

proportion of earnings to the Lord. A Christian cripple, determined in 1858 to give one penny per week. At the end of the year it was found she possessed £10. "She now gave one halfpenny per day of all the Lord might give her. At the end of the year it was found she possessed £15. In 1860 she doubled what she had given before," and the Lord doubled her income. (And thus she advanced in liberality, till in 1868 she dedicated to the Lord 1s. 8d. daily; and this poor helpless cripple, who began to store for the Lord with nothing, was now possessed of £250 at the close of the year." The motives of this large-hearted and conscientious believer are doubtless pure, and, we should be the last to question the reality of the Divine blessing she has enjoyed. Still, there is danger lest a reader should "go and do likewise," not from love to Christ, but in the hope of bribing Heaven to prosper his earthly business. To invest money, be it one-tenth or nine-tenths of an income, for the sake of the high interest given, is not liberality. Mr. Muller, in citing such cases as that quoted above, desires to honour God. We add this word of caution lest any should be led to dishonour the principle which Mr. Müller commends.

For the Christian Messenger.

#### OUR MUSEUM AT ACADIA.

Mr. Editor,—

I wish to call the attention of your readers to the importance of the Museum as a means of education, and to point out the necessity of making a general effort to improve our collection at Wolfville.

We should not rest satisfied till we have cabinets to illustrate the different departments of Natural History and Geology, and give a good idea of the industrial resources of our own country.

The advantages to be derived from the possession of a good museum are manifold. To the occasional visitor it is capable of affording an amount of information not easily estimated, while it is an indispensable aid to the student in the prosecution of many studies. The objects it presents render lasting the lessons of the text-book or lecture-room by making them intelligible. A few moments spent in the examination of a specimen which he is required to describe, will do more to fix its characteristics in the mind of a student than hours of labored study. The difficult terminology of the sciences is soon mastered when objects are seen and handled and associated with their names. In addition to this, many things are rendered plain to the most ordinary comprehension which would otherwise remain profound mysteries.

It is not enough to have even a well stocked museum exhibiting labelled specimens. We require, in addition to this, work-rooms containing hand specimens which can be readily put before classes for minute examination, and whenever it is possible study should be prosecuted in the field. I have great confidence in this kind of training to cultivate, as no other will, the power of accurate expression. When a student is first asked to describe a phenomenon, a fossil, a locality he will probably give an enumeration of things unimportant; but practice will, in a short time, enable him to distinguish the trivial and accidental from the essential and permanent, and thus a most useful lesson is learned and a habit acquired which is of great value in after life. In no way are the school boy ideas of study and task, which so often mar a whole course, so readily exchanged for that manly appreciation of the value of truth which inspires its possessor to search for it as for hid treasure, as by the enthusiasm awakened by the intelligent and practical study of some branch of science.

The vigor of the human mind has its limits, and although it may be constantly increasing knowledge and developing power, its energies may, at any one time, be easily overtaxed. It becomes a most important question to the student how he may acquire the greatest possible amount of knowledge in the time at his disposal without injuring himself by over study.

The museum presents the means of gaining much useful information almost without effort, as it substitutes for the laborious conning of the text book that pleasing change of labor which is rest to the active mind, and by the objects it presents again stimulates to more diligent research.

While study of this kind has its benefits for all, there are some to whom it is especially attractive. We shall very materially contribute to the prosperity of these provinces if we labor to develop and stimulate a

passion for scientific study, especially in those branches which are connected with different kinds of industry. We possess in the rocks which lie beneath our feet untold mineral wealth and yet very few of the youth of the country turn their attention to its developments. Labor and capital have frequently been wasted in attempts to open mines in localities whose barrenness would have been evident to one but slightly acquainted with the arrangement of the materials of the earth's crust. Enterprises have been unsuccessful because the knowledge necessary to their being carried on with proper economy was wanting, and valuable deposits have been left to be worked by foreign capital or skill. Without attempting to prepare young men for this or similar departments of industry, we might easily foster tastes and give information which would afterwards be of great service.

We already possess a valuable collection of minerals made by Prof. Chipman. His zeal and enthusiasm must have been very great, judging from the number of his provincial specimens and the extent of his exchanges. Our Geological cabinet might be improved not only by the addition of specimens from Nova Scotia and New Brunswick, but by exchanging these with foreign institutions. Some steps have been taken in this direction, but it is necessary first of all to have a good supply from our own strata. I wish, therefore, to appeal to our friends in different parts of the country in behalf of the museum. If they will send us fossils from the localities accessible to them, I shall be able to procure them from all parts by exchange, and thus a museum may be furnished which will be of permanent value to the college. It is hard, no doubt, for a student of Geology to part with rare fossils which have cost much labor in collecting, but this fact is worthy of consideration,—a private collection can be seen only by a few while that which is placed in a museum open to the public becomes of benefit to all. Fossils are not the only things that would be of value to us. Minerals, shells and corals, Natural History specimens dried, stuffed, or in alcohol, implements of the stone age in America would be most thankfully received and acknowledged, and preserved with care. Some improvements are much needed in the museum itself, but we hope that the liberality of our friends will remove this difficulty in a short time.

