

versions, down to Judson's and even later. This is beautifully elucidated in the first translations of the English Bible. Lewis mentions a very ancient version of the four Gospels in the old Saxon, "said to be made by one Alfred, a priest," as early as the year 680. And another most beautiful illustration of this fact is full authenticated in the case of "the venerable Bede," as early as the year 735. That godly man had completed a translation of the Gospels into the Saxon tongue, and was suddenly taken ill as he was revising his work on the Gospel according to John. His amanuensis remarked to him, "There remains but one chapter more." The Bishop replied, "It is easy; take your pen, dip it in ink, and write as fast as you can." He did so, and when just concluding it observed, "Master, but one sentence is wanting." "Write it quick," said the dying translator. "It is done," answered the scribe. Then the venerable man of God said, "Thou hast spoken the truth, it is finished. Lift my head, that, sitting on the holy spot where I loved to pray, I may yet invoke my Father." He was placed on the floor of his cell, where he sung "Glory be to the Father, to the Son, and to the Holy Spirit," and then he breathed out his soul into the bosom of the Author of the four Gospels, before the ink on the last chapter of John was dry.

Christian Messenger.

HALIFAX, MARCH 18, 1863.

The Dalhousie College Bill.

It will be seen by our summary of Parliamentary proceedings that on Tuesday, the 10th inst., the Hon Mr. Howe introduced to the House of Assembly "A Bill for the regulation and support of Dalhousie College." Nothing further than this appears in any of our contemporaries on the subject. We know not why this bill should be allowed to become law, without an expression of opinion from any parties. No member of the house even moved that it be printed, so as to allow those interested to see what is proposed to be done with the large provincial revenues in the hands of the governors of that institution. We are of opinion that whatever is proposed to be done with those funds should be made known, so as to bring out whatever might be required amongst the different bodies it is intended to benefit. We have nevertheless obtained a copy of the Bill for the information of our readers, as follows:

AN ACT FOR THE REGULATION AND SUPPORT OF DALHOUSIE COLLEGE.

Whereas it is expedient to extend the basis on which the said College is established, and to alter the constitution thereof, so as the benefits that may be fairly expected from its invested capital and its central position, may, if possible, be realized, and the design of its original founders as near as may be carried out:

Be it enacted &c as follows. The Board of Governors now appointed consisting of the Hon. William Young, the Honorable Joseph Howe, Charles Tupper, Samuel Leonard Shannon, John W. Ritchie, Andrew Mackinlay, and James F. Avery, Esquires shall be a body politic, and corporate by the name and style of the Governors of Dalhousie College at Halifax, and shall have and exercise all usual powers and authorities as such, and have the title, control and disposition of the Building on the Parade at Halifax, and of the property and funds belonging to the said College and held for the use thereof by the present Governors; and all vacancies at the Board shall be filled up on the recommendation of the remaining members thereof by the Governor in Council.

Whenever any body of christians of any religious persuasion whatsoever shall satisfy the Board that they are in a condition to endow and support one or more Chairs or Professorships in the said college for any branch of literature or science approved of by the Board, such Body on making such endowment to the extent of \$1200 a year shall have a right to nominate a Governor to take his seat at the Board, with the approval of the Board of Governors and of the Governor in Council, and shall also have a right to nominate a Professor for such Chair subject to the approval of the Board of Governors.

The same right of nominating a Professor shall belong to any individual or number of individuals who shall endow to the same extent and support a chair or Professorship, and to the executors of any Testator by whose will a Chair or Professorship may be so endowed.

The Governors shall have power to appoint and to determine the duties and salaries of the President, Professors, Lecturers, Tutors, and other officers of the college, and from time to time to make statutes and bye-laws for the regulation and management thereof and for the examination of students previous to their admission, and shall assemble together as often as they shall think fit and upon such notice as to them shall seem meet for the execution of the trust hereby reposed in them.

The said college shall be deemed and taken to be a University with all the usual and necessary privileges of such institutions and the students shall have liberty and faculty of taking the degrees of bachelor, master and doctor in the several arts and faculties at the appointed times, and shall have liberty within themselves of performing all scholastic exercises for the conferring such degrees and in such manner as shall be directed by the Statutes and Bye-laws. No

religious tests or subscriptions shall be required of the Professors, scholars, graduates, students or officers of the college and all the privileges and advantages thereof shall be open and free to all persons whomsoever without regard to their religious persuasion; and the Governors may appoint as Professors and other Teachers or officers competent persons of any religious persuasion whatsoever.

The Legislature shall have power from time to time to modify and control the powers conferred by this Act.

The Acts heretofore passed in relation to Dalhousie College are hereby repealed.

We presume that the gentlemen whose names are inserted in the Bill have consented to have them there, and that they imagine they will be able to co-operate harmoniously in the work of governing a Provincial University, the appointment of its Professors, &c., &c.

