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## PRINCE EDWARD'S ISLAND NORMAL AND MODEL SCHOOL INAUGURATION.

SPEECHES delivered at the *Soiree*, held, Wednesday 1st October, 1856, for the INAUGURATION of the Charlottetown NORMAL and MODEL SCHOOL, Prince Edward Island.

The Meeting having been duly constituted by His Excellency Sir DOMINICK DALY (so long known in Canada) taking the Chair, the *especial* business of the day was entered upon by His Excellency's addressing the Meeting in the following terms :

"Ladies and Gentlemen, the duty which I am called upon this day to discharge, is one which is, in every way, agreeable to me. No circumstance could have occurred, with respect to the interests of this Colony, to afford me higher gratification, than our meeting here, this day, to inaugurate, with due observances, the Model and Normal School of this city. Prince Edward Island is distinguished—highly distinguished—among the British Provinces of North America, for having taken the lead in establishing,—for the benefit of the rising generation, and, indeed for the benefit of all who call, or shall yet call the Island their home,—a system of Free Education: and now we are met to inaugurate an Institution for the training of teachers, by a system, the value of which is now recognised and acknowledged by almost every civilized country in the world. It is quite clear

that this Institution,—the leading object of which is to train young persons for the proper discharge of the duties of teachers,—should have preceded the establishment of Free Schools in the Colony; because then, from the creation of the latter, there would have been a supply of *trained* teachers to conduct them. Good of any kind, although late, is, however, better late than never; and this day in which we inaugurate the first Normal School in Prince Edward Island, may justly be regarded as the commencement of an auspicious era, whence to date, in future, the origin of many blessings, and the commencement of a perpetuated course of improvement and prosperity to the people of this Colony. It belongs not to me to expound the principles or to enter into the details of the System we are met to inaugurate; for in fact I am not able to do so; but this inability on my part is of small moment, as the gentlemen who are at the head of the Institution will, I am sure, leave nothing obscure concerning it which can be made manifest by words." Cheers.

The Honble. Colonel SWABEY proposed the first Resolution as follows :

"1st *Resolved*, That the system of Free Education now in successful operation in this Colony, under which one-sixth of the whole population is receiving instruction,—and of which the Normal School is a necessary and vital element, is deserving of the support of all interested in the welfare of the rising generation.

"The Resolution consists of two parts. The first speaks of what we have done. It states the gratifying fact, that, in consequence of the extensive and liberal provision, made by the Legislature, for the diffusion of learning and knowledge throughout the Colony, one sixth of the population is receiving a sound and useful education. Is not this a proud position for this little Colony to have attained to? Examine our Island statistics, and you will see that all our youth who are capable of being benefitted by school instruction, are now enjoying its advantages; and every family in the country experiences the unspeakable blessing of having education brought to its very doors. But the Resolution might have gone further. Besides stating that one sixth of our population is now under tuition in our Free District Schools, it might also have stated the fact, unparalleled in any other country, that *one third* of our revenue is devoted to the encouragement of education. Tell me, if you can, what State can rival this enlightened liberality. None can at all compare with it, except Prussia. In Belgium, in Swit-

zerland, and in the United States, they have, in the true spirit of enlightened liberality, done much for the cause of education; and the Schoolmaster is, in fact, abroad everywhere; but no country has equalled this in its exertions and appropriations, considering the smallness of its financial resources."

JOHN LAWSON, Esq., City Recorder, seconded the Resolution.

J. M. STARK, Esquire, Superintendent of Schools, proposed the second Resolution as follows:

"2nd. *Resolved*. That this Meeting congratulates the country on the establishment of a Normal School in this Colony.

"When on the other side of the Atlantic, (said Mr. Stark,) the attraction which shone the brightest in inducing me to leave my native country for a time, was the establishment of a Normal training School in Charlottetown, Prince Edward Island. To aid the people in the application and working of their noble Free Education Act, to encourage and assist the Teachers in all their efforts after self-improvement, and their aspirations towards a more intelligent method of imparting instruction to their pupils and conducting their schools; and, above all, to lend a helping hand in the establishment of, and to organize an Institution in which young persons who intend to follow the profession of a teacher, might receive some preparatory training in the art of communicating instruction; such were the objects I had in view in coming to this Colony; and these I have pursued with all the ability and energy I am master of. It is, therefore, with feelings of no common satisfaction that now, after having been three years amongst you, I meet with you at the opening of the Normal and Model Training School. I most heartily concurred in Your Excellency's idea of signaling the event by an Educational Assembly; a meeting of the Teachers of the Island and of all the friends of Education who have, this day, honored us with their presence.—The commencement of any new undertaking is always an event to be specially marked. Even in our own individual experience, at the beginning of an epoch in our history, or the commencement of an enterprise, we usually mark it in some special manner. The opening of any educational establishment, in which children are trained to those habits, and instructed in those things which will fit them for the business of after-life, would be a matter of importance; but when we consider that a Normal School is intended for the training of teachers, who are to educate the youth of the Colony, from whom the rising generation are to receive their knowledge and enlightenment, I think that all present will agree with me in feeling that this day is a memorable one in the history of the Colony.—The pleasure which I, this day, feel in taking part in the business of the day must be shared by all those friends of Education who have long seen and felt the necessity of such an Institution; and specially by my much esteemed friend, the Secretary of the Board of Education, who, many years ago, recommended the establishment of a Normal School, and to whose long and valuable services in the cause of Education, this Colony stands so deeply indebted. To entitle any Institution to the name of a Normal School, there must be these two Departments: that is, the Department for Students or Candidates for License as Teachers, where they receive instruction in various branches, and are trained in the art of communicating what they themselves know; and the other, the Model or Practising Department, in which the children are trained where those principles laid down for guidance of the students are exemplified; here also, at stated times, they are required to conduct Lessons, under the superintendence of the Master; and thus acquire the Art of School Management. This building which has been in so handsome, and, at the same time, economical a style, adapted to the wants of the Institution by the Legislature, has, accordingly, been divided into the required Departments. Here the great business of Intellectual and Moral Training will be carried on, in accordance with the intelligent principles of the Training System, so far as the circumstances of the Colony will admit. The Education to be imparted here, will embrace what constitutes all true education; namely, Moral, Intellectual, and Physical Training. The Moral Department will be carried on by the opening and closing of the Institution with prayer, according to the regulation of the Board of Education; by a daily Bible Lesson (the first exercise of the day after opening) in which the truths and facts of Scripture will be brought before the children's minds by illustrations and picturing out in words, in language simple and easy to be understood, from which every thing sectarian or controversial shall be carefully excluded. In addition to this, strict attention will be devoted to the conduct and behaviour of the children, both in the School and play-ground, towards their teachers and their school-fellows. Principles of truth, honesty, and obedience will be inculcated, as the motives from which every action should proceed. The Discipline of the school will be maintained solely by moral suasion; and the rod, as a means of correction, will only be applied when all other efforts fail. The Master will rely on his own influence, or the influence of those motives which he will present to the children for the regulation of their conduct, for maintaining order and discipline. The *Intellectual* part of the work of training will comprehend Lessons in Reading, with particular *analysis*; the meaning, as well as the derivation of words; Grammar; Geography; and History;

Writing and Arithmetic; Oral Lessons in Science; Natural History; and the Philosophy of Common Things; with such other branches as may be suitable for the more advanced pupils. There will be no *parrot work*. No child will be allowed to repeat by rote a lesson which he does not understand. Every thing read or committed to memory will be thoroughly understood, ere a new lesson is attempted; and thus, by picturing out in words, by ellipsis, by questions given individually and to the whole class, the children will be brought thoroughly to understand every subject which the lesson embraces, led to form their own conclusions, and trained to think for themselves, and encouraged to express their own opinions in their own language. It is the peculiar glory of the Training System that it trains or educates all the faculties of the mind. It aims not so much at giving ideas to the child, as to training the child's mind to form correct ideas on every subject. While thus the heart and mind of the child are cultivated, we do not forget the requirements of the physical frame. Attention will be paid to the postures and attitudes of the children while in school; and, at proper intervals, all, both Master and Scholars, will retire to the play-ground, or *uncovered School room*, for the purpose of physical exercise and relaxation; thence to return to the school-room, refreshed and invigorated for their *intellectual* work. This important part has not been overlooked in the construction of the building, as may be seen in the size and arrangements of the rooms, the lofty ceiling, the provision for ventilation, the large play-ground, &c. In the Students' Department, they will receive instruction in the principles or the Science of Teaching; they will acquire a more extended knowledge, than they formerly possessed of the branches of education generally taught in the District Schools of the Colony; while, in this room, they will put in practice the instructions they receive, and be trained to teach, according to the directions, and under the superintendence of the Master. Since the 22nd of July, 22 students have been under training for License as Teachers. I would warn my friends here, and the people of this Colony, against supposing that three months' training at a Normal Institution can make perfect teachers. A three months' training is certainly a much better state of things, than having no training at all; but I fondly hope, that ere long the term of attendance will be doubled. In an Institution of the same kind, with which I was connected for many years, on the other side of the Atlantic, the term of attendance for the Students was, at first, three months; but it was soon found necessary to increase it, and now the usual term is two years. Normal Schools are a great feature of this age, of which Education has been the great and engrossing question; and this little Colony, in the establishment of its Normal School, has been but following in the wake of all enlightened states, both of Europe and America. I can, therefore, most heartily and warmly congratulate the community of Prince Edward Island on the establishment of their Normal School; and I entertain no doubt of its success, and of its proving a great boon to the Colony."

[Various passages of this speech drew forth most decided tokens of approbation from the meeting; and, on its conclusion, the learned gentleman was warmly applauded.]

JOHN MCNEIL, Esq., Secretary of the Board of Education, seconded this motion; and, in doing so, remarked, "that the present age is distinguished, beyond any former period in the history of the world, for holding the broad principle—that the light of knowledge should be universally diffused. Influenced by this principle, society now teems with intellectual life: and the light of Education is no longer an exclusive privilege, confined to the few, the fortunate, and the great; but now shines with as much lustre into the humble dwelling of the poorest, as into the mansions of the most wealthy. Sufficient, to say, Sir, in the glowing words of your distinguished countryman, (Phillips,) who in one pregnant sentence, spoke a volume, when, in allusion to his own country, he said, what we may utter in reference to ours—"It is Education which lifts our Island from its bed, and brings it nearer to the sun." I trust we shall attain one degree at least, higher to-night, than we were before. Education has been well termed the cheap defence of nations; and this reminds me, that our Teachers must now become our principal defenders. Our troops and our garrisons may be withdrawn; but we have still a standing army of schoolmasters, able and ready to carry the war into the enemy's camp, and to assail the strong-holds of ignorance and prejudice. In another year, we shall have a staff of two hundred Teachers, trained and disciplined, and drilled, as no local militia has ever been in this Island; and these two hundred Teachers, we shall have, in their turn, training hundreds and thousands of young and ardent minds, to fear God, to honor their Queen, and to love their country;—and, imbued with the principles of a love of liberty and a love of order, growing up

With hearts resolved, and hands prepared,  
The blessings they enjoy to guard.

The youth of this Colony have now a wider field of honorable ambition opening up before them, than their fathers ever had. If they cannot all obtain *free lands*, they possess what is as good, if not better.—*Free Schools*: wherein, if they rightly and diligently improve their time, they will find a richer inheritance than a fortune in money;

for they will acquire that wealth which communication cannot dissipate; that wealth which its possessor may spread and diffuse around, and yet be as rich as ever; that wealth which, if they secure it, will secure to them that happiness and prosperity at home, and that respect abroad, which will always be accorded to an intelligent and high principled people."

WM. MONK, Esq., Master of the Normal School, in a short Speech referred to the arrangements of the School room, and remarked:—"The present may be thought not an unfit opportunity for a few remarks on our School System in general. To institute a comparison between it and that of any of the neighboring Colonies is needless. Indeed the first thing that forces itself on the attention of gentlemen from the other provinces, visiting this, is *the superiority of our System of Education over that which exists in their respective provinces.* But it may not be so generally known, that, in this respect, we can compare favorably with some of the New England States. In visiting the Atlantic cities, we cannot help admiring the number and excellence of their schools and colleges. The schools, even to the very lowest, fitted up in a style of great elegance, and supplied with all appliances necessary to the health and advancement of the children: the Teachers being not only zealous and efficient, but having had an education much above that required for their present situation. Let no one, however imagine that their *country* schools are in anything like a corresponding state of efficiency. To depreciate the institutions of a neighbor, is to me always an ungracious task; and I shall, therefore, confine myself to the mention of one defect, but such an one as will enable you to form a judgment on the matter now under consideration. Within a space of nearly 300 miles, which I travelled in the State of Maine, the schools (except in the towns, in each of which, is always a neat academy), were all alike in this: during the winter months, they are taught by young men who are competent enough, but who, on the approach of summer, betake themselves to some more lucrative employment. After being closed for some time, they are reopened under the management of some aged female, farmer's daughter, or some young woman from a neighboring town, who cannot find any better employment for four or five of the summer months; and thus, the system goes on from year to year. With us, no one can teach without having first undergone an examination, and obtained a license; every engagement must be for 12 months at least, while many of our Teachers remain in the same place for three or four years; and some a much longer period. Of course, our system has not arrived at a state of perfection; it is susceptible of improvement, as all human institutions are. But that we are alive to this fact, is shown by our being assembled here this evening. I repeat it,—the *basis* of our System of Education is sound, without any radical defect, and equal to anything of the kind with which I am acquainted in other countries. This excellence is owing to the liberal footing on which our school System is placed by the Legislature, in the first instance; and, in the next place, to the *impartial* and able manner in which it is administered. Hence it is, that it challenges the support and sympathy of all classes without distinction; and so long as our Act for the Encouragement of Education shall be conceived in the same spirit, and administered with the same impartiality, we shall have little to apprehend for the future of our Island."