WM. ELDER.

## Christian Messenger.

HALIFAX, OCTOBER 26, 1870.

### The "Christian Messenger" for 1871.

The deep interest in the circulation of the Messenger displayed by our friends in all parts of the Province, and in other countries also, has made us anxious to embrace the first safe opportunity of introducing

#### IMPORTANT IMPROVEMENTS.

We have therefore resolved to

##### ENLARGE THE PAPER

from the 1st of January, 1871, by adding another column to each page, making, in the whole paper, what is equal to

##### TWO ADDITIONAL PAGES PER WEEK.

We have hesitated to do this sooner, lest we might involve ourselves in so much additional outlay for material, for paper, and for labor, that it would bring upon us permanent embarrassment. The heavy responsibility of our publication does not rest upon any of our denominational organizations, and we cannot therefore, like some of our contemporaries, call upon ministers or brethren for annual money contributions to meet deficiencies. We are however thankful to have had the cordial co-operation of almost the whole of the Baptist ministers and influential brethren, and have received unmistakable expressions of warm approval, and that without solicitation, at our denominational anniversaries. This has been to us a source of strength and encouragement.

We undertake this enlargement with the confident hope that still more zealous efforts will be put forth by our Subscribers to

##### COMMEND THE PAPER

to their neighbours and friends.

Among our patrons we have a large number of the best friends of Moral and Educational progress, the supporters of Churches and Christian Missions at home and abroad, and of every philanthropic and benevolent enterprise.

We make no hesitation in affirming that we

#### THE BEST CORPS OF WRITERS

correspondents &c., of any paper in the province. For General Intelligence, we supply what is needed for Family Reading, and we can with confidence ask the co-operation of our readers as a slight recognition of our enlarged obligations in providing them with an increasingly

#### VALUABLE WEEKLY PAPER.

Those who hold our principles in high estimation will, we believe, seek by this means to extend them, and will thus secure our

#### SINCERE THANKS AND GRATEFUL ACKNOWLEDGEMENTS.

Any Minister, or other person on his behalf, who sends us

#### FOUR NEW SUBSCRIBERS

will have his paper free for the year 1871.

NEW SUBSCRIBERS with the payment for 1871, will receive the Messenger free from the date of our receiving their name and address to the end of this year.

#### EDUCATIONAL.—TEACHERS' LICENSES.

An editorial article in the *Free Press* expresses warm approval of the last No. of the *Journal of Education*, but mentions a circumstance which probably caused no small amount of mortification to the editor of the last mentioned official paper. It says:—

"We regret that the Editor of the *Journal* has not taken more pains in reading its proof sheets. Typographical errors and the omission or the misplacing of words should be scrupulously avoided in such a publication."

It should be borne in mind that these things occasionally occur with those who have had long experience in such work, and it is not surprising that a person comparatively unused to it, should fail to discover all the mistakes of the compositors.

The apology the writer of the said article offers for the late Minute of Council with reference to the granting of Licenses to Teachers without examination, is somewhat of a curiosity. Here it is:—

On our first page we extract from the *Journal* an entirely satisfactory explanation of the necessity of the *Minute in Council* in reference to Teachers' Licenses, which has been the subject of much virulent criticism and malignant animadversion in some of the Halifax newspapers, secular and religious. The course pursued by the Council of Public Instruction, in shielding many efficient and veteran teachers from the hardship and wrong that would be inflicted upon them by a too stringent construction of a recent legislative enactment, is worthy of all praise. *Political Newspapers*, however, some of them professedly Religious, have seized upon the *Minute in Council*, on which we are remarking, and have endeavored, as they usually do, to make it the means of promoting their own party interests. These same men, that have so often howled when officials have been dismissed from office—especially Rand—would look with pious complacency on the driving of scores of old teachers from their life-long vocation and the means of obtaining a livelihood."