The various attempts and failures in past years to keep this institution in operation, may not daunt the Governors from making another effort. We know not that there are prospects of doing anything more than formerly. We have heard nothing that leads us to think this will have any other fate, except that it may become one of the denominational colleges, for a body not now possessing one and those who have succeeded from that body. The former may have one Chair, whilst the latter might be able to secure two or even three, if the bill be allowed to pass into a law. But whether the Board of Governors will do anything more than make the appointment of Professors rests with the people from whom the students must come. Indeed when we consider the hold the existing Colleges of the province have on those interested in promoting higher education, and the decision that has been given against a government college, and in favor of education in connection with the religious bodies, this movement we think stands the chance of being little else than a large bonus to the denominations that may give it their patronage. There is certainly nothing effectually to prevent, but much to favor its passing eventually into the hands of one religious persuasion.

The bill refers to bodies of "Christians of any religious persuasion." This would appear like a recognition of the denominational principle, and a renunciation of the rule enunciated by the Chairman, previous to its last resuscitation: that no clergyman could be a Professor in Dalhousie College. The addition of the three gentlemen, Messrs. Ritchie, Tupper and Shannon may be supposed to enlist other parties in behalf of the college, beside those hitherto participating in its government. We presume however it is intended rather as an experiment than any thing else.

Passing by the political aspects of the question, the denominational features it presents, and the suitability of the City and the rural districts for young men taking a College course; on each of which much has been said, and much more might be said, we would mention what we think one of the great practical objections and drawbacks to Dalhousie College,—the building is surrounded on three sides by a public street, so that at every passing of a vehicle, it is almost impossible for one to be heard distinctly in its rooms by a dozen persons. On the fourth side is the Grand Parade, so called,—a general rendezvous for idle ragged boys of all colors and ages, who whilst at play seem sensible of no restraints either moral or physical. The experience of all the Professors who have successively come and gone from the almost sinecures they have enjoyed, might, we believe, be brought to shew that this is a very serious objection to Dalhousie College as a place for a large educational establishment.

We have no intention however, at present, of discussing the merits of the measure, but should prefer to learn the opinions of others upon it. The bill is rather clever for its brevity and what it does not say, than for its elaborate details. It allows the Governors to make of the College anything or nothing according to circumstances.

DR. FORRESTER'S REPORT ON EDUCATION.

Further light is thrown on the above bill by the Report of Dr. Forrester on Education which has just been presented to the Legislature. We copy the following epitome of its contents as given by the Legislative Council reporter.

Dr. Forrester contends that the law of graduation is universal, and that in no department is this more conspicuously displayed than in the education of the young, in the internal aspects of which there are three distinct series,—the first, designed to awaken mind, and to beget a thirst for knowledge, with the means and methods of acquiring it; the second, to confer that intellectual and moral information and discipline which is the common basis of all liberal culture,—and the third, to qualify for particular occupations, and especially for the learned professions.

The doctor further observes that for the com-

plete carrying out of these objects we should have the three-fold agency of the School,—the College,—and the University.

It is argued that the primary business of the school is not so much to impart knowledge as to awaken a demand for it, and to furnish the means of meeting that demand,—that if there is no felt want of a thing, no effort will be put forth to get it, but let the demand for knowledge be once created, and gradually, yet surely, will it become the most insatiable and the most delightful of all acquired desires.

It is contended however, that knowledge to be thus self-propagating and propelling, must be possessed of three elements or characteristics:—First, a clear, accurate and intelligent conception of that which is recognized,—Second, a precision such as that the child shall discern just what the proposition amounts to, and how all its elements stand related to one another, so that he can hold the one and the other up before him as a distinct, complete, and practical entity,—Third, a thorough discrimination, or such knowledge as that in passing from one step to another there shall be a fight and firm understanding of the relation between them, and of what the one has to do with the other.

As regards the method of teaching, the grand secret of success consists in constraining the young to examine their own powers.

The Superintendent complains both of the quantity and quality of our present common school education. He fears that even in the case of those who enjoy the advantage of a regular continuous attendance at school, a majority are treated more like machines than thinking, reflecting beings,—that their education instead of consisting of things or realities, is little else than a species of word-mongery,—of verbal symbology. He recommends the revision of the school districts, and states that their reduction by one-third would be a great boon. As regards Scholastic houses he observes that there is scarcely a third of the whole number commodious and in good order, another third is barely passable, and the remaining third literally untenable, save during a few of the hot months in summer. As the only remedy for this, he recommends that school houses should be licensed before any public money is granted to the school, and that where a new school house is needed, it shall be built by assessment on the whole rateable inhabitants of the district.

It appears that the two teachers of the Normal School are willing, without any addition to their income, to devote three out of the four summer months that they are unemployed to the business of School Inspection, on condition that their travelling expenses are defrayed by the Province, which, it is supposed, will not amount to more than \$300.

Dr. Forrester advocates compulsory taxation to a limited extent as the most likely method of awaking a universal interest in the general cause of education.

He contends that it is the duty and interest of every State or Province to institute, patronize, and support to the utmost of its ability a well-equipped University, for the following amongst other reasons: first, because it will exert an extensive and beneficial influence on all the other educational institutions of the land; second because a well-equipped University cannot fail to produce a powerful influence on all the learned professions; third, because a good University will exert a mighty influence on the whole economic welfare of the country.

