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# THE CANADIAN FAMILY HERALD.

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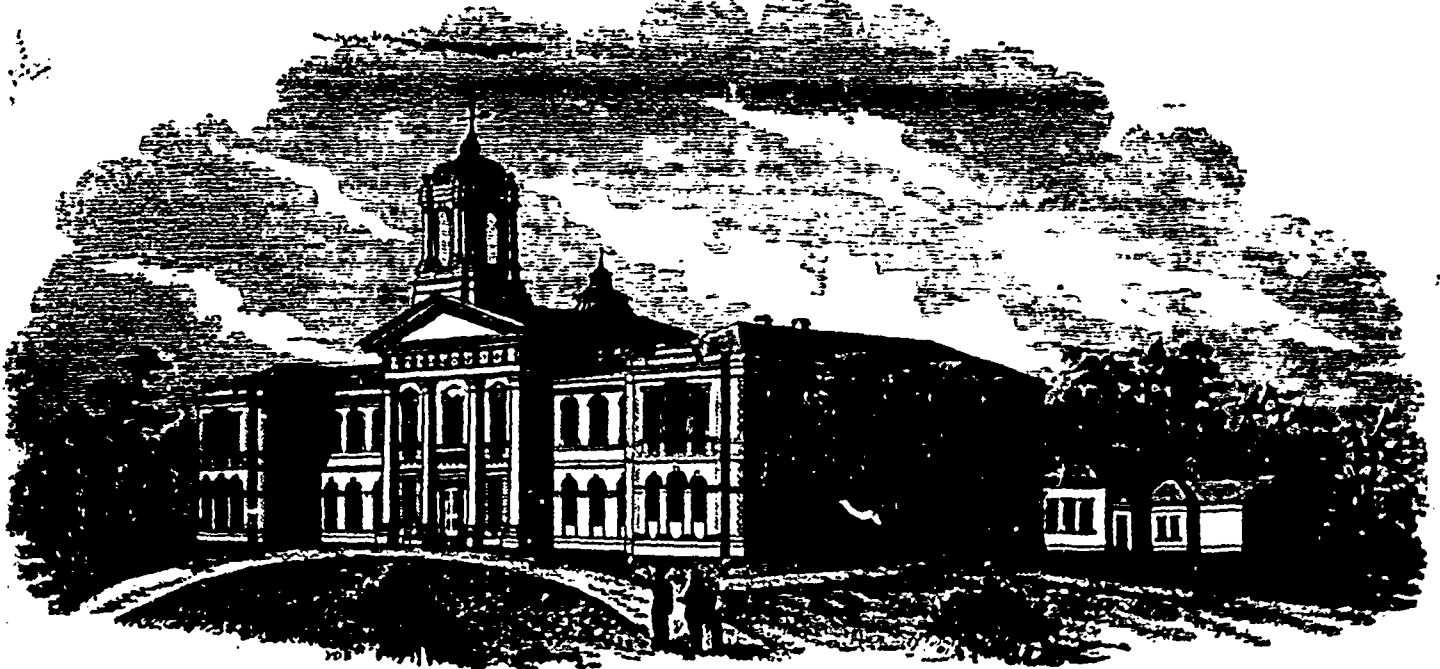
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VOL. I.

TORONTO, SATURDAY, NOVEMBER 27, 1852.

No. 51.

## THE NORMAL AND MODEL SCHOOLS, AND EDUCATION OFFICES OF UPPER CANADA.



### OPENING OF THE NORMAL SCHOOL.

The ceremony of publicly opening the New Normal and Model Schools for Upper Canada took place on Wednesday evening last, amidst the greatest interest and enthusiasm. The beautiful and ample theatre was filled by a brilliant assemblage. The admission was by ticket to prevent confusion, and as a necessary consequence, the greatest order and regularity prevailed. During the day the buildings were visited by many persons, some from the lively interest they took in seeing the structure so nearly completed, others with a view to obtain tickets for the evening ceremony. Numbers were disappointed in not obtaining tickets, as the demand was much larger than the accommodation could supply.

We are enabled, through the politeness of the Superintendent, to present our readers with a Perspective View of this magnificent pile of buildings. They are an ornament to the city of Toronto; and if the purpose they are intended to serve be faithfully carried out, they will doubtless prove a blessing to the Province at large. They have been erected on the most approved plan, and at the same time in the most economical manner. The entire cost, including the purchase of seven and a half acres of land, in what before many years will be the heart of the city, will not exceed \$17,200. The land itself is worth upwards of \$1000 per acre. The site is the centre of an

open square, bounded on the east by Church Street, on the south by Gould Street, on the west by Victoria Street, and on the north by Gerrard Street. For the information of persons who may not be acquainted with these new streets, we would observe that this locality is a few rods east from Yonge Street, and about three quarters of a mile from the Bay. The elevated position of the buildings commands a fine view of the City, Bay, Island, and Lake; and, altogether, we do not believe a better or more convenient site could possibly have been selected.

The above cut represents the appearance of the Normal and Model Schools as seen from Church Street, in a south-easterly direction. The Main Building faces Gould Street to the south. It has a frontage of 184 feet 4 inches, and is 85 feet 4 inches deep. The design of the building has been rather for utility than effect, still a fitness of decoration has been observed, in good keeping with the object of the erection. The front is in the Roman Doric order of Palladian character, having for its centre four pilasters of the full height of the building, with pediment surmounted by an open dorical cupola 95 feet in height. The Offices of the Department are on the ground floor of the main structure. The Theatre or Examination Hall is on the ground floor of this building, surrounded by a gallery, and lighted from the roof. It will accommodate between 600 and 700 persons. The east side of the building is appropriated for the use of male students, and the west for females; and except when in the presence of the masters, they are entirely separated.

The number and size of the rooms on the ground floor is as follows:—

#### On the East Side:—

School of Art and Design, No. 1	37	0	x	28	0
School of Art and Design, No. 2	30	5	x	28	0
Male Students' Retiring Room	30	0	x	30	0
Council Room	33	0	x	22	0
Male Students' Staircase	17	6	x	11	0

#### On the West Side:—

Waiting Room	22	8	x	14	8
Ante-Room	22	0	x	14	3
Chief Superintendent's Room	28	0	x	21	0
Depository for Books, Maps, &c.	28	0	x	21	0
Depository for Apparatus, &c.	22	8	x	14	8
Female Students' Retiring Room	30	0	x	26	10
Recording Clerk's Office, with fire-proof vault	37	11	x	22	0
Second Clerk's Office	22	0	x	14	3
Female Students' Staircase	17	6	x	11	0

The Model School buildings are in the rear of the main structure, and are approached by corridors from each side of the theatre. There is also an entrance from the east for boys, and from the west for girls. There are spacious yards on each side of the Model School for the recreation of the scholars. These yards are planked over, and well furnished with suitable contrivances for gymnastic exercise. The Model School is 175 feet 6 inches by 89 feet 6 inches, with two school rooms 56 feet 6 inches, by 23 feet, and capable together of accommodating 600 pupils. There are several smaller class rooms fitted with every convenience for the comfort and instruction of the scholars. In some of these, intended for the explanation of maps,

illustrations of natural history, &c. &c. the seats are raised so that the pupils on each can look over the heads of those in front. Thus, a class of sixty or eighty can sit with ease, and without moving from their seats, examine every point on a map to which their attention may be directed by the teacher.

In the upper floor of the Normal School building are the following rooms—

Class Room, No. 1, .....	56	0	x	36	0
Class Room, No. 2, .....	56	0	x	36	0
Class Room, No. 3, .....	45	2	x	28	0
Class Room, No. 4, .....	32	8	x	28	0
1st Master's Room, .....	22	0	x	10	5 1/2
2nd Master's Room, .....	22	0	x	10	5 1/2
Library, .....	42	0	x	22	0
Laboratory, .....	39	5	x	22	0
Laboratory, .....	21	6	x	12	0

The buildings are heated by hot air. The furnaces are in the basement, and surrounded entirely by brick-work; even the floors are brick. Water is let in from the City Water Works, and at several points in the building provision is made for attaching hose and conveying water wherever it may be needed in case of fire.

