

The Calendar

OF

KING'S COLLEGE,

WINDSOR, NOVA SCOTIA,

FOR THE YEAR OF OUR LORD

1858.

PUBLISHED UNDER THE DIRECTION OF THE BOARD OF GOVERNORS.

HALIFAX:
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1858.

CALENDAR

FOR THE ACADEMICAL YEAR 1858-59.

THE Academical year shall begin in September, and shall contain three terms, in which all scholastic exercises shall be performed and all Degrees conferred.

1858. *September.*
- Sept. 6. Michaelmas Term commences.
 - “ 8. Dr. Almon’s “Welsford Testimonial” presented.
 - “ 9. Alumni Scholarship competed for.
 - “ 30. Dr. Cogswell’s “Cricket Prize” to be competed for.

- December.*
- Dec. The “McCawley Hebrew Prize” to be competed for this month.
 - “ 14. Terminal Examination.
 - “ 15. Michaelmas Term closes.

1859. *January.*
- Jan. 17. Lent Term commences.

- April.*
- Apr. 15. Terminal Examination.
 - “ 16. Lent Term closes.

- May.*
- May 2. Easter Term commences.

- June.*
- June During this month the Examinations for Degrees are held; the prizes of the “Associated Alumni,” the “William Cogswell Scholarship,” the “Collegiate School Exhibitions” and the “Prize for Book-keeping,” founded by Hon. Judge Stewart, C. B., are competed for. The “Dr. Binney Exhibition” awarded.

- June 28. Terminal Examination.
- “ 29. Annual Meeting of the “Associated Alumni.”
- “ 30. The Encænia, in commemoration of the foundation of the University by His Majesty King George III.
- “ “ Easter Term closes.

KING'S COLLEGE,

WINDSOR, N. S.

As each successive year rolls by, it is alike the duty and the pleasure of the Governors of King's College, to present to the friends of the Institution some account of its affairs, and to call their attention to its present condition and future prospects. They feel that this is especially due to those numerous contributors, who so handsomely came forward, in 1854, to sustain and endow the Institution in its day of trial. It is by their timely and valuable aid, that the Governors have been enabled so greatly to enlarge the efficiency of the establishment, and to make it commensurate with the educational wants of our rising country. It continues to be the anxious desire of the Governors to promote its welfare in every possible way, and, during the year that has elapsed, they have devoted to its concerns much watchful attention. Monthly meetings of the Board are regularly held, and there are, besides, special meetings whenever business requires it.

It cannot be expected, now that the Institution is effectually organized, that there should be anything very remarkable to report from year to year. It is very satisfactory, however, to be able to state, upon the authority of the officers of the College, that the advancement of the young men, in the various branches of instruction, has been, upon the whole, encouraging.

But, for more particular information on these points, reference may be had to the Terminal Reports of the President, which will be appended, as usual, to this Calendar.

The utmost attention is paid to the morals of the students, for which there is now a better opportunity than before, by the residence of all

the Professors in close proximity to the College. The Governors are happy to state, that several young men have entered during the year—more than enough to fill the usual vacancies.

It is confidently expected, that from the increased facilities of locomotion lately established, bringing Windsor within two or three hours travel of Halifax and eight or ten of New Brunswick, we shall, ere long, have a considerable addition to our numbers. Prince Edward Island, Newfoundland and Bermuda, it may be expected, will, as in former years, send some of their youth to Windsor, where they may receive an education even more complete than could formerly be obtained.

It may be truly affirmed that, for cheapness, for extent and variety of instruction, for faithfulness and ability in the teachers, for healthfulness of location, and for readiness of access, our Institution is unrivalled in these Lower Provinces.

In years gone by, King's College has derived from New Brunswick some of its best scholars and brightest ornaments, who are now adorning the various professions, and elevating society in their native Province,—shedding abroad upon the face of it, the rich benefits of the liberal education acquired at Windsor. The Governors indulge the hope, that they may still have the pleasure of welcoming from the same quarter, more young men than have lately sought admission into our halls.

The Governors beg to call special attention to the superior advantages attainable, under the able tuition of the Professors in the departments of Chemistry and Natural History, Mathematics, and Natural Philosophy, as well as in that of the Professor of Modern Languages.

They would also again call attention to the fact, that it is now in the power of the student to select for his pursuit, any one branch of study embraced in the Curriculum, thus concentrating his time and attention on what may best correspond with his future calling.

It is pleasing to find, that the thoughts of our Alumni are often turned to the scene of their early education, however distant they may be from it. In the last year, applications have been made from several of those abroad, to be permitted to proceed to higher degrees, under dispensations of personal attendance, which the Governors have readily granted. Some have also testified their regard, by procuring donations to the Library from their friends abroad. In this way, the Rev. P. J. Filleul, who was recently in England, has obtained several valuable works.

The Incorporated Alumni have also generously contributed £25 for additions to the Library, which are now on the shelves, and they have kindly signified their intention to devote the like sum annually, while their funds permit, to the same purpose. From the Smithsonian Institute at Washington, D. C., there has been received a very handsome donation of nine folio volumes, comprising a large number of papers, rare, valuable, and interesting, and fully illustrated where the subject requires it. For this most acceptable and useful donation, the Governors feel under great obligations to the authorities of the Institute.

Besides these donations to the Library, the Governors have subscribed for, and have received, the first two volumes of Professor Agazziz' valuable "Contributions to the Natural History of America."

The British and Foreign Bible Society have presented the Library with thirty volumes of the Holy Scriptures in as many different languages, being all that were at that time on hand—promising the remainder as soon as possible.

It gives the Governors great pleasure to record, that during the visit of the Right Rev. the Visitor to England in the last year, in consequence of the death of his father, the Rev. Dr. Binney, (who was the first M. A. of the College,) the surviving members of the family determined to present to the Institution, Stock amounting to One Thousand Dollars, bearing eight per cent. interest, as the foundation of an Exhibition at the College, to be called the "Dr. Binney Exhibition," in commemoration of their deceased father. It is designed to assist students in indigent circumstances, who may require aid, and who shall have commended themselves by their exemplary conduct.*

The Governors have, with much satisfaction, accepted this honorable trust, and they respectfully commend the example of Miss Binney and the family of the deceased, to the imitation of all, who desire at once to combine a memorial of departed Alumni with the permanent benefit of the Institution in which their education was obtained—at the same time that they may thus be instrumental in bringing forward many a youth, whose indigent circumstances would otherwise deprive him of desired instruction, and Society, of the benefit of his talents.

The Governors take this opportunity of reminding the surviving Alumni, and the friends of those who are departed, that, even if affluence be not their portion, there are various ways in which they may do something to render the Institution useful and attractive: as by contributions to the shelves of the Library, or to its Mineralogical or Natural History Cabinet, or, at all events, by constant

recommendation of the Institution to those who may desire to resort to it.

Among the voluntary contributions to Science, calculated to add to the celebrity of the University, which have distinguished the incumbency of Professor How, and which have elicited favorable notice in literary circles of Europe and America, his recent and satisfactory analysis of the Spa Spring in the neighborhood of Windsor, so well known to every Alumnus, deserves honorable mention and a place in the appendix to this Calendar.

The intercourse with the Smithsonian Institute in the United States, adverted to in last year's calendar, has been sedulously cultivated by Professor Hensley, and a series of meteorological observations has been regularly kept and exchanged with the Institute, during the year.

The attention of the Governors having been repeatedly called to the defective and leaky state of the roof of the College building, they took the necessary steps to carefully examine its condition, and after due deliberation, they decided to erect a new and ornamental roof over the entire building, which is now in course of completion. This necessarily involves a considerable outlay, but is essential to the preservation of the College and the comfort of its inmates.

It has given the Governors much satisfaction to find, that a proposal has emanated from the Alumni, to provide for the early erection of a suitable building, of brick or stone, for a Chapel, Library, Hall, &c., and that a committee has been appointed to collect the necessary funds, several handsome donations having been already made, in aid of the project.

The Governors cannot close this annual calendar without recording, in terms of sincere regret, the demise of the Hon. J. B. Uniacke, who having been, as Attorney-General, an ex-officio member of the old Board, was continued by the Act of 1854 as a life member of the present. While his health permitted, Mr. Uniacke always evinced a deep interest in the welfare of the Institution in which he was educated, and, on more than one occasion, his fine talents and commanding eloquence were successfully exerted in its defence, and in setting its just claims in their proper light, before the Legislature and the public. His father, (also Attorney-General,) was among the Governors named in the Royal Charter of 1802, and ever took a prominent part in the affairs of the College.

The Collegiate Academy has always engaged the attention of the Governors, as an important auxiliary to the College. They are happy to say, that it is at present in a flourishing condition under the Rev. D. W. Pickett. The number of boarders has considerably increased during the year. Professor Stiefelhagen continues his able tuition at the Academy in the department of modern languages. The result of recent examinations has been very satisfactory, and the Governors feel themselves authorised to recommend the School, in all its branches, to the enlarged patronage of the public.

