THE IRISH AND CANADIAN SYSTEMS OF NATIONAL EDUCATION COMPARED.

[From Dr. Ryerson's Education Report for 1857.]

THE IRISH NATIONAL SYSTEM INVESTIGATED; THREE FEATURES OF IT ADOPTED AND INTRODUCED INTO THE SCHOOL SYSTEM OF UPPER CANADA.

Having thus, from official and authentic sources, furnished the Canadian public with full information as to the nature and working of the system of National Education in Ireland, it remains for me to compare the Irish and Canadian systems, and show what parts of the Irish system have been adopted in Upper Canada, wherein they still differ, and the comparative economy and success of each system

The National System of Education has proved an immense blessing to Ireland, and is probably the only system which could have been successfully introduced among the classes of the poor in that country. It was conceived and carried into operation in the largest spirit of equity, charity, and patriotism. In my own tour of inquiry, in 1844-5, preparatory to the establishment of a National School System in Upper Canada, I investigated the system of National Education in Ireland, visited its principal schools, conferred with the officers and members of the National Board in Dublin, both Protestant and Roman Catholic, and subsequently recommended and succeeded in introducing three features of the Irish National System into Upper Canada. In 1851, I again conferred at large with the Senior Secretary of the Irish National Board, on the working of the system and the various oppositions to it; and in 1856 I repeated the investigations of 1851 in Dublin, but found, to my regret, that opposition to the system had caused changes which appeared to me to be for the worse, and that it seemed to be less healthy and vigorous than in 1845, at which time little inroad had been made upon the original national principles of the system.

The three features of the Irish National System which have been adopted in Upper Canada are as follows:

First: The series of school text books and maps, which were prepared by experienced teachers, and received the unanimous approval of both Protestant and Roman Catholic members of the National Board, and to which no exception has ever been taken by any representative or writer of either party to this day. The only two books of the Series which have been the subjects of dispute in Ireland are not used in the Public Schools of Upper Canada.

Second: The system of Normal and Model Schools, in the management and exercises of both of which I think we have made important improvements.

Third: The principle and method of protecting parental authority and the rights of conscience in regard to religious books, exercises and instruction in the schools: providing at the same time for religious exercises at the daily opening and close of the school, according to the discretion of the local authorities, and for the weekly religious instruction of pupils at the schools, as authorized and provided by their parents and pastors. By comparing the provisions of our law and our simple and plain regulations on this subject with the elaborate regulations and not very clear explanations of the Irish National Board, it will be seen that we have extracted the essence of the Government Regulations in Ireland, and those which have proved practicable and acceptable to all parties there, without the minute variations and exceptions which have been the occasion of many disputes and separations in the National Schools in Ireland, as may be seen from the extracts of evidence given in Appendix D.

I have thus adopted from the Irish National System what appeared to me to be its excellencies, while I adopted from the English System its method of supplying schools with maps and apparatus—a method which has also recently been introduced into Ireland.

DIFFERENCES BETWEEN THE IRISH AND CANADIAN SYSTEMS OF NATIONAL EDUCATION.

The points of difference between the systems of National Education in Ireland and Upper Canada, are still numerous and important. I will state a few of them;