The grounds have been leveled and underdrained, and made ready for the purpose of conveying practical instruction in agricultural chemistry, botany, and vegetable growth. We anticipate much benefit from the practical knowledge which will thus be communicated to our future school teachers, and which they will be able to convey to the young farmers of the province. If it does no more than excite in the minds of teachers and through them in the minds of their pupils a taste for the study of nature's laws as developed in the process of vegetable growth and production, it will have served a useful purpose.

The length of the speeches delivered on the occasion of opening this important institution preclude further remarks on our part. Our report was taken in shorthand, and is as full and accurate as possible. The Chief Justice read his remarks from manuscript. The other speakers delivered themselves extemporaneously.

**The Ceremony.**

The chair was filled by Judge Harrison, chairman of the Board of Instruction. On the platform were Mr. Inspector General Hincks, Mr. Chief Justice Robinson, Dr. McCaul, Principal of the University of Toronto, Dr. Ryerson, Chief Superintendent of Education, Rev. Mr. Lillis, Rev. Mr. Jennings, Mr. Ridout, M.P.P. for the city, Mr. J. C. Morrison, M.P.P., and Mr. Treasurer Howard.

The Chairman said that it had fallen to his duty, as chairman of the Board of Public Instruction, to preside at this meeting, and the Board were exceedingly gratified with so large an assemblage on the occasion of the inauguration of these buildings which have been fitted up for the purposes of Common School education. It would be out of place for him to make any remarks at this time, and more especially when there are so many gentlemen anxious to make some observations. He would simply state the order of proceeding and the first upon this occasion would be a short and appropriate prayer, and that those gentlemen prepared to make observations will be heard. He would call upon the Rev. Mr. Lillis to open the proceedings in the absence of the Rev. Mr. Grassett, who was appointed to do so.

Rev. Mr. LILLIS offered up a very appropriate prayer.

Mr. CHIEF JUSTICE ROBINSON said, Mr. Chairman:—It is an event of no ordinary interest that we are met to celebrate. It is now publicly announced that

the building which the Province has erected for the accommodation of the Normal and Model Schools, is completed. and has been taken possession of by the officers of the Department. The ceremony by which it has been thought proper to mark the occasion, occurs at a moment when my time and thoughts are unavoidably so engrossed by the judicial duties in which I am daily engaged, and of which the performance cannot be postponed, that I have found it difficult to comply with the request of Dr. Ryerson, that I would take a part, however unimportant, in the proceedings. It would have been more difficult for me, however, wholly to decline a request which I could not but feel that the Superintendent of this most important institution had a right to make, not more on account of the deep interest which ought to be taken in the work in which he is engaged, than on account of the ability and industry and the unabated zeal with which he devotes himself to the duty. I must hope that from a consideration of the circumstances I have mentioned, you will be disposed to receive with indulgence the observations which I venture to offer, however little worthy they may seem of the cause and of the occasion, and of the spacious and elegant hall devoted to education in which they are delivered. The larger portion of this audience are probably, like myself, not entitled to speak with confidence of the grace and propriety of architectural designs, but it is acknowledged that so far as may be consistent with strength and durability, what the art of the builder aims at is to please,—and to please not those only who can appreciate his difficulties, but the greater multitude of observers who are ignorant of rules, and who when they admire, they know not why, give a strong testimony that one great object of the artist has been attained. I believe I am expressing the general sentiment when I declare my admiration of the handsome edifice in which we are assembled. It would have been inconsistent with the circumstances of this yet new country to have expended much of the revenues necessary for the supply of so many pressing and growing wants, in decorating this structure with the massive columns and elaborate carving which are required for creating an imposing grandeur of effect, but we have here provided in a style fairly in keeping with the country, and with the object, a large, substantial, and well proportioned building—of durable materials, and yet of light appearance, and in its interior arrangements, I doubt not, perfectly well adapted to its purpose. I have heard it generally spoken of as a striking ornament of the city in which it occupies a convenient and appropriate position, and by whose inhabitants I trust it will come to be regarded in successive generations with growing favour. In my own judgement it does great credit to the taste and talents of the architect, and I wish, for the sake of Mr. Cumberland, that the opinion came from a quarter which could give it value. (Applause.) But these are minor matters. It is to the system of religious, intellectual and moral training, that is to be carried on within these walls that the deeper interest attaches, for we stand now around the fountain from which are to flow those streams of elementary instruction, which while the common school system endures, must be conducted from it into every city, township and village in Upper Canada.—I might almost say conducted to every farmer's, mechanic's and laborer's dwelling, for the law has provided amply and certainly for placing, at no distant day, the education which can be obtained in this Normal School, within the easy reach of all. There will be no impediment from distance, no difficulty from straitened means, the most densely crowded quarters of our towns, and cities, and the remotest corners of our rural districts, will be sure to have their school houses, their teachers, their books and their maps. Whoever reads the common school acts and considers the provision which they make for sustaining and diffusing the system of instruction which they authorize, will see that its effects must inevitably pervade the whole mass of our population. And at what a time is its efficiency about to be felt! I speak with reference to the impulse given to agriculture and commerce, the spirit of enterprise called forth by the improvements in science, and the remarkable proofs which we are witnessing of the vivifying influence of increased population and of increased wealth. It would be

difficult, I think, to point out a country in which at any period of its history the results of such a system could have deserved to be regarded with greater interest—or watched with more intense anxiety. It is not only the city which this building adorns that is concerned in these results,—not merely the surrounding County whose inhabitants will enjoy more convenient access to this institution—not Upper Canada alone for the Lower portion of the Province is scarcely less directly interested in whatever must influence the composition, and acts and counsels of a government and legislature common to both. We may say with truth, that the interest even extends much farther. It is common for us to hear of that great experiment in government in which the vast republic near us is engaged. The world, it is said, has a deep interest in the result, and none it is most true, have stronger motives than ourselves for wishing that the experiment may prove successful in attaining the great objects of all good governments, by preserving order within the boundaries of the county governed, for it is unfortunate to live near unruly neighbours, foreign or domestic, and unsafe while we happen to be the weaker party. But in Canada, and the other Provinces of British North America, we have an experiment of our own going on, in a smaller way to be sure, but still on a scale that is rapidly expanding—and an experiment of no light interest to our glorious mother country, or to mankind. We occupy a peculiar and a somewhat critical position on this continent, and more than we can foresee may probably depend upon the manner in which our descendants may be able to sustain themselves in it. It will be their part, as it is now ours, to demonstrate that all such freedom of action as is consistent with rational liberty, with public peace, and with individual security, can be enjoyed under a constitutional monarchy as fully as under the purest democracy on earth—to prove that in proportion as intelligence increases what is meant by liberty is better understood, and what is soundest and most stable in government is better appreciated and more firmly supported. The glorious career of England among the nations of the world demands of us this tribute to the tried excellence of her admirable constitution. It should be our pride to show that far removed as we are from the splendours of Royalty and the influences of a Court, monarchy is not blindly preferred among us from a senseless attachment to antiquated prejudices, nor reluctantly tolerated from a sense of duty or a dread of change, but that on the contrary it is cherished in the affections, and supported by the free and firm will of an intelligent people, whose love of order has been strengthened as their knowledge has increased—a people who regard with loyal pleasure the obligations of duty which bind them to the Crown, and who value their kingly form of government not only because they believe it to be the most favourable to stability and peace, but especially for the security it affords to life and property, the steady support which it gives to the laws, and the certainty with which it ensures the actual enjoyment of all that deserves to be dignified with the name of freedom. As soon as the Legislature of Canada determined to apply so large a proportion of its revenue to the support of common schools, it became necessary to the satisfactory and useful working of the system that an institution should be formed for the instruction of the teachers, and it was a great advantage that before the circumstances of this country first called for such a measure, and rendered its application practicable on a large scale, the efforts of many enlightened and judicious persons in other countries had been for years directed to the subject, and all the questions of discipline, distribution of time, methods of imparting knowledge, subjects of instruction, and the extent to which each case has been tried, had engaged the attention and had stood the test of experience. Many valuable books had been compiled expressly for the use of such schools, and great care and diligence had been used in making selections from the abundant stores of knowledge already available. And so far as those political considerations are concerned, which it would be culpable ever to lose sight of, we can fortunately proceed without hesitation by all these important aids, pre-bound by the common tie of allegiance to the same Crown, and having the same predilections in favour

