

work beyond this, and we are almost prepared to say that it is their chief work. Even in the preparatory schools organically connected with colleges, very many of the students never advance beyond this preparatory stage. They lack perhaps studious aptitudes and tastes, or business openings offer which turn them aside, or perhaps they have never proposed to themselves more than a fair business education. In academies generally, this class must be much the larger one, and they are certainly not the least important. The increase of general intelligence must depend far more upon the medium culture of the many than upon the finished culture of the few. These last, indeed, serve the purpose of such increase of general intelligence mainly by becoming teachers themselves, and teachers, not so much of the comparatively small number who can aim at high scholarship, as of the far larger number who cannot. We miss the mark, sadly, if we devote all or the greater part of our zeal to the promotion of advanced learning, neglecting the needful provision for that which is simply suited to the more common spheres and relations of life."

For the Christian Messenger.

BAPTISM IN THE 1st AND 18th CENTURIES.

Mr. Editor:

In Mr. DesBrisay's History of Lunenburg County, on the 148th page, the following paragraph occurs:

"Baptisms were celebrated with feasting. The godfathers and godmothers, with the guests, met at the house of the parents after the ceremony and passed the rest of day 'right merrily.'"

This is a description of baptism in the 18th century by Mr. DesBrisay.

In Rom. vi. 3, 4, the following is found: "Know ye not that so many of us as were baptized into Jesus Christ were baptized into his death? Therefore we are buried with him by baptism into death, that like as Christ was raised up from the dead by the glory of the Father, even so we should walk in newness of life."

This is a description of baptism in the first century by the Apostle Paul. Let us examine and compare.

In the first century, according to Paul, we have no record of feasting in the common acceptance of the term. Godfathers and godmothers were not known or needed. The parties addressed by the Apostle, himself included, and the language employed, very clearly show that the candidates were intelligent believers in the Lord Jesus Christ. The ceremony—which was being "buried with him in baptism"—was performed under the very shadow of the cross, with all the impressive scenes of the death, burial and resurrection of the Saviour vividly before them, of which scenes the ceremony itself was most beautifully emblematical, showing, on the part of the candidates the death unto sin and the resurrection to a holy life, and moreover, laying them under the most solemn obligation—henceforth to "walk in newness of life."—How deeply solemn and impressive must have been those baptismal occasions in apostolic times.

But let us turn our attention to the 18th century, and we find that, according to Mr. DesBrisay, those occasions "were celebrated with feasting." Godfathers and godmothers were in requisition, clearly indicating that the candidates were unconscious babes, and consequently incapable of any intelligent view of Christ or faith in him. The ceremony—which is the sprinkling of a few drops of water on the face of the child, in the name of the Trinity—was performed in the midst of all the costly and gaudy preparations for the merry-making which was to follow. The candidates were as free from obligation after the ceremony as before, simply because incapable of its meaning. After the ceremony is over, the parents, guests, godfathers and godmothers unite in a season of worldly enjoyment "and pass the rest of the day right merrily." We will not attempt a description of what may be included in the phrase "right merrily," but leave it for those who are acquainted with the details of such festive occasions, to supply the deficiency. But O how changed the scene!

Reader observe the two representations, of baptism, and judge if that of the 18th century, as described by Mr. DesBrisay, re-

sembles in any respect that of the 1st century as recorded by the Apostle Paul.

Yours truly,
I. J. SKINNER.

For the Christian Messenger.

ACADIA COLLEGE AGENCY.

Dear Brother:

I sent you my last report from Port Hawksbury, and have since done enough to enable me to send another.

In every place visited I have been kindly received, and have found some who are warmly attached to our Institutions of learning, and many who speak approvingly of them; in fact, so far as I am able to judge, the prevailing feeling is, that we cannot—as a denomination—do without them. I have heard only one man speak against them, and his objections were not very weighty. Many of our brethren, in the Eastern section of this Province—are fully awake to the importance of a sound, religious education, and are willing to contribute towards the support of our institutions, believing that it can there be obtained. I report as follows:—

Spinney Whitman, Canso	\$ 4 00
Mrs. W. Biglow, "	1 25
S. & J. Cohoon, "	5 00
Capt. Puntleaver, "	1 00
Asa Cohoon, "	5 00
Mrs. Jacob Whitman, "	1 00
Geo. Cunningham, "	1 00
A Friend, "	20 00
H. R. Cunningham, Guysbro'	5 00
John Cunningham, "	3 00
Mrs. John Cunningham, "	1 00
John Morgan, "	5 00
A Friend, "	80 00
James Hull, Manchester	2 50
James Atwater, "	0 75
Ira Whitman, "	2 00
Godfrey Hart, "	1 50
George Whitman, "	1 00
Samuel Pyles, "	1 50
Mrs. Mary E. Graham, Antigonish	20 00
Aaron Harrington, "	5 00
Emma Graham, "	2 50
Mrs. C. B. Whidden, "	5 00
T. M. King, "	400 00
Dickey Newcomb, Stewiacke	5 00
Charles Cox, "	5 00
Charles L. Cox, "	4 00