By order of the Board,

JAMES C. COCHRAN, M. A.,

Secretary

HALIFAX, July, 1858.



APPENDIX.

KING'S COLLEGE, WINDSOR, N. S.

FOUNDED A. D., 1789. CHARTERED BY H. M. GEORGE III., 1802.

BOARD OF GOVERNORS

FOR THE YEAR 1858.

The Right Rev. HIBBERT BINNEY, D. D., Lord Bishop of Nova-Scotia.

The Hon. BRENTON HALLIBURTON, Chief-Justice.

Rev. GEORGE McCAWLEY, D. D.

Hon. Mr. Justice WILKINS, B. A.

Rev. J. W. D. GRAY, D. D., Rector of Saint John, N. B.

ANDREW M. UNIACKE, Esq., D. C. L.

Hon. MATHER BYLES ALMON.

SAMUEL P. FAIRBANKS, Esq., Q. C.

Hon. ALEX. STEWART, C. B., Judge of the Admiralty.

Rev. JOHN THOMAS TWINING, D. D.

HARRY KING, Esq., D. C. L.

WILLIAM J. ALMON, Esq., M. D.

JAMES C COGSWELL, Esq., B. A.

J. C. HALLIBURTON, Esq., *Treasurer.*

Rev. JAMES C. COCHRAN, M. A., *Secretary.*

FACULTY.

President of the College.

The Rev. GEORGE McCAWLEY, D. D.

Professor of Divinity, including Pastoral Theology.

Rev. GEORGE W. HILL, M. A.

Professor of Mathematics, Natural Philosophy and Astronomy.

The Rev. JOHN MANUEL HENSLEY, M. A.

Professor of Chemistry and Natural History.

HENRY HOW, Esq.

Professor of Modern Languages, viz., French, German, Spanish and Italian (also qualified to instruct in Drawing).

HENRY STIEFFELHAGEN, Esq.

Librarian and Bursar.

Professor HENSLEY, M. A.

TABLE OF FEES AND DUES

FROM WHICH NOMINEES ARE EXEMPT.

| | Currency. | | |
|---|-----------|----|----|
| | £ | s. | d. |
| Matriculation, - - - - - | 0 | 10 | 0 |
| Tuition, each Term, - - - - - | 4 | 0 | 0 |
| Modern Languages, per Term, - - - - - | 1 | 0 | 0 |
| Professor of Natural History and Chemistry, per Term, - - - - - | 2 | 10 | 0 |
| Library, per annum, - - - - - | 1 | 5 | 0 |
| Degree of B. A., - - - - - | 3 | 0 | 0 |

THE FOLLOWING ARE PAYABLE BY ALL.

| | | | |
|---|---|---|---|
| Degree of M. A., - - - - - | 3 | 0 | 0 |
| Any higher Degree, - - - - - | 5 | 0 | 0 |
| Certificate from the Register, each, - - - - - | 0 | 5 | 0 |
| Every Certificate or Instrument under the seal of the University, - - - - - | 1 | 0 | 0 |

EXPENSES.

| | | | |
|---|---|----|---|
| BOARD—For Breakfast and Dinner, which are taken in the College Hall—per week, - - - - - | 0 | 12 | 6 |
| Attendance, portorage, messenger, and sundry small services per week, in Term time, - - - - - | 0 | 1 | 0 |
| Do. when two live together, each per week, - - - - - | 0 | 0 | 9 |
| Luncheon, if required, - - - - - | 0 | 0 | 3 |
| College road-money, yearly, - - - - - | 0 | 2 | 6 |

Students take their evening meal in their own apartments, and provide lights and fuel, as also beds and bedding, and room furniture.

THE FEES ESTABLISHED FOR THE DEPARTMENT OF THE PROFESSOR
OF CHEMISTRY AND NATURAL HISTORY.

To Individuals or Companies requiring the analysis of any substance
or mineral :

| | £ | s. | d. |
|---|---|----|----|
| For ascertaining the <i>nature</i> of any such mineral or substance, - - - - - | 1 | 0 | 0 |
| If the <i>quantity</i> , or one or two elements, are to be determined, - - - - - | 1 | 15 | 0 |
| If a <i>complete</i> analysis of a <i>simple</i> mineral is required, | 3 | 0 | 0 |
| If a <i>complete</i> analysis of any coal or other complex sub- stance be required, such as soils, minerals of a mixed nature, &c., - - - - - | 6 | 0 | 0 |

PRACTICAL AND ANALYTICAL CLASS.

For the above there shall be two Terms—one from September to
December 15—the other from January 15 to June 15.
Hours of attendance—from 10 to 12 o'clock.

FEES PAYABLE BY ALL STUDENTS IN THIS DEPARTMENT, WHETHER
NOMINATED OR NOT.

| | Short Term. | Long Term. |
|-------------------------------|-------------|------------|
| Five Lectures per week, - - - | £3 10 0 | £5 0 0 |
| Four " " - - - | 2 16 0 | 4 0 0 |
| Three " " - - - | 2 2 0 | 3 0 0 |
| Two " " - - - | 1 8 0 | 2 0 0 |
| One " " - - - | 0 15 0 | 1 0 0 |

All materials and apparatus provided by the College.
All damage, breakage, &c., to be paid for by the student at cost
prices.
Additional charges for increased time.

SCHOLARSHIPS.

THE WILLIAM COGSWELL SCHOLARSHIP.

£30 per annum, open to Candidates for Holy Orders. Under the
direction of the Trustees.

Scholar—E. ANSELL.

DIVINITY SCHOLARSHIPS.

Paid by the Society for the Propagation of the Gospel in Foreign Parts
—open to Students for Holy Orders, actually requiring
assistance—and subject to the control of the
Bishop of the Diocese.

Ten in number—£30 currency, per annum, each.

THE DR. BINNEY EXHIBITION.

Open to Students in indigent circumstances, and of exemplary
conduct.

£30 per annum.

THE ALUMNI SCHOLARSHIP.

£10 for the best Classical Scholar.—Open to all residents who have
not passed the B. A. examination.

PRIZES.

THE McCAWLEY HEBREW PRIZE.

The McCAWLEY HEBREW PRIZE of £9 sterling, open to all Members of the University who are below the standing for M. A., and who have not already gained the first premium in Hebrew.

THE BISHOP'S PRIZE.

The BISHOP'S PRIZE of £5 in Books.

DR. COGSWELL'S CRICKET PRIZE.

CHARLES COGSWELL, Esq., M. D., has made a donation of £100 to the Governors of King's College, the interest of which is to be expended in the purchase of a set of Cricket bats, balls, &c., to be given to the best player among the winning party of a Cricket match, to be contended for annually, on the College grounds, on some day in the month of September. "The object of the donation is to promote the health of the students, and encourage them in the prosecution of their studies."

DR. ALMON'S WELSFORD TESTIMONIAL.

WILLIAM J. ALMON, Esq., M. D., has endowed King's College with £100, the interest of which is to be appropriated as a prize to be competed for every June, by matriculated students in their first year. The prize is to be presented by the President, in the College Hall, on the 8th September, being the anniversary of the attack upon the Redan, in which Major WELSFORD fell—on which day, in every year, his gallant and loyal deeds are to be commemorated in Latin.

If no candidate shall be deemed deserving of the prize, it will be appropriated to the purchase of books for the College Library.

ALUMNI PRIZES.

£5 to the best Classical Scholar.

£5 to the best in Mathematics.

£5 for proficiency in Chemistry and Natural History.

£5 to the greatest proficient in Modern Languages.

EXTRACTS FROM THE STATUTES.

No Undergraduate shall resort to any inn, tavern, or public house, except for some special cause, to be approved by the President, or shall spend his time in the streets of the town.

All bills of Undergraduates are to be sent by the tradesmen with whom the debts are incurred to the Bursar, at the end of every Term; and parents are particularly requested to refuse payment of any bills not thus sent in.

The introduction of spirituous liquors into the College is absolutely prohibited.

NOMINATIONS.

THE following is the form of nomination of a student to pass through the University, free of fees, and must be addressed to the Secretary of the Board of Governors:—

To

Secretary of the Governors of King's College, Windsor.

I do hereby nominate (A. B.) to pass through the University, free of fees, by virtue of certificate No. —, held by me.

(Date)

(C. D.)

In case of a joint certificate, the above form must be complied with, and the same must be signed by all the holders.

COLLEGIATE SCHOOL, AT WINDSOR,

UNDER THE CONTROL OF THE GOVERNORS OF KING'S COLLEGE.

Principal.

REV. D. W. PICKETT, B. A.

Terms.

BOARDERS—£35 per annum, everything included.

DAY SCHOLARS—£8 per annum.

Instruction in one or all of the four modern languages, by Professor STIEFELHAGEN, £3 per annum.