of British institutions as our fellow subjects of the United Kingdom. Without such a general preparatory system as we see here in operation the instruction of the great mass of our population would be left in a measure to chance. The teachers might be many of them ignorant pretenders, without experience, without method, and in some other respects very improper persons to be entrusted with the education of youth. There could be little or no security for what they might teach, or how they might attempt to teach, nor any certainty that the good which might be acquired from their precepts would not be more than counter-balanced by the ill effects of their example. Indeed the footing which our common school teachers were formerly upon, in regard to income gave no adequate remuneration to intelligent and industrious men to devote their time to the service. But this disadvantage is removed, as well as other obstacles, which were inseparable from the condition of a thinly peopled and unclerical country, traversed only by miserable roads, and henceforward, as soon as at least as the benefits of this great Provincial institution can be fully felt, the common schools will be dispensing throughout the whole of Upper Canada by means of properly trained teachers, and under vigilant superintendence, a system of education which has been carefully considered and arranged, and which has been for some time practically exemplified. An observation of some years has enabled most of us to form an opinion of its efficiency. Speaking only for myself, I have much pleasure in saying that the degree of proficiency which has been actually attained goes far, very far beyond what I had imagined it would have been attempted to aim at. It is evident, indeed, that the details of the system have been studied with great care, and that a conformity to the approved method has been strictly exacted; and I believe few, if any, have been present at a periodical examination of the Normal School without feeling a strong conviction that what we have now most to hope for and desire is, that such a course of instruction as they have seen exhibited should be carried on with unrelaxed diligence and care. Of course, I shall be understood to be speaking only with reference to those branches of knowledge which formed the subjects of examination. The one, we all know, a difficulty which has met at the threshold those who have been influential in establishing systems of national education; I mean that which arises from the number of religious sects into which the population is divided. This is not the occasion for entering into any discussion upon that painfully interesting question. Whatever difficulty it has occasioned in England or Ireland must be expected to be found here, applying with at least equal, if not more than equal force. I should be unwilling to suppose that any doubt could exist as to my own opinion on this question, and scarcely less unwilling to be thought so unjust and un candid as not to acknowledge and make allowance for the difficulties which surround it. They are such, I believe, as no person can fully estimate until he has been called upon to deal with them, under the responsibility which the duties of Government impose. In the mean time, resting assured, as we may, that no general system of instruction can be permanently successful which has not the confidence and cordial approval of the sincerely religious portion of the community—that portion, I mean, who will think it worse than folly to aim at being wise chose that which is written—we must wait with hope and patience for the solution which this difficulty to which I allude may receive in other countries more competent to grapple with it—trusting that what may ultimately be found to be the safe and satisfactory course may, by the wisdom and good feeling of the majority, be adopted among ourselves. When conflicting opinions upon this subject shall have been reconciled so as to secure the full confidence and approval of those who are not indifferent to religious duties and considerations, it may be hoped that the system which is now being matured may arrive at that state of perfection, in regard to the regulations connected with it, that the Legislature may be able to leave it to operate from year to year without disturbance or material change, so that all classes may become familiar with its working, and that a feeling of attachment to it may have time to form before all associations connected with the subject shall be broken up by the introduction of a new machinery.

For it is not under such disadvantages that institutions like this can do their work. They require to be able to pursue their course of daily duties in peace, and free from the distraction of uncertainty, and the agitation and anxiety of change. (Applause.) I close these observations by again directing to the very remarkable period in the history of this Province at which the Normal School of Upper Canada has taken possession of its magnificent home. We are advancing with a rapidity that surprises ourselves, scarcely less than the people of other countries who have been suddenly awakened to the truth of our astonishing, but inevitable progress. It was but a few weeks ago that I read in the Westminster Review, one of the leading English periodicals that deals most frequently with Colonial subjects, an article written expressly for the purpose of impressing upon the British public a due sense of the importance of the North American Provinces, and of the great interests which with surprising rapidity are springing up within them, and claiming the attention of the mother country. In order to give force to his statements, the writer of this article speaks of it as a fact, which he evidently supposes will take his readers by surprise, but that British North American Provinces contain among them a population of not less than 1,700,000 souls; not imagining that by authentic returns which had been published some months before he was writing, Canada alone contained nearly 150,000 more people than he gave credit for to all these Provinces,—and that in speaking of the whole collectively as he did, with the full purpose of saying as much as he could honestly say for their importance, he had sunk in his statement about 800,000 of their actual population. In all these extensive Colonies of the British Crown, distinguished as they are by a loyal and generous appreciation of their position as a portion of the British Empire, the same spirit of enterprise is at this moment in active employment with the aid of singular advantages, in developing their great national resources. Every thing that we see and feel at the present time, or can discern in the future is full of encouragement to the farmer, the mechanic and the laborer,—and as for the liberal professions it is impossible that they can languish among a prosperous people. When it was proposed to unite the Provinces of Canada, the scheme first submitted to Parliament was to confer municipal institutions by erecting in the whole territory five great District Councils for the municipal purposes, with power to a very considerable extent of controlling the action of the Provincial Legislature. But this suggestion was wisely, I think, abandoned, for these five Councils would have constituted so many little, but not sufficiently little Parliaments, inconveniently clashing with the Provincial Legislative body. In place of these we see established in our numerous counties, townships, cities, towns and villages, councils which better comport with the idea of purely municipal corporations occupying themselves in improving the material and social condition of their respective localities, and smoothing, if I may so express myself, the asperities of a rough—because a new country. That these corporate bodies may know how to use, without abusing their powers it is indispensable that the great body of the people by whom they are elected should be intelligent and well disposed—able to distinguish between the evil and the good, not in mo als only, but in what we may call in some degree matters of policy and government. Nothing can ensure this but early discipline, and early and sound instruction. It is true that a little learning may in some cases do harm rather than good to the individual who possesses it, and may make him a less valuable, because a more dangerous member of society than he might have been without it. But these are exceptional cases. It would be as wise to reject the use of railways because an occasional train runs off the track, as to hesitate to give education to the multitude for fear it may in some instances be perverted, as no doubt it will be to bad purposes. But in truth this question is now decided in every free country, and speculations about the comparative advantages of promoting, or neglecting education would be a useless waste of time. The multiplying calls for intelligence in the varieties of employment which are daily increasing—the wonderful cheapness and facility which improvements in the art of printing have given in the production of books and newspapers,

and the quickened circulation of intelligence, which we derive from liberal press arrangements and the magic wonders of the telegraph, must make the probability of being able to read and write so great, and the desire so nearly universal, that not few who may be without such instruction will be made to feel the marked utility of their position. And soon, it will be literally true that in Upper Canada there will be no excuse for any person endowed with ordinary capacity, being found in a condition so degrading to a free man, and so unsuitable to an accountable being. With everything to urge and to tempt them to the acquisition of knowledge, and everything to aid them in obtaining it, it will be impossible that the people of Canada can do otherwise than feel that in their colonies emphatically "poverty and shame shall be to him that refuseth instruction." It must take time, no doubt, to wipe the prevailing influence of education can be fully felt. The dispersion through so large a country, of a sufficient number of well qualified teachers by the instrumentality of this Normal School, can not be instantaneous. Various circumstances concur to limit the number pressing forward in each year to avail themselves of its advantages—but the advance will still be rapid. It will be a quickly multiplying process,—every well-informed and well-trained teacher will impart what he has learned to many, who in their turn, though they will not all be teachers, will all contribute in some degree, by what they have acquired, to raise the general standard of intelligence—vices and weaknesses, no doubt there will be, while there are men born with impetuous passions and with weak understandings; but the number of offences must be diminished, so there will be fewer to censure, and more to reprove them. But I have all ready detained you too long. We shall have, I bring from the Rev Superintendent, and from other gentlemen, some interesting details of the system and progress of the Normal and Model Schools, which have been founded by the Legislature on so liberal a scale, and are to be henceforth so admirably accommodated. And I am sure you will heartily and sincerely unite with me in the wish that they may become powerful instruments in the hands of Providence for increasing the welfare of this Province, and promoting the temporal and eternal happiness of its people. (Great applause.)