The Honble. Mr. COLES, Colonial Secre'ary, in complying with the call of His Excellency spoke in the following terms;—

"Your Excellency, Ladies and Gentlemen—I account this day the proudest of my life; for, in the inauguration of the Charlottetown Normal and Model School, I behold the completion, as a means for the universal diffusion of knowledge among the youth of this colony, of the system of Free Education which I have had the great honour of being privileged to introduce into this my native Island. I cannot but remember, that I had a great deal of trouble in bringing forward and carrying the measure in the Legislature; but I feel myself amply repaid for my labors by the crowning proceeding of this day. Some years ago, but only a short time before I introduced the measure to the consideration of our Legislature, I was travelling in the United States; my aim in doing so being to make myself acquainted, by personal observation, with some of the many innovations or improvements, for which the intelligent and enterprising people of the American Union have, for several years, been so justly celebrated. In the progress of my tour, it was my fortune, when in the State of Ohio, to fall in with a very intelligent gentleman. On one occasion he asked me if I would like to visit their school. In reply, I told him, I would be very glad to do so. Accordingly we repaired to the school; and after having been gratified by an inspection of it. I naturally enquired, how it was supported. To my surprise, my friend said, "there is an old gentleman, who is the proprietor of 8000 or 10000 acres of land in the district, and we contrive to make him pay for the education of our children." On my further enquiring how they contrived to extract so great a boon from the proprietor. I was told it was by imposing a tax upon his land for the support of education. I then enquired, whether parents paid any thing at all in the shape of tuitions fees; and was informed that the only expense falling upon parents besides

the trifling tax upon their own land, was what they paid for books, school stationery, and the finding of fuel; and the great wish of most of them was, that they had more children to receive the benefit of such gratuitous education. The information which I received upon this occasion, at once opened my eyes to what might be done, in a similar way, in this colony; and, from that moment, the idea of preparing, and laying before our Legislature, a measure for the establishment of a system of Free Education throughout the Colony, took fixed root in my mind. In the Legislative Session after my return from the States, the Act of Education then in operation would expire; and, in order that I might have time to perfect my scheme, I succeeded in inducing the Legislature to continue that Act for another year. My intention having become public, there was immediately spread abroad, a report that, for the purpose of sustaining my system, a ruinous tax would be imposed upon the farmers; and, groundless and absurd as it was, it found credence among some of the least intelligent among the people. With a view to counteract the effects of this baseless rumour, I was instrumental in causing the District Teachers themselves to take action upon the subject; I gave them a full exposition of my system, stating to them the probable amount of the salaries which would be received by them, under its operation, and shewing that so light would be the burthen individually imposed upon parents, that it would be fully entitled to the name of 'The Free Education System.' Thus enlightened upon the question, the Teachers returned to their several Districts, and were, I believe, by their faithful representations, the means of leading many who were previously either adverse to, or doubtful concerning the propriety and practicability of the contemplated measure, to comprehend its real merits, and to appreciate, in some degree, the great advantages to the whole community which would result from its being brought into operation. Sufficient for the present to say further concerning the rise, progress, and establishment of the measure, that it was, with the general concurrence of the people, eventually carried triumphantly through the Legislature. I say *triumphantly*, not with reference to any party triumph obtained by its passage; for, greatly to the credit of the Legislature, all parties therein gave their free and full sanction to the principles involved in it, and lent their aid to make it as perfect a measure as possible. Its passage, however, was certainly a *triumph*; but it was a triumph in which all had reason to rejoice; for it was the triumph of intelligence, liberality and progress, over ignorance, error, and prejudice. Some remarks have been made respecting the smallness of the Salaries allowed to our Teachers under the Educational Act. With reference to this subject, I will now observe only, that all our colonial interests have, of late, received a progressive increase, and all our prospects, with regard to the future are cheering and bright: let our district Teachers, therefore, continue to devote themselves faithfully and zealously to the discharge of the important duties of their honorable profession; and doing so, feel satisfied that the community will eventually make them sharers in the fruits of the Island's increasing prosperity.—In the year 1804, the first step towards making some provision for the encouragement of education in this colony, was made by the Secretary of State's giving authority, by a certain despatch to the Governor of the Colony at that time, to appropriate the rent of the Warren Farm, (government property,) towards the support of a school in Charlottetown. But it was not until the year 1819, that a direct appropriation of the rents arising from that farm were made by the erection of the building which yet stands in the front of that in which we are now assembled. Such was the feeble effort at first made for the encouragement of education in the Colony; and, in further tracing the educational movement, so commenced, it would be seen how slowly it progressed; as evidenced by the small annual amounts of the Legislative grants made for a succession of years, in aid of it. In 1808, the legislative grant, for the encouragement of education throughout the Island, was only £327, 6s. 8d.; in 1829, it was £501 19s. 6d; in 1832, £562 10s; in 1839, £605; in 1841, £1271 10s., including the grant to the Academy, in 1845, £1725 2s. 9d., including the grant to the Academy; in 1850, £1824 14s. 8d., including the grant to the Academy; in 1854, £9088 2s. 7½d.; in 1855, £1909 3s. 11d.; and, in the Legislative session of the present year, 1856, the grant was £12000! a most gratifying proof that the wise, enlightened and liberal spirit which operated in the Legislature to the passing of the Free Education Act, in 1852, instead of being diminished in vigor, is growing in strength with the growing financial resources of the colony. Yes, it must surely be truly gratifying to every true friend of the colony to contemplate the high position, to which, from so insignificant a beginning as a paltry endowment of £25 a year, our scholastic establishments have now attained; and that too without the imposition, for their support, of any tax upon the people beyond one half-penny per acre upon their lands, whilst they are, at the same time, relieved from the payment of all tuition fees; and, I may also observe, that at the time the tax was imposed, they were very sensibly relieved, on the score of indirect taxes, by a reduction of one penny a pound on the duty on tea, and of 3s. per cwt. on that upon sugar; so that, it is clear that whilst the great boon of *Free Education* for the rising

generation, has been extended to the people, taxation has, at the same time been actually diminished: and, may I now add, that even independently of all grateful consideration of the almost inestimable boon of Free Education, the people have, of late, had most abundant reason to be thankful for the free bounty of Providence and the prosperity of trade which have accompanied or followed the course of the propitious events in the Colony.—Strangers from the United States who have lately visited this Colony, and with whom I have conversed, have expressed to me their astonishment at the ease with which we have carried out, almost to perfection, our new System of Education; and they have besides stated to me how much they have been surprised by the politeness and respect, manifested toward them, by the children of schools which they have happened to pass at times of dismissal—the boys having always saluted them by uncovering their heads, and the girls by courtesying. This is highly creditable to our District Teachers, as it proves that they duly impress upon their pupils the propriety, as we esteem it, of paying due deference to superiors; but which would perhaps, be regarded, by the *independent* youth of the Great Republic, as a token of slavishness of spirit. (The honorable gentleman then adverted to his boyhood—at which season of his life there was not in the country, not even in Charlotetown, one school in rank or efficiency much above a *Dame's School*.) The year before the passing of the Free Education Act 1851 there were not more than 90 District Schools in operation throughout the whole Island, and the number of pupils attending them did not amount to more than 4,000; but now the number of Free Schools in the Island, amounts to 260; and the number of young people being educated in them is at least 12,000."

After a few remarks from the Hon. Mr. LORD and A. McNEIL, Esq.,

The Hon. Mr. WHELAN, moved, "That the thanks of this Meeting are due to His Excellency, Sir D. Daly, for his able conduct in the Chair."

"In moving the present Resolution, I am led to reflect upon the novel and interesting spectacle of a Lieutenant Governor's condescendingly uniting in action with a public meeting, and freely participating in the general feelings which the object of the meeting excites. I call the spectacle a novel one, for to me, at least, it is so, and I believe to the majority of persons here; for Sir Dominick Daly is the first Governor, within the period of my experience in the Colony, who has descended from his high station to mix freely and cordially with the people committed to his care in many of their rational and intellectual entertainments. But much as we are gratified by His Excellency's presence here to-day, I am sure it must be a source of very great satisfaction to himself to have it in his power to countenance so worthy an object as the more general diffusion of the blessings of education, by presiding over a meeting called together for inaugurating a new era in our educational system, and for encouraging teachers in the steady pursuit of the arduous duties allotted to them. As not the least important feature of education is to inculcate obedience to the laws, and by imbuing the youthful mind with sound principles in morals and religion, rear up the best ornaments to and barriers for the protection of society, it is obvious the first duty of a liberal-minded and enlightened Governor, to promote, as far as it may be in his power, the intellectual advancement of the people committed to his care. Though Prince Edward Island happens to be the smallest and the poorest of the North American group of Colonies—regarding our poverty in a commercial sense—we are entitled to boast that *we have taken the lead, and set an example to all the others in the important matter of Education.*"

BENJAMIN DAVIES, Esq., then rose to second the motion; and, in doing so, said:—

"It was no light measure, your Worship, for the Provincial Secretary to propose to his party such an undertaking; and if we consider that the Revenue of the Colony fluctuated between £17,000 and £25,000 a year, and that the Government had but lately come into power,—had taken upon them the payment of the Civil list and guaranteed the payment of the debt of the Colony, amounting to £27,000, I say, Mr. Chairman, it will be apparent that it was no trilling scheme to make known, support, and carry out.

"I therefore, congratulate ourselves and the Country, on the present happy aspect of affairs. The Education Act in full operation, being now completed by the opening of the Training School, under the guidance of two such competent men as Mr. Stark and Mr. Monk, the Masters and Tutors in the Institution, learning and knowledge will advance at a rapid rate.

"I have one further remark to offer as to the popularity of the present system of Education, which I may mainly attribute to the banishment of Sectarianism from the schools, and the strict prohibition of every thing approaching to sectarian teaching therein; and I have no doubt the governors of Education, will, as they have heretofore done, wisely adhere to this rule which they have established."

HIS EXCELLENCY having appropriately acknowledged the Resolution—three hearty cheers and yet another, (proposed by His Worship the Mayor,) were severally given to Sir Dominick and his amiable lady, after which the company separated, evidently well pleased with the proceedings of the day.—*Abridged from Hazard's Gazette.*

## EDUCATION IN ICELAND.

Mr. Robert Chambers in a recent visit to Iceland thus refers to the state of education in that island. His first visit was to the public library of Reikiavik, which he describes as follows;—

"In a well lighted apartment, under the roof of the church, is kept the public library of Reikiavik, consisting of two or three thousand books, Danish, Icelandic, and English, many of them being presents sent from a distance. I could not find any remarkable old books or manuscripts in this establishment; it seemed to be chiefly designed for popular use. The inhabitants of the town are allowed to have books from it for a dollar (2s. 3d.) each per annum, and about sixty take advantage of the privilege. I observed several of Mr. Dickens's novels, some of Marryat's, a copy of Home and Smollett, two of Goldsmith's 'Animated Nature,' and some of the publications of the United States' government.

"We next went to see the school, which is a long goodly building situated on a slope to the east of the town. To find in an island of 200 miles in linear extent, and containing 60,000 inhabitants, strictly speaking, but one public seat of education of any kind, is somewhat startling to a stranger. Such is the fact. There is not, and never has been, one juvenile, seminary in Iceland, and this simply because the population is too scattered to admit of any such arrangement. The father teaches his children by the winter fireside; they teach their children again; and such is the only education, which the bulk of the people obtain. Strange to say, they all read, and have, generally speaking, a taste for reading; and few Englishmen or Scotchmen write so neatly as these islanders. The school at Reikiavik is an establishment for advancing the education of a select number of the youth of Iceland. About sixty lads between the ages of fourteen and eighteen attend it, most of them having a view to the learned professions. It is, however only a kind of gymnasium or academy; and those who desire the special instructions fitting them to be priests, lawyers, or medical men must pass to the university of Copenhagen. I found a suite of good class-rooms for the various branches, the Danish, French, and English languages, mathematics, natural philosophy, natural history, &c.; a set of dormitories for a certain number of the pupils—the rest living with friends in the town; and cabinets containing minerals and zoological specimens. The whole establishment seemed to be satisfactory in every respect but that of ventilation. The superintending rector, Mr. Johnson, is obviously a man of vigorous intellect and good acquisitions. As the establishment is supported by the Danish Government, no fees are charged; and it of course becomes necessary to admit to it only such youth as can give assurance of turning its instructions to good account."

Extremely interesting is Mr. Chambers' account of the literary doings of this little insular community:—

"The zealous cultivation of literature in Iceland during the last six centuries, and its remarkable productions, the sagas and eddas—histories and romantic poems—have excited the interest of all visitors. I am free to own that I can form no image of literary life more touching, or more calculated to call forth respect and veneration, than that of such a man as the Icelandic priest Thorlakson, who produced a beautiful translation of Paradise Lost, and many original works of distinguished merit, in the small inner room of a mere cottage which formed his parsonage, while his family concerns were going on in an equally small outer apartment, and his entire annual income did not exceed what is often given in England for the writing of an article in a magazine. Inquiry regarding the present state of literature in Iceland was a matter of course. So far as I could learn, the love of letters is still a more vivid passion in Iceland than the circumstances of the country would lead one to expect. I had much pleasure in looking over Mr. Thordarson's printing office in Reikiavik, where I found two presses of improved construction, and saw in progress an Icelandic translation of the 'Odyssey' by Mr. Egilsson, late president of the college, whose son, I was told, is also giving promise of being a good poet. The list of books printed and published by Mr. Thordarson would surprise any one who thinks only of Iceland as a rude country half buried in arctic snows. He is also the publisher of two out of the three native newspapers produced in Iceland—the 'Ingolfr,' and 'Thiodolfur.' An Iceland newspaper, I may remark, is a small quarto sheet, like the English newspapers of the seventeenth century, produced at irregular intervals, and sometimes consisting of two, sometimes of four leaves, according as the abundance of intelligence may determine. In a country where there are no roads and no posts, that there should be newspapers of any kind is gratifying. I regret, however, to say that they are described as of a violent malcontent complexion."

