

3. EXPORTS AND IMPORTS OF CANADA FOR 14½ YEARS.

	EXPORTS.	IMPORTS.	EXCESS.	INTEREST ON EXCESS AT 6 PER CENT.
1850—	\$12,943,735	\$16,682,049	\$4,738,254	\$3,149,705
1851—	13,810,405	21,434,149	7,623,755	5,489,556
1852—	15,317,807	20,286,483	4,968,676	3,279,463
1853—	23,801,203	31,971,436	8,170,233	4,902,070
1854—	23,039,180	40,529,328	17,490,148	9,422,872
1855—	28,188,461	36,086,170	7,897,709	4,264,958
1856—	32,047,017	43,584,487	11,537,470	5,518,794
1857—	27,006,424	39,430,798	12,424,374	5,518,234
1858—	23,472,609	29,078,527	5,605,918	2,018,180
1859—	24,766,981	33,555,161	8,788,180	1,716,730
1860—	34,631,890	34,447,935		
1861—	36,614,195	43,054,836	6,440,641	1,059,307
1862—	33,596,125	48,600,633	5,104,508	1,812,540
1863—	41,831,532	45,964,493	4,132,961	247,977
1864—	12,729,105	23,877,385	11,148,280	
TOTALS.	\$388,946,539	\$508,982,418	\$125,035,879	\$48,100,331

The above table of imports and exports shows, first, that for the first 6 months of 1864, after adding to the exports \$750,000 for short returns, we have imported \$11,148,280 more than we have exported. Second, that we have in 14½ years bought \$125,035,879 more than we have sold. That the interest that would accrue on those over-importations at the rate of 6 per cent, paid annually would be \$48,100,331. Of those over-importations we have paid the Americans \$36,611,388 in gold, moreover, we have paid them in lumber and timber, which is the same as gold to us, \$14,000,000, in round numbers, making \$50,000,000 for products we could, and would, with sound legislation have produced ourselves.—*Canadian Quarterly Review*.

4. THE RECIPROCITY TREATY.

The Reciprocity Treaty came into operation in Canada in October, 1854; but in the States not till the spring of '55, in consequence of the absence of legislative authority. The following table is a statement of the whole trade between the two countries for the ten years, during the continuance of the treaty, from 1854 to 1863 inclusive, showing the excess of imports and exports, the total of free goods, including those under the Reciprocity Treaty as well as under former treaties, and the amount of value under Reciprocity alone:

THE WHOLE TRADE.	Exports to United States.	Imports from United States.	Total free goods Imported.	Impo'ts under the Recip. Treaty.
1854	\$24,182,099	\$3,640,002	\$15,533,097	\$2,083,756
1855	37,563,952	16,737,276	20,828,676	9,379,204
1856	40,684,262	17,979,753	22,704,509	9,933,586
1857	33,431,087	13,206,136	20,224,651	10,258,220
1858	27,565,659	11,930,094	15,635,565	7,161,958
1859	31,515,230	13,922,314	17,592,916	8,556,545
1860	35,750,988	18,427,968	17,273,020	8,740,435
1861	35,455,815	14,336,427	21,069,388	11,859,447
1862	40,236,887	15,063,730	25,173,137	16,514,577
1863	43,159,794	21,050,432	23,109,362	19,131,966
	\$349,497,773	\$150,353,432	\$199,144,341	\$103,622,244
				\$18,620,838

The whole trade between the United States and Canada, for the ten years, amounted to three hundred and forty-nine millions, to which there is to be added sundry small exports along the borders of both countries which, paying no duty, are not recognized, and remain unrecorded—an amount which no doubt would swell the total to over four hundred millions, or a yearly average of forty millions.—*Quebec Chronicle*.