Hon. Mr. Hlwers rose amidst great applause. He said, Ladies and Gentlemen, I have seldom found myself in a position of greater embarrassment than I am on the present occasion having to follow a gentleman of the learning and eloquence of the learned Chief Justice, who has just addressed you. I feel particularly embarrassed on the present occasion, because I am under the necessity of saying that I present myself before you totally unprepared to address you in that manner which you have certainly a right to expect from the announcement made in connection with this opening ceremony. When the Rev Superintendent of Education spoke to me in Quebec two or three weeks ago, upon the subject, I had an idea that I should be called upon to do more than to move a resolution. He then stated to me that this building was to be opened, and was kind enough to invite me to take a part in the proceedings. I felt not only from the interest I have taken in Common School Education, but from the position which I occupy, that it was my duty to avail myself of the opportunity of being present at such a ceremony. I feel that it is the duty of members of the Government to endeavor to be present upon occasions like this, and I only regret that since I have been a member of the Government, I have been so seldom able to avail myself of meetings of a similar character to the present. The responsibility of my want of preparation must rest with the Rev Superintendent, but I have not the slightest doubt that he will be able to give a full explanation of the system which will be presented here, and I am sure no one is more capable than he to give such an explanation. My own remarks will be brief indeed, for since my arrival in town it has been impossible for me to arrange my thoughts upon the subject. As my worthy friend the Chairman has just now have taken an interest in the various bills which have been introduced upon the subject of Education. I may say with regard to this as well as to our Municipal and our assessment laws, and other great measures, I am one of those who think that we cannot arrive at

perfection at first. It requires the practical experience of the people themselves in the working out these systems before we can reach anything like perfection. All the various measures introduced upon the subject of Common School Education, have been improvements upon the means as that have preceded them (Applause.) and I certainly think that the friends of the system of Education which has prevailed in this Province must feel proud upon the present occasion, for this is a great triumph to their principles this evening. There has been a great deal of opposition to anything like a system of education, from persons who have not given so much attention to the subject as those who have matured this measure. There has been much alarm expressed by many people that there was too great a system of centralization aimed at, and a great deal of opposition has been manifested in consequence. I have never been an advocate for the system of centralization, but I believe our system has been managed in such a way that no offence can be taken at it. It has been worked in such a way as to give advice rather than to coerce the people. A great deal of power has been left with the people, and the Chief Superintendent has rather endeavored by moral influence to induce the people to adopt the same system of education, and the same school books, &c., that there might be as uniform a system as possible throughout the country. (Applause.) It is impossible without central organization of this kind, that the necessary statistics can be obtained, or a correct view given of an educational system, and I believe a great deal of good must result from the obtaining of these statistics.—With regard to this institution so far, it has been most successfully conducted, and I feel bound to say that we must attribute all the merit of that success to the Rev. gentleman who has been at the head of our Common School system. (Great applause.) It is only due to that Rev. gentleman that I should take this public opportunity of saying, that since I have been a member of the Government, I have never met one individual who has displayed more zeal, or more devotion to the duties he has been called upon to discharge, than that Rev. gentleman. (Great applause.) A good deal of opposition has been manifested, both in and out of Parliament, to this institution, and a good deal of jealousy exists with regard to its having been established in the City of Toronto. I can speak from my own experience as to the difficulties experienced in obtaining the co-operation of Parliament, to have the necessary funds provided for the purpose of erecting this building. I will say, however, that there never was an institution in which the people have more confidence than the funds were well applied than in this institution. There is but one feeling that pervades the minds of all those who have seen the manner in which this scheme has been worked out. In regard to the school itself, the site has been well chosen, the buildings have been erected in a most permanent manner, and without any thing like extravagance, and I have no doubt, there will be no difficulty in obtaining the additional Parliamentary aid necessary to finish them. I feel, Ladies and Gentlemen, that I must again apologize for the total want of preparation. The hon. gentleman sat down amidst applause.

Dr. McCAUL said, in addressing a few observations he would follow the example set by the hon. gentleman who had just sat down, as far as brevity is concerned, not merely because it was desirable after the address already given but because no intimation had been given him until a short time since that it was expected he should appear before them. He would commence on this occasion by congratulating the Chief Superintendent of Education the members of the Council of Public Instruction and all connected with Toronto, on the success which has attended their exertions. The building itself is a credit to the city, and to the architect, and as we look around upon this beautiful theatre, and bear in mind the commodious arrangements which have been made throughout every part of the buildings, we cannot but feel satisfied that the remark has been well made by the Inspector General, — that you can find no instance in which a sum of money has been better employed than in the erection of this pile of buildings, whose inauguration we are now celebrating. But what, he would ask, is the chief thing which

given interest to this meeting? It is not the pile of buildings, not the rooms, however highly finished and provided with all the advantages for the successful carrying on of instruction, — it is the work that is to be carried on, and this alone, — a work second in importance to none in the province, for it impresses its holy influence on all successive generations. — Education impresses its stamp not only for the time but continues indelible from one generation to another, — so that whatever be the impress on the national character of Canada, it will be traced to that system of instruction brought forward in 1841 and spread throughout the country by the agency of this Normal School. This work refers not merely to preparing teachers, by giving them the necessary literary and scientific qualifications, but also in its teaching them — a most important distinction. Because, in the experience of those best acquainted with this subject, it is not the best scholar, not the man of the greatest information that is best qualified to communicate it. It frequently happens that those who have the highest qualifications are the least qualified to be effective teachers — hence the necessity of the Normal School with its drill and discipline. It is truly said that the aptitude to teach is the gift of nature, yet nature's gifts are rendered more available by discipline, and the ability to communicate knowledge, it derives polish often from the discipline applied to it in a Normal School. How important is that teachers should be prepared for the work upon which such immense consequences depend, and if they are well qualified it must raise the character of teachers individually and of the profession generally. He conceived that there was not previously that attention paid to the importance and to the dignity of the teacher that should have been paid. In other respects how carefully do people act, and yet persons would trust their children, whose happiness here and hereafter were dependent on their teaching, with persons whose competence for the task they took no trouble to ascertain, and to whom they would not give even a sufficient remuneration. These things have happily been remedied [Applause.] Of what consequence to the community is this wide diffusion of knowledge? What influence will the spread of education have in elevating the tastes and in repressing low and debasing habits? And Oh! how many are there who if they had but the avenues of enjoyment opened up to them which education presents, would not have so easily fallen into the debased and grovelling habits which have ruined them selves and their families. But in another respect too the diffusion of education must exercise a most important interest throughout the country. We live in times when the tendency is to a diffusion throughout the masses, of a greater amount of political privilege than has hitherto been usual. The times exist when the majority of the people must exercise political privileges, [Applause.] and if so, of what immense importance is it that the masses should be educated — that they should be placed in such a position that they should know their independence and understand their rights — that they should possess that power which education can alone give of protecting themselves against religious and political impostors. The learned Chief Justice has referred to the advantages which we enjoy under our form of government. Of what consequence that the people should be able to show that they maintain their allegiance to the British Crown, and their adherence to the limited monarchy under which we at present live, not through any antiquated prejudices, but because with the choice of another form of government on the opposite side — and I underline not the advantages of that system, for there are many things we might safely imitate — but from the conviction that under a limited monarchy such as that of England, they can enjoy all real advantages and all real individual liberty for themselves and for their children, that under it they can have happiness here, and the means and opportunity of preparing themselves for happiness hereafter. (Great applause.) So far as he had spoken, (he said,) he had referred to the diffusion of intellectual and moral education. There is one important element which he would briefly notice, with reference to religious education. His Lordship the Chief Justice touched upon it slightly and delicately,