## A SAMARITAN SCHOOL.

A recent traveller says:—"I visited the school [at Shechem in Palestine] which is under the charge of Bishop Gobat. The room was clean, neat and well furnished. There are commonly above 50 children on the roll of attendance, and the classes are conducted upon a plan

which might be adopted with advantage in other quarters. There are the five books of Moses for the Samaritan, the Old Testament Scriptures for the Jewish, and the whole Bible for the Christian children. These classes are taught under the same roof, by the same masters, and no child is expected to read any book without the express permission of the parents. The bishop wisely labors to gain the young. The good will and consent of parents and guardians must be at least partially obtained even before the youth shall be permitted to read; but the old give faint hope of improvement. It is the opening bud, and not the sere leaf of autumn, that gives pleasing promise of reward. The bishop has prudently chosen the sacred volume as an important school book. It may not accomplish all the good desired, nor may the children fully comprehend its contents; but over the darkest soul, repeatedly coming into contact with divine truth, the Bible sheds its sweet and benign influence. The Scriptures have this peculiarity, that while they confer their greatest political, temporal and spiritual benefits, and are the civilisers of the human race, they alone expand, purify, and elevate man's immortal part, by crowning his faith and labors with a blessed salvation and a glorious eternity. The Samaritan high-priest is a young man whose aged father has lately retired from office. Not content with kindly paying me all attention in the synagogue, and explaining several inscriptions on some principal stones brought from their ancient temple, he and two of his flock paid me a friendly visit in the evening, though he knew that my "face was towards Jerusalem." His visit was welcome, and I was happy at this opportunity of obtaining some desired information. It is worth while travelling some distance to look on the face of a male descendant of Aaron, the first high priest of God's people, and who can trace his genealogy with so much certainty."—*From Azuba, or the Forsaken Land.*

#### THE DAWN OF SCIENCE IN ENGLAND.

At its birth in England, science was in no such repute as now. Two hundred years ago there was no wonder-working wire to introduce it to the councils of cabinets, nor mighty feats of steam to write it great in the ledgers of commerce. Familiar converse was not then of the new invention, the late brilliant scientific article, or the novel geological discovery; but it was sterner talk, of kings' rights *versus* human rights, the cabals of factions or the scandals of the court. The sore political and social distractions of the time withdrew the nobler spirits from quiet studies; and there hung round the popular mind long-set mists of ignorance and superstition. Trials for witchcraft were not uncommon. Fourteen men and women perished through this delusion in 1649, in a little village near Berwick, whose entire population consisted only of fourteen families; and about the same time, no less than eighty persons in Suffolk; though Hutchison records that but two witches were executed in England after the Royal Society published their "Transactions." This popular credulity, also, exhibited itself in other less serious moods. One Arise Evans, who had a fungous nose, said it was revealed to him that the king's hand would cure him; and accordingly, at the first coming of King Charles II, in St. James's Park, he kissed the king's hand, and rubbed his nose with it, which disturbed the king, but cured the applicant. At this time, two multitudes hied to Ireland to be healed of their diseases by the magic touch of Greatrix the stroker. Amongst the rest, Flamstead the astronomer was sent by his father, when only a youth of nineteen, to be relieved of severe pains in his knees and joints. But even the learning of the time was confined within the narrow limits of the school philosophy; and the persecutions of Copernicus and Galileo showed the intolerant spirit it was of—sacrificing truth to violent dogmatism and prejudice. To such men, the great intellectual message of Bacon—that reasonings, however ingenious, not based on repeated observations, were mere word splittings—was a death-blow. Little sympathy had they then for the Baconian investigator into physical nature. In his solitary laboratory he might muse on the truth he had wrested from nature's arcana, as containing a mine wherewith to enrich mankind in after ages; but he had to be content to be jeered at by his compeers as an idle trifler, and more than suspected by the vulgar as to doings with the unseen world.

Yet amidst all this intellectual darkness, there were men to light the candle which was to irradiate England with the light of science. The Royal College of Physicians, established in 1518, did much toward this; and from the period just mentioned there were many solitary votaries of natural knowledge. Though several scientific societies flourished on the Continent in the interval, the first of such meetings in England was the weekly assemblage, in 1645, of a small club in a room above an apothecary's in the Strand. Its members discussed such physical novelties as Hervey's discovery of the circulation of the blood, and the researches of Toricelli and Pascal on the composition of our atmosphere; hoping in such expectations to find a temporary respite from the troubles of that warlike time. This club was so small, that a year after its principal members congregated in Oxford, under the title of the *Invisible College*; though the stuff they were made of is shown from the description of them by the Hon Robert Boyle:—"The best on't is, that the corner stones of the *Invisible* are men of so capacious

and searching spirits, that the school-philosophy is but the lowest region of their knowledge; persons who endeavour to put narrow-mindedness out of countenance by the practice of so extensive a charity that it reaches unto everything called man, and nothing less than so extensive good will content it."

But those were not the times when even so small a band might continuously pursue scientific studies; so after a while they dispersed, again to meet in the Gresham College, London; thence, after meeting in it for a year, they were turned out, that it might be made a barrack for soldiers. Here, however, the meetings were again resumed in 1660, and the society constituted which was incorporated by Charles II, in 1662, as "his Royal Society to improve the knowledge of natural things, and all useful arts, manufactures, mechanic practices, engynes, and inventions by experiments." This was all the recognition which this little band received in their important studies. Enduring the neglect of royalty, the jibes of the cavaliers, and the venom showed down in pamphlets by certain of the learned whose prejudices were crossed by their researches; being for a time ousted by municipal wiles from their meeting-place; once, scattered by the plague, and once nearly dissolved by an empty exchequer;—these truth-seekers still continued to rejoice in searching diligently for knowledge, content with its own delights, and by patient labours laying the foundations of England's science and greatness.

The attendants of these weekly meetings in Gresham College consisted not merely of professed students, but of men of rank and affluence, as well as those in mercantile and professional life. The adventurous sailor or traveller brought hither their prized budgets of curiosities; and hither came the naturalist from the country, or learned foreigner, to see those rare experiments, or hear dissertations whose fame had reached the Continent. Amongst the members of the Society were many of the choicest of England's sons—men whose memories are still had in grateful remembrance. One of its chief supporters was the pious and estimable Robert Boyle, who early becoming possessed of a princely fortune, delighted to expend it, as well as the sedulous hours of a long life, in the services of science. And the well-known John Evelyn was a kindred spirit. He wrote many valuable papers for the Society, and exerted his great influence in high places on its behalf. So enthusiastic was he, that at one time he wished to call in the lyre of Cowley in its favour, thinking "the Royal Society as great a project as any antiquity hath yet celebrated," and regretting its small appreciation, "by reason of that fond obedience to the mistaken customs of the age, which robs so many of their virtue and best advantages."

Another class of members were those who, busily engaged in active life, gave to science their hurried leisure; and as the type of these stands forth Sir Christopher Wren. The Oxford doctors spoke of him as a prodigy of genius, when only a youth of fourteen; and at twenty-four, his scientific reputation had spread over Europe, having by this time held professorships both in Gresham College and Oxford. In 1661, he was appointed assistant-surveyor of works under Sir John Denham, and in 1663, was made architect of St. Paul's. Although this appointment involved great labour and drudgery—amongst other duties having weekly to ascend to the summit of the building in a basket, to the imminent peril of his life, and though afterwards he for many years sat in parliament, he never forgot the Royal Society; his total papers and discoveries amounting to fifty one. Bishops Wilkins and Denham, Sir R. Brouncker, and others, also formed worthy compeers. But the Society owned most of its working *savans*, the men who gave their lives to the pursuit of knowledge; they, therefore, next demand our attention.

Henry Oldenburg, originally a student of Oxford, on returning from continental travel became the first secretary of the infant Society, and, for never more than forty pounds a year, toiled with most unflinching assiduity and enthusiasm. The Society owed to him such illustrious members as Ray the naturalist, Flamstead the astronomer, and Sir Isaac Newton. He, besides, corresponded with the scientific men of the Continent, often to the extent of seventy letters weekly: but not without danger; for, to a government noways appreciating science, this great letter writing seemed suspicious, nay, somewhat treasonous. A warrant was accordingly issued in 1667, to arrest the person of Henry Oldenburg, for dangerous designs and practices; so, for three months our secretary was kept close prisoner in the Tower. On regaining his liberty, he continued with enthusiasm his official services; benefiting the Society in particular by originating, at great risk and expense, the celebrated "Philosophical Transactions." Flamstead, Halley, and Papin, were likewise worthy servants of the Society.

Another, as distinguished for his science as for his peculiarities and irascibility, was Dr. Robert Hook, experimenter to the Society. His quarrel with Newton is well known. He was of an active, indefatigable disposition, seldom going to sleep till two, three, or four in the morning, and seldom to bed—continuing his studies all night, and taking a short nap through the day. Even on his death-bed the Royal Society occupied all his thoughts, and he also expressed an intention of bequeathing it his large fortune. Halley, at the same time, gave an

account of his new marine barometer; and he himself sent for the loan of Chesney's "Fluxionem Methodus."

Such were the men who united, by the weekly meeting in the Gresham, for the study of physical nature. It required courage and magnanimity thus to meet, at a time when experimenting and specimen collecting was not understood, and therefore scouted at. But, despite all sneers and contempt, this little band diligently and assiduously pursued their search after truth, content in its discovery with the reward of all true philosophers. Their field of inquiry embraced everything comprehended within the wide boundaries of *natural*, in opposition to *supernatural*, knowledge. Now they were occupied with the weekly dissection; again with the weekly experiment; now a discourse on astronomy or magnetism; and now the description of some trade or manufacturing process. Whatever natural phenomenon promised new truths was carefully investigated; and though thus sometimes they were engaged with trifles that may excite a smile, their industry was rewarded with sublime discoveries, at which the world will always wonder. Colonel Tuke at one meeting related the falling of the rain like corn at Norwich, which turned out to be only corn dropped by starlings. Another meeting was told of the curing, by the power of sympathy, of an English mariner at Venice, who had bled three days without intermission; and a select committee, including several bishops and members of parliament, sat upon the transfusion of the blood of a sheep into a poor student, who had offered himself for a guinea. It was to this band, however, that man's first mastery over mighty steam was communicated; for before them Savery exhibited his engine to raise water by the force of fire. It was to them also that Newton presented the "Principia." In their solitude these philosophers felt that they were serving their country as well as in the senate or the field; nay, that with their physical inquiries there was connected a higher and holier interest. Let one of them express the general sentiment. Flamsteed writes to Newton: "I wonder that hints should drop from your pen as if you looked on my business as trifling. You thought it not so, surely, when you resided at Cambridge. Its property is not altered. The works of the Eternal Providence, I hope, will be a little better understood, through your labours and mine, than they were formerly. Think me not proud of this expression. I look upon pride as the worst of sins; humility as the greatest virtue. This makes me excuse small faults in all mankind, bear great injuries without resentment, and resolve to maintain real friendship with all ingenious men."

Thus in the midst of trouble and turmoil were sown the intellectual seeds which have germinated in that great mind-revolution, of which Herschell, Davy, and Faraday have been the representatives, and also in that great commercial and social one, incident on the introduction of steam and machinery—a bright example, surely, for all lovers of their country, even in times of warfare, not to forsake quiet studies.—*English Leisure Hour.*

### MUSIC AMONG THE ISRAELITES.

If the value of any thing is to be estimated by its antiquity, there can be but little doubt that Music is one of the greatest blessings which the Creator has ever bestowed upon man. Man and Music have travelled together down that long pathway called Time.

As we have in the Bible the history of the first appearance of the former in this world; so in the same volume are we first informed of the birth and progress of the latter.

Music is first distinctly referred to in that portion of the Old Testament where Jubal, the sixth from Cain, is stated to be the father of all such as handle the Harp and Organ. This "harp and organ" must of necessity have been of the most primitive construction: a few stretched strings constituting one, and mere tubes the other.

In the 31st chapter of Genesis we have a more distinct reference to music, and not only to instrumental but vocal harmony. The Patriarch Laban is represented as saying to Jacob by way of expostulation: "Wherefore didst thou flee away secretly, and steal away from me, and didst not tell me, that I might have sent thee away with mirth and with songs, with tabret and with harp."

Here we have a plain intimation that both voice and instrument were employed on special occasions.

Passing onward we arrive at a period when not only the song but the singer is specially noted. The sublime song of Miriam is the first piece of Lyric Poetry on record, as given in the 15th chapter of Exodus. Grand must have been the spectacle presented to the Hosts of Israel when Miriam, the prophetess, shouted forth the Magnificent song—a song in which she called on all to participate:

"Sing ye unto the Lord for he hath triumphed gloriously:  
The horse and his rider hath he thrown into the sea."

And how sublime must have been the closing strain,

"The Lord shall reign forever and ever."

We are apt in this our own day to talk of splendid dramatic effects in Operas, but never has earth beheld such a scene as that, when having finished her song of triumph, Miriam took a timbrel in her hand

and all the women went out after her with timbrels and with dances, repeating the joyful chorus—

"Sing ye unto the Lord, for he hath triumphed gloriously."

And here it may not be out of place to advert to the musical capabilities of the Jewish people. From the earliest to the present time, they have been distinguished for excellence in vocal music. The greatest singers of modern times have been Jews. Braham, who now lives in England at the advanced age of ninety-four, is a Jew. Henry Phillips is a Jew. Mrs. Billington was; Madame Grisi is a Jewess. Many others might be mentioned.

Mr. Gardiner in his work entitled the *Music of Nature* asserts, that "there is not a single human being on whom the gift of music has not been bestowed." And it is the universal record of travellers, that no tribe has ever been discovered, however barbarous, which had not some peculiar music of their own. Harsh and discordant to the ear of the European or American as are the sounds of the African Tom-tom, or the Australian Rattle-drum, to the ear of the Savages themselves doubtless they are as soft or exciting as would be to other organs the notes of the harp or trumpet.

In some form or other music exists everywhere: and the sounds produced by winds and waters, the songs of birds, the voices of animals, and the speech of man, form but portions of its infinite varieties.

However inspiring mere musical sounds may be, it is when they are united with words, that they are capable of affording the greatest amount of pleasure. Let the tone be suited to the sentiment, and there is not an emotion or passion of the human heart which will not be responsive to them. While the ear is pleased, the heart is touched; and what language alone could not effect, may be accomplished by its being united with tones in harmony with it.

This power of Musical language, or rather of uniting voices, belongs to man only. Every observer of the habits and instincts of birds, must have noticed that every species has its own particular note or tone which blends (harmoniously) with no other. Indeed it has been asserted by distinguished Ornithologists that every individual bird of a species has its individual song-note.

How different is it in the case of man, whose vocal organ is declared by Anatomists to be the most perfect musical instrument ever constructed. The violins Straduarious or Cremona; the organs of our best makers; the pianos of Chickering are, exquisite as they are in construction, but clumsy contrivances, when compared with that little instrument of muscle, cartilage, fibre, nerve, and ligament, which every one of us has in our throats, capable of the nicest modulations and inflections, it enables its possessor to so accommodate its tones to those of others, that millions of voices may harmonize as easily as two. Men, women and children can thus unite their voices, and instead of numbers creating confusion, every additional well trained voice adds to the magnificence of the general effect.

The love of music is universal among children, and is manifested in every possible form. They all sing in their own imperfect manner.

Music of the proper kind greatly harmonizes and elevates the character of both children and adults; but in the former its influence is strikingly perceptible. The standard of music can only become elevated by an appreciation of the subject by the community in general; in other words, by the general dissemination of musical education, and especially in the department of *vocal* music.

For our churches, we want more singers; The Pilgrim Fathers well knew that

"God abhors the sacrifice  
When not the heart is found."

And rude as were their tunes, the sincerity and earnestness with which they were sung, amply atoned for any deficiency in the dignity or grace of the composition.

But let science with regard to music be properly cultivated; let noble words be wedded to noble sounds, and the beauty of each be felt by those who sing: and then the more science the better. Devotion is often destroyed by discordant notes. They who assert that science and religion are not compatible, are greatly mistaken. Both are based on truth, and the elements of truth never war with each other.

It is of the utmost importance that those who sing in our places of worship, should understand what they sing.

General education, therefore, sustains an important relation to this branch of Divine service. By this process, habits of thought and attention are formed, which will not allow the mind to pass over, unnoticed, valuable truths, represented by the words pronounced.