1. In Ireland, the system is a *two-fold absolutism;* in Upper Canada it is *constitutional and popular.* In Ireland, the Board of National Commissioners is an absolute power under the Government; it alone enacts the laws of the system, determines what schools shall be aided, how much shall be paid to every individual school or teacher, whether a teacher shall be employed, or paid, or not, appoints every school officer, &c. In Upper Canada, the same Act of the Legislature which creates the Council of Public Instruction and Office of Chief Superintendent (instead of Resident Commissioner), and defines their powers and duties, creates the extensive and independent powers of Municipalities and School Sections,—powers which are unknown in the Irish National System, but which involve the liberties, the nationality, the strength, the very life of our Canadian system. In Ireland, instead of our Municipal Councils and School Trustees, there are local Patrons, who constitute the second absolutism of the Irish National system, as the Patron of each school is not elected by any constituency, but is the individual applicant to the Central Board for money to establish or support a school, and who has the exclusive control over it in regard to fees of pupil; the appointment of Master (under the veto of the Central Board) and his absolute dismissal, the religious exercises of the school, &c. The only voice that any others than the Patron of the school have in regard to its management or character, is to send their children there upon the terms prescribed for them. The school is called a "national school," and the National Board requires this design to be affixed over the door of it; it is also supported (or chiefly so) out of a National Fund, administered by a National Board, and is accessible to all children whose parents choose to send them upon the terms prescribed; but there is no nationality in the local relations and control of the school. It is controlled by a non elected independent Patron while the Canadian is controlled by Trustees elected by that portion of the nation owning property in the school municipality. Every freeholder and householder in Upper Canada has a property and control in regard to our national schoolhouses and schools; in Ireland, the Board of National Commissioners and individual Patrons alone possess and control the national schools. Whether the adoption of this feature of the Irish School system would be an improvement upon our own, may be safely left to the decision of every friend of civil and religious liberty and national education in Upper Canada.

2. A second point of difference between the Irish and Canadian systems of national education, is their respective tendency and power to develope local exertion and intelligence, as well as to elevate the character and liberties of the people. The theory of the Canadian is, that people most value and best understand and employ what they do and provide themselves; that as one great object of educating children is to enable them to provide for themselves; so it is one great object of the school system (besides educating youth) to train the people to rely upon themselves in educating their children and in managing their local affairs. Therefore, our school system is one of mutual co-operation between the Government and the people in each municipality. The Act of Parliament defines the objects to be accomplished, the parties to act, the assistance to be given; the Council of Public Instruction prepares rules to carry into effect the provisions of the law and for establishing the training schools for Teachers, and the Chief Superintendent sees that the conditions of the law are fulfilled and gives information and assistance requisite for fulfilling them and for improving the schools, and oversees the operations of the training schools; but nothing can be done in any municipality without the co-operation of the people in their collective or national capacity, and in accordance with their wishes—their school affairs being under their own management. Thus the school system, as is the municipal system, is a training school of local self-government to the freeholders and householders in each municipality, while it is the potent instrument of educating their children. The Parliamentary School Grant in Upper Canada is so expended as to be an incentive to local effort, and forms but a small part of the amount provided and expended for school purposes. The apportionment to a municipality for the salaries of Teachers is paid on the condition that at least an equal sum shall be provided by such municipality for the same purpose; and the whole fund thus provided is distributed to the various schools according to the average attendance of pupils and the time they are kept open by legally certificated teachers. The same principle applies to the expenditure of grants for the purchase of school maps, apparatus, libraries and prizes. The result of this system of assisting and encouraging local efforts is, that while the whole amount of Legislative grant paid to the municipalities for all common school purposes was not quite £45,000, the amount actually expended in the municipalities for those purposes was £303,039 10s. 10d.—upwards of £258,000 being provided by the people themselves in the municipalities. But what are the tendency and results of the system of national education in Ireland? There the only local party acting is the Patron or Patrons of the school, and they, in most cases are the Clergy; the people having nothing to do with it, and know nothing about it. The object of the Patron is to get as much money as he can from the Parliamentary grant (which is mostly paid by England) and pay as little as he can himself. The National board grants aid to erect school houses (which is not done in Upper Canada,) as well as to pay teachers, purchase maps, &c., and states in its Regulations that this aid is granted upon the condition that so much shall be provided by the Patron or Patrons of the School. But by the evidence given before the Select Committee of the House of Lords, that condition is almost universally evaded, and the Regulation is little more than a dead letter. The aid for the erection of school houses, is only given to erect houses which shall be vested in Commissioners for what are called *vested* schools, and which are only 1,600 in number. This class of school houses the National Board agrees to keep in repair, and to pay one half towards their erection. This class of schools is mostly established by landlords, both Protestant and Roman Catholic, who thereby avoid any expense for keeping the school houses in repair, and pay little towards their erection, as the method very frequently if not generally practised (as appears from the evidence given before the Select Committee of the House of Lords) has been, for the Patron to send up to the National Board in Dublin an estimate of the expense of erecting the proposed schoolhouse, and the amount *subscribed* for that purpose; then on getting the approval and promised grant of the Board, he proceeded to erect an apology of a schoolhouse for less than half the amount of the estimated expense! The same course has been largely pursued in sending to the National Board estimates of the expense of the *repairs* of these vested schoolhouses—so called. To arrest this notorious practice of imposition and fraud, the National Board has appointed an architect, with assistants, to examine estimates, schoolhouses erected, or repaired, &c. But it is perfectly clear, that the tendency of such system is to extinguish all feeling of self-reliance, and all local exertion, if nothing worse, instead of developing local effort, and a spirit of self-reliance and manly character, as is done by our Canadian system. This is still more apparent in the providing and paying the salaries of school-teachers. In Upper Canada, the Legislative Grant apportionment the last year for the payment of teachers' salaries was £32,951 13s 4d; the amount of salaries paid to teachers was £215,057 16s, the amount provided by local effort being £182,106 2s 8d. The Reports of the National Board contain no account of what is raised by local effort in Ireland; but from the evidence given before the Select Committee of the House of Lords, it appears that in 2,841 national schools in Ireland in 1851, the fees of pupils amounted to less than £5 each, and that for the support of 3,526 national schools nothing whatever was raised by local subscriptions, and that the original Regulation of the National Board requiring local effort to be employed for the support of the schools, had become a dead letter. In these thousands of cases, (and we know not how many more) the teacher of the Irish national school exists or vegetates upon the sum allowed by the National Board, which to a first class teacher is £46 per annum, to a second class teacher £26, to a third class teacher £17. What would be the character and condition of the teachers and schools in Upper Canada, if nothing were done for their support beyond the Parliamentary grant, and what feelings of self-reliance, or independence, or active intelligence would long exist among the people under such a system?