and with that caution which the delicacy of the subject required, and that skill which characterizes everything which falls from that learned gentleman. (Applause.) In referring to the subject, he (Dr. McCaul) had no hesitation in expressing his opinion that one of the features connected with the Normal School which he most admired was, that provision is made for religious instruction. [Applause.] The difficulties of this question arise from the diversity of opinions in the Province on such subjects. He had ever feared that the man who most conscientiously held his own opinions will yield the most readily to the conscientious scruples of his neighbour, and no man is more likely to offend his neighbour than the man who does not hold his opinions conscientiously. How, then, in such circumstances, is religious education to be conducted? Not by the omission of religious teaching. Some persons believe that no system of education ought to prevail in which the persons who carry it on do not communicate religious instruction. Others believe that secular education might be communicated by one party, and that religious instruction should be given by others whose province it is to communicate such instruction. One point is of consequence, and he thought it is often lost sight of — that it, in whatever way this is to be accomplished, whether the religious instruction is to be given by the same persons who teach the secular subjects or not, there is no party whatever, whose opinion is worth listening to, that does not believe that religious instruction is indispensable in some way. There may be some that press one view, some the other view, but we have not yet, thank God! reached the point of division, with religious instruction, and so thought it of the greatest importance that this scheme is based on the union of religious with secular education. When he considered the advances already made in Common School education in this Province, and the number of competent teachers sent out from the Normal School, he could not but feel that there was a prospect of the realization of that hope he had long entertained, that there yet would be a time in this Province when it regarded as perfection in the system of public education under public grants. He conceived that means would be provided by the public funds to enable the successful but indigent scholar to pass through the successive stages of education until he reached his profession, and there developed the talents which God has given him. (Great applause.) This he conceived it to be the perfection of national education — that which places the humblest man in so far as his children is concerned, in a position equal to that of the man of the greatest means. They all knew many who late sprung from that class, who have done honour to England and he doubted not that ere his own eyes were closed, he would see many grace the highest stations in the Province who have been originally educated at the Common Schools by the public funds — who have proceeded from the Common School, where they received free education, to the Grammar School, and from that to the University, where, by means of the scholarships provided by that institution, they might qualify themselves for a successful professional career, and by their own ability and their own industry, with the blessing of the Almighty, enrol themselves as members of that aristocracy of talent and learning, which, though it derives no borrowed light from ancestral honour or hereditary wealth, yet shines with the purer and brighter beams which emanate from the self-reliance and independence that characterise the man who is the maker of his own fortune.

Dr. RYAN rose amidst applause. He said it was not his intention to make any observations on the present occasion. He felt that it was the duty of others to speak, and it was the province of the Council to present the result of their joint labours. But as allusions have been made to himself personally, which lay him under deep obligations, which embarrassed him most deeply, in the attempt to make any observations, and of which he felt himself entirely unworthy, and which cannot otherwise than afford the most grateful feelings of the heart that his humble exertions are so highly approved by those whose good opinion is worth his highest ambition to deserve, he felt called upon to make a few explanatory remarks. The Inspector General has observed that he understood that certain resolutions were to be proposed, and that all



that he was expected to do was to move or to second one of these. That idea was suggested, but first thoughts are not always best, and when they endeavored to reduce the idea to practice, they found it impossible to put the resolutions into the hands of those gentlemen whom they most desired to address the assemblage, unless they brought some expression of praise to the Council. They therefore endeavored to ask certain gentlemen to address the assembly, leaving them to offer such remarks as might best agree with their own feelings and judgment, or to their own conception of the occasion. He thought this course had been found most appropriate, and although it has imposed upon the Inspector General a difficulty he did not anticipate, yet he thought they would all agree that whether prepared or not, whether he had time or opportunity to prepare himself for the present occasion, or whatever the circumstances in which he comes before the public he comes as a man of business, ready for the work assigned to him. The business character of the observations made by the Inspector General had given them a great value which any mere retirement or longer opportunity to prepare would not have enhanced. He felt a degree of disappointment that one or two gentlemen whose names were publicly announced, were absent. He had an engagement that if health permitted Sir Allan Macnab would be present to take part in the public proceedings, and as he had not arrived this afternoon, he (Dr. R.) was painfully apprehensive that indisposition which has deprived us of his presence, and observations. Although thus sustaining a loss, they had acquired a gain which they all would deeply appreciate, and which he more highly appreciated from the cordiality with which they had received the present address from the President of the Toronto University, Dr. McCaul. He would only further add in regard to matters of detail that they had found it impossible from the limited accommodation of the theatre to afford seats for all who desired to be present; but although they had not been able to accommodate all, they had done the best they could. (Applause) — This institution stands forth as in some respects the personification, or the mainspring of that system of public instruction, which has extended its ramifications throughout every part of the Province, and he thought the results at which they had arrived would justify the delay which has occurred in the commencement of the buildings. Though he had given as much attention to this subject as ordinary persons yet when this task was assigned him, he felt most entirely unprepared to incur the responsibility without further observations, further enquiries, and further investigation, and he was satisfied that but for those previous enquiries, they would never have arrived at their present position. The erection of this building alone is a sufficient justification of the course which has been pursued. Had he not visited the various Normal Schools both in Europe and America, he could not have formed a proper conception of the adjustment of the various parts and the proper arrangements in a structure of this description. The expenditure, which has been incurred, is a sufficient illustration. He understood from a gentleman recently from New Brunswick, that the Legislature there had appropriated £30,000 for the erection of a Provincial Normal School. This sum has been expended and this building does not in the slightest degree compare with those which have been erected for little more than half that sum. This arose from the careful preliminary enquiries which had been made and the very saving of that sum is a sufficient justification for the delay, and he would say farther that they never would have attained to this proficiency had it not been for the clear, comprehensive, and quick conceptions which are characteristic of the intellect of the architect of this building. He (Dr. R.) only found it necessary from time to time, in submitting the details to tell him what he wanted, when his acute mind instantly seized it, and suggested some convenient mode of carrying it into effect. He felt himself under the greatest obligations to the ability and generous co-operation that he had received from Mr. Cumberland, the architect of the building—a building which will stand as a lasting monument of his taste and skill, as well as of the liberality of the Legislature which made the grant for its establish-