Such are the laws of our being, that it has not been, and can not be, neglected with impunity by any nation or people: and its cultivation has amply compensated by its marked results upon the individual and to society. S. B. Phippin.—*Ohio Journal of Education.*

### THE POWER OF EXAMPLE.

The superiority of example to any other method of instruction, is a trite remark; and the effect of example in those with whom we dwell, and to whom we are naturally led to look up, is prodigiously great.

And unless religion be the supreme concern with a mother, it is impossible for her to give a decidedly good impression in favour of religion. It must not *appear* to be, and therefore must not *be*, with her a matter of second rate importance, or it will have no strong attractions, no constraining influence. All lessons of religion will be cold and ineffective. How can you enforce deadness to the world, if you be addicted to its pleasures and gaieties? or be strict in the enforcement of truth, if you are not strict in the practice of it? or enjoin the holy observance of the Sabbath, if you are loose in your regard to it? or require attendance and devotedness in public worship, if you allow a little thing to hinder you, or there be a want of punctuality and seriousness in yourself? Somehow we, and even our children, look for more habitual, simple, steady, consistent attention to the duties and claims of religion in the Christian mother than in any other; and *your* error of spirit or practice will therefore do tenfold mischief. But think, on the other hand, what will be the impression of your consistent piety, even when deteriorated by the infirmities of nature. When your children see that in prosperity your happiness does not spring from your abundance of earthly comforts, but from the enjoyment of heavenly good; and that in adversity you are cheerful, resigned, confident, in God—how great must be their sense of the value and power of true religion! Facts reach the heart much more readily than doctrines. How many careless, profligate sons have been impressed, restrained, and eventually converted, through the consistent character of their mother? The impression may be made when you least expect it. When you retire to pray with your infant in your arms, and it seems to be all unconscious as it twines its little hands round your neck, and gazes with mute astonishment at your converse with an unseen Friend, it is gathering impressions; an image is imprinted which will never be effaced. That time will be referred to during all time, and its impress will extend to eternity. When you pass unruffled through the scenes of great trial, or great provocation; when you possess your soul in patience amid the most sad and painful tribulations and bereavements, and smile in the midst of sorrow, a lesson is going home to the heart of your child; and, although he may seem to be an unmoved spectator of your behaviour, he is learning more of Christianity than you, or any one, could teach him in *years* of verbal instruction. He sees its power, and becomes assured of its truth and excellency by its effects. Your patient endurance for the Lord's sake: your prayer, and piety, and cheerfulness, will not lose their reward. You are afraid your instructions and prayers for your child have been unavailing; God is *thus* answering them: you are afflicted for your child's sake. Your vicarious suffering may therefore be cheerfully borne; and you may with patience wait for the harvest after having sown in tears. O! there are abundant proofs that thus mothers have been the best teachers. Look at such a daring mind as Cecil's, and hear his declarations respecting the power of religion, as exemplified in his mother.—Rev. F. A. West.

#### READING THE BIBLE WITH CHILDREN.

Let us gather the little ones around us. Let us invite them to listen while we read to them. And, whether it is the story of the Babe of Bethlehem, or the happy children who in after years received His blessing; whether Peter walks on the water to meet his Saviour, or follows Him afar off and then denies Him; whether the dead are raised to life, or the sick restored to health; the hypocritical Judas exposed, or the penitent thief adopted—there will be no chance for our interest to flag, or our minds to wander. They listen so attentively, that it gives new life and zest to every portion of the sacred word. We read new and glad tidings; and we read, not so much for ourselves as for our children. As we raise our eyes from the sacred page, we meet a look of such deep interest and inquiring attention, as cannot fail to keep our own minds on the alert. There is a vividness to everything we read in this way, that gives a peculiar charm to passages that have been read and re-read, until we have become so familiar with the word, that it requires no mental effort to read them, and they often fail to awaken any emotions in a mind pre-occupied by other thoughts. For it is a well-known phenomenon of the mind, that it may have a just appreciation of words, and, in a sense receive them into it, while it is wholly engrossed with other and entirely irrelevant subjects.

But when I read to my dear children, everything is life-like. The hills of Judea loom up before me, and I hear a voice saying—"As the mountains are round about Jerusalem, so the Lord is round about His people, from henceforth even for ever." I see the temple of Solomon in its glory—I see the haughty Nebuchadnezzar stripping it of its consecrated vessels of gold and silver, and carrying them to his idol temple. I see the captive Jews sitting by the streams of Babylon. Their harps hang on the waving branches of the willows, making mournful music in the wind. I see their captors tauntingly requiring of them a song, and I hear the sad reply—"How can we sing the Lord's song in a strange land? I see Daniel, standing up in all the integrity of heroic Christianity, and refusing even to partake of the king's wine. I see him in full view of the lion's den, bowing himself three times

a-day, in his chamber, with his face towards Jerusalem, to worship the true God. I see the hand-writing on the wall, when the impious king desecrated the sacred vessels brought from Jerusalem, and gave not God the homage due to his great name. I see him dethroned, and Cyrus raised up and appointed of God to restore again the captive Jews to their beloved home. I see the Jews, in spite of opposition, raising again the temple. I hear the shouting of the young, mingled with the wailing of the old, when the foundation of the new temple is laid. And all is seeming reality.

I see in the types and figures the dim foreshadowing of a better dispensation; I hear the prophets proclaim a coming Messiah. I see the yearning spirit stretching forward down the lapse of time, with an eagerness that can scarcely be restrained; and when the fulness of time has come, I see the wise men, led by the star in the East, inquiring of the crafty Herod where the prophets had foretold the advent of the Saviour should take place. I see the humble shepherds watching their flocks; I see their attention suddenly arrested by harmonious sounds; I almost seem to hear the seraphic music, and my mind is impressed with a new and stronger sense of the "*good tidings of great joy*," that the heavenly host proclaimed, in the stillness of night, on the plains of Bethlehem.

And who can read without a new thrill of interest all that follows? The presenting of gifts—the flight by night—the bloody massacre by Herod—the return from Egypt—the presentation in the temple, when the good old Simeon, taking the child in his arms, said, "Now lettest thou thy servant depart in peace, for mine eyes have seen thy salvation."—and the touching mention of the Saviour's subjection to parental authority at Nazareth.

Then with what deep interest they listen to the story of the birth, life, and death of John the Baptist, the cousin and pioneer of the blessed Jesus. How he stands out in the bold relief before us, a hardy man, subsisting upon locusts and wild honey, his robe confined by a leathern girdle, and his one great aim absorbing his mind—to prepare the way of the Lord.

The baptism of the blessed Saviour; His temptation in the wilderness; His choice of the followers from among the fishermen of Galilee; His miracles, and especially the scenes on Calvary and at the tomb of Joseph, are replete with interest to the young and inquiring mind. Then follows the account of the miraculous appearance of our Saviour after His resurrection, His friendly interviews with His disciples, and His ascension from the plains of Bethany, after giving to His apostles the great commission to preach the everlasting Gospel to all nations.

And in the dissemination of the Gospel, in obedience to that command, I think few will feel more interest than little children, especially if their minds are already enlisted in the truths that precede, and somewhat imbued with the spirit of the sacred narrative. The establishment of the zealous but wavering Peter, the conversion and self-denying labours of the strong-minded Paul; the persecutions they endured, and God's guardian care over them, delivering them out of prison by the interposition of angels, giving them power to work miracles in the name of Jesus, and sending them safe from the machinations of the Jews to proclaim the *glad tidings* to the gentile world, all chain their attention, and make an indelible impression upon the mind.

And now let me urge upon mothers, the frequent reading of the holy Scriptures to their children, and not so much as a task or duty, but as a privilege. Let them see that you feel interested, and there will be no lack of interest on their part. And you will find yourself abundantly repaid for the expenditure of voice and time, by the reflex influence on your own souls.

I recollect, in the case of one of my children, when about five years of age, her desire to hear the New Testament was so great that if she saw me at leisure a moment, she would run and bring it to me, and insist upon my reading a chapter to her; so that until I had read it all through with her, I could scarcely get an opportunity to read anything else. I must speak from experience, for it is the only criterion by which I can judge; And I can truly say, mine has been a blessed experience in this respect. I find the Bible in its teachings adapted to *all* a mother's spiritual wants; and I find in reading it to my children that my own heart is enlarged, and its sacred truths are unfolded to my mind, with new force and beauty. The page seems at times almost luminous with the truth, and I trust that by its light I am assisted in the discharge of a mother's responsible duties.

It was Sabbath afternoon, and though I had a volume of religious correspondence that I should have been glad to read to myself, yet I felt that if I did so I should be neglecting the dear children. So I took down the "family Bible," and read to them the history of the good king Josiah, who began to reign when he was only eight years old. They listened with deep interest while I read to them about his destroying the images, and cutting down the groves where they had been worshipped, of his deep grief when he discovered, by the book that was found in the temple, how greatly the Israelites had sinned in departing from God; how he rent his clothes; how he caused the book of the law to be read in the hearing of all the people, and established again among



them the worship of the true God. Then followed kings who "did evil in the sight of the Lord," until He gave them up into the hands of their enemies, and they were carried away into Babylon. Then I commenced reading the account of their return from the captivity in Babylon, to build again the temple and raise the walls of Jerusalem. But here my voice failed; and though they begged for more I was obliged to suspend the reading until I could rest. I laid down the Bible, and, they separated. After an interval of perhaps an hour, I took up the Bible, and, without saying a word, seated myself by the window. Before I had time to open it, my little son, a child of six years, came, and seating himself quietly by my side, said—"Mother, are you going to read some more in the Bible?" "Yes," I said. "O, thank you, mother" said he, "for reading some more!" And the next moment the other two were by my side, ready to catch the first sound, and to drink from that fountain whose waters flow for the healing of the nations, and whose streams make glad the city of our God.—*L. B. L. in British Mothers' Journal.*



**JOURNAL OF EDUCATION,**  
 Upper Canada.

TORONTO: NOVEMBER, 1856.

To Correspondents.—"S. S., Flamboro' West." No attention can be paid to anonymous communications.

\*.\* 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 600 per month) on various subjects.

### CLERGY RESERVE FUND APPROPRIATION.

*Circular to the Heads of City, Town, Township and Village Municipalities in Upper Canada, on the Appropriation of the Clergy Reserve Fund:*

SIR,—By the late settlement of the Clergy Reserve question, a considerable sum of money is placed at the disposal of each Municipality in Upper Canada; and I take the liberty of addressing to you, and to the Council over which you have been chosen to preside, a few words on the expenditure of the money which the Act of the Legislature has placed under your control.

I beg, therefore, to submit to your favourable consideration, whether the highest interests of your Municipality will not be best consulted by the application of the whole, or at least a part of that sum, for procuring Maps, Charts, Globes, &c., for your Schools, and Books of useful and entertaining reading for all classes and ages in your Municipality. If you apply the money to general purposes, it will amount to comparatively little, and the relief or advantages of it will scarcely be perceived or felt. If you apply it to the payment of the salaries of Teachers, it may lessen for the present the amount of your Municipal School rates; but it will add nothing to your Educational resources, and will be of momentary advantage. But if you apply it to furnish your Schools with Maps, Globes, &c., and your constituents with Libraries, you will not only confer a benefit which will be felt in future years, in all your schools, by all your children, and all classes of your population, and that without imposing a six pence rate upon any one, but will double your resources for these most important purposes. The Legislative School Grant is apportioned to each Municipality according to population, and is not, therefore, increased or lessened by any application you may make of your share of the Clergy Reserve Fund. But the Legislative Grant for School Apparatus

and Public Libraries is apportioned to each Municipality according to the amount provided in such Municipality for the same purposes. In applying your Clergy Reserve Money, therefore, to these purposes, you double the amount of it; and confer upon the rising generation and the whole community advantages which will be gratefully felt in all time to come, and develop intellectual resources, which, in their turn, will tell powerfully upon the advancement of the country in knowledge, wealth, and happiness.

Some Municipalities have anticipated what I now venture to suggest, by resolving to apply their share of the Clergy Reserve Funds to the purposes above mentioned. The first application I received was from a comparatively new and poor Township, whose share of the Fund in question amounted to £200; the whole of which the Council nobly determined to apply for procuring maps for the Schools and public Libraries for the Township, and sent a Deputation to Toronto to select the books, maps, &c. I had great pleasure in adding other £200 to their appropriation; and thus every School in the Township is furnished with maps and other requisites of instruction, and every family with books for reading, and that without a farthing's tax upon any inhabitant. It is delightful to think of a Township whose schools are thus furnished with the best aids to make them attractive and efficient, and whose families are thus provided (especially during the long winter evenings) with the society of the greatest, best, and most entertaining men (through their works) of all countries and ages! Several Cities, Towns, and other Township Municipalities have adopted a similar course, some of them appropriating larger sums than that which I have mentioned.

The voice of the people of Upper Canada has long been lifted up in favor of appropriating the proceeds of the sales of the Clergy Reserves to educational purposes. Now that those proceeds are placed in their own hands through their municipal representatives, it is as consistent as it is patriotic to carry out their often avowed wishes; and I know of no way in which it can be done so effectually as that, by which the amount of it may in the first place, be doubled, and in the second place, be so applied as to secure permanent benefit to every pupil and every family in each Municipality in Upper Canada. If the principal of the Fund were invested, and the interest accruing therefrom be annually applied, as I have taken the liberty to suggest, then ample means would be provided for supplying in all future time every School and every family in Upper Canada with the means of increasing the interest and usefulness of the one, and the intelligence and enjoyment of the other, to an indefinite extent, and that without even being under the necessity of levying a rate or imposing a tax for that purpose. Such an investment would be the proudest movement of the intelligence and large-heartedness of the grown-up population, and confer benefits beyond conception upon the rising and future generations of the country.

I have, heretofore, furnished each Municipal Council with a copy of the Catalogue of Books for Public Libraries, and I herewith transmit a copy of the Catalogue of Maps and other School Apparatus provided by this Department, together with the printed blank forms of application; and I shall be happy to afford every aid and facility in my power, as well as make the apportionments above intimated, towards accomplishing an object, or rather objects, so noble in themselves, and so varied and permanent in their influence and advantages.

I will thank you to have the goodness to lay this Circular before your Municipal Council, and to let me know as early as convenient the decision of your Council on the subject, which I have taken the liberty to bring under your notice, in order that I may know what apportionments and provisions may be requisite to meet the appropriations, and comply with the wishes of the various Municipalities.

I have the honor to be,

Sir,

Your fellow-laborer, and faithful servant,

E. RYERSON.

EDUCATION OFFICE,

Toronto, 15th Nov., 1856.

