

tions my class deduced the truth, that constitutional law is better than individual or mutual protection, because with it (when properly executed) there is a far greater probability that the offender will receive just punishment.

You all know that men labor to obtain wealth, what do some hope to do with it when obtained?—*To enjoy it.* And others?—*To increase it.* In which cases they convert part of their wealth into capital. Name some kinds of capital?—*Houses, land, ships, railways, canals, factories, machinery, raw materials.* Would men change their money into these things if they had no security for keeping and using them?—*No, Sir.* And what gives them this security?—*The law.* If in England there were no such security, what would the industrious, skilful, and economical men do, to whom the capital of the country belongs?—*They would not work so hard, or save.* But there are some men who must from their very nature be industrious and saving, and who could not live in such a state of things, what would they do?—*Go to other countries where property is safe.* And what would prosperous, happy England then become?—*Very poor and miserable.*

In this way the children were thus led to see that national prosperity is as dependent on the goodness of the laws, as on any of the sources of wealth.

We have now seen that property of all kinds is secured by the laws; tell me what benefits arise out of this security?—*We are prosperous and happy.* Do you think you derive any benefit from the goodness of the laws?—(No answer.) Think a little; how do your fathers get money to buy food and clothing, and to pay rent for you?—*By working.* Out of what part of their wealth do masters pay their men?—*Out of their capital.* And we have seen that capital cannot exist, unless protected by law; therefore, without this protection there would be no factories to work in, no machinery to work with, no raw materials to work upon, and no money to pay for labor. Now tell me whether you derive any benefit from the laws?—*Yes, Sir.* How?—*We get food, clothes, and shelter, that we could not get without.* And therefore you say you have an interest in the existence of the laws; so have I; so has every one.

This being the case, what is it every one's duty to do, when the laws are in danger of being broken?—*To do all they can to prevent their being broken.* Why?—*Because law is for the good of all.*

2. TEACHING THE HISTORY OF ENGLAND [AND CANADA.]

A correspondent writes:—Allow me to call the attention of yourself and the readers of your Journal to the unsatisfactory teaching of history which prevails. In my official inspection, I have to inquire in schools respecting their knowledge of history; and I find that where history is professionally taught, a profound ignorance exists as to the position of England among nations. We do not wish politics to be taught in schools; but we wish young people to have intelligent notions respecting the commerce and institutions of their own country, so as to add to their loyalty and patriotism. In most schools of which I am cognisant the name of the Duke of Wellington is unknown. One scholar assured me this day that the Duke defeated Nero, and a whole class had a dim idea that he invented cotton-spinning. When, in despair, I beg the teachers to ask questions, I find that they affect the days of the Heptarchy, and the class can say glibly catalogues of Saxon princes and the murders they committed; thus leading the children, if they think at all, to imagine all monarchs to be very wicked people. Acts of tyranny I find dwelt upon with much unction; and impressions are given in ignorance which must often lead to republican and anarchical notions.

The points in history, I imagine, useful to teach, are some such as these; To show why Christian England, one of the smallest of nations, has such power. With help, the scholars may be led to perceive these sources of strength to be: (1) As an island, with many sea-ports and opportunities of imports and exports; (2) Unlimited coal, and hence steam-power for locomotives and manufactures; (3) Christianity and free institutions, which give security and encouragement to commerce; (4) The active and industrious habits of the English people, and their remarkable tendency to colonise.

This style of information would give interest to the study of history; and my object in writing this letter is, to suggest some simple historical handbook which may make our young people attached to their institutions, their religion, and their Queen.*—*Eng. Edu. paper.*

3. EDUCATION BY ROTE, SUPERFICIAL.

Walking to church one Sunday in Skye, we were followed by a slip of a lad some 10 or 12 years of age, who on putting some questions to him volunteered to name all the capitals in Europe, which he did with marvellous dexterity. From Europe he crossed to South

America, and rattled out the names of the capitals with the accuracy of a calculating machine. From South America he started off to Asia; and finally he brought up at Jeddo in Japan. We were rather sceptical as to the value of such acquirements—and, indeed, as to the reality of any information having been conveyed to the lad's mind by the formidable muster-roll of words that had been stuffed into his mouth. We therefore asked him "Can you tell us the name of the island you live in?" But, notwithstanding his lore, he had not learnt that he lived in the Isle of Skye. To make quite sure of the fact, we requested the captain of the steamer to repeat the question in Gaelic, but there was no Skye forthcoming. He knew the name of the parish, and of all the capitals in the world, but not of the island he lived in.—There being a schoolmaster present accidentally, we thought the occasion too good to be lost, to show the worthlessness of word-stuffing and ventured another question. Now, my lad, you have told us the names of nearly all the capitals in the world: "is a capital a man or a beast?" "It's a beast," said the boy, quite decisively. So much for words without understanding; in the next school inspection that boy will probably pass for a prodigy, and will figure in statistical reports as an example of what good education can do.—*Ibid.*

VII. Miscellaneous.

1. BE KIND TO EACH OTHER.

Be kind to each other!
The night's coming on,
When friend and when brother
Perchance may be gone!
Then 'midst our dejection,
How sweet to have earned
The blest recollection!
Of kindness—return'd!

When day hath departed,
And memory keeps
Her watch, broken-hearted,
Where all she loved sleeps!
Let falsehood assail not,
Nor envy disprove—
Let trifles prevail not
Against those we love!—

Nor change with to-morrow,
Should fortune take wing,
But the deeper the sorrow,
The closer still cling!
Oh, be kind to each other!
The night's coming on,
When friend and when brother
Perchance may be gone!

2. PRINCESS ELIZABETH, DAUGHTER OF CHARLES I.

With that gracious acknowledgment of true worth which distinguishes Her Majesty, the Queen is about to erect a suitable monument, at her own expense, in St. Thomas' Church, Newport, Isle of Wight, to this amiable Princess. The new church, which is a beautiful building, was opened in January, 1847, and the monument placed on its site. It is singularly appropriate. Sunk two feet six inches in the wall, is a space, with a stone back carved to represent the bars of a prison. In front, iron spikes with a transverse bar, depend a foot from the top, and are there broken off to allegorize escape from captivity. On the tomb below, a Carrara marble figure represents a lady lying supine. The dress is in strict accordance with the Stuart period—low at the bosom, with a lace fringe and breast knot; short sleeves, also edged with lace; and a deep stomacher, terminating in looped ribbon at the full skirt, from the end of whose graceful folds the feet are just discernible. One delicate hand and arm rest on the waist, the other is extended by the side, with the hand partly open. Even the nails are exquisitely developed. The neck is bare, beautifully curved, and the cheek reclines upon an open Bible, over which long ringlets stray in abandoned profusion.

Of the last days of this princess a short account may be interesting. She and her brother were taken from Sion House to Whitehall, the day before the King's execution, to bid him farewell. The Princess had completed her thirteenth year on the preceding day; the young Duke was but eight years old. The King, who, until then, had been dignified and calm, was completely overcome by the instincts of nature, and sobbed aloud. At sight of her royal father, his hair turned grey, and his dress and beard neglected, the Princess threw herself into his arms, in convulsive, passionate grief. The King

* A hint in regard to the importance of giving more prominence to Canadian history in our schools may be taken from this letter.—*Ed.*