ment. [Applause.] Allusion has been made by the chairman to the establishment of a system of public instruction. The first bill was introduced by the chairman himself. Another bill was introduced two years afterwards by the Inspector General, and subsequently another prepared in 1846 was merely a perfection of that, and the present law is an improved conception of all the previous. The first law however has not been changed, but the subsequent bills have been merely supplying deficiencies which the progress of the system rendered necessary. While the Inspector General had been pleased to refer in a complimentary manner to himself [Dr. R.] he had much pleasure in saying that although he had more to do with the Inspector General than with any other public man, yet he had never found him refuse any proposition that was fairly submitted to him, and reasons satisfactorily explained. He would say that from the time he first took charge of this department he had made various applications for pecuniary aid and he had never yet been refused one single recommendation, he had never been denied a thing he had asked from the Legislature. He had been assisted in every possible way and to the utmost extent, that each successive government was able to assist him. In regard to the estimate originally made for the establishment of a Normal School, and submitted to the Legislature by Mr. Draper, it was intended merely as an experiment. Mr. Merritt said it was entirely too small for the purpose proposed and Mr. Baldwin rose in his place and stated that the sum of £1,500 was altogether too little. But the Attorney General said that the estimate had been made and he was not prepared to ask a larger sum. The Normal School up to the present time has been carried on at the original estimate made for its support. We have acted upon a small scale at first that the country might see the adaptation of the system, that upon that ground we might come at a future day and ask for a further appropriation. That period has arrived. We feel it necessary to say that in the new buildings we shall require a larger sum for its annual support than we have received heretofore, and he was prepared to meet this. There are some who are in the habit of instituting invidious comparisons between Upper Canada and the United States, but he was prepared to meet these persons, and would say that we are prepared to carry on the Normal School in Upper Canada to an extent, and with a comprehensiveness of instruction far beyond that which exists in the neighboring State of New York, and at a much less expense. The Legislature of New York has appropriated \$10,000 for the support of their Normal School. That includes 90 pupils in the experimental school and two weeks practice of teaching. The school is built in one of the streets of Albany, and surrounded by no grounds whatever. We have grounds to the extent of several acres. We have an acre and a half for a botanical garden, half an acre for an experimental vegetable garden, we have a model school with from 400 to 600 pupils.— We are prepared to teach as large a number of pupils as in the school at Albany, and we have as large a number at the present time, and we have had 140 applications within the last week. We are prepared to conduct all these operations \$2000 a year less than they conduct the school at Albany without these advantages. He would say that the only instance in which there has been an excess of expenditure beyond the original grant is in the erection of this building. When you look at the extent of it, and go through the ample school rooms in connexion with it, and consider that the ground has been levelled and drained, and the entire building completed and furnished for £17,200, he thought every one would say that there is not perhaps so cheap a building on the whole continent of North America. He had stated that there was in connexion with this institution grounds to illustrate the whole course of instruction given in the school by the operations carried on in the neighbourhood of the building. Every one will appreciate the additional advantages young persons will have in going forth to various parts of the country, so far acquainted with botany and with the elements of Agriculture, as to afford useful and entertaining conversation to the agriculturists among whom they may associate. The tastes and feelings and social advantages of the country will be advanced by

examples of this kind. There is not an institution in North America in which these accomplishments are connected with any Normal School, although every writer on the subject has spoken of the great advantages that would result from such accomplishments. These subjects have been carefully considered, and have been reduced to practice, and we shall be able to carry them into effect by the small addition of £500 to which he had referred. He had seen it remarked in a paper of this city published this morning, that the Normal School has not accomplished the object aimed at. That remark has been made in the absence of information, in the absence of evidence, and in contradiction of existing fact. The Dr. here referred to for a refutation of the rash and unfounded statement, to the appendix of the last annual report. He referred also to the great demand made for teachers from the Normal School. He alluded to the improvements in text books and other things, and said that he could not have accomplished so much except for the valuable assistance received from those associated with him in the Council of Public Instruction. He did not therefore take the credit to himself, but wished to divide it with those who by a gracious providence had been associated with him. He said allusion had been made to the religious question. That question he would not shrink from. He had avowed from the beginning that he thought every system of education worthless which did not recognize the Christian religion as the basis of all dignity and honor. [Great applause.] He would be the last to support an institution of this kind did it not include a provision for religious instruction, and he would appeal to the past as a proof that the young people have felt themselves much improved in their religious feelings as in their intellectual qualifications. For this they are indebted to the clergyman of the several persuasions with which they are connected. The principle adopted is to ascertain the particular denomination to which each pupil belongs, and to refer to each clergyman the names of all those who have entered belonging to his denomination, and to whom he is expected to superintend. The clergyman attends every Friday afternoon to examine the religious instruction to those under his respective charge, and those students are also required to attend at least once every Sabbath the church to which they belong, and strict inquiries are made in regard to their attendance as to every other exercise. A doubt had been expressed by some, that clergymen would not attend to that duty, but experience has shown that there is no doubt is without foundation. That duty had been readily and voluntarily attended to, and he would state that the religious improvement of the young people has been, he believed, equal to their intellectual improvement, so that they had gone forth to their work with stronger religious feelings, as well as higher literary and scientific qualifications. While, therefore, there is not a tinge of sectarianism in our system, we do recognize religious instruction as an essential element in our Normal School instruction. We have no sectarianism mingled with it, however. There is no religious instruction given unless by the ministers of the several persuasions, and it is, therefore, to the acts we are to look for the religious education of our teachers, as well as for the salvation of our country, and to repudiate instruction by the different religious denominations is an avowal of infidelity. He had, therefore, no reserve on this point in regard to the Normal School. The same principle lies at the foundation of the whole religion of the country. The clergy of the country are the proper instructors of the youth of their respective persuasions, and he thought, all would agree with him that it is the duty of each of these persuasions to provide for the religious instruction of its young. That is the basis, the general principle, and the philosophy of our system of elementary education in this country; and we do not from its being anything like an infidel system, we do not avoid Christianity as the basis of our system, and God forbid that any other principle should obtain in this country. He would only add, that during his connexion with this institution, he felt himself under the greatest obligation to those connected with him in the Council of Public Instruction. His most earnest desire was that the institution, the opening of which they were now celebrating, may send forth to various parts of the country a class of teachers to

which he would be proud to look. The Dr. then complimented the Chief Justice very highly, and expressed the hope that he would be long spared to bless the country with his talents. The happy results they had reached would not (he said) have been attained, however, without the assistance of able masters, especially of the amiable and talented head-master of the Normal School. [Applause.] For any superior ability that the teachers may possess, or for any skill they may manifest in their various schools, they are indebted, not to him (Dr. R.), not to any of the members of the Council of Public Instruction, but to the Masters of the Normal School. The selection had been fortunate, and he thought that the arrangements made for the time to come will make the system even more efficient than hitherto. The Dr. alluded to the jealousy which existed as to the system of centralization and said that in no State of the Union had the Superintendent of Education so little power as he personally had. As regards the location of the buildings, it was evident that they must be somewhere, and the same objection might be taken to any place that was taken to their being located in Toronto. The Dr., in conclusion, alluded to the claim which the Normal School had upon the Corporation for sidewalks and a proper approach to the school. He was surprised to see that some gentleman had stood up in the Council and said that the Normal School should make their own sidewalks. He trusted the City fathers would not be guided by such miserable philosophy. It would be easy, he said, to meet this expense by making the charge 2s 6d a week instead of 7d, then the school would be self-supporting; but he had no doubt the authorities would do their part of the work. The rev. gentleman sat down amidst great applause.

The Rev. Mr. Jennings pronounced the benediction, and the proceedings terminated.

## CANADIAN FAMILY HERALD.

TORONTO, C. W., NOVEMBER, 27, 1852.

### THE EMPIRE OF JAPAN.

We had brought our English pilot back to his old Dutch friends; but they soon dispersed themselves upon the island. He, however, grew in favour with the Emperor, and after a few years we find him building a small ship for him of about eighty tons burden, with which the Emperor was so well pleased that he gave Adams many presents. He also became tutor to the Emperor, and taught him Geometry and Mathematics. At the end of five years, Adams, who it will be remembered left a wife and family in London, was very desirous to be allowed to return to his own country, but the Emperor could not spare so useful a man from his dominions. In the first vessel which he built he made some coasting voyages with Japanese sailors, and then he built for the Emperor another vessel of 120 tons burden, and in this one made a voyage from Misao to the Bay of Jeddo, the Capital of the Empire.

About this time he wrote two letters, one to his wife, and one to his "unknown friends and countrymen," thinking that somehow or other his friends might understand that he was still in life. In one part he says;

"Therefore my desire is that my wife and two children may somehow learn that I am here in Japan. My wife is in a manner a widow, and my children fatherless; which thing only is my greatest grief of heart and conscience."

As "possessed of some presentiment of the importance to which England was destined to rise, he thus boasts of his acquaintance in London,—

"I am a man," says Adams, "not unknown in Ratcliffe and Limehouse, I am well known to my

good master, Nicholas Digging, and Mr. Thomas Best, and Mr. Nicholas Isaac, and Mr. William Isaac, also to Mr. William Jones, and Mr. Hecket. Therefore, should this letter ever come to any of their hands, or the copy of this letter, I know that the good company's mercy is such that my friends and kindred shall have news that I am yet in this vale of my sinful pilgrimage; the which thing, again and again, I do desire for Jesus's sake."