#### FREE SCHOOLS IN PRINCE EDWARD ISLAND.

We give a degree of prominence in this number of the *Journal*, to an highly interesting account of the inauguration of the Normal and Model Schools in the Island of Prince Edward. We do so with sincere pleasure, being deeply interested in the success of a kindred work in a sister Province.

The remarks of His Excellency Sir Dominic Daly, and the lucid speech of the Provincial Secretary, deserve special attention. Mr. Coles, the able author of the present school system in Prince Edward's Island, has embodied in his speech a variety of valuable statistical information in regard to the origin and progress of education and of the educational system of the Island. "In 1808" he observes, "the legislative grant for the encouragement of education throughout the Island was only £327"; in 1839, it has reached but £605; in 1841, it was more than doubled (£1271); in 1850, it has only reached £1825, but in 1854, it was increased to £9000, and in 1856 £12,000, or about one-third of the whole revenue of the Island—"a fact (as stated by the Hon. Col. Swabey) unparalleled in any other country." In regard to the schools and school attendance, Mr. Coles remarked that in 1851, the year before the passing of the school Act, there were not more than 90 common schools in operation throughout the Island, and that the number of pupils attending them did not exceed 4,000. Now, however, the number of schools amounts to 260, and of pupils to 12,000. Thus both have increased three hundred per cent. in five years. These facts are most cheering, and augur well for the future educational prosperity of the Island.

The distinguishing feature of the Prince Edward Educational system is the recognition and embodiment of the principle of *Free Schools*—Free Schools in the fullest sense of the term. This important principle was derived by Mr. Coles from Ohio, and by him incorporated in the Draft of Bill which he submitted to the Legislature of the Island in 1852. The Legislature, with enlightened and patriotic unanimity passed the Bill; and it is now the educational charter of the province. The application of the free school principle in Mr. Coles' Act differs from its application in either the Canadian or American systems. It imposes, by Legislative authority, a tax of one half penny per acre on all the lands in the Island; while, at the same time, it relieves all persons of the payment of school fees, or other charges, except for books, &c. In Ohio, as in New York, a tax is imposed by authority of the State of one-eighth or one-tenth of a mill in the dollar on all taxable property; while with us, a variable rate is imposed (with the consent of the parties concerned, expressed at a

public meeting) upon the taxable property of the school section, according to its wishes and requirements.

The Legislature and people of Prince Edward's Island have reason to be proud of their system of the common school education. They are quite in advance in this particular of every other British Colony, with the exception of Upper Canada. This was felt and expressed at the Inaugural Meeting by several speakers. The Hon. Mr. Whelan, in his remarks, stated that they considered they were entitled to boast that they have taken the lead, and set an example to all the other North American group of Colonies in the important matter of education." We rejoice in their educational progress; and feel that in its prosperity among them as in the other British Provinces we are all alike interested. It is gratifying to observe that Normal Schools are now in successful operation in Canada, Nova Scotia, New Brunswick and Prince Edward's Island.

#### CIRCULAR TO LOCAL SUPERINTENDENTS.

SIR,—I have the honor to inform you that I have forwarded to the County Clerk, for each of Common, Separate, and Grammar Schools, in the County, a copy of each of the following documents:—

- (1) Chief Superintendent's Annual Report, for 1855.
- (2) Descriptive Catalogue of Maps and Apparatus.
- (3) Common School Trustees' Blank Semi-Annual Report.
- (4) Common School Trustees' Blank Annual Report.

I have also sent a further supply of School Registers, to be distributed as usual, when required upon your order.

I have requested the County Clerk to forward these documents, &c., to you, without delay; but you had better apply to him at once, so as to ensure their speedy transmission.

On their receipt, you will please distribute the documents above, numbers (1) and (2), among the Common, Separate, and Grammar Schools, within the limits of your superintendence, retaining one of each for yourself. The blank forms, numbers (3) and (4), should be distributed among the Common Schools *alone*. The Registers can be distributed upon your order, as heretofore.

The blank for your own Report will be sent to you by post at the usual time. You will please be particular to direct the attention of the Trustees to the example of a complete report which is printed on the back of the blank form of their report.

I have addressed a letter to the various Municipalities in the Province, on the propriety of their devoting, at least, a portion of their share of the Clergy Reserve Fund to the purchase of Maps, School Apparatus, and Public Library Books. (See *Journal of Education* for this month.) The matter is one of the highest importance; and I shall rely on your co-operation in promoting so noble an object.

I have the honor to be,

Sir,

Your obedient Servant,

E. RYERSON.

EDUCATION OFFICE,

Toronto, 20th November, 1856.

#### PROVINCIAL CERTIFICATES GRANTED BY THE CHIEF SUPERINTENDENT OF EDUCATION.

The Chief Superintendent of Education, on the recommendation of the Masters of the Normal School, and under the authority of the following section of the Upper Canada School

Act of 1850, 13th and 14th Vict., chap. 48, has granted the undermentioned students of the Normal School, Provincial Certificates of qualification as Common School Teachers in any part of Upper Canada.

**XLIV.** And be it enacted, That it may and shall be lawful for the Chief Superintendent of Schools, on the recommendation of the Teachers in the Normal School, to give to any teacher of Common Schools a certificate of qualification, which shall be valid in any part of Upper Canada, until revoked, according to law: Provided always, that no such certificate shall be given to any person who shall not have been a student in the Normal School.

The certificates are divided into classes, in accordance with the general programme according to which all teachers in Upper Canada are required to be examined and classified, and are valid until revoked.

[The Certificates are arranged in each Division in alphabetical order.]

Sixteenth Session—Dated 15th October, 1856.

<b>FIRST CLASS.</b>	
<i>Males</i>	
1st Division A.	
426. William Reader Bigg.	459. George Richards.
427. Allan Chisholm.	460. Hugh Thomson.
428. John Ford.	461. Andrew Weir.
429. Henry Gieck.	
430. Samson Roberts.	2nd Division B.
2nd Division B.	
431. John Brown.	462. Daniel Duff.
432. Robert Brown.	463. William Edwin Gorsline.
433. Thomas McKee.	464. James Harlow.
3rd Division C.	
434. John Cameron.	465. John H. Hegler.
435. Alexander Campbell.	466. John Jacques.
436. James Cody.	467. John McConnell.
437. James Fletcher Cross.	468. Peter Musgrave.
438. Robert Dobson.	469. Jasper Soper.
439. Hugh McDougall.	470. Samuel Vandewaters.
440. John McMillan.	471. Isaac Zimmerman.
441. Gilbert Dorland Platt.	3rd Division C.
442. George Smith.	472. Gilbert Stevenson Austin.
443. Samuel Simpson.	473. James William Bingham.
<i>Females.</i>	
1st Division A.	
444. Anna Borthwick.	474. Thomas Boyd.
445. Helen Miliken Clark.	475. Samuel Burden.
446. Jane McLean.	476. Alfred Morgan Cosby.
447. Margery Jarden Ramsay.	477. James Little.
2nd Division B.	
448. Elizabeth Huff.	478. George Misener.
449. Mary Vandusen Huff.	479. John Simpson Ross.
450. Amy Caroline Jones.	480. Newton Ransome Stone.
3rd Division C.	
451. Angelina Ford.	481. Thomas Walsh.
452. Catherine McNiece.	482. Thomas Wilson.
<b>SECOND CLASS.</b>	
<i>Males.</i>	
1st Division A.	
453. Joseph Armstrong.	483. Dorcas Robertson.
454. John Brebner.	2nd Division B.
455. James Bruce.	484. Sarah Bethel.
456. George Fraser.	485. Gertrude M. Bisbee.
457. Thomas Ladue.	486. Emilie Augusta Fayette.
458. John McKay.	487. Bertha Jackson.
3rd Division C.	
491. Eliza Agnew.	488. Jane McKay.
492. Sarah Barnard.	489. Elizabeth Mary Russell.
493. Mary Anne Churchill.	490. Helen Webster.
494. Mary Anne Dadson.	
495. Elizabeth Johnston.	
496. Jane Main.	
497. Amanda Richards.	
498. Elizabeth Thompson.	

UNIVERSITY COLLEGE CONVOCATION, TORONTO.

The Annual Convocation of this institution took place on the 30th ultimo, in the College Buildings, University Park, west of the College Avenue. There was a large attendance of ladies and gentlemen. His Excellency the Governor General, was present.

The business commenced with the admission of nineteen students. The following compositions were then recited:—

I. LATIN POEM BY T. MOSS....3rd year.

*Subject.*—"O fortunati, quorum jam mœnia surgunt."

2. ENGLISH ESSAY BY T. HODGINS....B.A.

*Subject.*—"The influence of climate on national character."

3. ENGLISH POEM BY R. SULLIVAN....2nd year.

*Subject.*—"Ontario."

The distribution of prizes and certificates of honor for 1855 and 1856 was then proceeded with. The PRESIDENT (Dr. McCaul) explained the principles on which they were awarded. He said that the academic year embraced two terms, and that at the end of each term there was an examination. At each examination the students were arranged in two classes of honors. There was a fixed standard on which they were admitted into each, and consequently when they were awarded these honours it was wholly irrespective of the number of competitors. The honours were the reward of positive merit solely. To the candidate who stood the highest in the two examinations was awarded the prize; to the next in standing was awarded the certificate of honour. The only difference between the ordinary meetings and this was, that, on this occasion, they were conferring the prizes and certificates of honour of two years. This arose from their having been unable to hold the convocation of the College at the regular period, in consequence of their removal from the Parliament Buildings.

In awarding a Jameson medal, Professor Wilson remarked that the medal is regarded by the Students as the most coveted of all the College prizes. Originally founded by the late Vice-Chancellor Jameson, as a prize in Toronto University, for the encouragement of the study of history, it has been very properly attached, under the new arrangements, to the double departments of history and English literature.

In presenting the Medals, Dr. Wilson remarked, that they might justly be valued by the medalists, as the honourable rewards of laborious and successful toil in an arduous struggle. They were the marks, not only of comparative, but of positive merit; having been awarded after examinations of two days each, at Christmas and at Easter, of five hours each day, and in which it was indispensable that the successful prizeman should not only surpass all his competitors, but that he should also be placed in the first class in all the subjects of examination.

At the close of the distribution, the PRESIDENT said it had been the custom on these occasions, both in the King's College, Toronto, and in the University of Toronto, for the presiding officer to offer a few remarks having relation either to the past circumstances of the institution, its present condition, or its future prospects. He, therefore, would occupy their time for a few moments whilst he briefly adverted to some topics which might be interesting perhaps to some, and instructive perhaps to others. The 8th of June of the present year was the thirteenth anniversary of the opening of King's College for the admission of students, and it seemed only reasonable at that moment to ask what had been done during those thirteen years—had the University fulfilled its high functions or had it not? It perhaps devolved upon him more than any other person to answer the inquiry, because he had been connected with the institution from its commencement. Now, in estimating the progress of such an institution, it would be difficult to find a proper test whereby they might ascertain whether it had remained stationary, whether it had retrograded, or whether it had advanced. The test in his judgment should be the quality and not the quantity of the instruction given, and not the number of those who received it. (Cheers.) And he believed this practical test was to be found in those who had been educated within those walls, and who had gone forth into life and were fulfilling the stations which some of those before him occupied. But as numbers seemed to be the popular test, he had not the slightest objection to abide by it. Fortunately, for understanding the question, the thirteen years of the existence of the College was divided into three periods. During the first of these periods, namely, from 1843 to 1849, the institution was carried on under the Royal Charter and amended Act of 1837. In the second of those periods, from 1849 to 1853, it was carried on under the Provincial Statute of 1849; and during the remaining portion of the thirteen years it was carried on under the Provincial Statute of 1853. In the second of these periods the number of students increased no less than fifty per cent. The number of graduates had also increased considerably notwithstanding the removal of the faculty of divinity. So far, therefore, they had not remained stationary, or retrograded, but had advanced. But now he came to the period from 1853, when the College was in very peculiar circumstances. The faculty of divinity was withdrawn in 1849; in 1853 the faculties of law and medicine were removed. How did this affect their position? Did their numbers decrease? No. Instead of only having the forty or fifty students, which was the number necessary to maintain their ground, as they might have expected, they had, in 1853, 103; in the next year they had 110; and in the last year they had 153, the highest number since the commencement of the University. (Cheers.) There was no doubt, had the faculties of law, divinity and medicine been continued, the numbers would have been doubled. In the face of

such facts as these, then, he was justified in saying that the institution had neither retrograded nor remained stationary, but had prospered. Some might think that more might have been accomplished, but when they considered the numerous difficulties with which they had had to contend.—the changes which had been made in the constitution, and removal from one place to another,—the wonder would be, not that they had done so little, but that they had done so well. Indeed, he felt that they would bear comparison with any other institution of the kind in the Colonies or even in the United States. They were on a par with the oldest in the colony—King's College, Windsor—in the number of their graduates. Going to the States, how did they compare with Harvard College. That institution had been established sixty years, and yet it would be found that the number of graduates was only about half the number in this College. Yale College, which had been established twenty-six years, could only boast of a like number with themselves; while Columbia College, which had been in operation three times as long as this College, had a number three times less. In conclusion, Dr. McCaul, on the part of the College, expressed his grateful acknowledgments to His Excellency the Governor General for the honour of his presence on this occasion. (Cheers.) He trusted that the institution would ever continue, in loyalty and devotion to the Queen, a fitting place for the presence of Her Majesty's representative; he trusted that the College, in diffusing the blessings of education and in improving the condition of the country, would ever continue a fitting place for an intelligent and enlightened statesman; he trusted that the college, in the prosecution of the higher studies, in the cultivation of literature, science and art, would ever be a fitting place for a man of education; and he trusted that the College, in its broad freedom from any religious or political influence, extending as it did its benefits, to all, would ever continue to be a fitting place for the presence of one whose official position and dignified station required that he should not be identified with any party in the State. (Cheers.)

The GOVERNOR GENERAL said this was the first public occasion on which he had had the pleasure of meeting the authorities of the College. It had afforded him much pleasure to witness the distribution of the prizes and to hear the essays read. As the Visitor of the College, and as the Visitor of the University of Toronto with which this institution was connected, he might state that he felt a peculiar interest in the success of both institutions. (Cheers.) Irrespective of his official position in relation to them, all his taste and sympathies would lead him to wish them every prosperity. Before noticing the remarks which had fallen from the President, he desired to express his congratulations to those younger members of the College who had received at the hands of the various professors marks of distinction, which he doubted not had been well earned. He had observed with pleasure the same names marked for prizes in several departments. This was an evidence that the application of the mind to different branches of study was not incompatible with advancement in each. As regarded the compositions which had been read, he must say they were very satisfactory. Now with respect to the statements which the President had made on the history of the College he had little to say. It was not his business to review the acts of former governments, or to question the wisdom of parliamentary action. He would express very briefly his own conviction in relation to this institution, the country and the government. He believed, in the first place, that it was of the utmost importance that a great institution like this should exist in the Province. (Hear, hear.) He believed that the future prosperity of the country was deeply entwined with its success, and he agreed with the President that its success would be found in the character and standing of those educated within its walls, who had gone forth to bear their part in the business and government of the country. That the College would produce many useful and able men he had no doubt. He trusted, therefore, that all its steps in future would be in a forward direction, and that no means would be left unadopted that would conduce to its prosperity. (Cheers.)