Vacations.

From July 1 to August 15.

From December 15 to January 15.

There are two exhibitions of £8 and £4 each, to be competed for annually. The first is open to the senior form, and the successful candidate must be qualified, though not required, to enter College. The second is open to the whole school. In both cases the competitors must be of one year's standing.

There are, in connexion with this school, six exhibitions, each £15 per annum, tenable for three years, to be given to sons of clergymen, and to those who are designed for the ministry.

The annual Alumni Prizes of £8 and £4 will be open for competition in June, 1859.

The Prize of £5, founded by the Hon. Judge STEWART, C. B., for the best proficient in Book-keeping, at the Collegiate School, to be competed for in June, 1859. The requisite knowledge may be obtained elsewhere.

King's College, Windsor.

CHRISTMAS, 1857.

UNIVERSITY EXAMINATIONS.

THE B. A. examination has been passed by Messrs. O. M. Grindon and J. J. Hill, who have entitled themselves to the certificate *Satisfecit*. These gentlemen have been diligent and exemplary students throughout their whole course. They will now apply themselves exclusively to their professional studies, with the Professor of Pastoral Theology.

Mr. L. H. Bliss, who passed his B. A. examination in June, has received the commendation of the Professors of Natural Science and of Modern Languages, respectively, for his attention and proficiency in both these branches of study during the term. He has aided the Professors in labelling the minerals in the College Cabinet, and in arranging the geological specimens.

The Michaelmas *Responsions* have been postponed, as also the examination for *Matriculation*.

The Terminal examinations have been concluded:—

| IN LITTERIS HUMANIORIBUS. | IN DISCIPLINIS, MATHEMATICIS ET PHYSICIS. | IN THEOLOGIA. | IN SCIENTIA NATURALI. | IN LINGUIS RECENTIORIBUS. |
|--|--|--|---|---|
| Mitchell, Uniacke, Leaver, Ansell, Hodgson, Clarke, Gray, Wilkins, Scott, C. Uniacke. | Mitchell, Uniacke, Gray, Leaver, Hodgson, Clarke, Ansell, C. Uniacke, Scott, Wilkins. | Uniacke, Mitchell, Ansell, Hodgson, Leaver, Clarke, C. Uniacke, Scott, Gray, Wilkins. | Mitchell, Uniacke, Hodgson, Leaver, Wilkins, Ansell, C. Uniacke, Scott, Clarke, | Uniacke, Clarke, C. Uniacke, Mitchell, Ansell, Leaver, Hodgson, Scott. |

The students whose names are included in the foregoing lists have, for the most part, evinced very commendable diligence and improvement, and their general conduct has been unexceptionable. They all stand well in the several reports, which shew that the latter part of the term has been free from every irregularity or deviation from duty.

In *Classical Literature* the principal subjects lectured on during the term have been the *Antigone* and *Electra* of Sophocles; Aristotle's

Rhetoric, and the Satires of Juvenal; Homer's Iliad 9th, and following books; Horace's Satires and Epistles, and Cicero de Officiis. *Logic* has also been studied in part.

In *Hebrew*, portions of Deuteronomy and Genesis have been read, and compared with the Septuagint and other versions, and the Grammar has been carefully revised.

In *Divinity* and the *Pastoral Care*, the Old Testament History has been revised; and the Ecclesiastical History of the first century, portions of the Gospels of St. Matthew and St. Mark, and of the Epistle of St. Paul to the Romans, have been critically studied in the Greek Testament. To these have been added Grotius de Veritate, Burnett and Wheatley.

In *Mathematics* and *Natural Philosophy*, Euclid, Arithmetic, Algebra, Plain Trigonometry, Dynamics, Hydrostatics and Astronomy have been the subjects, on which copious examples and problems have been daily wrought out.

In *Natural Science*, the elements of Physiology and Organic Chemistry, and also of Mineralogy and Geology, have been lectured on to separate classes; and with the juniors, Heat, Light, Electricity and Magnetism have been discussed in the facts and laws relating to warming and ventilation, thermometers and their uses, combustion of fuel, relation of heat and mechanical power, processes of photography, application of electricity, metallurgy, telegraphic systems, lightning, rock-blasting, &c.

In *Modern Languages*, the French, German, and Spanish Grammars have been expounded, especially in the *regime* of verbs, and practically exemplified, as usual, in conversations and letters. In French, specimens of the style of Bossuet, Chateaubriand, LeSage, Saintine, and Balsac, have been studied; and in German, a selection from the dramas of Schiller.

Appropriate essays and exercises in all the departments of study have been written by the students in class, and also in private.

On the 8th of September the *Almon* "*Welsford Testimonial*" was presented before the whole College to Mr. James Fraser, who had passed in June the best examination of the first year men; and Mr. Henry Sterns was appointed by the President to read the commemorative Latin essay, it being the best composition on the subject produced by the Undergraduates.

The Rev. George Townshend, M. A., Rector of Amherst, has presented to the College Museum a very interesting collection of fossils,

from the Joggins, Cumberland county, so celebrated for the characteristic illustration it affords of the coal period. The specimens include fine Stigmaria, Sigillaria, Calamites, Sternbergia, and other less known fossils; and while they shew the care and judgment of the collector, they cannot but prove acceptable as a valuable illustration of the Geology of the Province, and as indicating a mode of evincing a regard for the College on the part of an Alumnus worthy of imitation.

The theological works of John Stow, Esq., of Greenwich, an aged and pious member of the Church of England, have been forwarded through the S. P. G. to the College Library. They consist of thoughts on portions of the New Testament, on the Psalms, and also on the Liturgy, and are enriched throughout with ample references to the Word of God. They have been thankfully received and placed on our shelves by the Librarian.

GEORGE McCRAWLEY,
President



King's College, Windsor.

EASTER, 1853.

THE last week of Lent Term has been occupied in the ordinary examinations on the subjects announced, as usual, in the Horarium at its commencement.

TERMINAL EXAMINATIONS.

| IN LITERIS HUMANIORIBUS. | IN DISCIPLINIS, MATHEMATICIS ET PHYSICIS. | IN THEOLOGIA. | IN SCIENTIA NATURALI. | IN LINGUIS RECENTIORIBUS. |
|---|---|---|--|--|
| Uniacke, Mitchell, Ruggles, Fraser, E. S. Leaver, ab. Ansell, Hodgson, Wilkins, Scott, C. J. Uniacke, E.S. | Hodgson, Ansell, C. J. Uniacke, Wilkins, Scott, Fraser, Leaver, | Grindon, Hill, Ruggles, Uniacke, Ansell, Hodgson, Mitchell, C. J. Uniacke, Wilkins, Scott. | Mitchell, Ruggles, Uniacke, Fraser, Hodgson, Ansell, Wilkins, C. J. Uniacke, Scott, Leaver, ab. | Uniacke, Hodgson, C. J. Uniacke, Mitchell, Scott, Ansell, Hodgson, Uniacke. |

Mr. Bliss, and the other gentlemen who have passed their B. A. examinations, have been engaged in appropriate studies, by special appointment, with the respective Professors.

CLASSICS, &c.

In Greek, Longinus, with portions of Sophocles, Demosthenes, and Homer, have been read; and in Latin, Tacitus, Cicero, and Horace. In Logic, Aldrich has been revised. In Hebrew, a series of questions on Deuteronomy, with references to philological, and grammatical, and other subsidiary sources, have been answered.

THEOLOGY.

The Greek Testament has been constantly studied, as also Grotius and Butler, with catechetical lectures on the Old Testament History, Ecclesiastical History, and the Liturgy. The senior students of this department have composed sermons weekly, which have been reviewed by the Professor.

MATHEMATICS, &c.

The Elements of Fortification, the Conic Sections, Plane Trigonometry, and Algebra, with Euclid and Arithmetic, have been among the chief subjects of study.

CHEMISTRY AND NATURAL HISTORY.

Outline of the principles of Geology, with examination of specimens; elementary course of Human Physiology; Chemical Lectures, illustrated by experimental evidence of the nature of various phenomena; Practical Chemistry, including the application of appropriate tests, as used in modern systematic analysis.

FOREIGN LANGUAGES.

A selection of some elegant passages from the French Chrestomathie, with translations from English into French. Extracts from Gil Blas have been read. The German Grammar has been studied. One class has mastered the first rudiments of Spanish.

GENERAL CONDUCT.

The reports of all the Professors concur in the most satisfactory statements of general good conduct during the term now concluded.

1. The annual Hebrew examination will be held in the second week of Easter Term next ensuing. The subjects for next year's examination in *Biblical Hebrew and Greek* will be the book of *Genesis* in the original and in the Septuagint, the *first ten Psalms*, and the *Acts* of the Holy Apostles.

2. Professor Stiefelhagen has received the degree of Doctor in Philosophy from the University of Giessen (Hesse-Darmstadt), in his native country.