And again in giving an outline of his condition in life, he says—

"Now for my service which I have done, and daily do, being employed in the Emperor's service. He hath given me a living like unto a lordship in England, with eighty or ninety husbandmen, who are as my servants and slaves. The precedent was never done before. This God hath provided for me, after my great misery, to his name be praise forever, amen. Now whether I shall come out of this land I know not. Until this present year, there hath been no means; but now through the trade of the Hollanders, there may be means."

The means to which Adams here refers, was the trade which had just been opened up with Holland by his own negotiations. In 1609 two ships came from Holland, and by the intercession of Adams with the Emperor, they received a license to trade with Japan, so that to the intercession of an Englishman the Dutch are indebted for the opening of that trade which has continued exclusively their own from that time. They agreed to send a ship once a year; but they failed in 1610, and in 1611 their ship arrived with cloth, lead, elephant's teeth, damask, black taffeta, raw silks, pepper, and other commodities, and it was well received. From these Dutchmen, Adams learned that the English had made a settlement in the East Indies in 1608, and were driving a fair trade there. Adams conjectured that by means of some of these Englishmen, he might send intelligence to his family, and here we have, at the conclusion of one of his letters, his reason for writing:

"I am constrained to write, hoping that by one means or another, in process of time, I shall hear of my wife and dear children: and so with patience await the good-will and pleasure of God Almighty, desiring all those to whom this my letter may come, to use the means to acquaint my good friends with it, that so my wife and children may hear of me; by which means there may be hope that I may see my wife and children before my death; the which the Lord grant, to his glory and my comfort. Amen."

The Dutch having thus opened a trade with Japan, built a small factory near Firando; but the Portuguese, who endeavored to prevent its establishment, set to work to accomplish its destruction. There was an irreconcilable hatred between the two nations, caused by a difference of creed. While the Portuguese looked upon the Dutch as "vile Lutherans schismatics and accursed heretics; the Dutch were not slow to retort, by calling the Portuguese worshippers of wood and rotten bones, lying papists, and foul idolaters." Such being the diversity of feeling, anything like harmony was not to be expected, so that a persecution very speedily commenced.— Sometimes one party had the favour of the natives, and sometimes the other; but the result was as formerly stated. In 1637 an imperial proclamation was issued decreeing that "the whole race of Portuguese with their mothers, nurses, and whatever belongs to them shall be banished forever. That no Japanese ship or boat, or any native of Japan, should henceforth presume to quit the country under pain of forfeiture and death; that any Japanese returning from a foreign country should be put to death; that

no nobleman or soldier should be suffered to purchase anything of a foreigner. A reward was offered for the discovery of every padre or priest and also for the discovery of every native who had embraced the Portuguese religion. Thus the Portuguese lost their profitable trade with Japan, and were totally expelled the country before the close of the year 1639. They, as a natural consequence accused the Dutch for this discomfiture, and certainly the hostile attitude which the Dutch assumed towards the converted Japanese cannot be reconciled with any standard either of religion or morality. But they too reaped the reward of their mean compliance. Macfarlane says\* that the chief cause of the persecution was the families and dissensions which broke out amongst the monastic orders in the East. "The politic, wary and accomplished Jesuits were soon far out-numbered by a host of Franciscan, Dominican, Augustine, and other friars, of more zeal than discretion, who flocked in from Goa, Malacca, Macao, and other Portuguese settlements, and who, instead of conciliating the Government and the people, set their laws and usages at defiance.

## Obituary Notice.

REV. WILLIAM KIDSTON D. D.

The demise of this venerable person, the Father of the United Presbyterian Synod, took place at Ibroxholm, near Glasgow, on the 24th ultimo. Dr. Kidston was in the 85th year of his age, and 63rd of his ministry, having been ordained at Kennoway, in Fifeshire, on the 18th of August, 1790. He was born at Skew in Mid-Lothian, where his father was minister of the secession congregation during the period of nearly 50 years. After receiving a grammar school education he passed through the usual literary and philosophical curriculum in the University of Edinburgh, and subsequently studied Theology, under the excellent Dr. Lawson, Professor of Divinity to the Associate [Barrgher] Synod. Though a very young man at the time of his licence, he was greatly esteemed as a Preacher, and speedily received two calls, one from the newly erected congregation of Campbell Street, Glasgow, — the other from Kennoway. About a year after his settlement in the latter place, he received a second invitation to Campbell Street to which he was shortly translated, and in which he continued Minister till the time of his death. He was a person of remarkably acute, active and vigorous mind, largely endowed with wisdom and piety, and continued throughout his long career an eminently instructive, edifying and acceptable preacher. His general deportment was in the highest degree correct and exemplary. In domestic and relative life he was exceedingly affectionate and amiable, and the lively interest he took in passing events, his fund of information, and his store of anecdotes, together with his friendly and obliging disposition, rendered him a most agreeable companion. Animated with zeal in the cause of religion and humanity, and possessing no ordinary measure of business-talent, he was a leading and useful member of most of the Societies for benevolent and pious purposes in Glasgow. He also officiated for a long time as clerk to the Presbytery of Glasgow, and to the Associate Synod prior to the

Velox of Borchers and Anti-Borchers in 1820, and subsequently to that suspicious event, he continued to hold the same office in the United Secession Synod; and by his prudence and sagacity contributed greatly to the peace and prosperity of the body. It was rather remarkable that the Associate Session of Stow furnished the Clerks both of the United Secession Synod and also of the General Assembly of the Church of Scotland, the very Rev. Principal Lee, Clerk of Assembly, being the son of a most excellent Elder of Mr. Kidston, Senior. It was further noticeable that the Assistant Clerk of Assembly, the Rev. Dr. Simpson of Kirk Newton, is the son of another Secession Elder, and was, like Dr. Lee, a student of Divinity under Dr. Lawson at Selkirk.

Dr. Kidston lived in a period remarkably eventful and witnessed changes in social, civil and ecclesiastical affairs for more extensive and important than have taken place during many periods three or four times the length of his long life. He was always ready to hail progression, and kept pace with the age. Glasgow doubled itself we know not how many times during his residence there. Most of his original fellow-citizens preceded him to the grave. Doctor Wardlaw himself, now probably the oldest Minister in Glasgow, was at the time of Doctor Kidston's settlement, a youth connected with Campbell Street congregation. At that time, and for thirty years thereafter, the denomination to which Dr. K. belonged had just one congregation besides his own in Glasgow; he lived to see that denomination become, by accessions and repeated unions, the largest and most influential body, in by far the most populous and wealthy city in Scotland. I have learnt no particulars respecting his death. I called upon him at his villa in the end of May, and found him most appropriately seated at a table, on which there lay a quarto Bible. He was then in entire possession of his faculties, talked with his usual jocular vivacity, and made many kindly enquiries about our common birth-place and the descendants of its old world inhabitants. I shall be exceedingly disappointed if it do not prove true that his latter end was peace.

The oldest Minister of the United Presbyterian Church now, is the Rev. Dr. Jamieson, of Scone, near Perth, who was ordained March 16th, 1791. He was regularly officiating a few months ago, and then commenced his annual course of family-visitation, which, however, he told his congregations would be his last.

Literary Notices.