3. What I have stated as to the Patrons or Managers of the schools, requires further development in order to present another important point of difference between the Irish and Canadian systems of National schools. By referring to the Regulations of the National Board, it will be seen that each national school in Ireland is managed by a "Patron" or "Local Manager,"—that if the school is vested in the Commissioners, the name of the Patron or Patrons is invested in the lease—that the "Commissioners recognise as the local Patron the person who applies in the first instance to place the school in connexion with the Board, unless it is otherwise specified in the application." This is the local trusteeship and control of national schools in Ireland. In Upper Canada a very different proceeding is adopted from that of an individual applying to a Central Board or Council, in order to establish a national school, and to control it after it is established. A school section in a municipality must be formed by a Municipal Council elected by the people themselves; then the freeholders and householders of the school municipality thus formed meet and elect three of themselves as Trustees, who are subject to periodical election, and who are legally accountable to their constituents pecuniarily and otherwise for the faithful discharge of their duties. In the local management of the national schools in Ireland, the people are entirely ignored, and the Laity, both Protestant and Roman Catholic, to a great extent; for it will be seen by the evidence given before the select Committee of the House of Lords, that of the Church of England schools in connection with the National Board, clergymen are Patrons of 154 and laymen of 452; of Presbyterian schools, clergymen are Patrons of 494, and laymen of 198; of Roman Catholic Schools, connected with the Board, priests are the Patrons of 2,800 and laymen of only 277. In Upper Canada there is no such thing as an individual Patron, lay or ecclesiastical, with absolute power over schools chiefly supported by Parliament grant. Even our separate schools are under the control, not of an irresponsible Patron, but of the laity, as they are for the laity—the Trustees being elected by the free-holders and householders of the persuasion of the separate school. In our separate as well as public schools, therefore, the lay and elective principle is predominant—which is one serious ground of clerical opposition to them. In the management as well as objects of the national, and even separate schools in Upper Canada, the people are everything; in the management of the national schools in Ireland, the people are nothing. In Upper Canada every freeholder and householder of the land feels that he has a property of control as well as of interest in the national school; in Ireland the ecclesiastical or lay Patron is the sole director if not proprietor of the school. The Canadian system involves the noblest attributes of individual or Public liberty; the Irish system is one of central and local individual despotism.