3. At a convocation held in the Hall on 26th March, J. R. Hea, Esq., M. A., having produced the requisite certificates from Harry King, Esq., D. C. L., University Examiner in Civil Law, was duly admitted B. C. L.

4. Mr. J. Fraser, who passed his *responsions* at the commencement of the term, having applied for certificates as prerequisite for his military examination, has received them from the College Board, under Stat. cap. vii. 1.

5. Mr. W. Almon, pupil of Rev. E. Gilpin, M. A., Head Master of the Halifax Grammar School, has been examined, and matriculated.

6. The volumes forming the *Smithsonian* contributions to knowledge, recently given to the College in return for recorded *meteorological observations*, contain original memoirs of the first order, by writers and men of science of the United States. There are separate papers on the Antiquities of Ohio, Wisconsin, Mexico, the Mississippi Valley, and of the United States in general. In Botany are valuable descriptions of New Mexican and Californian plants, by Asa Gray and Torrey, and of the Marine Algæ of North America. In Zoology are elaborate treatises on the Marine Invertebrata of Grand Manan, on Freshwater Fishes of North America, and chemical and physiological researches on the Vertebrata of the same Continent. There are papers on Palæontology and Surface Geology, and on modern action in deposit of flood tide. Astronomical and meteorological studies have furnished matter for papers of great importance.

Some valuable gifts have been received from England, among which are various theological works, and Gurwood's Despatches of the Duke of Wellington, in thirteen volumes, from Dr. Rigaud, Ipswich, procured through the kind agency of Rev. P. J. Filleul, B. A. of our University, and Rector of Weymouth, in this Province. There have also been added to the Library the first two volumes of Agassiz' Natural History of North America, containing his views on the classification of the Animal Kingdom, and a highly important treatise on Embryology.

GEORGE McCRAWLEY,
President.

King's College, Windsor.

JULY, 1858.

THE close of the Academical year has been marked by the accustomed ceremonial.

The *B. A. examination* resulted in certificates of *Satisfecit* being severally granted to Messrs. Mitchell, Uniacke, and Ruggles. The *Terminal examination* furnished an arrangement of names similar to that of the preceding term. The *Responsions* have been passed by Messrs. Leaver, Gray, and Scott. The *Hebrew Prizes* were awarded to Messrs. Ansell, Hodgson, and Hill. The *Honorary Scholarship* was held during the year by L. H. Bliss. The testimonial for *good conduct* was conferred on R. F. Uniacke. Dr. Almon's *Welsford Testimonial* was appropriated to G. W. Hodgson.

The *Alumni Prizes* were adjudged as follows :

| | |
|-----------------------|-----------------|
| Classics—LEAVER. | German—ANSELL. |
| Mathematics—MITCHELL. | French—HODGSON. |

The *Doctor Binney Exhibition* was assigned by the Visitor to E. Ansell, who was also recommended by Rev. Dr. Twining, Chairman of the Examining Committee, for the *Cogswell Scholarship*. The *Matriculation Exhibition*, from the Collegiate School, was *not bestowed*, the report of the examiners declaring that neither of the candidates had attained the *grammatical standard* required by the rules of the foundation. The *second prize* was given to G. W. J. Wiggins.

On Tuesday, 22d June, the *examination of the School* was held, in presence of the Professors and several of the Alumni, who took part in the proceedings, and expressed their satisfaction at the result.

On Wednesday, 23rd, the *annual meeting of the Alumni* was held in the College Hall, when H. King, Esq., D. C. L., W. J. Almon, Esq., M. D., and J. C. Cogswell, Esq., B. A., were *electe*d *Governors*. The usual sums were voted for *prizes* for the ensuing year, and in addition one for proficiency in *Chemistry* and *Natural History*. The sum of £10 was allotted for a *Scholarship*, to be awarded in Michaelmas Term, to the best *Classical Scholar*, in the same manner as the old College Scholarships of former days. It is open to all residents who have not passed the B. A. examination. This vote has

given great satisfaction to all the friends of the College. The Alumni have added to the Library various instructive works on History, to the amount of £25, and have voted the same sum for the like purpose for the next year.

On Thursday, 24th, at 10 o'clock, A. M., the Governors, the College Faculty, the President and Professors, the Graduates and Undergraduates, and pupils of the Collegiate School, proceeded to the Parish Church, where they were met by the Right Reverend the Visitor. Prayers were said by the Rector, assisted by the Rev. E. E. B. Nichols, M. A., Rector of Liverpool, and the Rev. J. Ambrose, M. A., Rector of St. Margaret's Bay. The Lord Bishop read the Ante-communion Service, assisted by the President. The sermon, which was preached by the Professor of Pastoral Theology, comprehended a condensed historical narrative of the rise and progress of the Church of England in this Province.

At the usual hour the Convocation assembled in the College Hall, when the President, in his commemorative discourse, adverted to the most important subjects of interest to our University, during the past year, under four distinct heads, in one of which he gave a full exposition of the principles by which the College Faculty are uniformly actuated in the maintenance of *discipline*. The Board of Governors and the Board of Alumni, by subsequent votes, affirmed the theoretical and practical value of those principles, their truth and soundness.

The Right Reverend the Visitor, in an *impromptu* speech of great elegance and vigor, announced the desire of the Governors that the degree of D. C. L. should be conferred on our distinguished Alumnus, Major-General Sir John E. W. Inglis, K. C. B., the Hero of Lucknow. His Lordship was followed by the Honorable Judge Stewart, C. B., who, in brief but most emphatic and appropriate terms, seconded the Bishop's proposition, and it was received with enthusiastic applause by the assembly. The degree was therefore duly confirmed by the President, with the usual formalities *Honoris causa*.

Dr. Stiefelhaven, Professor of *Modern Languages and Literature*, delivered a well-arranged practical lecture on the subjects of his course. Among the essays for degrees, that of Mr. T. C. DesBarres, M. A., "*On the moral and intellectual powers*," was distinguished for ingenuity of conception and reasoning, as well as for the neatness of its style and composition. It was thought worthy of being read at the Encænia, but was accidentally omitted.

The following degrees were conferred :

HONORARY D. C. L.

Major-General Sir John E. W. INGLIS, K. C. B.

DOCTORS.

Rev. J. J. S. MOUNTAIN, B. C. L.

J. R. HEA, B. C. L.

MASTERS.

Rev. C. BOWMAN, B. A.

T. C. DESBARRES, B. A.

J. N. RITCHIE, B. A.

Rev. T. D. RUDDLE, B. A.

BACHELORS.

Q. H. BLISS, Honorary Scholar.

Rev. J. J. HILL.

" O. M. GRINDON.

" J. W. FORSYTH, B. A., (T.C.D.) *ad eundem gradum*.

After the close of the Convocation, the Governors met in the course of the afternoon in the Library, and passed the usual votes of thanks to the Rev. Dr. Gray, the Rev. Dr. Robertson, and J. C. Cogswell, Esq., B. A., for their valuable services as *University Examiners*.

BENEFACTIONS.

The sum of \$1000 has been presented to the Governors of King's College by Miss Binney, for the foundation of a Scholarship in commemoration of the late Rev. Dr. Binney, rector of Newbury, and first M. A. of this College.

The Honorable Judge Stewart, C. B., has founded a prize of £5 for the best proficient in *Book-keeping* at the Collegiate School, at the close of the academical year. The requisite knowledge of the subject may be obtained at the School, or elsewhere indifferently.

Several handsome donations have been presented to the funds of the Alumni, among which may be specified £25 from E. Binney, Esq., £25 from H. Boggs, Esq., and £25 from Dr. Hea. These numerous benefactions have suggested the practicability of erecting a Hall and Library on a handsome and extensive scale—a project which has already met with encouraging patronage.

Dr. Cogswell, unanimously elected Vice President of the Alumni, has continued his bountiful and judicious liberality by valuable presents of books to the *Library of the Collegiate School*, and by prizes for *Skating* and *Cricket*.

On the application of Rev. Dr. Twining, 30 volumes of *Translations of the Holy Scriptures* have been presented to the Library of King's College, and a promise at the same time given, of the remaining numbers requisite to complete the full set, to be furnished, as soon as the convenience of the Parent *Bible Society* may admit.

Rev. Dr. Robertson, Rector of Wilmot, has signified his intention to present to the College Library two valuable volumes by Beveridge, on the *Canons*, with their *Oriental Originals*.

C. B. Bowman, Esq., has presented to the College Library a *fac simile* of *Magna Charta*, and some other *historical documents*, as also the original *manuscript* of "Cochrane's Pedestrian Journey," and some *numismatic specimens*—an example which, we trust, will find many imitations.

CLASSICAL DEPARTMENT.

Gentlemen who enter College deficient in *grammatical* attainments, always have most serious difficulties to encounter in obtaining even a *Satisfecit* at the end of their course.

