many isles*.

Africa is of doubtful origin: it is said to be derived from a Greek word signifying *without cold*.

America derives its name from Americus Vespucius, a subsequent discoverer to Columbus, whose name it should have been called, in honor of that great man.

THE PRINCE OF WALES AND THE CANADIAN REGIMENT.—The Prince of Wales has performed his first public act, by presenting colors to the regiment raised in Canada, and called the 100th, or Prince of Wales' Royal Canadian Regiment of Foot. His Royal Highness made the following speech:—

Lord Melville, Colonel de Rottenberg, and officers and soldiers of the 100th Regiment.—It is most gratifying to me that by the Queen's gracious permission, my first public act, since I have had the honor of holding a commission in the British Army, should be the presentation of colors to a regiment which is the spontaneous offering of the loyal and spirited Canadian people; and with which, at their desire, my name has been specially associated. The ceremonial, on which we are now engaged, possesses

a peculiar significance and solemnity, because in confiding to you, for the first time this emblem of military fidelity and valor, I not only recognise emphatically your enrollment into our national force, but celebrate an act which proclaims and strengthens the unity of the various parts of this vast empire under the sway of our common Sovereign. Although, owing to my youth and inexperience, I can but very imperfectly give expression to the sentiments which this occasion is calculated to awaken, with reference to yourselves, and to the great and flourishing Province of Canada, you may rest assured that I shall ever watch the progress and achievements of your gallant corps with deep interest, and that I heartily wish you all honor and success in the prosecution of the noble career on which you have entered.

PROGRESS OF PHOTOGRAPHIC DISCOVERY.—To paint a picture by a sunbeam is certainly a beautiful art, but to give permanence to the picture has required all the resources of modern chemistry. Like every other art, the progress of improvement has been gradual from small beginnings to splendid results. The old alchemists knew that certain substances turned from black to white by exposure to the sun; but they did not seek out the cause of the change. The chemists of the eighteenth century went further, and Wedgwood and Davy advanced yet another stage; but it was M. Niepce, a Frenchman—first by himself, and then in conjunction with M. Daguerre—by whom the fixing of the sun pictures was first effected. In 1839 Daguerre publicly announced his discovery, that iodide of silver is an exquisitely sensitive material to act upon, and that the vapor of Mercury tends to develop and fix the image formed by light on the iodide. Most curiously, Mr. Fox Talbot, an English chemist, was working on the same kind of experiment at the same time, without any knowledge of Daguerre's labors. The last fifteen years have presented a continuous chain of improvement in this most attractive art. Scientific men, practical chemists, ar-

tists—all have added to the stock of information on the subject. And the distinctive names have been wanting, neither in number nor in variety. Besides the designations drawn from the names of the inventors, there are the others, such as photograph, heliograph, cototype, chrysochrome, amphitype, chromotype, uganotype, ferrotype, ambrotype, and two or three others—most of these designations depending upon the kind of chemical substance employed.

THIS NUMBER contains a part of a Lecture on Mohammed, the "False Prophet," for which we thank our *Rev. Correspondent*, and gladly give it a place in *The Parish School Advocate*. In it, the reader is furnished with a condensed account of one of the most remarkable men that ever figured in the ranks of the heathen world: And though nearly thirteen centuries have rolled past since his birth, still the story of his life continues fragrant with interest to the world; especially from the fact of so many millions of the human race continuing to be his deluded followers.

To the Editor of "The Parish School Advocate."

SIR,—

It was with no little satisfaction that I observed in one of your former numbers an intimation that a portion of your columns would in future be devoted to agricultural subjects. Let me express an earnest hope that you will fully carry out this object. What department of common education can be more beneficial to a country? What can more truly constitute its wealth than its agricultural population? It is not necessary to go into the history of the ancient world to prove so self-evident an assertion, or we could shew from innumerable examples, that as soon as the agriculture of a country declined, so surely did its fall rapidly follow. The mercantile communities of the middle ages were short lived in their prosperity: and if any country wishes to secure to itself an ample revenue, a numerous population and even a due share of manu-

facturing industry, it must lay the foundation for such a superstructure in an improved and scientific cultivation of its soil.

And yet, Mr. Editor, how little has this been attended to. Because the land in these provinces yields a return to the husbandman without that careful toil and repeated tillage that is required in older countries, our farmers are content with merely scratching the surface, and too often neglect to repay, as it were, the benefits they receive from the bountiful hand of nature, by administering to the land that food in the shape of manure without which the most fertile soils must in the course of a few years, be completely exhausted.

To do this effectually, and more especially in this climate, where the long winters render the keeping a large stock of cattle somewhat difficult, an acquaintance with *agricultural chemistry* is required. The science is neither abstruse nor difficult. It will, I am sure, interest many of your readers, and I would now draw your attention to it in order that it may elicit, either from yourself, or some of your correspondents, such information as may ultimately benefit the most important interest of the three Provinces in which your useful little Periodical is gradually, and I believe, surely extending its circulation.

I am, &c.,

NEMO.

THE VALUE OF A SMILE.—Who can tell the value of a smile? It costs the giver nothing, but is beyond price to the erring and relenting, the sad and cheerless, the lost and forsaken. It disarms malice, subdues temper, turns hatred to love, revenge to kindness, and paves the darkest paths with gems of sunlight. A smile on the brow betrays a kind heart, a pleasant friend, an affectionate brother, a dutiful son, a happy husband. It adds a charm to beauty, it decorates the face of the deformed, and makes a lovely woman resemble an angel of paradise.—*Willis*.