4. A fourth point of the difference between the systems of national schools in Ireland and in Upper Canada, is the greater fairness and equality of the protection and provision in regard to the religious rights and religious instruction of children in the Canadian schools. In Ireland, in the 1,600 *vested* schools, while the patron determines the kind of religious exercises with which the school shall daily open and close, or whether there shall be any religious exercise, he is required to admit at a certain hour each week the clergyman, or his representative, of each of the religious persuasions of the pupils, to give them religious instruction. But, as it is at one and the same hour that the clergy of every religious persuasion are to be admitted to the school, and as the Schoolhouses (except for the 28 Government Model Schools,) are in many cases buildings with a single room, it is out of the question for clergymen or their representatives of different religious persuasions to give instruction to the children of their respective churches at one and the same time in the same room. Thus this provision, though theoretically just and liberal, is practically inoperative, except in the larger schools of the National Board. And in regard to the non-vested schools, (which are in all respects upon the same footing as the vested schools, except receiving grants to build and repair the school-houses) the Patron not only determines what religious exercises shall be observed in the school, but what religious instruction shall be given, at any and all hours, and who shall give, but does not permit any other religious instruction or religious instructor in the school than that he approves; so that the pupils of a different religious persuasion from the Patron, have no other protection than the right of absenting themselves from any religious exercises or religious instruction in the school to which their parents object, and go elsewhere for religious instruction. This is the case in regard to nearly three-fourths of the so-called national schools in Ireland. But in Upper Canada, while the elected authorities of each school determine whether its daily duties shall commence and close with any religious exercises, and what those exercises shall be, and while the child of each religious persuasion is equally protected from being compelled to attend any religious instruction to which his parent or guardian objects, the pupils of each religious persuasion have the right to be instructed one hour in the week, by the clergyman or his representative of their own church, and that not all at one hour, but each at the same hour on a different day of the week, so that there will be but one religious instructor occupying the school room at a the same time, and at an hour which will not interfere with the ordinary exercises of the school, but convenient for a clergyman or his representative to attend. Whether children are dependent on this method and hour for receiving special religious instruction, or whether it is or will be used by clergymen of different religious persuasions, for the purpose of specially instructing the school children of their respective churches, all will admit the equal fairness and practical character of the provision, which applies equally to the whole of our 3,731 common schools in Upper Canada, except the 100 Roman Catholic separate Schools.

5. Another most important difference between the Irish and Canadian School systems, is the predominance in Ireland of the denominational over the non-denominational schools, while in Upper Canada all our 3,731 schools are non-denominational, except 100. From the statistical table furnished by the Senior Secretary of the National Board to the Select Committee of the House of Lords, it will be seen that the only non-denominational national schools in Ireland, as to management, are 28 Model schools under the patronage of the National Commissioners, and 48 schools under the joint patronage of Protestants and Roman Catholics, while the other 4,526 schools mentioned in the table, are all under denominational patronage and control. Even the vested schools in Ireland (with the exception of the 79 just-mentioned) are as denominational in their patronage and management, as the non-vested schools. The only difference in their practical character is, that the Patron of the vested school in consideration of his having built and repaired his school house, by aid of a Parliamentary grant) is compelled to open his schoolhouse one part of a day each week to clergymen or their representatives applying for admission, while the Patron of the non-vested school is not obliged to admit to his school any other than the religious teacher whom he approves. It will be seen from the evidence of Mr. Secretary Cross, and Mr. Resident Commissioner Macdonnell, that united education, of Protestants and Roman Catholics in the same schools, scarcely exists in Ireland,—and that in this respect the national system has failed,—that of the 4,602 national schools (so called), in 1854, clergymen of the Church of England were patrons of 154, and laymen (chiefly landlords) were patrons of 452; and Presbyterian clergymen were patrons of 494, and Presbyterian laymen of 193; and "Dissenters" were patrons of 33; the Roman Catholic Priests were patrons of 2,800, and Roman Catholic laymen, chiefly landlords, were patrons of 277. But, besides all these denominational schools (although required to be called National) it will be seen, by referring to the evidence in Appendix D, pp. 281-284, that grants are made by the National Board to upwards of 100 convents and monastic schools. To introduce, then, the Irish National School system into Upper Canada, with a view of abolishing separate school education, would be like introducing the government of Russia or Austria to establish liberty.