I expected to report a larger list of donations this time, but, on account of the death of my father, am under the necessity of returning at once to Paradise, without visiting Truro, Onslow, and Londonderry. They will receive my attention at some future time, D.V., when I hope they will be prepared to respond liberally.

I have found a healthy state of religious interest existing in all our Churches I have visited, but some are destitute of Pastors, and know not where to obtain them. In Guysboro, Manchester and Antigonish, two good men are needed; the field is large and should be cultivated.

Yours, very truly,
J. E. BALCOM.

Hantsport, Nov. 22nd, 1870.

(Christian Visitor please copy.)

Christian Messenger.

HALIFAX, NOVEMBER 30, 1870.

Professor McDonald will please accept our thanks for a copy of his Inaugural Address, delivered on the 1st inst., at the opening of the present session of Dalhousie College. We intended to ask our readers' attention to some of its contents, but as we have received the following from Rev. Dr. Sawyer, President of Acadia College; any further notice will not be required at present:—

PROF. MACDONALD'S INAUGURAL.

Mr. Editor:—

With your permission, I wish to place on record my dissent from that portion of Professor MacDonald's address, in which he speaks of American Colleges. One of his arguments is the success of the Scotch and English plans, and the want of success on the American plan. On this last division he simply mentions two points. The first is, that people in Britain do not highly value Degrees from "States' Colleges."—This, I presume, is correct; but there is coupled with this statement what seems like an insinuation that degrees are sent abroad by these Colleges in no very honorable manner. Having had a somewhat intimate acquaintance with the leading colleges of New England and New York for the last twenty years, and with many of the men prominent in the direction of the same, I feel called upon to repel any such insinuation. As I believe the Faculties and Boards of the Colleges named above to be composed chiefly of men of broad views and pure motives, I could not admit anything

to their discredit, till I see some specific charge proved. What may be the condition of Colleges in the States recently settled, I do not know; but no candid reasoner will rest his case on such examples, when he may refer to institutions of a century's growth. The second point is, that the Americans themselves seem to have become dissatisfied with their system and are about to change it. It may be true, as the Professor intimates, "that in the matter of higher Education the Americans are far behind other civilized people"; but I have failed to discover any indications that any large portion of that people seriously contemplate any change in their system of education. On the contrary, at no time for fifty years has so much vigor been displayed in pushing forward their educational enterprises on the old plan, as at present. The Presbyterians, as a thank-offering for their recent union, are raising five millions of dollars for the better Endowment of their Educational Institutions. The Methodists have recently undertaken to raise a similar sum for the improvement of theirs. Such facts do not indicate a reform of the plan, but its more successful accomplishment. Attention has not been called to these points from any desire to bring American institutions before the people as models; for in this country British models will naturally be preferred. But we gain no advantage by receiving one-sided and imperfect views of any case; and I do not hesitate to affirm that the impression naturally produced by the paragraph to which reference has been made, is not in accordance with facts.

There are other portions of the address with which I sincerely accord. All that Professor MacD. says in regard to the advantages of large institutions, and the need that all the Colleges now in the country feel of greater facilities for the accomplishment of their work, deserves the attention of every friend of education. But I am in doubt in respect to what he would substitute in the place of the existing Colleges. Is it to be a University supported by Provincial funds, officered and governed by Provincial authority, taking its religious tone from the preferences of the men in power at any particular time, and, therefore, non-sectarian only in a qualified sense,—or is it to be supported and governed according to this plan, but to be so completely non-sectarian that Turk, Christian and Buddhist shall feel equally at home within its walls,—or is it to be a confederation of Colleges by such Denominations or may be inclined to such a union, and be supported by the voluntary contributions of those people? The Address seems to be based on the last idea; but the vagueness of the indications of a plan will, for the present, prevent any intelligent discussion of the project of a Provincial University.

Yours, &c.,
A. W. SAWYER.

Welfville, November 24th.

THE MINUTE OF COUNCIL respecting the granting of Licenses to Teachers without examination is a matter which claims more attention than it has yet received, from the friends of educational progress or the public generally.