Three Cheers were given for the Queen, the Governor General, and the President, and the Convocation broke up.—*Globe*.

#### DEATH OF STEPHEN J. FULLER, ESQ.

It becomes our painful duty to record, this week, the death, by disease of the heart, of an esteemed friend, and well known resident of this county, Stephen J. Fuller, Esquire, in the fifty-seventh year of his age. The melancholy event, which has turned the hitherto peaceful and happy abode into a house of mourning, took place at his residence, in north Simcoe, at 4 o'clock, A.M., of Friday, the 17th inst. Mr. Fuller was a native of the county of Kerry, Ireland, where he was descended from an ancient and highly respectable lineage. At an early age he chose for himself a sea-faring life, for which his robust frame and iron constitution singularly fitted him. Such were his talents as a mariner that he soon became the captain of an East Indiaman, in the service of the Honorable East India Company, in which he frequently visited almost every quarter of the globe, and more es-

pecially India, with the peculiar customs and characteristics, as well as language, of its people, he had become quite familiar. The extensive and varied information thus acquired, coupled with the result of having exercised a very high order of intellect, rendered Captain Fuller one of the best informed men of the day. There is scarcely a subject, a country, or a people, on which, about which, and of whom he was not thoroughly conversant. For many years has he been a resident of this county, in which he has filled the office of Clerk of the County Council in a manner that, at least, will never be excelled, if even equalled, as the books and papers belonging to his office, vacated by his death, fully demonstrate. As a member of the Board of Common School Trustees, the Town has lost, in him, a sincere friend to its educational interest. Many of our readers will recollect, with gratitude, the interest that he had, during the six years which he was a trustee, prior to his death, manifested in the moral and intellectual welfare of their little ones, without distinction of birth, color, or creed. To the honor of his memory, be it mentioned that, with the associate members of the Board, he sought, most zealously, to promote the free untrammelled instruction of the children, of black and white. As a business man, he was highly practical, precise, and exact. His remains were followed on Sunday afternoon to the Episcopal burying ground, at Woodhouse, by a very large number of the most respectable inhabitants of the county, to whom he had been known during the last twenty-four years. In St. John's Church a most eloquent and affecting sermon was preached on the occasion by the Rev. George Salmon, of this town, from Numbers, x. 29. In common with many, we again regret the bereavement of the numerous and esteemed family thus called upon, in the mysterious dispensation of a wise Providence, to deplore the loss of a beloved husband and affectionate father.—*Norfolk Messenger*.

#### Miscellaneous.

##### THE MEMORY OF THE DEAD.

*From Salad for the Solitary.*

How beautiful is the memory of the dead? What a holy thing it is in the human heart, and what a charming influence it sheds upon human life! How it subdues all the harshness that grows up within us in the daily intercourse with the world! How it melts our unkindness, softens our pride, kindles our deepest love, and tasks our highest aspirations! Is there one who has not some loved friend gone into the eternal world, and one whom he delights to live again in memory? Does he not love to sit down in the hushed and tranquil home of existence, and call around him the face, the form, so familiar, and cherished—to look into the eye that mirrored not more clearly his own face than the soul which he loves—to listen to the tones which he loved to listen to, the tones which were once melody in his ear, and have echoed softly in his ear since they were hushed to his senses? Is there a spirit to which heaven is not brought nearer, by holding some kindred souls? How friend follows friend into the happy dwelling-place of the dead, till we find at length that those who loved us on the heavenly shore are more than they who dwell among us! Every year witnesses the departure of some one whom we knew and loved; and when we recall the names of all who have been dear to us in life, how many of them we see passed into that city which is imperishable.

The blessed dead! how free from sin is our love for them! The earthly taint of our affections is buried with that which was corruptible, and the divine in its purity illumines our breast. We have now no fear of losing them. They are fixed for us eternally in the mansions prepared for our re-union. We shall find them waiting for us, in their garments of beauty. The glorious dead! how reverentially we speak their names. Our hearts are sanctified by their words which we remember. How wise they have now grown in the limitless fields of truth! How joyous they have now become by the undying fountain of pleasure! The immortal dead! how unchanging is their love for us! How tenderly they look down on us, and how closely they surround our beings, how earnestly they rebuke the evils of our lives.

Let me talk pleasantly of the dead, as those who no longer suffer and are tried, as those who pursue no longer the fleeting, but have grasped and secured the real. With them the fear and the longings, the hope and the terror, and the pain are past; the fruition of life has begun. How unkind, that when we put away their bodies, we should cease the utterance of their names. The tender-hearted dead who struggle so in parting from us! why should we speak of them in awe, and remember them only with sighing? Very dear were they when hand clasped hand, and heart responded to heart. Why are they less dear when they have grown worthy of a higher love than ours, and their perfected souls might receive even our adoration! By their hearthside, and graveside, in solitude, and amid the multitude, think cheerfully and speak lovingly of the dead.

## AUTUMN.

Once more the beautiful Autumn! For days and weeks, the cricket has chirped at the door-step, and by the road-side, chanting sweetly and plaintively forth the prophetic dreams of silence: the katydid has rasped the night air to a harsher edge, and a deep stillness, felt in the soul rather than apprehended by sense, has calmly settled down upon nature. The sky, the atmosphere, the cool clouds sunning their brows in the day's descending glories, the fruit-laden tree, the maturing corn, the shorn meadows, are all pervaded—bathed and blent—by the very spirit of poetry. Thank God for autumn! Thank God for its deep still joy, for its dear associations, and for the new tension it gives to the heart's poor dangling strings!

The latter harvest comes apace. The fringed broom-corn tables will quickly be set for the harvesters, the burnished hoe will soon reveal the earth's treasured bulbs, the corn will be stacked and husked, the pumpkins will drowse and dream of gold in the sun, and on some still night, while all are sleeping, the frost will come down and softly put out the flaring lights of the autumn flowers. And the smoke, in a dreamy haze, will veil the front of the mountain, and hide the face of the forest, blushing scarlet as it bares its limbs to the dim light, and the hickory-nuts will peep palely out from their hiding places, waiting the loosening fingers of the rain, and troops of pigeons will hunt the stubble by the side of the forest covers and, from the distant hill side—ever and anon—the hunter's rifle will startle into faint resonance the sleeping echoes.

All these sweet sights and sounds will steal into the soul that keeps an open door, and make autumn there, for the soul, that like, and with, nature, has its seasons. The golden corn of years, experience ripens and hardens in the autumn air. The fruits of the soul's culture acquire flavor and mellowness in the autumn's reflective sun. And in the dim and smoky forests that darkle here and there in the spirit's mystic realm, a startling shot that questions the life that nestles in the foliage, and shock the echoes into dreamy replies.

A welcome, then to autumn! Let us imbibe its spirit, and wrap its mantle round us. Let us drink the full cup it raises to our lips. Let us, if we have never done it before, yield our being to our informing breath and moulding hand, for the spirits of grace and of God is in it. Day unto day uttereth speech, and night unto night showeth knowledge. In every landscape and river and mountain and cloud are the elements of divinity. The fields are the preachers of Providence, and every good and beautiful thing is a minister from Heaven. Revelation itself is but the translation into human language of law, love and beauty expressed in things from the foundation of the world. To the first revelation let no one longer be deaf and blind. So, when the days of autumn shall have passed by, and another season sweeps down from the Throne with its severe ministries, we shall find our hearts in harmony with nature, and prepared to take her hand, and walk gladly and hopefully into a field of new experience.—*Springfield Republican.*

## INDIAN SUMMER OF LIFE.

In the life of the good man there is an Indian summer more beautiful than that of the seasons; richer, sunnier, and more sublime than the most glorious Indian summer which the world knew—it is the Indian summer of the soul. When the glow of youth has departed, when the warmth of middle age is gone, and the buds and blossoms of spring are changing to the sere and yellow leaf, then the mind of the good man, still ripe and vigorous, relaxes its labors, and the memories of a well spent life gush forth from their secret fountains, enriching, rejoicing and fertilizing: then the trustful resignation of the Christian sheds around a sweet and holy warmth, and the soul, assuming a heavenly lustre, is no longer restricted to the narrow confines of business, but soars far beyond the winter of hoary age, and dwells peacefully and happily upon that bright spring and summer which await him within the gates of paradise, evermore. Let us strive for one look trustingly forward to an Indian summer like this.—*Selected.*

## THE TESTIMONY OF TRUTH BY EMINENT MEN.

A CHRISTIAN writer has said: "Drink deep, or taste not," is a direction fully as applicable to religion, if we would find it a source of pleasure, as it is to knowledge. A little religion is, it must be confessed, apt to make men gloomy, as a little knowledge is to render them vain; hence the unjust imputation often brought upon religion by those whose degree of religion is just sufficient, by condemning their course of conduct, to render them uneasy enough merely to impair the sweetness of the pleasures of sin, and not enough to compensate for the relinquishment of them by its own peculiar comforts. Thus these men bring up, as it were, an ill report of that land of promise, which in truth abounds with whatever in our own journey through life can best refresh and strengthen us.

The testimony of God's servants is most abundant and striking, as to the happiness of a life spent in his service; and having once expe-

rienced this blessedness, nothing less can satisfy them. From age to age we can trace the same spirit. Hear the aspirations of the devout St. Bernard:—"Nothing, Lord, that is thine can suffice me without thyself, nor can anything that is mine without myself be pleasing to thee." "I find," writes Baxter, "that thou, and thou alone, art the resting-place of my soul. Upon the holy altar erected by thy Son, and by his hands and his mediation, I humbly devote and offer to thee this heart. It loves to love thee; it seeks, it craves no greater blessedness than perfect, endless, mutual love. It is vowed to thee, even to thee alone, and will never take up with shadows more!"

Let me give you the testimony left us by Coleridge, one of the most thinking men of his day. These are his words in the decline of life:—"I have known what the enjoyments and advantages of this life are, and what the more refined pleasures which learning and intellectual power can bestow; and with all the experience that three-score years can give, I now, on the eve of my departure, declare to you (and earnestly pray that you may hereafter live and act on the conviction,) that health is a great blessing, competence obtained by honourable industry a great blessing; and a great blessing it is to have kind, faithful, and loving friends and relatives; but that the greatest of all blessings, as it is the most ennobling of privileges, is to be indeed a Christian."<sup>76</sup>

Another eminent man, distinguished for his unwearied zeal in behalf of the practice and doctrines of Christianity, Lavater, pastor of the church of St. Peter, at Zurich, in Switzerland, has given us this interesting witness to the satisfaction afforded by the religion of Christ:—"Believe me, I speak it deliberately, and with full conviction; I have enjoyed many of the comforts of life, none of which I wish to esteem lightly: often have I been charmed with the beauties of nature, and refreshed with her bountiful gifts; I have spent many an hour in sweet meditation, and in reading the most valuable productions of the wisest men; I have often been delighted with the conversation of ingenious, sensible, and exalted characters; my eyes have been powerfully attracted by the finest productions of human art, and my ears by enchanting melodies. I have found pleasure when calling into activity the powers of my own mind; when residing in my own native land, or travelling through foreign parts; when surrounded by large and splendid companies; still more, when moving in the small, endearing circle of my own family; yet to speak the truth before God, who is my Judge, I must confess, I know not any joy that is so dear to me, that so fully satisfies the inmost desires of my mind, that so enlivens, refines, and elevates my whole nature, as that which I derive from religion; from faith in God, as one who not only is the parent of men, but has condescended as a brother to clothe himself with our nature. Nothing affords me greater delight than a solid hope that I partake of his favour, and rely on his never-failing support and protection."—*From "Hints for the Earnest Student," by Mrs. W. Fison.*

## THE PHILOSOPHY OF RAIN.

To understand the philosophy of this beautiful and often sublime phenomenon, so often witnessed since the creation of the world, and essential to the very existence of plants and animals, a few facts derived from observation and a long train of experiments must be remembered.

1. Were the atmosphere everywhere, at all times, of an uniform temperature, we should never have rain, or hail, or snow. The water absorbed by it in evaporation from the sea and the earth's surface would descend in an imperceptible vapour, or cease to be absorbed when it was once fully saturated.

2. The absorbing power of the atmosphere, and consequently its capability to retain humidity, is proportionably greater in warm than in cold air.

3. The air near the surface of the earth is warmer than it is in the region of the clouds. The higher we ascend from the earth the colder do we find the atmosphere. Hence the perpetual snow on very high mountains in the hottest climate.

Now, when, from continued evaporation, the air is highly saturated with vapour, though it be invisible and the sky cloudless, if its temperature is suddenly reduced by cold currents descending from above, or rushing from a higher to a lower latitude, its capacity to retain moisture is diminished, clouds are formed, and the result is rain. Air condenses, as it cools, and, like a sponge filled with water and compressed, pours out the water which its diminished capacity cannot hold. How singular, yet how simple, the philosophy of rain! What but an Omniscience could have devised such an admirable arrangement for watering the earth?

## THE ANSWERED PRAYER.

Many years ago, there lived in the north of England a pious lady who had an only son. She endeavoured carefully to train him up in the fear of God, and to sow the seeds of truth in his youthful mind. He was early destined by his father for the military profession, and

\* Letters to his Godchild.

this circumstance tended greatly to increase her anxious solicitude that her boy should grow up to be a man of prayer and a true soldier of the Lord Jesus Christ. She was in the habit of taking him every day to a darkened chamber, and making him kneel beside her, while she poured out her soul before God for his conversion. As he grew up to manhood she continued her daily intercessions in secret, both before and after he had left the paternal roof.

Very shortly after he obtained a commission he was ordered, along with his regiment, to the peninsula. His mother saw him about to go forth to danger, perhaps to death, but bitter as she felt the pang of parting with an only son, there was a deeper sorrow than that oppressed her heart. Her prayers for his salvation were yet unanswered. But her faith failed not, and looking to the promises of God she had confidence that the desire of her heart would one day be accomplished; although she might not be permitted to behold it in the flesh.