There is also a great difference in the comparative economy and success of the Irish Canadian systems of National Education. The expense of the Education Office in Dublin is £15,636 sterling; the expense of the Education Office in Toronto is £3,513 currency. The Parliamentary grant for all Common School purposes in Upper Canada the current year is £46,508 currency; the Parliamentary grant for all Common School purposes in Ireland is £330,000 sterling, more than eight times the amount of that for Upper Canada. The National system of education in Ireland has been in operation twice as long as that in Upper Canada; yet the number of national schools in Ireland are but 5,245, while in Upper Canada there are 3,731 national schools; and the number of pupils in Upper Canada are 272,000, while those in Ireland are 520,000. Thus, with one-eighth of the Parliamentary aid given to the national system in Ireland, and one sixth of the population, nearly half as many pupils are taught, more than half as many schools, not to say anything of the character of Canadian schoolhouses as compared with those in Ireland. In Upper Canada more than four-fifths of the population are in the national schools; in Ireland, not more than one-third of the school population is yet in the national schools.

7. There is also a great difference in the comparative opposition which is made to the Irish and Canadian system of national education. In Upper Canada not a single religious persuasion but has expressed its tacit or avowed approval of our school system, except a portion of the clergy and a few of the laity of the Church of England, and the clergy and some of the laity of the Church of Rome. That there are also individuals here and there up and down the Province, opposed to it, from personal and other considerations, is perfectly natural; but there has not been a single public meeting held, or even attempted to be held in all Upper Canada to condemn the school system; nor has one of the 400 elected Municipal Councillors done so. On the contrary, several of them have expressed themselves strongly in its favor, and it is notorious that the strength of the system consists in the deep and general feeling of the country in its behalf as a bulwark of liberty, and as a simple and most powerful agency of general education and knowledge. But in Ireland, the system of national education would not exist a year, did it depend on the support and voice of the Irish people themselves. Was a rate imposed in any county in Ireland for the support of national schools, such as is self-imposed in every municipality in Upper Canada, there would be fearful commotion, if not open rebellion against it. The system of national education in Ireland is maintained there by the power, as well as the money of the government of England. The granting and expenditure of £200,000 sterling a year for schools in such a country as Ireland, without imposing a farthing of school tax upon it, and without receiving any subscriptions except those extracted from some landlords, and those given by Presbyterians in the North, and a few inhabitants of several towns, cannot but be acceptable to many, and be a great relief and do immense good in the country; but, notwithstanding all this, the opposition to the system of national education in Ireland is beyond anything that has been conceived in this country. By referring to the evidence given before the Select Committee of the House of Lords, it will be seen that the Presbyterians have only acquiesced to the system on the concession to them of their eight demands for a denominational school system as it regards themselves. It will also be seen by the same evidence, that so general and so earnest is the opposition in the Church of England, that only about 150 out of upwards of 2,000 clergy support it—that upwards of £40,000 sterling per annum is collected by subscriptions, some 1,700 schools established and supported, and nearly one hundred thousand children taught—including, singular to say, a larger number of Roman Catholic pupils than attended all the National Schools under Protestant Patrons and with Protestant pupils. The same evidence shows the opposition of the Roman Catholic Hierarchy to the national system as such—that the Pope has forbidden the establishment of any other than non-vested schools; that the Synod of Thurles has condemned the *mixed* schools; that the Prelates of the Roman Catholic Church, not satisfied with even the advantages afforded the youth of their church by the present national system, but intent upon being recognized themselves as the only Patrons of their schools and the only parties to be conferred with and paid for the establishment of schools for the youth of their church, demand further concessions.—These facts are so many warnings to us, while they are so many proofs of how much broader and firmer a basis our school system rests upon than that of Ireland, and how much feebler and more isolated is the opposition uttered against our system than that which is arrayed against the present national system in Ireland. The Parliament grant of £300,000 sterling, per annum, is a sort of subsidy from England to Ireland, and, as administered by the Board of National Commissioners, serves as a branch of the national police in Ireland, contributes to teach and occupy a large portion of the rising generation, while it helps to support and restrain many of the grown up population. But our school system exists not by subsidy from any other country; it is the creation of our country itself, managed by as well as for the people themselves, and exhibits the life of nationality and freedom in the collective and discretionary action of each of its hundreds of civil and thousands of school municipalities.