THE ART JOURNAL—November. London and New York, G. Virtue & Son; Toronto, Hugh Rodgers. The November number of this beautifully illustrated serial contains a great variety of interesting information in Art and Science, well worthy of our attentive perusal. The Illustrations are: The Council of Horseburg, engraved by T. S. Prior, from the picture by J. Ward, R.A., in the Vernon Gallery; The Farm-Yard, engraved by J. Godfrey, from the Picture by T. S. Cooper, A.R.A., in the Vernon Gallery; The Bashful Beggar—engraved by W. H. Mole, from the statue by M. Gandelphi. It is unnecessary to say that these are executed in the highest style of the art. The Farm-Yard is a homely, pleasing scene, finely

diversified, and admirably brought out. In the Council of Horseburg we have a fine variety of character, from the slim-jointed hunter to the heavy dray-horse, assembled in mute consultation. The animals are well drawn, and carefully grouped. One striking circumstance connected with this picture is the fact that Mr. Ward painted it at eighty years of age with his mental faculties still clear and vigorous, his eye yet undimmed, and his hand steady at its labour. He exhibited it at the Royal Academy in 1849. The subject is taken from Gay's well-known fable. The Bashful Beggar is a curiosity of Italian art, displaying more the artistic genius of the sculptor than eliciting the lofty feelings which sculpture should call forth. The criticism of the Journal is very judicious as regards the disposition and adjustment of the drapery. "The drapery of the mother is too much cut up in its numerous lines and folds, whereby the eye is disturbed and the effect becomes confused." We have in this number an obituary notice of Mr. James Fillans, the celebrated Scotch sculptor. Mr. Fillans was a native of Lanarkshire, and served an apprenticeship as a stone mason in Paisley. He had a considerable reputation in Scotland and in London. The finest example of portrait sculpture from his chisel is the noble bust of Professor Wilson, the great Christopher North. This bust is universally admitted, and sealed the fame of the artist. An attack of rheumatic fever cut him off in the forty-fourth year of his age. An obituary is also given of the great A. N. W. Pugin, the architect, and of Mr. William Finden, a celebrated engraver. These notices we shall give at length in next number.

THE MAPLE LEAF—July, August, September, October. Montreal, R. W. Lay. Toronto, Charles Fletcher.

We have not before introduced the Maple Leaf to our readers, and may therefore say that it is a work in size and aim similar to the pretty little Snow Drop, which was previously published by Mr. Lay, now by Mr. Armour, of Montreal. We doubted the philosophy of starting a rival to the Snow Drop at the time the Maple Leaf was projected, only out of respect to the talented and amiable editors of that interesting miscellany. But the attempt was made, and Mr. Lay has produced a tasteful and interesting little Monthly. It is very appropriately illustrated, and the selections are well calculated to please the class of readers for which the work is produced. We trust that Mr. Lay will find the speculation successful. Mr. Fletcher has got a full supply of the back numbers.

GEMS.

MORAL AND PHYSICAL FORCE.—By a beautiful arrangement of Him, who out of evil still educes good, the right of using the moral instruments of coercion has not been confined to any particular man, or any body of men in society, but has been conferred on all men individually and indiscriminately. Whence it happens that every manifestation of wrong, every outbreak of vice, is the cause (occasionally) of many triumphs of virtue, for multitudes flock, as it were, to the rescue; and the moral discipline which their minds go through, while healing the wound that society has received, and coercing its vicious author, sharpens their sense of right, exalts their ideas of duty, and leaves them every way better than it found them. Hence, to a fanciful view, vice in the world seems like a man walking through a field of flowers, where every step forces out of the fair things it treads

on, a fresh stream of fragrance. But while coercion, so far as it is merely mental or moral, is thus fullest of utilities when individuals, in the largest numbers, are engaged in administering it, the very reverse holds good of that coercion whose weapon is Physical Force. It would evidently aggravate the mischief if it is designed to mend, and would, indeed, throw the whole world into tumult, and even if the offenders who fall under the discipline of the Physical Power were amenable to the individual physical, as they are to the individual moral, coercion, of all who saw or knew of their offences. A distinction is necessary. The same expediency which invites a multitude to the latter office, requires that the former shall reside in one person alone. One hand only must wield the physical weapon, and hence the reason why the species of coercion of which Force is the instrument, is entrusted to bodies politic; and why they alone are entitled to act for society in this great department of its coercive function.—A. C. Dick, Esquire, on the Nature and Office of the State.

Biographical Calendar.

	A. D.	
Nov. 28	1530	Cardinal Wolsey, died.
	1667	Jean de Thovonet, died.
	1851	Mr. Polesnitz, died.
" 29	1551	Sir Philip Sidney born.
	1627	John Hay, born.
	1682	Prince Rupert, died.
	1780	Empress Maria Theresa, died.
" 30	1634	John Holden, died.
	1667	Dean Swift, born.
	1750	Marshal Saxe, died.
Dec. 1	1798	Rev. Albert Barnes, born.
	1823	Alexander J. Carr of Russia, died.
" 2	1726	Admiral Lord Hood, died.
" 3	1552	St. Francis Xavier, died.
	1594	Gerald Abington, died.
	1766	Robert Bloomfield, born.
	1825	Belzoni, died.
" 4	1642	Cardinal Richelieu, died.
	1679	Thomas Hobbes, died.
	1836	Richard Westall, died.

Thomas Wolsey, a celebrated cardinal and minister of state under Henry VIII, was the son of a butcher at Ipswich in Suffolk, and born in 1471. After finishing his education at Oxford, he became tutor to the sons of the Marquis of Dorset; and was subsequently domestic chaplain to the archbishop of Canterbury. On going to Court he gained the favour of Henry VIII, who sent him on an embassy to the Emperor, and on his return made him dean of Lincoln. Henry VIII gave him the living of Torrington, in Devon, and afterwards appointed him registrar of the garter, and canon of Windsor. He next obtained the see of Lincoln, York, and, attending the king to Tournay, in France, was made bishop of that city. In 1514 he was advanced to the see of Lincoln, and the year following to the archbishopric of York. Insatiable in the pursuit of emolument he obtained the administration of the see of Bath and Wells, and the temporalities of the abbey of St. Albans, soon after which he enjoyed in succession the rich bishoprics of Durham and Winchester. By these means his revenues were equalled to those of the crown, part of which he expended in pomp and ostentation, and part in laudable munificence for the advancement of learning. He founded several lectures at Oxford, where he also erected the college of Christ Church and built a palace at Hampton Court, which he presented to the king. He was at this time at the zenith of his power, and had complete ascendancy over the mind of Henry, who made him Lord Chancellor, and obtained for him a cardinalship. He was also nominated the Pope's legate; but having given offence to the king, by not promoting his divorce, he fell into disgrace, and his property was confiscated. In 1530 he was apprehended at York, but was taken ill and died on his way to London, exclaiming "Had I but served my God as faithfully as I have served my king, he would not have given me over in my grey hairs."—Aluquii.



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TESTIMONIALS:

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GENTLEMEN.—We have tested the Sample Bottle, with which you favored us, of your "Compound Chamomile Cordial," and find it as you describe, fragrant and agreeable to the palate, and consider it an excellent Preparation for the use of the valuable Tonic Properties of the Flowers of Chamomile.

We are, &c., GEORGE HERRICK, M.D. JOHN KING, M.D.

77 Hay Street, Toronto, June 27, 1852.

GENTLEMEN.—I duly received and have tested the sample of Compound Chamomile Cordial, which you sent me.

Aware of the manner in which you prepare it, and of the nature and quality of the ingredients which you employ in its manufacture, I cannot object to express to you in my writing my opinion of it, which I should not hesitate to do under similar circumstances.

I consider it a very elegant Pharmaceutical Preparation, unacceptable being made exceedingly useful in a dietetical as well as therapeutic point of view. It will serve as an excellent substitute for much of the trash which is purchased as Wine for the use of invalids, and will also prove an excellent medium for the agreeable conveyance of tonics, which, without some adulteration, are often rejected against and rejected by the stomach.

I am, Gentlemen, Yours, &c.,

FRANCIS BADGLEY, M. D.

Messrs. REXFORD & Co.

Hamilton, July 2nd, 1852.

Messrs. REXFORD & Co.,

GENTLEMEN.—I duly received and have tried the Sample of "Compound Chamomile Cordial" which you sent me. I consider it a very elegant Preparation, and useful in all cases where a mild Tonic is required, more especially in cases of Dyspepsia, and the weakness of the Stomach, it being very agreeable to taste, can be taken by any one.

I am, &c., THOMAS DUGAN, Surgeon.

London, C.W., June 18th, 1852.

Messrs. REXFORD & Co.,

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I am, Yours, &c., GEORGE HOLME, Surgeon.

Messrs. REXFORD & Co. Toronto,

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in the case of your preparation, so successful, that it cannot fail to be a favorite with the public.

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Toronto, January 5th, 1852. C. FLETCHER 6-58

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