III. Papers on Practical Education.

1. BEGINNING THE DAY.

The teacher is not always aware how much of his success depends upon beginning each day aright. To do this, he must commence with his own spirit and temper. Before he enters the school room, let him take possession of himself firm against the disturbing influences which will be likely to meet him at the threshold of his school room. Over this internal firmness let him throw the charm of a pleasant face; smiling cheerfully upon his school, and the work that opens before him. If there is disturbance and unseemly

noise, or expressions of ill-feeling among his pupils as he enters the room, let his calm and cheerful presence, and firm, kind word of authority allay the tumult.

Let the teacher avoid the excitement likely to be awakened in his own mind by the confusion around him, and he will soon be able to control it. When quiet is established, let him make upon his pupils the impression that they are to enter upon a pleasant day's work. Let him allure them to their labors, and not commence driving them, as to a task. A few pleasant remarks upon some interesting topic—not a dry, harsh homily, upon their duties to their teacher and the school—may well precede the work of the morning. If pupils can thus be brought into sympathy with the teacher and with each other, and made to feel that the work before them is one of pleasure, and not a mere wearisome work, very much is done towards securing a whole day of profitable study.

Let the teacher, then, strive to begin his day and school aright; and the hours which follow will be cheerfully and profitably passed.—*Maine Teacher*.

2. BE IN SYMPATHY WITH YOUR WORK.

While this advice may be properly given to laborers in any department, it is particularly appropriate for teachers. One prominent reason why so many utterly fail of success in the teacher's vocation, may be found in a want of sympathy with the work. It is really sad to think how many engage in the business of instruction without any correct understanding of the work to be done, and without the least particle of true interest in it. Such may "keep school" but they cannot, in any proper sense, "teach school." One may perform a certain piece of mechanical work without feeling any special interest in it; but he cannot become an eminent mechanic even, without feeling a true sympathy for, and interest in his work. The physician, the clergyman, and the lawyer, must each, if he would be truly successful, throw his whole mind and energies into his chosen profession. And so with the teacher. Without a heartfelt interest in his profession, and a lively sympathy with all pertaining to it, he can not become eminently useful. He will be a mere machine, and soon become a rusty and worthless affair. Teacher, again we say, if you would hope to succeed and do good: "*Be in sympathy with your work, and with all that pertains to it.*"—*Connecticut C. S. Journal*.

3. WHAT A BOY OUGHT TO LEARN.

In England a Royal Commission has lately made a report, in which they quote from one of the inspectors as a true picture of the national schools, as follows:

"A boy of fair average attainments at the age of twelve years, in a good school, has learned—

"1. To read fluently, and with intelligence, not merely the school-books, but any work of general information likely to come in his way.

"2. To write very neatly and correctly from dictation and from memory, and to express himself in tolerably correct language.

"3. To work all elementary rules of arithmetic with accuracy and rapidity. The arithmetical instruction in good schools includes decimal and vulgar fractions, duodecimals, interest, etc.

"4. To parse sentences, and to explain their construction.

"5. To know the elements of English history. The boys are generally acquainted with the most important facts, and show much interest in the subject.

"6. In geography the progress is generally satisfactory. In fact, most persons who attend the examinations of good schools are surprised at the amount and accuracy of the knowledge of physical and political geography, of manners, customs, etc., displayed by intelligent children of both sexes. Well-drawn maps, often executed at leisure-hours by the pupils, are commonly exhibited on these occasions.

"7. The elements of physical science, the laws of natural philosophy, and the most striking phenomena of natural history, form subjects of useful and very attractive lectures in many good schools. These subjects have been introduced within the last few years, with great advantages to the pupils.

"8. The principles of political economy, with especial reference to questions which touch on the employment and remuneration of labor, principles of taxation, uses of capital, etc., effects of strikes on wages, etc., are taught with great clearness and admirable adaptation to the wants and capacities of the children of artisans, in the reading-books generally used in the metropolitan schools. I have found the boys well acquainted with these lessons in most schools which I have inspected in the course of this year.

"9. Drawing is taught with great care and skill in several schools by professors employed under the Department of Science and Art."—*California Teacher*.