THEOLOGICAL.

A full undergraduate course of Christian instruction is communicated; but this department can scarcely be expected to satisfy the reasonable desires of the Professor or of the friends of the institution, unless *Divinity students* reside in College throughout their fourth year.

MATHEMATICS.

The Professor endeavours to give as practical a turn to the subjects of his department as may be consistent with the limits of a College course, introducing occasional lessons in *Fortification* and in *Civil Engineering*. J. C. Cogswell, Esq., B. A., has presented a sum for a solid *stone pillar*, to support the Altitude and Azimuth, and other *astronomical instruments* while in use, and until the erection of a permanent *Observatory* shall be accomplished.

CHEMISTRY AND NATURAL HISTORY.

In the course of researches into the chemical composition of the Trap Minerals of the Bay of Fundy, the Professor has added *three* to the list of described species, viz: *Faroelite*, *Mesolite*, and *Epistilbite*—a detailed account of which appears in Silliman's Journal for July. The text books mentioned in the *Calendar* should be procured previously to entering College.

MODERN LANGUAGES.

The aim of the Professor is to communicate a *grammatically accurate* knowledge of Foreign Tongues, and to initiate his pupils in *practical conversation*. Students having once deliberately selected the language they desire to master, should pursue it uninterruptedly to the end of their course.

MATRICULATIONS.

W. F. PRYOR,
J. B. UNIACKE,

W. D. SUTHERLAND,
M. BOWMAN, E. S.

There have been *ten matriculations* and *twenty-three* students on the College books, during the year, of whom *eighteen* were in residence during the term now closed, and *eleven* degrees have been conferred.

So much of Stat. cap. v., sec. 11, as relates to the evening meal, is *suspended* by desire of the Governors. The College is undergoing extensive repairs, which the contractor has engaged to complete before the *6th September*, on which day *Michaelmas Term* will commence.

GEORGE McCRAWLEY,
President

REPORT OF THE EXAMINERS, JUNE, 1858.

THE undersigned having been appointed Examiners for the Degree of B. A., at King's College, Windsor, in Easter Term, 1858, beg leave to report, for the information of the Governors, that they have discharged the duties entrusted to them, and that they deem the result to be not only highly creditable to the skill of the Professors and application of the Students, but also most satisfactory to themselves, as evidencing a steady and progressive improvement in all the branches to which the examination extended, more especially in those of Mathematics, Natural Philosophy, and Chemistry.

JAMES ROBERTSON, L. L. D.,
 J. W. D. GRAY, D. D.,
 JAS. C. COGSWELL, A. B.



CURRICULUM, OR COURSE OF STUDY, &c.

CLASSICS.

THESE consist of Historians, Orators, Poets and Philosophers. Portions of the Standard Greek and Latin authors under each of these denominations, are studied.

In the First Year.

Homer's Iliad or Odyssey.
 Xenophon's Cyropædia or Anabasis.
 Demosthenes' Select Orations.
 Horace Satires and Epistles.
 Livy, first or third decade.
 Cicero de Officiis and Orations.

In Second Year.

Herodotus, Thucydides, Euripides.
 Virgil's Georgics, Terence occasionally.
 Tacitus: Germania, Agricola.
 Juvenal and Persius.

In Third Year.

Sophocles, Æschylus, Longinus.
 Aristophanes occasionally.
 Tacitus and Juvenal, continued.
 Lucretius occasionally.

Variations in this Course are sometimes admitted; and other authors, such as portions of Pindar, of Plato and of Aristotle's Ethics

and Poetics, under favorable circumstances, are read; but the Degree subjects are usually Euripides, Sophocles, Æschylus, Longinus, Tacitus and Juvenal.

In *Logic*, Aldrich's treatise with reference to Whateley and others.

In *Rhetoric*, Aristotle, Quintilian or Cicero de Oratore with reference to Whateley and others.

Suitable Exercises, Themes and Essays are required.

HEBREW.

The Grammar is carefully studied, and references to the best subsidiary aids are constantly made.

Portions of the Old Testament are critically read and carefully compared with the variations in the Septuagint, and examination papers frequently written.

GEORGE McCAWLEY.



THEOLOGICAL DEPARTMENT.

PROFESSOR HILL.

First Year.

Gr. Testament: (Bloomfield) St. Matt. St. Mark.
Old Testament History; with Horne's Analysis
of Historical Books.

Burnet on the Articles.

Liturgy, Texts with Wheately.

Second Year.

Gr. Testament: St. John. Acts.

Jewels' Apology, (Latin).

Burnet on the Articles.

Liturgy. Wheately.

Old Testament History.

Third Year.

Gr. Testament: Epistles.

Grotius de Ver. Rel. Christianæ.

Ecc. History: Mosheim.

Pearson on the Creed.

Fourth Year.

PREPARATION FOR ORDERS.

Gr. Testament: Epistles.

Pearson on the Creed.

Hooker's Ecc. Polity.

Butler's Analogy.

Potter on Church Government.

Magee on the Atonement.

Composition of Sermons.

MATHEMATICAL COURSE.

PROFESSOR HENSLEY.

First Year.

Arithmetic.—COLENZO.
Algebra.—COLENZO.
Euclid I to VI.
Elements of Plane Trigonometry.—GOODWIN.

Second Year.

Algebra.—COLENZO.
Plane Trigonometry applied.
Spherical Trigonometry, with its application.—HALL.
Euclid XI.
Conic Sections.—GOODWIN.
Statics.—GOODWIN.

Third Year.

Dynamics.
Hydrostatics. }
Optics. } GOODWIN.
Astronomy. }

This is the usual course, though occasionally varied if required.

LECTURES IN CHEMISTRY AND NATURAL HISTORY.

PROFESSOR HOW.

First Year.

Chemistry and Mineralogy.
Powers of Matter.
Attraction, Heat, Light.
Electricity, Chemical Attraction.
Elements, Minerals.

Second Year.

Organic Chemistry.
Human Physiology.
Botany, in Summer Season.

Third Year.

Zoology and Geology.
Botany, in Summer Season.

TEXT BOOKS.

Chemistry.—DRAPER'S *Chemistry*.
Mineralogy.—WALE'S *Mineralogy*.
Physiology.—LAMBERT'S *Physiology*.
Geology.—LOOMIS'S *Principles of Geology*.

The above is, as nearly as may be, the course of instruction.

LECTURES IN MODERN LANGUAGES.

PROFESSOR STIEFELHAGEN.

FRENCH.

First Year.

Ollendorff's Grammar, combined with a systematic course of the pronunciation and the regular and irregular verbs. In this year the scholars *read* the reading-pieces in *Pinney's First Book of French* because I find them excellent to practise the pronunciation.

Second Year.

Continuation of *Ollendorff's Grammar*. The scholars begin to *read and learn by heart* the "*Causeries Parisiennes, by Peschier*," a book which I find better adapted for my purpose than any I ever met with. They are supposed to finish *Ollendorff's Grammar* in two years, at latest. If it is finished sooner, I begin my course of *Syntax, &c.*, which is generally reserved for the third year, in the second.

Third Year.

In this year, I go through a regular course of *Syntax*, partly as a repetition, and partly to supply the wants of *OLLENDORFF'S* system. The scholars are then supposed to be familiar with all the leading rules of *Syntax* from *OLLENDORFF'S Grammar*, and, in going through them again, I call their attention to the niceties, *dictate rules* on them, and cause the class to practise them, by writing exercises after *my own dictation*, principally consisting of *letters and conversations on topics of general interest, &c.* In this year I have, moreover, constant *verbal* exercises in conversation, and the scholars are obliged to speak French as much as possible. They read *Christomathie Francaise, par Boniface*, an excellent book, containing all the varieties of style to be found in French authors.

GERMAN.

First Year.

OLLENDORFF'S Grammar, combined with a regular course of the pronunciation and the regular and irregular verbs. *Adler's Reader*.

Second Year.

Continuation of *OLLENDORFF'S Grammar*. The scholars continue to read *Adler's Reader*, and begin *SCHILLER'S Lyrical Poems*, and one of his *Comedies* in prose.

Third Year.

In this year I follow the same plan as in French. The scholars read one or more of *SCHILLER'S Tragedies*, besides one of the *Comedies* in prose, by the same author.



DEGREES CONFERRED

SINCE THE CALENDAR FOR 1857 WAS ISSUED.

HONORARY D. C. L.

Major-General Sir John E. W. INGLIS, K. C. B.

D. C. L.

Rev. J. J. S. MOUNTAIN, B. C. L. | J. R. SHEA, B. C. L.

M. A.

Rev. C. BOWMAN, B. A. | J. N. RITCHIE, B. A.
T. C. DESBARRES, B. A. | Rev. T. D. RUDDLE, B. A.