It is, perhaps, unnecessary for us again to disavow all party feelings in this matter. It is unfair to charge those who have spoken against the said Minute with having done so to serve any other than the highest interests of education. Let the thing stand on its own merits if it has them, but it should have nothing to do with "party interests." Religious men have something to do with education. They have to pay the taxes, and they have children to educate, and surely they may seek to guard the schools from what they believe will injure them and the standing of the teachers they support. They must do so, if their religion is of any value. If we quietly submit to such things we shall next be told, perhaps, that religious papers shall not be allowed to discuss the assumptions of Roman Catholics, lest we should interfere with "party interests."

Let the defence be placed on the ground of the thing being right in itself, if it is right, but if it cannot be defended on that principle, it had better not be by such exhibitions as the above. Perhaps we ought to apologize to our readers for copying it. We have done so, however, just for the purpose of shewing what arguments are used to defend the said Minute. Our only desire in noticing the subject is to prevent, what we believe would be a retrograde movement in our educational affairs. We have read the explanation referred to, in the *Journal of Education* which appears to our contemporary so "entirely satisfactory," but we fail to find it so. The explanation takes up two classes of teachers for whom it was presumed the Minute was required, 1st. Old teachers; and 2ndly Teachers coming from other countries.

Of the 1st it says:—

"The Council of Instruction have no desire to press upon these old workers the yoke of a new act of parliament, the necessities of a new time. We would not fling an old postman into the gutter when his hands could not carry the heavy bags of these plethoric times, nor send an old policeman adrift because he could not compete with the athletic and beautiful beings who do us the honor to lounge at the corners and grace the public promenades for certain hundreds of dollars a year. And certainly the teachers of the Province would be justly indignant if the men who had grown old in the good service were oppressed and hindered in their work for the little term that remains. Such an act would be an insult to the Craft, to our Service. The Council of Public Instruction has therefore wisely decided to allow all who hold licenses under the older system to continue their work by exchanging the older licenses for new ones, and by presenting at the same time certificates of moral worth and successful labor in their vocations."

In support of the 2nd, reference is made to the legal and medical professions, as examples of similar provisions. The former in allowing barristers of Great Britain to practise in our courts on application, and the latter in accepting of the diplomas of recognized medical colleges. The writer appears to suppose these are parallel with the case of teachers. We do not regard them so.

First, with respect to the old Teachers.—We cannot see that the provisions of the law were unjust to them. The present law provides for a much larger salary to Teachers than the previous statute did. The increase in the Teachers' payment was effected, as we suppose, with a view of obtaining Teachers of higher qualifications than formerly, and with this object in view the Examinations were arranged so as to secure an advanced class of men and women in the profession. The last remark in the above extract is therefore without any force. It would surely be doing no injustice to the "scores of old Teachers," to allow them to take licenses which would give them an equal, or perhaps even larger amount of remuneration than they received under the old system. It may not be inappropriate to quote here from the Annual Report on the Schools of Nova Scotia for 1868. The Superintendent there says:—"A license of the second class under present arrangements places the holder in quite as good a position as one of the first class did under the old system; better indeed, in many respects, and not least of all in respect of the Government grants to teachers."

In that Report the Superintendent shewed how the case of such old Teachers might be met, and the law be still preserved from violation. He lays down the following principles for the examination of such Teachers:—

1. That every year of service previous to 1867 (the year of the change) entitle the candidate to an exemption from one branch. But
2. That the whole number of branches examined on in any case shall not be less than the regular number for the grade next lower than the one applied for.
3. That the Average be reckoned only on the number of branches examined on; and that the license issued shall specify the branches on which the holder was exempted from examination."

This shows how the matter of the "old Teachers" might be met. He further adds:

"If the plan should commend itself to favourable consideration, I would respectfully recommend the passage of an Act authorizing the Council of Public Instruction to put it in practice at the Examinations to be held in September, 1869, and in March, 1870."

This, we think, would have been fair and satisfactory, in addition to which, it would be a legal mode of proceeding.

The greater injustice appears connected with the granting of licenses to strangers. The law provides that examinations shall be by one Board of Examiners, for the purpose of securing one object—the UNIFORM classification of Teachers. Once depart from this and the corner-stone of the law is removed. Another and stronger objection to the Minute is that it distributes among various institutions whose existence in no way depends on the Public School Law of this Province, and over which the Legislature has no control, the power, virtually, of licensing teachers for our Schools. It confers on "other British Institutions,"—which would include nunneries and monasteries in Nova Scotia, Quebec, and Ireland—the power virtually of determining what Teachers shall draw the school funds of this province. Further, it places the Provincial Normal School in an inferior position to said "British Institutions." Is this intended as a stab at the vitals of that institution? The obnoxious Minute distinctly provides that holders of Normal School licenses must apply for the exchange of license "within one year from date"—before August 27, 1871. But "other British Institutions" may go on