The last evening that the young officer spent with his mother she took him to a retired walk in the garden, where they had spent many an hour together in his boyhood. "You are about to leave me, my son," she said, "and God only knows what trials and dangers await you in the future." Then pointing to the rising moon, she added, "but remember that he who made that moon and those stars will watch over you; and if you give him your heart all will be well with you. I shall never cease to pray for you while I live. You will probably be absent from your country for many years. When you return it is not likely that I shall be among the living; but I believe you will return to this very spot to bless God for all the deliverances he has wrought out for you."

The young man's heart was touched. He loved his mother tenderly, and would have sacrificed almost anything to her wishes; but he was entering upon a new and exciting phase of life, and the claims of religion could not, he deemed, be attended to just then. He departed for his post of duty, and for thirty years served in those memorable wars in which so much of the bravest blood of England was spilt. During that time both his father and mother died; but though the news of these events reached him, it does not appear that they had any salutary effect upon his mind. He continued to live a careless life, unmindful of the necessity of a preparation for death, although it constantly stared him in the face. After passing through many dangers, and experiencing many hair-breadth escapes, he returned to his native land with honors bravely won. His thoughts seem to have turned at once to the home of his childhood and though it had passed into the possession of another, he was welcomed there as a guest.

The first visit he made was to the quiet garden walk, where he had parted with his mother, and her prophetic language came back to his memory with startling freshness. He wondered that he had so seldom thought of it in the camp, and on the battle-field, and he fervently did thank God for the thousand deliverances he had experienced. After spending some hours with a party assembled in the house, he was shown to his apartment for the night. It was the very chamber to which his mother was wont to lead him when a boy. He stood upon the precise spot where they had knelt many a time, while she pleaded with God for the salvation of her child. A thousand tender recollections rushed across his mind many of her expressions rose up in his memory; and the heart that quailed not amid the terrors of the battle-field was melted and broken by the remembrance of a mother's prayers, and the holy influences of a mother's love. The strong man bowed and wept, and on his knees resolved that the chamber from which so many petitions had ascended to heaven for his conversion, should witness their answer. Hour after hour he pleaded with God, until he was enabled to realise Christ as his Saviour, and to rise from his knees rejoicing in the "knowledge of salvation by the remission of his sins." The important transactions of that hour, in which a spirit was born for heaven were witnessed by no human eye; but doubtless that glorified mother was present to behold and enjoy the reward of her patient praying faith; and perhaps to her was delegated the high and holy task of bearing to heaven the intelligence which would create a new "joy in the presence of the angels of God."—*British Mother's Journal.*

### THE MOTHER AND HER SON.

(From Miss Warner's "Shatemuc.")

We select the following touching incident—so full of a mother's tender solicitude for the welfare of her son:

"Mrs. Landholm's eye wandered around the room; the very walls in their humbleness and roughness reminding her anew of the labor and self-denial it had cost to rear them, and then to furnish them, and that was now expended in keeping the inside warm. Every brown

beam and little window sash could witness the story of privation and struggle, if she would let her mind go back to it; the associations were on every hand; neither was the struggle over. She turned her back upon the room, and sitting down in Winthrop's chair, bent her look as he had done into the decaying bed of coals."

"He was standing in the shadow of the mantelpiece, and, looking down in his turn, scanned her face and countenance as a little while before she had scanned his. Hers was a fine face, in some of the finest indications. It had not, probably it never had, the extreme physical beauty of her first-born, nor the mark of intellect that was upon the features of the second. But there was the unmistakeable writing of calm good sense, a patient and possessed mind, a strong power for the right whether doing or suffering, a pure spirit, and that nameless beauty, earthly and unearthly, which looks out of the eyes of a mother—a beauty like which there is none. But more; toil's work, and care's, were there, very plain, on the figure and on the face, and on the countenance too; he could not overlook it; work that years had not time to do, nor sorrow permission. His heart smote him.

" 'Mamma,' he said, 'you have left out the hardest difficulty of all. How can I go and leave you and papa without me?'

" 'How can you? My child, I can bear to do without you in *this* world, if it is to be for your good or happiness. There is only one thing, Winthrop, I cannot bear.'

"He was silent.

" 'I could bear anything—it would make my life a garden of roses—if I were sure of having you with me in the next world.'

" 'Mamma—you know I would—'

" 'I know you would, I believe, give your life to serve me, my boy. But till you love God as well as that—you may be my child, but you are not His.'

"He was silent still; and, heaving a sigh, a weary one, that came from very far down in her heart, she turned away again, and sat looking toward the fireplace. But not at it, nor at anything else that mortal eyes could see. It was a look that left the things around her, and passing present wants and future contingencies, went beyond, to the issues, and to the secret springs that move them. An earnest and painful look; a look of patient care and meek reliance; so earnest, so intent, so distant in its gaze, that told well it was a path the mind often travelled and often in such wise, and with the self-same burden. Winthrop watched the gentle grave face, so very grave then in its gentleness, until he could not bear it: her cheek was growing pale, and whether with cold or with thinking he did not care to know.

"He came forward, and gently touching his cheek to the pale one. 'Mamma, do not look so for me!' he whispered.

"She pulled him down beside her on the hearth, and nestled her face on his shoulder, and wrapped her arms round him. And they strained him close; but he could not speak to her then.

" 'For whom should I look? or for what do I live? My boy! I would die to know that you loved Christ; that my dear Master was yours too!'

"The gently spoken words tied his tongue. He was mute; till she had unloosed her arms from about him and sat with her face in her hands. Then his head sought her shoulder.

" 'Mamma, I know you are right. I will do anything to please you—anything that I can,' he said, with a great force upon himself.

" 'What can you do, Winthrop?'

"He did not answer again, and she looked up and looked into his face.

" 'Can you take God for your God? and give your heart and your life—all the knowledge you will ever get, and all the power it will ever give you—to be used for Him?'

" 'For Him, mamma?'

" 'In doing His work—in doing His pleasure?'

" 'Mamma, I am not a Christian,' he said hesitatingly, and his eye falling.

" 'And now you know what a Christian is. Till you can do this, you do nothing. Till you are Christ's after this whole hearted-fashion you are not mine as I wish to see you—you are not mine for ever—my boy—my dear Winthrop!' she said, again putting her arm round him and bowing her face to his breast.

"Did he ever forget the moment her head lay there? the moment when his arms held the dearest earthly thing life ever had for him? It was a quiet moment; she was not crying; no tears had been dropped at all throughout the conversation; and when she raised her face it was to kiss him quietly—but twice, on his lips and on his cheek—and bid him good night. But his soul was full of one meaning, as he shut his little bedroom door—that that face should never be paler or more careworn for anything of his doing; that he would give up anything, he would never go from home, sooner than grieve her heart in a feather's weight; nay, that rather than grieve her, he would become a Christian.

## Educational Intelligence.

## CANADA.

## MONTHLY SUMMARY.

— TRINITY COLLEGE.—The Rev. G. C. Irving, M.A., who has resigned the Chair of Mathematics in Trinity College, and is about to return to England, was lately presented with an address and testimonial on his retirement. The testimonial, which is the gift of the graduates and undergraduates of the University of Trinity College, consists of a silver ornament representing the college, and was designed and executed by Mr. W. C. Morrison of this city. It is entirely of Canadian silver, weighing upwards of seventy ounces, and in point of workmanship reflects great credit upon the artist. The address, to which seventy signatures were appended, was read by the Rev. J. G. Armstrong, the senior ex-student present, to which Mr. Irving returned an eloquent and feeling answer.—*Colonist*.

— VICTORIA COLLEGE.—The expedience of removing the site of this Institution to some more eligible locality, is under the consideration of the College authorities. Hamilton and London are spoken of.

— CLERGY RESERVES AND EDUCATION.—The Municipalities are with commendable zeal, disposed to appropriate their share of the Reserves Fund to Educational purposes and public Libraries, &c. The Township of Rainham has applied about £130 of its grant to Libraries, and £20 to Maps and Apparatus for its eight Schools. The Ernestown Township Council has loaned its share, amounting to \$5,504, to the County Council for the term of five years, to assist in the erection of the Court House and Gaol, the interest to be appropriated to Common Schools in the Municipality.

— REV. PAUL SHIRLEY.—We regret to learn from the *Kingston News*, that the Rev. Paul Shirley, one of the oldest clergyman in the district, while performing his functions as Superintendent of Schools, in the examination of a school at the village of Clark's Mills, suddenly fell down. On examination, it was found that the vital spark had fled.

— ROBT. J. LESTER.—Died at Toronto, on Wednesday the 19th inst., Robert J. Lester, for many years a pupil in the Model School, and during the last year, a junior assistant Clerk in the Education Office, Toronto. Young Lester was a most amiable and excellent lad, and had endeared himself to every body who knew him. He led a blameless life, and died commending his spirit into the hands of his Saviour, whom he loved. His last words were "Lord Jesus, receive my Spirit!"

## THE PROFESSORS OF UNIVERSITY COLLEGE.

The following record of the scholarship and authorship of the Professors of University College, Toronto, will not be uninteresting to our readers:

The President, Dr. McCaul, was 1st of the 1st class, and Gold Medalist in Classics, at his degree examination in Trinity College, Dublin. He has edited an edition of the *Satires of Horace* and *Selections of Lucian*, and is author of the following:—*Remarks on the Classical Course of the University of Dublin*; *Lectures on Homer et Virgil*. *The Horatian Metres*; *The Terentian Metres, with a sketch of Ancient Comedy*, and *The Metres of the Greek Tragedians*. Dr. Beaven belongs to Oxford, of which I have not the Calendar, and, though a learned metaphysician and a good man, is a bad lecturer. He has edited *Cicero de Finibus Malorum et Bonorum*, and is author of works on *Natural Theology* and the Church Catechism. Dr. Croft has obtained a high reputation for his papers on Chemistry, and for some discoveries in that science. Mr. Buckland has no Collegiate degree; but is an authority on Agriculture, and the active Secretary of the Board of Agriculture for Upper Canada. Mr. Cherriman ranked as the 6th of the Senior Wranglers at Cambridge in 1845, and is known amongst scientific men for his learned papers on subjects in the higher mathematics. Dr. Wilson, who, as the most energetic of our learned men, I look upon as the great hope of the College, is a high authority among the archaeologists and antiquaries of Great Britain, and lately claimed and obtained an equal rank amongst those of the United States. His works are, *Memorials of Old Edinburgh*, 2 vols; *Oliver Cromwell and the Protectorate*; and *Archæology and Pre-Historic Annals of Scotland*—which latter is so often quoted in the English Review. Mr. Hincks is, I believe, known for some papers contributed to the London Linnean Society. Mr. Chapman has no degree, but is the author of a *Description of the Characters of Minerals*, and *Practical Mineralogy*, and other papers. Dr. Forneri is a graduate of an Italian University and the author of a *German Grammar*. Mr. King-

ston was 32nd Wrangler, or in the 1st class in Mathematics, at Cambridge in 1846; Mr. Hirschfelder is well known as a Hebrew Teacher; and Mr. Wickson is known amongst his fellow-graduates of the University as the Classical Gold Medalist of 1847.—*Letters on University Education by a Bachelor of Arts, in the Globe*.

## EUROPE.

## TRINITY COLLEGE, DUBLIN.

There are now 977 students attending on Trinity College, Dublin. The only *filius nobilis* is that of Lord Seaton, an English peer, and the present Commander of the Forces in Ireland. Lord Seaton, as Sir John Colborne, was formerly Lieut. Governor of Upper Canada.

## REMOVAL OF STEPNEY COLLEGE, LONDON.

It is proposed to remove Stepney College from the down East to the high North-west of London, in the upper part of Regent's Park. A finer site is nowhere to be found in the neighbourhood of the Metropolis. Situated in a fine and open air, it is yet within an easy walk of University College, the British Museum, and other places of intellectual and scientific resort. Following the example of New College arrangements are made by the Rev. Dr. Angus, the President, for receiving a limited number of lay students. Their general studies will be superintended by the tutors; and they will take such classes in University College, New College, or elsewhere, as may be necessary. The mansion about to be devoted to these useful purposes, is known as "Holfordhouse," having been the residence of a late wealthy merchant of that name. To complete the purchase, the sum of 8,000*l.* is required, towards which, however, 5,000*l.* has been already raised. Sir Morton Peto heads the list with the munificent donation of 1,000*l.*, Mr. G. T. Kemp, adds 650*l.* Mr. Joseph Gurney, gives 500*l.*; his father, the late Mr. W. B. Gurney, having bequeathed 300*l.* for the purpose of removing the College to more convenient premises.—*Patriot*.

## UNITED STATES.

## HARVARD COLLEGE.

The whole number of students now connected with Harvard College, is 697, of which 382 are under-graduates, classified as follows:—Seniors, 68; junior, 94; sophomores, 94; freshmen, 126. There are three resident graduates, 22 divinity students, 109 law students, 59 scientific students, exclusive of resident graduates and members of other professional schools who attend the scientific lectures, and 122 medical students.

## AFRICAN COLLEGES.

We learn from the Northern *Christian Advocate* that the Cincinnati Conference of the Methodist Church has entered vigorously upon the project of a College for the education of free coloured men. The trustees have purchased a very excellent property near Xenia, in Green Co., O., The establishment, called the Tawawa House, was built for a watering place, and cost 50,000 dollars. The whole was bought for 13,000 dollars.

## UNIVERSITY OF CHICAGO.

The Chicago *Christian Times* says: "We are gratified in being able to state that the subscription of \$100,000, for the building of a Baptist University in this city, has now been completed. This sum has been obtained within the First Baptist church and congregation, including a few of the brethren now connected with the new church in Edina Place. We are informed that additional sums have been also made sure, so that the contribution of Chicago to this enterprise cannot be less than \$150,000. The remarkable success within the city affords a measure of guaranty that this great undertaking will be effectually carried through. If other portions of the state show a similar interest and a like liberality, the Professorship endowments will soon be forthcoming. We believe that the plans of the Board, with regard to the time at which to commence building and to organize classes, are not yet matured. Unquestionably however, they will push the enterprise forward as rapidly as will consist with a due regard to prudence and the amount of reliable resources."