CONCLUDING REMARKS.

1. There are many other points of difference between the system of national education in Ireland and Upper Canada, an examination of which would be equally favorable to the Canadian system with some of them already noticed; but I will pursue the investigation no farther than to remark, that a perusal of the Regulations of the Irish National Board (pp. 221—251) in connexion with the requirements of the Canadian School Acts, must satisfy any person that the notices, applications, and returns required in regard either to public or separate schools in Upper Canada, are few and simple in comparison with those required from Managers of the national schools in Ireland; that even the supporters of separate schools in Upper Canada have much greater protection, power and facilities to establish and sustain their schools than are afforded by the Irish National system; that the introduction of the system into Upper Canada would benefit no party, except in as far as it might be done by the introduction of numerous, discordant elements into Canadian society, the shutting up of the greater part of our schools, and the abolition of the municipal and elective school rights of the people of the country.

2. In past years I have occasionally referred to what was being done in Great Britain and Ireland for the promotion of popular education, but only to those proceedings and measures which would command respect, and could be recommended to Canadian imitation. I have not, in any of my reports, made a comparison or allusion to the disparagement of the system which the Imperial Government and Parliament have considered best adapted, under existing circumstances, for the promotion of popular education in Great Britain and Ireland. But when it is proposed to introduce either of those systems into Upper Canada, at the expense of our own, it becomes my duty to the people and institutions of my native country to show by the documents in Appendix D, and the remarks of the preceding pages, how much Upper Canada is in advance of both Great Britain and Ireland in regard to a system of national education, and how much more they have to borrow from us than we to borrow from them in solving the great problem of educating a whole people, and of educating them, not as paupers or dependents upon others, but as self-relying citizens and freemen.

3. The present system of national education in Upper Canada is the quiet, unostentatious, progressive work of twelve years; and it has been so unexceptionably conceived and conducted, that it has received the unanimous support of successive Governments and Parliaments, and been voluntarily and nobly participated in by the people in every municipality of the country. The leading men of different political parties have felt it to be too sacred and general an interest to be made the tool of party ambition, or the altar-victim of party combination. I trust the same noble spirit of true patriotism will continue to prevail among the public men as well as people at large of all parties throughout Upper Canada. The preceding pages show how truly our system of national education has been based upon the fundamental rights of a free people, how it has become interwoven with their thinkings, doings, dearest interests and municipal institutions from one end of Upper Canada to the other, and how it has developed itself with increasing power and success every successive year, until it already includes far more schools and pupils in proportion to the school population of the country than any other part of the British Empire. Should the people of Upper Canada and their representatives think proper, after all, to destroy or abandon this national work of their own hands, they have doubtless the right to do so; but no other hand has the right, or should be suffered to touch the ark which contains the magna charta of the best liberties of Upper Canada and the instruments of developing those liberties into the highest civilization.

Toronto, July, 1858.

FRAZER RIVER

Victoria dates are to October 30. The *Gazette* says; Accounts from the Upper Frazer are beginning to contradict completely the tidings brought thence by the birds of passage frequently alluded to. It is well ascertained that a large number of men in that vicinity are employed digging sufficiently profitable to enable them to pay for provisions transported thither at great cost by the Frazer River Trail, and even from the Dalles. And it must be remembered that these results are attained in a class of diggings which were not the bases of the first reports which went from Frazer River. The latter were founded on operations carried on in bars only to be reached when the river was at its lower stage. Thus the great fact is apparent that Frazer River will afford profitable employment to miners for at least nine months in the year, rich surface diggins having been discovered above and below the cannons.