Dr. Forrester recommends the establishment of Dalhousie College as a Provincial University, and the appointment of a Council of Public Instruction, of which the Superintendent of Education should be a member, and to which he should act as Secretary. The duties of this Council are thus described:—On this Board ought to devolve the whole management of the educational interests of the Province, from the Common School up to the University; to possess and direct the endowment of Dalhousie College; to expend all the money that has been or may be granted in support of the Provincial University, or of the Normal and Model Schools; to make or alter from time to time, with the consent of the Governor in Council, any statutes, rules and regulations which may be deemed necessary for the government and discipline of the University and Grammar and Common Schools throughout the Province; to appoint and remove from time to time teachers and professors and other officers and servants, to prescribe and fix their duty and remuneration; to make and alter as may be deemed necessary from time to time any statutes or regulations touching the course of study, the establishment of scholarships, examination for matriculation, degrees, scholarships, &c., &c.

It appears that there were 4,830 more children at school, and about £1,500 more money expended for education in 1862 than in 1861. The pupils of the Normal School this session number 86—being a larger attendance than ever before.

We know not if the above Dalhousie College bill was prepared by the superintendent of Education, or is the result of his recommendation; for although the two do not exactly agree, its general tendency is by no means dissimilar from that of the Report.

Sabbath School Conventions.

In the multiplication of these we see indications of progress in this important field of Christian labor. We are glad to find that there are two County Baptist S. S. Conventions—Colchester and Yarmouth,—which continue to hold their quarterly meetings. We know of no work so promising as this in

happy influences and good results to all concerned. The ministers of the churches must look upon S. Schools as among the most hopeful department of their fields of labor and doubtless give them their fostering care.

The Provincial Sabbath School Convention or the three portions of it, in connection with the Associations,—Eastern, Western, and Central,—cannot do more than take a hasty glance once a year, and furnish the statistical information from the whole, but County Conventions or those combining two adjoining Counties might hold meetings more frequently, and be variously beneficial, in eliciting valuable information and suggesting plans of usefulness and improvement in Sabbath School organization, as we doubt not is the experience of our friends who have enjoyed these opportunities. Much is being done, but we must not forget that very much yet remains to be done. Baptists have nothing to fear or to lose by instructing the young in Scripture truth. It is not for us to urge parents to bring their children to the baptismal font, and then think that all is done that is required. Tiffs we know is the great object of some Pedobaptists. We believe it requires more than the assent of the parents previous to membership in a Christian Church. On the other hand we do not believe that unbelievers can be made christians simply by education; but we do believe that by sowing the seed of the kingdom,—the word of God,—in the memories and hearts of the young, and watering it with our prayers, thus fulfilling our Savior's injunction, "Suffer little children to come unto me and forbid them not," we may hope to see them become members of Christ, children of God and inheritors of the kingdom of heaven.

We have delayed longer than we intended calling attention to this subject. Reader, if you are a Sabbath School Teacher, do you ever feel a want of sympathy, and encouragement from others similarly occupied? Seek to find them around or at a little distance from you. You know not how much you may benefit them by a little effort, and the blessing will be mutual. Even your presence may do them good, at such meetings as those held in the counties above named.

We hope soon to hear that Annapolis has its Baptist Sabbath School Convention, and Kings, and Hants, and perhaps Queens with Lunenburg, have theirs. Why not?

The resolution passed at the last annual meeting of the Provincial S. S. Convention, recommending the formation of County Conventions, may be found with the Minutes of Associations. We commend it to the earnest attention of our Sabbath School friends.

"Sowing in hope."

Some ministers are privileged to see the fruits of their labors, and to gather into the church those who have received, with all readiness, the word preached. This is of course very desirable for every laborer in Christ's vineyard, but if at times it should be denied them, the matter is often made worse by its being made a source of discouragement or causing a state of coldness and indifference.

A letter just received from a worthy brother, says: "We have not anything of importance to communicate at present. We are sowing in hope. May the Lord strengthen you in all your labours. The Messenger brings us pleasing intelligence from week to week of gracious revivals of religion. May the Lord in mercy carry on his work, until every hill of Zion shall be watered." &c.

We thought the example of our brother—"sowing in hope"—well worthy of imitation, and now commend it to our ministering and other brethren, as the most effectual means of extending the work of Christ amongst men. "He that goeth forth weeping, (almost without hope,) shall doubtless come again rejoicing, bringing his sheaves with him."

News Summary.

By the arrival of the *Anglo Saxon* at Portland, on the 12th, we learn that the Prince of Wales held his first levee in behalf of the Queen, at St. James' Palace, on the 25th ult., with great eclat—1700 persons were present. Parliament adjourned that day on account of the levee.

The Spanish Ministry had resigned. The Mayor of Liverpool gave a grand banquet to the Captains of several American relief ships.

France has sent instructions to the legation at Rio, sympathising with Brazil against England.

The Grecian Assembly had elected a compromise Ministry.

Prince Alfred was progressing favorably. By the *Australasian*, at New York on the 14th, it appears that the Prussian Chamber