B. A.

L. H. BLISS. | Rev. O. M. GRINDON.
Rev. J. J. HILL. | Rev. J. W. FORSYTH, B. A.;
T. C. D., *ad eun. gradum.*

MATRICULATIONS, AND ENTRANCES FOR ELECTIVE STUDIES.

T. C. LEAVER. | W. B. ALMON.
G. W. HODGSON. | W. F. PRYOR.
L. M. WILKINS. | J. B. UNIACKE.
G. SCOTT. | W. D. SUTHERLAND.
M. BOWMAN, E. S.

HOURS OF PRAYER.....7.30 A. M., 3.30 P. M.

HOURS OF MEALS.....Breakfast 8, Dinner 3.50.

EVENING BELL.....10 P. M.

King's College, Windsor.

JUNE 24, 1858.

ESSAY READ BY PROFESSOR STIEFELHAGEN, IN THE COLLEGE HALL.

HAVING been requested by the Rev. President of this College to make a few observations on the department which I conduct in the plan of education followed here, I will try, in respectful compliance, to show why foreign languages should be studied, and how that study should be pursued.

The mind of rational beings requires variety in the impressions which affect it. Variety and change form the chief element and sustenance of its life; without them it would sink into death-like torpor. Therefore, nothing was farther from the design of the Creator than monotony. How wisely do we see it guarded against throughout the Universe! Wherever we cast our eyes we see the most beautiful variety. In looking beyond this earth, we see it in all the heavenly bodies, those countless worlds which have moved in their surely appointed paths for millions of years, without coming in contact with each other, because we know that they vary in size and orbit, from the immense sphere, of whose magnitude and distance our limited understanding can scarcely form a conception, to the smallest satellite of the smallest planet; and, if it were within the limits of our observation, we should probably find the same variety in their external and internal structure, and the matter of which they consist. And if we look at the beautiful planet which was assigned to us as our earthly abode, we see that it is governed by the same all-ruling laws of change and variety. By a slight inclination of its axis to the orbit which it describes round our great luminary, the delightful change in the seasons and in the length of days and nights was permanently provided for; and the most beautiful variety was forever secured to the different parts of our globe at the time of its formation, by giving them a different structure and soil, and placing them in different positions to the same all-animating Sun. Hence, wherever we look on earth, we see diversity. We see it in climate, in vegetation and minerals, in animals, and lastly, in the highest order of created beings, who are to rule over and enjoy all, in *men*. Now, to these alone it was given to conceive ideas, and to utter these ideas by intelligible signs and sounds; and it entered no more into the design of the Creator that they should all do this in the same manner—that is, have the same *language*—than that they should all live in the same climate, eat the same food, and be surrounded by the same

outward objects, for diversity of languages is inseparable from diversity of climates and habits, and will exist as long as the world lasts in its present state.

The physical constitution of man is influenced, in a great measure, by the climate he inhabits and the food he takes; and as we see the greatest variety in colour and external appearance amongst the different races, so the organs of speech actually seem to assume different forms in different nations. Hence it is that some pronounce sounds with the greatest ease, which others find it almost impossible to form. Thus it seems to be physically impossible for certain races to utter gutturals which are natural to others, and the vowel sounds used by some nations can never be accurately imitated by others.

Southern climates cause a certain languor in the constitution of their inhabitants; hence we find in the idioms of the south great softness, and comparatively few harsh combinations of consonants, which cannot be pronounced without some effort, whilst the languages of the vigorous races of the north are generally powerful and rich in consonants. Nature wears a different garb in different climates; therefore man requires other words to name the objects that surround him in another abode. Different countries and climates require different laws and institutions; totally different ideas are formed, and another way is found of expressing them—that is, a different language.

Hence, if a nation is transplanted to a new country and climate, its language will, even without any intermixture with another race, and independently of the changes incident upon the progress of the nation in arts and sciences, gradually undergo a great change, and ultimately assume a totally different character. Centuries may elapse before any perceptible alteration is effected, but it will take place. This change the English language is now undergoing in the western hemisphere. It operates very slowly, but surely.

How much a language is influenced by a change in the habits and physical constitution of the nation who speak it is clearly proved by the transformation of many ancient languages into modern ones. Thus, for instance, when the ancient Romans acquired habits of luxury and indolence, and became more and more effeminate, their powerful language underwent a great change, till in the course of centuries it was transformed into the modern Italian, which, though beautiful, cannot be compared in point of energy and force to the language of Cæsar and the Scipios.

If, then, plurality of languages is inseparable from diversity of climates and races, the idea of a universal language will remain an empty theory as long as the world is governed by the same enduring laws of

change and variety. But shall the different nations that inhabit the globe not hold communion with each other? Everything tends to prove that they shall, because the Creator made them dependent upon each other for their happiness and comfort, and they cannot communicate with one another without acquiring each other's language.

Now, as the variety we observe throughout the universe was wisely ordained to keep the human mind alive and active, so plurality of languages, which forms only a part of the general diversity we see everywhere, was evidently intended as an important agent in the cultivation and development of the human intellect. And this it is beyond any doubt.

However important the study of science may be, and although language is only the vehicle of ideas and facts, it is a vehicle of the highest importance, and one cannot exist without the other.

If we make the study of language a mere mechanical learning of *words*, it is certainly almost fruitless, except as an exercise of the memory; but the *memory* can undoubtedly be exercised by things of much greater value than the acquisition of *words*, and the study of a foreign language should be far more.

As every civilized people has distinctive national characteristics, so it has a peculiar manner of thinking and reasoning, which is manifested in its expression of thoughts and ideas, its language.

The *language* of a nation bears wonderful evidence of the character that is generally attributed to it, and we can never fully understand one, without studying the other. A peculiar spirit pervades the production in speech as well as in writing, of every cultivated people; and to penetrate into this spirit, and become, as it were, imbued with it ourselves, should be our chief object in acquiring the knowledge of a foreign idiom, both ancient and modern. If we pursue its study with this view, we shall ultimately reap a rich reward for our labour. A new world of thoughts and ideas will be unfolded before the eyes of our mind, and we shall find a source of enjoyment opened for us, of which we had no previous conception. By the thorough acquisition of only *one* language of a highly cultivated foreign nation, we find ourselves enabled to hold communion with millions of fellow beings, who were comparatively dead to us before, and upon whose rich stores of wisdom and learning we looked till then as a sealed fountain. We learn to hold converse with the masterminds of past and present ages; we become acquainted, not only with a host of new ideas, but with a new manner of thinking and reasoning, and by appropriating it we multiply and increase the power of thought within ourselves.

It may be urged against this, that all the advantages we derive from

the knowledge of a foreign idiom, as far as *reading* is concerned, may be enjoyed by using good translations. But, independently of the fact, that *those* at least who make translations could not do so without a knowledge of the original language, it is undeniable that the peculiar spirit, which, as we said before, pervades the language of every nation, can never be faithfully rendered by translations.

In prose, principally in scientific works, a translator may come very near the original, although, even there, he can never do full justice to the meaning of the first author. But what are translations of *poetry*? At best, even when made by minds of great practical power, they are only imperfect imitations, no more like the original than an indifferent copy of a master-piece of painting. What is poetry? Beautiful thoughts, clothed in a beautiful form. Now, in translations of poetry, this beautiful form is destroyed and lost. The order of words is different in different languages, and, as the beauty of a poetical form of speech, depends in a great measure on this order, it can never be restored in a translation. Some kinds of metre are peculiarly well adapted to one language, and not to others, and if a translator from a foreign idiom attempt to imitate them in his own, his production will be weak and powerless, if compared with the original. Who ever enjoyed a translation of Virgil, Horace, Homer, Shakspeare, Scott, Byron, and Schiller, like the original? Moreover, a poet often uses images which have particular reference to his country and nationality; words are wanting to express them in another language, and no translator can render them. Lastly, translators are not found for all the literary productions of a foreign nation, chiefly its periodicals, which are often highly interesting and instructive, and principally valuable only at the time they were written; and those who are ignorant of the language must forever remain deprived of this rich and inexhaustible source of enjoyment.

Hitherto we have spoken of the study of foreign languages chiefly as a means of becoming acquainted with the literature of other nations, and what we have said is equally applicable to ancient and modern languages. But while we study the former exclusively for the purpose of communing with the great minds of remote ages, we gain a two-fold and more immediate advantage by the acquisition of modern idioms. Besides learning to enjoy the beauties of foreign literature in the original tongue, we enable ourselves to listen to the *living words* of countless millions of our fellow beings, and to communicate to them our thoughts in their own native idioms, both by speech and writing.