## LIND UNIVERSITY, CHICAGO.

In a late Chicago paper we find recorded one of those acts of princely munificence which indeed add a lustre to the possession of wealth, and which set to the fortunate in the world a noble example of the right understanding of the responsibility which their position as stewards of the good

things of this life confers upon them. An association had been formed to establish a University near Chicago, under the charge of the New School Presbyterian Church, and to form an endowment a tract of land was purchased about twenty-five miles north of Chicago. After describing this the *Chicago Democrat* goes on to say. Within the last few days our fellow-citizen, Sylvester Lind, Esq., has given to the trustees of the institution the munificent sum of one hundred thousand dollars. The papers are all passed and the trustees are not to wait for the decease of Mr. Lind before it is available. He has wisely made the donation now, and it is placed at the disposal of the trustees whenever they are ready to use it. We learn, that in consequence of this act, the trustees have determined to call the institution the Lind University. The only condition prescribed by Mr. Lind in making the grant is that \$40,000 shall be used for the endowment of professorships, and the income of \$60,000 shall be perpetually used in preparing young men for the Ministry. The income may be used for the purpose of sustaining worthy young men in any department of the University. The noble act of Mr. Lind makes it proper that we should say a few words in reference to the giver. He is a plain, unassuming citizen, who makes it the great business of life to use the ample fortune which Providence has placed in his hands, for the good of his fellow men. In the spring of 1837 Mr. Lind arrived in this city from Scotland with just two sovereigns in his pocket. Less than twenty years ago this was his entire capital. All his little patrimony in Scotland, with the exception of enough to bear his expenses here, he left to assist in educating his two brothers, who were preparing for the ministry. His industry and integrity have secured for him an ample fortune, and enabled him to give forty thousand dollars toward endowing professorships, and sixty thousand more, the interest of which will educate thirty ministers per year for all coming time.

## Literary and Scientific Intelligence.

### MONTHLY SUMMARY.

— The valuable collection of classical antiquities, formed by the late Sir William Temple, during a long residence in Naples, have been left by the deceased to the British Museum.

— Mr. Panizzi is appointed Chief Librarian and Secretary to the British Museum, in the room of Sir H. Ellis, resigned.

— The Rev. William Henry Milman, M.A., student of Christchurch, Oxford, and son of the Dean of St. Paul's has been elected Librarian of Sion College, London.

— Lord Ellesmere has recently placed a slab of marble, inlaid with brass, to mark the spot, in the north side of the chapel of Henry VII, where Addison has been sleeping for a hundred years.

— The winter session of the Edinburgh Philosophical Institution was opened by an address from the Earl of Elgin, K.T., LL.D., on the 30th ult. We hope to insert some extracts from the excellent address of his Lordship in our next number. The course of lectures before the Institution would be delivered by Mr. W. M. Thackeray. Subject: "The four Georges."

— His Royal Highness Prince Albert has added £10 to the £20 granted by the British Association at Cheltenham, in aid of the geological and geographical researches of Madame Ida Pfeiffer in her intended travels in Madagascar.

— The Imperial Government has commissioned statues of Burke and Curran for St. Stephen's Hall. These statues complete the series of twelve great ornaments of the House of Commons, and continue the theory of taking representatives of popularity and service from both sides of the house. Thus we have, in pairs, Hampden and Falkland, Selden and Clarendon, Somers and Walpole, Pitt and Fox. The price of the new figures is £1,000 each. Mr. Theed is intrusted with the statue of Burke; Mr. Carew with that of Curran.

— We read in the *Athenæum*:—"Victoria standing at the tomb of Napoleon is a figure which will haunt the fancies of poet and historian for ever. We are pleased to hear that the Queen has resolved to have this scene painted in her own time—a resolution pleasant in itself, and significant of a cordial sympathy continuing to unite the courts, and to announce that she has commissioned Mr. E. M. Ward to execute the work. The picture will form an appropriate companion to the Investiture of the Emperor as a Knight of the Garter, on which the same artist is engaged."

— An effort is now being made to raise a fund for Lamartine by the sale of a periodical which he publishes monthly in French and English, entitled

a Familiar course of Literature. A friend of his, Mr. J. B. Deplace, is taking up subscriptions for him in the United States and Canada.

### MONUMENT IN ST. PAUL'S CATHEDRAL TO THE DUKE.

Sir B. Hall, on behalf of the Government, has invited sculptors of all nations to compete for the designing and erection of a monument in St. Paul's Cathedral to the memory of the late Duke of Wellington. It will be recollected that the House of Commons voted £100,000 for the expenses of the Duke's funeral; and, after paying everything, there remained a sum of about £21,000, which, instead of being returned to the Consolidated Fund, has been set apart for the erection of the monument. The total cost of the monument is not to exceed £20,000 exclusive of the prizes, which are on the following scale:—For the best design, a prize of £700; second, £500; third, £400; fourth, £300; and fifth, £100. The total amount of public money thus given will be £2000. The necessary drawings, &c., can be seen at the acting British Consul, New York and Boston.

### PERFECTION OF MODERN ASTRONOMICAL INSTRUMENTS.

In the contrivance and execution of our modern instruments for astronomical observation the utmost stretch of inventive skill and mechanical ingenuity has been put forth. To such perfection have they been carried, that a single second of magnitude or space is rendered a distinctly visible and appreciable quantity. According to Sir J. Herschell, the arc of a circle, subtended by one second, is less than the 200,000th part of the radius, so that on a circle of six feet in diameter, it would occupy no greater linear extent than 1,5700 part of an inch, a quantity requiring a powerful microscope to be discerned at all. The largest body in our system, the sun, whose readiameter is 882,000 miles subtends, at a distance of 95,000,000 miles but an angle of little more than 32; while so admirably are the best instruments constructed, that both in Europe and America a satellite of Neptune, an object of comparatively inconsiderable diameter, has been discovered at a distance of 2,850 millions of miles.

### CONVERSION OF PEAT INTO COAL.

A French engineer in the Russian service believes he has succeeded in discovering a process for converting common peat into a coal, similar in every respect to anthracite. Persons who have seen specimens of this artificial mineral state that it is equal in intensiveness of heat to the common coal, while the cost of its production is 60 per cent. less. It is also available for making gas (1,000 kilogrammes will produce 5,400 cubic feet of gas), coal-tar ammoniac, alcohol, coke and volatile oils. The discoverer has obtained an exclusive patent for the Russian dominions. A company on a large scale is being formed at St. Petersburg for the purpose of working the patent and establishing agencies throughout the whole of the Russian empire.

### SCIENCE AMONG THE RUSSIANS.

The *Moniteur de la Flotte* announces that the Russian Government is about to have a scientific voyage executed around the world, the direction of which has been confided to one of the most distinguished officers in the Russian navy. This will be the 39th voyage around the world which the Russians have made since 1803.—The first took place under the command of Captain Krusenstern, in the corvette *Nadejda*, and which lasted from 1803 to 1806. The most celebrated voyages, after that of Krusenstern, were those of Galovine, in the *Diane*, from 1807 to 1809; Lazoreff, in the *Souvarow*, from 1813 to 1816; Kotzebue, in the *Rurik*, from 1815 to 1818; Vassilieff, in the *Decouverte*, from 1819 to 1822; Wrangel, in the *Helene*, from 1825 to 1827; Lutke, in the *Senidoin* from 1826 to 1829; and Schantz, in the *Amerique*, from 1834 to 1836; the last, by Neveskoi in the *Barkhall*, from 1848 to 1851.

### SOUNDING OF THE ATLANTIC.

The American Survey's Steamship *Arctic* has arrived in Brooklyn after accomplishing the object of her expedition across the Atlantic. She completed her undertaking in the most satisfactory manner. She sounded the Atlantic all the way across, finding the greatest depth 2,070 fathoms (more than two miles). It was not accomplished without difficulties, as many of the instruments used were new inventions; but the persevering spirit of Captain Berryman and his officers conquered every obstacle. The bed of the ocean, in the section traversed by the *Arctic*, is a plateau, as already announced by Captain Berryman, who had twice before sounded across the Atlantic. The bottom in the deeper part is a very fine mud, of a mouse-gray color, so soft that the sounding instruments frequently sank several feet into the mud. They brought up specimens of the bottom at every sounding, in quills which were attached to the end of the sounding instrument. Towards the shores on each side, this mud changes into a fine green ooze. No other substances were met with, no rock, nor anything



that might prove fatal to a telegraph wire. There seems to be now nothing to hinder the great work to unite Europe and America by means of a telegraph wire; an undertaking so grand that few thought it possible. The whole distance across was found to be 1,840 sea miles, from St. John, N. F., to Valentia Harbor, Ireland. The greatest depth was found nearly in the centre between these two places. The profile of the Atlantic bed on this route is of by far easier grade than many of our railroad profiles.

#### THE BASIN OF THE ATLANTIC.

The basin of the Atlantic Ocean is a long trough, separating the old world from the new, and extending probably from pole to pole. This ocean furrow was probably scored into the solid crust of our planet by the Almighty hand; that there the waters which he called seas might be gathered together so as to let the dry land appear and fit the earth for the habitation of man. From the top of Chimborazo to the bottom of the Atlantic at the deepest place yet reached by the plummet in the Northern Atlantic, the distance in a vertical line is nine miles. Could the waters of the Atlantic be drawn off so as to expose to view this great sea gash, which separate continents and extends from the Arctic to the Antarctic, it would present a scene the most rugged, grand and imposing. The very ribs of the solid earth, with the foundations of the sea would be brought to light, and we should have presented to us at one view, in the empty cradle of the ocean, "a thousand fearful wrecks, with that fearful array of dead men's skulls, great anchors, heaps of pearl and inestimable stones, which, in the poet's eye, lie scattered in the bottom of the sea, making it hideous with sights of ugly death." The deepest part of the North Atlantic is probably somewhere between the Bermudas and the Grand Banks. The waters of the Gulf of Mexico are held in a basin about a mile deep in the deepest part. There is at the bottom of the sea, between Cape Race in Newfoundland, and Cape Clear in Ireland, a remarkable steppe, already known as the telegraph plateau. A company is now engaged with the project of a submarine telegraph across the Atlantic. It is proposed to carry the wires along the plateau from the eastern shores of Newfoundland to the western shores of Ireland. The great circle distance between these two shore lines is 1,600 miles, and the sea along this route is probably nowhere more than 10,000 feet deep.—*Prof. Maury.*

#### ATLANTIC TELEGRAPH.

Professor S. B. Morse who lately visited Europe with a view to test his experiments for constructing a telegraph from Newfoundland to Ireland, thus writes to Mr. C. W. Field of New York, on the subject under date of October 3, 5 o'clock A.M. As the electrician of the New York, Newfoundland and London Telegraph Company, it is with the highest gratification that I have to apprise you of the result of our experiments of this morning upon a single continuous conductor of more than 2,000 miles in extent, a distance, you will perceive, sufficient to cross the Atlantic Ocean, from Newfoundland to Ireland. The admirable arrangements made at the Magnetic Telegraph office, in Old Broad Street, for connecting ten subterranean gutta percha insulated conductors, of over 200 miles each, so as to give one continuous length of more than 2,000 miles, during the hours of the night when the telegraph is not commercially employed, furnished us the means of conclusively settling, by actual experiment, the question of practicability as well as the practicality of telegraphing through our proposed Atlantic cable. This result had been thrown into some doubt by the discovery, more than two years since, of certain phenomena upon subterranean and submarine conductors, and had attracted the attention of electricians—particularly of that most eminent philosopher, Professor Faraday, and that clear-sighted investigator of electrical phenomena, Dr. Whitehouse—and one of these phenomena, to wit, the perceptible retardation of electric current, threatened to perplex our operations and require careful investigation before we could pronounce with certainty the commercial practicability of the ocean telegraph. I am most happy to inform you that, as a crowning result of a long series of experimental investigation and inductive reasoning upon this subject, the experiments under the direction of Dr. Whitehouse and Mr. Bright, which I witnessed this morning, in which the induction coils and receiving magnets, as modified by these gentlemen, were made to actuate one of my recording instruments, have most satisfactorily resolved all doubts of the practicability as well as practicality of operating the telegraph from Newfoundland to Ireland. Although we telegraphed signals at the rate of 210,241, and according to the count at one time even of 270 per minute upon any telegraphic register (which speed you will perceive is a rate commercially advantageous), these results were accom-

plished, notwithstanding many disadvantages in our arrangements, of a temporary and local character—disadvantages which will not occur in the use of our submarine cable.

#### THE CRYSTAL PALACE LIBRARY.

It is intended to open on Wednesday the library which has been recently formed at the Crystal Palace, and which is already one of considerable value and extent. The nucleus of this library was formed by a large number of very expensive works of art, and of reference, which the company, in its plenitude of wealth and in the anticipation of boundless income, provided for the use of the gentlemen employed in getting up the catalogues, and in building the Fine Arts Courts. Upon almost every branch of art the collection is complete, and many additions have since been made to the library by persons desirous of assisting in its formation. The plan upon which this department is intended to be worked is one which will ensure for the library a constant supply of modern literature. Messrs. Longman, Murray, Hurst and Blackett, Rivington, and, with scarcely an exception, the whole of the London publishing houses, as well as the principal firms of Paris, Berlin and Dresden, have agreed to send to the Palace library a copy of every work as soon as published. In return for this, the company give to each of the contributors the use of a panel in a prominent part of the reading room, headed with his or their names, upon which is posted the title-page and one or more of the illustrations of each new work, thereby affording a most useful description of advertisement. The books themselves will also be laid upon the library table, and an agency established for their sale on the spot. At the end of a certain period the works so contributed will be deposited in the library, and will form part of its bibliographical treasures. Some most valuable works have been already received from continental publishers; among others a fine copy of the celebrated "Dresden Gallery" from the publishers, and some very elaborate and expensive works from the famed establishment of Messrs. Plon Freres of Paris, the printers to his Majesty. The readiness with which the plan has been adopted by the leading publishing houses in this country affords a pledge of the success of the undertaking. Mr. Shenton is appointed librarian; and the energetic and able manner in which he has completed the preliminary arrangements in the department, and the anxious desire which he has evinced to make the plan work efficiently, prove him to be well adapted for the position which he occupies.

**ERRATUM.**—In the October No. the article on Yale College Library should have closed at the paragraph commencing "In the New Harvard Hall, &c.," the remainder of the article was placed there by mistake. It refers to Harvard College Library.

#### GRAMMAR SCHOOL TEACHER WANTED.

**WANTED**, on the first of JANUARY next, a HEAD MASTER for the NORWOOD COUNTY GRAMMAR SCHOOL in the County of Peterboro. Salary, this year, £140. Also a FEMALE TEACHER for the same School. Apply to J. FOLEY, Chairman. Norwood, October, 1856.

#### GRAMMAR SCHOOL.

**WANTED** A SITUATION as ASSISTANT TEACHER in a GRAMMAR, or in an UNITED GRAMMAR and COMMON SCHOOL, by a person holding a First Class Certificate, and who has had three years' experience in the profession. Satisfactory testimonials can be produced. Apply, if by letter, prepaid, stating salary to X.Y., Newland P.O., E. GWILLIMBURY. Newland, November 13th, 1856.

**THE** Subscriber, who holds a First Class Certificate, wishes to engage a SCHOOL near a Town or Village. The best references as to ability can be furnished. His Mathematical acquirements may be known by the Solutions in the Canadian Almanac. MATTHEW LONG, Maple P.O. November 28th, 1856.

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All communications to be addressed to Mr. J. GEORGE HODGINS, Education Office, Toronto.

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