We were yesterday, Oct. 29, shown by Messrs. Franklin Bros. four or five ounces of coarse or scale gold, from the mines in the Canoe country," about 50 miles above La Fontaine. The person who had just sold the dust informed us that he dug it himself, that he was at work on the Upper Frazer several weeks, and that he averaged from 6$ to 8$ a day, occasionally making $16 and upwards. The diggins are what are termed "bank diggins," and far from the river. He says that there were 25 or 30 miners at work near his claim, when he left a few days ago.

The Victoria correspondent of the *Alta* says:—"Things are assuming natural and healthy shape. The largest portion of those who are not satisfied to take Frazer's River as it is have left. Most of those remaining have stopped talking, and gone to work. laborous process of washing with cradles is abandoned for the more rapid and labor-saving modes in use in California and the result is, perhaps, quite as sanis factory as in other gold countries. But, of course, as yet things are in a crude state, and rapid mining facilities limited in extent. Sufficient is known, to settle, beyond question that the mines in this country, so far from being a humbug are a fixed fact."

The steamer Enterprise arrived at Victoria Nov. 5. from Port Langley. She brought down about sixty passengers, and $9,000 worth of gold dust through the pioneer Express besides large amounts in the hands of the passengers.

The Herald.

CARLETON-PLACE,

Thursday, December 23, 1858.

THE LATE HON. ROBT. BALDWIN.

Our readers have been already informed of the death of the Hon. Robert Baldwin. So great a name cannot be allowed to pass away without more than a mere passing notice. His long term of official life—the important services he rendered to the country—the sterling integrity of his character, which rendered him at once the unblushing advocate of the right, and elevated him above the petty intrigues, which distinguish mercenary minds—all tended to render him respected and beloved while living, and deeply to be regretted now that he is no more.

The history of his eventful career extends through those troublous times when Canada, just emerging from the swaddling clothes of the Colonial Office, was looking forward to the time when she should escape from the dictation of the Imperial leading strings, and her people were anticipating the time when their rights and liberties were to be secured from arbitrary dictation, and an irresponsible executive. It was to his able advocacy and manly consistency, in a great degree, that we are indebted for the advantages our present system of government confers upon us, by which the Governor is guided by the constitutional advisers and these are responsible to Parliament and to the people for the course they pursue. Privileges like these seem now too reasonable and necessary to permit of their propriety being questioned; but by Sir Charles Metcalfe they were stoutly resisted and it was only after a long and protracted struggle, of many years, that they were at length accorded. Like every other prominent public man, Mr. Baldwin was at times fiercely assailed by political opponents, and his career was far from being an unobstructed one. Five times was he defeated at the polls, and once he sought refuge in a lower Canada constituency—the seat being vacated in his favor by the sitting member. Notwithstanding the untoward effects which such disappointments might have produced in most minds, joined to the seductions and temptations of official life, Mr. Baldwin seems to have carried his Christian principles and purity of character with him, throughout his whole career, and is, in this respect, a redeeming character in the history of the past, and a bright example for aspiring politicians in the future.

PARCELS BY POST.—The announcement has been made by the Post office Department, that, from the 1st January, 1859, a system will take effect for the conveyance by mail of parcels not weighing over two pounds, between any of the post offices in Canada. Parcels must be pre-paid at the following rates—and by postage stamp (not by money.) For any weight not exceeding 1lb., 1s. 2d.; over 1lb, and not exceeding 2lbs, 2s. 6d.

THE NEWS.