The pleasure and benefit we derive from *this* capacity are truly incalculable, and fully appreciated only by those whom duty or inclination has led to go where other tongues are spoken, and to travel on the high roads

of the world, where nations meet. He who has done this, without the knowledge of any language but his own, knows what he has lost, and what advantages he could have gained by comparatively little labor; and he who goes abroad, after teaching himself other languages, will never regret the time and labor it has cost him. Even those who never travelled from home, must have seen the stranger in their own land, who, ignorant of the language, felt solitary amongst thousands, whose words, though kind and friendly, were as empty and unmeaning to him as his were to them. They must have seen how his countenance, which wore an inanimate and melancholy expression before, brightened up, when the sounds of his native tongue struck his ear, and that, *frequently*, he who appeared listless and unintelligent, was pronounced by those, whom the knowledge of his idiom enabled to communicate with him, to be an enlightened, highly intelligent man. Let those who have witnessed this, bear in mind, that the time may not be distant, when the ways and vicissitudes of life will place them in the same circumstances, and that they would *then* consider the knowledge of a foreign tongue, even if it were very limited and imperfect, an invaluable acquisition.

If I may be allowed to allude to myself on the present occasion, I will mention that, as regards all the disadvantages to which the ignorance of foreign idioms exposes us, and the benefit we derive from a knowledge of them, I speak from personal experience. How often, in the course of my wanderings, have I been in the company of well-informed men who would have highly enjoyed each other's conversation, but could not do so, because their idioms were not the same, and one was ignorant of that of the other. If I, which has not unfrequently happened, acted as medium on such occasions, they expressed to me their deepest regret at their ignorance of foreign tongues and lost opportunities of acquiring them. Leaving my home early in life, I had to dwell amongst strangers, of whose language I possessed scarcely any knowledge, and the feeling of helplessness I then experienced is still vivid in my recollection. It served me, however, as a stimulus to apply myself diligently to the acquisition of foreign tongues, and I confess that the time and labor I spent on it have been richly repaid.

The far-spread language of the Anglo-Saxon race alone, which I am now using, and which was totally unknown to me not a great number of years since, has been so rich a source of benefit and enjoyment to me, that I sincerely pity those foreigners who remain ignorant of it.

If the knowledge of foreign idioms has been of the highest importance at all times, it is doubly so now, when the easy communications, which the triumphs of modern invention and enterprise have created everywhere on the globe, make the intercourse between the different nations so much

more extensive than formerly. That this intercourse is constantly on the increase, and that consequently the knowledge of foreign tongues is becoming daily more desirable and necessary, is too indisputable a fact to require any further remark.

If we now come to enquire which living foreign idioms are the most important, the answer that naturally suggests itself is: the languages of the nations which, next to our own, rank highest in civilization. In their idioms we find, of course, the greatest copiousness and refinement, and they possess the richest treasures of literature. From this hemisphere we must look to Europe to become acquainted with those nations, and we see then, that next to the language of the Anglo-Saxon race, of which all those whose mother tongue it is may proudly say, that its acquisition is of greater importance to foreign nations than any of their idioms are to them, the languages of France, Germany, Italy, and Spain claim our greatest attention.

The French tongue is a highly cultivated and refined idiom, and, although in poetry it must yield the palm to the languages of the north, its poetical productions are by no means despicable; names like Racine, Corneille, Molière, Lamartine, Beranger, and many others, bear witness of this; and that its ease and softness do not render it unfit to be used with the greatest success in all kinds of style in prose, serious and emphatic as well as humorous and comical, is too well known to require any further mention. Who does not know the names of Fenelon, Bernardin de St. Pierre, Montesquieu, Rousseau, Voltaire, Lamartine, Victor Hugo, Chateaubriand, and countless others.

The influence which the French nation has always possessed in matters of taste and refinement makes their language still a favorite in polite society in many countries which are not its home, and its conciseness, ease and vivacity, make it better adapted for familiar conversation, or, to use its own word, "*causeries*," than any other living tongue. All these reasons combine to make the knowledge of French almost indispensable to every well-educated person.

Although the nations of the south, the Italians and Spaniards, at the present moment, do not rank so high in regard to literary productions as their northern neighbours, their languages claim no small share of our consideration. The two nations prove, in a remarkable degree, how the literature of a people decays with its political greatness and power. The modern literary productions of Italy and Spain do not bear comparison with those of the middle ages, when the two nations were the most powerful and cultivated on earth, and Dante, Torquato Tasso, Petrarca, and Ariosto in Italy, and Cervantes, and Calderon de la Barea in Spain, produced their immortal works. But, also, in modern times, authors of great talent and merit have arisen in both countries, and very recently a

revival of literature seems to have dawned upon the two beautiful peninsulas on which nature has bestowed her choicest gifts with such a lavish hand.

For practical use in conversation, and for commercial purposes, the lovely idiom of Italy, whose very sounds remind of balmy air and blue skies, and the majestic and sonorous language of Castile and Andalusia, are of the highest importance. The power which the two great republics of Venice and Genoa once possessed in the east, is still visible by the general prevalence of *Italian* amongst the nations of the Levant, where its knowledge is of far greater service than that of any other western idiom, and *Spanish* has become the language of a vast portion of this hemisphere, the dominion of which it shares with English. It is one of the most widely diffused idioms in the world.

Now, last, but not least, I must speak of my own native tongue, the rich and beautiful language of Germany. I should not do it justice if I were to pass it over slightly. Amongst the living languages of the present day it holds a very high rank. In its purity of origin it possesses a merit which few can claim in an equal degree. Pure and unmixed, it lives amongst a nation of fifty millions, who, unfortunately divided into many political sections and states, cherish it as their only bond of unity. In its nature it is, as the greatest poetical genius of modern times, Esaias Tigné, the inspired bishop of Wexiö, in Sweden, truly says:

“Frisch, derbgliedrig und stark,
Geschmeidig daneben und schön,
Eine Jungfrau in Walde erzogens.”

Fresh, strong-limbed and sound, beautiful also and flexible, a maiden brought up in the forest. Its versatility is greater than that of any other living tongue, and it is *this* that makes it capable of being constantly perfected and enriched without borrowing from other languages. That it is well adapted for every variety of style, in prose as well as in poetry, is undeniably proved by the splendid productions of our literature.

In prose and dramatic writings it is equalled only by English; and that German *Lyrical* Poetry surpasses that of all other nations in depth of feeling and beauty of form, will be freely acknowledged by those foreigners whom a sufficient knowledge of the language enables to appreciate its beauties.

For conversational purposes, the knowledge of German is, at the present moment, fully as important as that of French. Every foreigner will find Germany, with its rich treasures of art and literature, quite as well worth visiting as France. Germans are to be met with in every country on earth: their emigration in masses to this part of the world, and the

influence they have acquired in it, have already made the knowledge of their language very desirable to every American, and the time may not be distant when it will be the predominant idiom in a vast portion of the Western part of this continent.

After showing the importance of a knowledge of living foreign languages, I will now try, briefly to answer the question: Which is the best way of acquiring that knowledge? In doing so, I must first, and above all things, warn against a prejudice which is very common, and too frequently prevents those who are desirous of becoming acquainted with foreign idioms, from pursuing their study in an efficient manner. This prejudice consists in the idea, that the power of *conversing* in a foreign language can only be acquired by practice in the country where it is spoken, and that study, although it may teach us to read, and even to write, will never lead to it. Now, the great object of the majority of those who apply themselves to the acquisition of foreign idioms is, justly, to learn to converse in them, and as they generally see themselves unable to do so after a few months of study, they give it up in disgust, and loudly exclaim against such a thankless task, not knowing that they have left the only way to the goal, till they really go to the country where the language they studied is spoken. If they do so, they will generally find, to their great astonishment, that the foreign idiom is not inhaled with the air, that it is a hard task to imitate what they do not understand, and that a knowledge of the grammatical principles of the language, which they neglected to acquire at home, is indispensable. In the foreign country their time and attention are generally taken up by so many new and frequently unexpected things, that they can devote no time to study, and although, if their stay be long enough, they will ultimately learn to express themselves in the foreign idiom, their knowledge of it must always remain a parrot-like imitation, and they will soon lose it, after leaving the country, because it has no foundation, and only the knowledge we acquire by labor and serious study will *endure*. Moreover, as they may be thrown into the company of those, who, from want of education, speak their language imperfectly, and in a vulgar style, they, although they may be well educated persons themselves, are apt to imitate many incorrect and even vulgar expressions, because they are unable, from ignorance of the *principles* of the language to distinguish the good from the bad, and mechanically imitate one as well as the other.

We can never learn to use a foreign idiom with exactly the same facility as the language our mother taught us, but we may learn to speak it with ease and correctness, and it is true, that to do so, a stay of some duration in the country which is its home, or continued intercourse with educated natives of that country, is indispensable; but this should be

the last, and not the first step in the acquisition of a foreign tongue, and it will be found of little avail, if the ground be not previously laid by study. Let me assure you that six months in the country after three years of study, will be found infinitely more useful than three years in the country after six months of study. And how should this study be pursued? Let us remember, above all things, that we do not speak here of acquiring a mere smattering of a foreign idiom, but of *mastering* it, and that this is by no means a trifling task. It is often supposed that the acquisition of modern languages is mere child's play compared with that of ancient languages, but this is a very erroneous idea. Ancient languages are studied chiefly for the purpose of learning to understand the works written in them, as from their nature very little or no active use can be made of them at the present day, and it cannot be denied, that, on account of their very complicated *forms*, it is a far more time-absorbing and laborious task to learn to *understand* Latin and Greek than any of the living idioms most in use. But, besides learning to *understand* them, we study modern languages for the purpose of translating from our own native idiom into them, both in speech and writing; and to learn to do this with ease and elegance is as serious an undertaking as the study of ancient languages, and requires quite as much time and labour.