The more carefully it is examined, the more apparent does the unsoundness of its provisions become, and the more startling and grievous does its illegality appear. It is difficult to understand how any one who sincerely desires the promotion of education can for a moment justify the removal of those safeguards which the Legislature wisely provided, for the protection of the public interests in the conduct of the school system. Every person knows that when the people have erected school-houses, and have liberally assessed themselves for the support of schools, the success of their efforts depends almost entirely upon the qualifications of the teachers. The Prussians have a saying that if you wish to put anything into the nation you must put it into the schools. Any one can see that this maxim rests upon the qualifications of the teachers, for it is an altogether novel idea that a teacher is competent to teach, whether he himself knows anything or not. The Legislature very wisely recognized the great importance of having well-qualified teachers, and made suitable provisions both for their supply, and for the protection of the people from the imposition of supporting, by local taxation and the public revenues, unqualified or unworthy persons. Mr. Rand, we believe, carefully carried out the intention of the Legislature, and the system of examination devised by him and sanctioned by the Council of Public Instruction, was characterized by the late Dr. Forrester as the

wisest adaptation of means for stimulating excellence in the profession of teaching, that existed in America. The results which have already flowed from a thorough, impartial, and uniform mode of examination amply justify the unqualified approval expressed by Dr. Forrester. The administration of that system was marked by straightforwardness. The names of candidates not being known until the awards were determined in each case. Justice was done to each according to his work. Each person before being authorized to assume permanently the office of teacher was required to prove his qualifications, in the same way and to the same extent as every other person holding equal authority, and receiving a like remuneration from the public treasury, had been required to do. The humblest mind can appreciate the necessity and justice of this arrangement. It was we believe conceived in honesty and administered in honesty, and it gave honest and healthy results. The public mind appreciated this intelligent and well-directed effort to carry forward the momentous interests of education, free from political, ecclesiastical, or improper influences of any sort, to their legitimate results. Everywhere the people placed a high value upon the licenses which bore the estimates of the Provincial Examiners and the signature of the Secretary of the Council of Public Instruction. It is within our knowledge that teachers holding such licenses have received, as they deserved to receive, superior remuneration from the trustees of the sections in which they were employed. Advertisements have appeared, over and over again, in our columns, offering liberal salaries to teachers having licenses obtained on the reports of the Provincial Examiners. The most casual observer cannot fail to have noted the rapid elevation of the position occupied by teachers of the public schools, in consequence of the value attached to the sanction of public authority with which they entered upon their difficult and important work. By such results the most emphatic testimony is borne to a high-toned and thorough enforcement upon all candidates for licenses to teach, without any exception whatever, of a careful preparation for the performance of the duties of their calling. And every impartial mind will admit that the means adopted for the attainment of this great provincial object were strictly consistent with the interests of every industrious, intelligent, and well-intentioned teacher.

The law as we believe openly violated by the provisions of that Minute. School Trustees will, we hope, be careful to see that the licenses of Teachers whom they employ have been honorably secured from the Provincial Examiners, and not by any evasion, or rather breach of the law, as offered by the Minute of Council. Any one of good sense can see for himself that a person holding a certificate from a Normal School, a Nunnery, or a Monastery, in Nova Scotia, New Brunswick, Quebec, Ontario, Ireland, Great Britain or any other part of the empire, by presenting that certificate at the Education Office, and having it "annulled" by the Superintendent, is in no way entitled under the provisions of the law to receive a license to teach in the public schools of Nova Scotia. Here is the law on this point, and we offer no apology for again calling the attention of our readers to its provisions:

"The Council of Public Instruction shall be empowered to appoint four qualified persons to constitute a Board of Provincial Examiners, to examine and report upon the written Exercises of all candidates for license to teach in the Public Schools of this Province. The Council shall also have power to prescribe the mode in which the examination shall be conducted, to designate the times and places at which candidates shall present themselves for examination, and to make such further arrangements as may be necessary in order to insure the uniform classification and Licensing of teachers."

It will be borne in mind that a Board of four Provincial Examiners already exists by the appointment of the Council of Public Instruction as empowered by the law. The Council, therefore, have no power to stay the operation of the law respecting examinations. The law was intended for all, so that all might be treated alike, examined by written exercises, and these exercises reported upon by the Provincial Examiners; while the entire discretionary power as to the mode in which the system of written examinations shall be conducted, the time and places for assembling of candidates, is to be exercised by the Council alike for all, whether they come from Quebec or Pictou, from Queenstown or Cumberland. The object or end for which every article of authority in this matter is conferred upon the Council is expressly stated in the law to be, "in order to insure the uni-