The different purpose for which they are studied must, of course, suggest a different *method* for the acquisition of modern idioms from that usually followed in the study of ancient languages. In teaching living idioms the greatest care should be taken from the very beginning to accustom the learner to translate his native tongue into them, and to use them actively, which is of much less consequence in ancient languages; but in *one* point the methods should be entirely the same—and this is the thorough mastering of the *grammar*. Whilst this is usually well enough attended to in ancient languages, it is too often neglected in the study of modern idioms, especially at the present time. Their grammars are considered very simple and easy, because their *forms* are less intricate than those of Greek and Latin, and nothing contributes more to make the knowledge of living languages so defective, as we usually find it, than this very erroneous conclusion. Does it follow, that, because the declensions and conjugations of French and German are simpler than those of Latin and Greek, their syntax is so too? By no means. The syntax of a highly cultivated and refined modern idiom presents quite as complicated and elaborate a system as that of any ancient language, its study requires quite as much serious application, and is, moreover, fully as well calculated to develop and enlarge the intellect of the student.

The grammar is the foundation of the whole structure of a language, and, as in the construction of every edifice, the foundation is laid first,

and should be firm and durable, so the study of the grammar should be the first and main point in the study of a language. If it is neglected, the whole structure, although it may appear well finished at first sight, has no firm basis, and cannot last. The *grammar* should be studied systematically and thoroughly; the etymological part first, and then the syntax. These two should not be jumbled together, as is too frequently done. The forms and changes of the different parts of speech should be mastered first, and then their *use* in the composition of sentences. Whilst the study of the forms is proceeding, the pronunciation should be acquired, and the vocabulary increased, for *words* must be learned, and the least tedious way of doing this is to read easy consecutive pieces on subjects of interest, as soon as the forms of the language are sufficiently mastered.

During the study of the syntax the reading should increase in extent and difficulty, idiomatic expressions should constantly be committed to memory, and, from first to last, the learner of a modern foreign language should be accustomed to express his ideas in it, both verbally and by writing. This is the natural course, and no other will ground the student thoroughly in a foreign idiom. It is too often supposed that those who have learned a few sentences by heart, and can with their help discourse on such all important subjects as the weather, the theatre, and such like, know a foreign idiom perfectly; but how shallow and limited their knowledge of it is, soon appears, when it is put to the test; but if, on the other hand, the grammatical principles are thoroughly mastered, the rest becomes comparatively easy, as it consists chiefly in the acquisition of words and idiomatic expressions.

A class of books, which are in too common use at present, pretend to make the way to the knowledge of living foreign languages exceedingly smooth and easy. For this purpose they wisely banish all difficult rules of syntax, and treat even the forms of the language in a superficial, irregular, and incomplete manner. They maintain that a foreign idiom should be learned as a child learns his own, by mechanical imitation, and not by rules. This would be very true, if the foreign language were the *first* we acquire, but it is not, because it *is* foreign. The first language we learned, our mother tongue, constantly predominates in our mind; the foreign idiom is a strange element with which we have to struggle, and to do this successfully, we must gain a firm foothold, which can only be done by studying the rules of its grammar systematically and thoroughly.

The books I mentioned, although many of them contain a great deal of useful matter, are too apt to produce the same confusion in the mind of the learner that we see in them, unless their deficiencies be supplied by a careful teacher.

In studying a living idiom, the learner, as we said above, should endeavour, from first to last, to use it actively, that is, express his ideas in it, and in doing so verbally the absurd fear of erring should be no impediment. Did any one ever learn to swim on land? Certainly not. Now, as we must go into the water, and sink when we first attempt to swim, so we can only learn to speak a foreign idiom by speaking it, and *must* speak it incorrectly at first. If we persevere, as we proceed at the same time in the *study* of the language, our errors will be fewer and fewer, and those who smiled at our first imperfect attempts will ultimately have no more occasion to do so.

Let me say, in conclusion, that no one should begin to study a foreign idiom before he knows his own. It is not true that foreign languages can only be acquired at an early age. Let a child learn to read and write his own language correctly, and then make him commence the study of a foreign idiom, and if he does so at twelve, you will soon see him much farther advanced than another who was tormented with a strange language at six, when he could not read a page of his own. If young children learn a foreign idiom at all, the more mechanical part of the work, such as learning words by heart, should predominate in their instruction. This they often find less irksome than maturer intellects, but the complicated rules of syntax are not calculated for a child's understanding.

Lastly, let us remember that we cannot learn to express our ideas in any one language unless we *possess* ideas. For this reason the study of languages can never be pursued successfully without the acquisition of other general knowledge. Both should go hand in hand, as they both serve the same great purpose of developing the faculties which were given to the mind by the Creator.

King's College, Windsor.

JAN. 23, 1858.

CHEMICAL ANALYSIS OF THE SPA-SPRING WATER, WINDSOR, N. S.

DURING the late Christmas vacation, I took in hand the examination of a mineral water well known to the inhabitants of Windsor and its neighbourhood, flowing from a spring on the property of C. B. Bowman, Esq., long entitled, on this account, "Spa-Spring." The water has for many years enjoyed the reputation of being chalybeate, and its attributed medicinal properties have been called into requisition by various votaries of health, who from time to time have sought its aid in regulated draughts. It is also well known as a very favorite drink of horses and cattle. Under these circumstances, I thought an investigation into the nature of the water might be interesting, as throwing light on the cause of its qualities, which must depend on its chemical composition, and also as a contribution to the Natural History of the Province.

The chalybeate character of the water was inferred from its possessing a strong inky taste, and also from a certain red deposit found in the conduit pipes through which it ran, both of which were justly considered as due to the presence of iron. Experiment, however, shews that there is really very little iron in the water as it issues from its outlet, as is seen at once in the following results of an analysis made on the water carefully collected in a small reservoir filled immediately from the spring rising beneath.

The water was perfectly colourless and clear—very brilliant—had very little decided taste, and that not inky; its temperature was 49° Fah., that of the air being 31°.

An imperial gallon, weighing 70,000 grains or 10 lbs. avoirdupois, afforded 137.91 grains of solid matter, composed of these ingredients:

| | Grains. |
|---------------------------------|---------|
| Carbonate of lime | 17.50 |
| Carbonate of iron | 0.40 |
| Carbonate of magnesia | 0.31 |
| Sulphate of lime | 106.12 |
| Sulphate of soda | 0.68 |
| Sulphate of potassa | 0.38 |
| Sulphate of magnesia | 11.02 |
| Chloride of sodium | 0.90 |
| Silica | 0.60 |
| | <hr/> |
| | 137.91 |
| | <hr/> |
| Free carbonic acid | 0.64 |

The quantity of these constituents justly entitles the water to the name of a mineral water, and comes very near that in some of the most celebrated waters—as, for instance, in the thermal spring of Bath, in England, which yields 144 grains in a gallon; but from their *quality* or *nature* the spring is clearly not chalybeate, but calcareous, the two chief ingredients being sulphate and carbonate of lime, while iron is present in but minute amount. The third most abundant ingredient is the sulphate of magnesia or Epsom salts, and the water is known to possess purgative properties when taken in considerable quantities, but the salt is not so plentiful as to cause this effect in small draughts of the water.

The inky taste and the red deposits are due to the action of the water on the soil and to its admixture with the soakage water, and are only observed where precautions are not taken to keep the water as nearly as possible in the state in which it issues from the earth. For a long time no such precautions were taken, and consequently those effects being constantly observed were held as directly resulting from the spring water; but by recent arrangements Mr. Bowman has caused the water to run into a trough in the Forks road through a wooden pipe, and in these there is but a minute yellowish, not red, deposit, though they have been years in use, while in another wooden pipe into which the water, as mixed with soakage from the soil, runs, there is abundance of the red ochrey deposit, consisting, in great part, of peroxide of iron. The iron is dissolved from the soil by acids resulting from decomposition of vegetable matter, and by the free carbonic acid of the water, and gradually deposited by reason of chemical changes among the ingredients of the two waters. The very large amount of sulphate of lime shews that the water must be long in contact with plaster rock, the great characteristic of the district.

The results of this examination may be of some service in directing medical men who may be consulted as to the propriety and advantage of drinking at the spring, of which they are best able to speak when they know the real nature of its water.

HENRY HOW.



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