Two items of the news from Europe received by the Arabia, will be both interesting and satisfactory. One of these consists in the declaration of the fact that the Indian mutiny, so long protracted, is at length virtually quelled; the other that the steamship Indian Empire, regarding whose safety so many well justified apprehensions were excited, has arrived safely in port. The Indian news embraces an account of a series of victories obtained by the English, followed by the publication of an amnesty which has had the happy effect of creating general satisfaction among the populations of the districts which, until quite recently, were hotbeds of disaffection.

The tidings from France are also of peculiar interest, relating as they do mainly to the Montalembert case, which has now entered into a new phase, the principal actor therein having increased the enmity with which he was before regarded by the Emperor. The champion of freedom, most triumphant at the moment when vanquished in a contest with a venal law court, has consistently refused to receive a pardon at the hands of his Sovereign, declaring that having committed no crime he cannot accept as a favor any mitigation of the unjust sentence awarded to him. It is impossible to-day and at this distance from the theatre of these events, to predict the final results of the ill-advised prosecution of which M. DE MONTALEMBERT has been the victim; but the history of France teaches that ere now less tyrannical proceedings have been the origin of revolutions which have overturned dynasties apparently established on foundations not less firm than those on which the throne of LOUIS NAPOLEON is erected.

CARLETON PLACE LEAD MINE.

Our readers have been already informed that a Lead Mine has been opened on the farm of Mr. James McLean, on lot number three, joining the seventh line of Ramsay.—We cut the following from the Montreal *Advertiser*:—

The existence of the Lead Ore upon the Ottawa of such richness as to be easily melted and cast into bullets has been known since the first settlement of Canada but the location was jealously guarded by the Indians who believed the destruction of their race would follow the discovery. Accident has at last revealed the well-kept secret, and Canada can now boast of possessing at Carleton Place, the richest and most extensive lead mine in the world.

As long ago as 1853, specimens of Galena, found in the township of Ramsay were exhibited, and some procured by Mr. Richardson, of the Geological survey, and deposited in the museum.

In the course of the present year Sir Wm. Logan placed these specimens in the hands of Mr. Richard Oatey, a cornish miner attached to the department, to be cleaned, and their extraordinary richness induced the latter to open a correspondence with the owner of the lot on which they were found. The result was a personal inspection of the mineral ground, and its purchase by Messrs. Torrance, Chapman and Hart of this city, in connection with Mr. Oatey.

This was completed late in the summer, and operations were commenced at once, to test the extent of the vein and the character of its products; to do which the mine had to be opened, houses had to be built, and machinery for cleaning erected. In the purchase of the mine, buildings, &c., the adventurers have spent £1,000; some idea of its results may be obtained by visiting Mr. Hart's office in St. Sacrament Street, where samples of the ore some blocks of pure Galena weighing over one hundred weight may be seen, as well as samples of 26 tons of dressed ore assayed in New York at 80 per cent, pure lead, with 326 ounces of silver to the ton, taken out and cleaned for market during the few weeks the vein has been opened.

The mine is situated on Lot No. 3 in the 6th Concession of Ramsay, adjoining the village of Carleton Place, and within three quarters of a mile of the Brockville Railway, owned by Mr. McLean. The vein runs lengthwise on the surface of the lot, north 43 degrees west, and where it crops out is between three and four feet wide. It has been traced and proved for upwards 800 feet, and probably extends much further; at the western extremity, before it leaves Lot No. 3 it crotches, or as miners say takes horse, into two veins of almost the same breadth as the main one; and from ore being found on the adjacent lands *in situ*, it probably throws off veins in other directions, or is itself the offshoot of a much larger main vein yet undiscovered.

The rock in which the ore is found is calcareous spar, soft, brittle and easily worked, with limestone adjacent.

The walls of the lode are well-defined, like a clear fissure, with an underdip to the north of one inch in twelve. The Galena is well mixed with gossum, a sort of rusty, rotten substance, of good augury to miners, and the proportion of spar is very small. As the vein deepens, great blocks of Galena occur, without one particle of admixture; among the specimens at Mr. Hart's, one of these weighs 114 pounds, and is only a portion of the original. The ore is gained easily with the pick, and has been as yet cleaned by hand; the object of the adventurers being to test the value of the mine at as little cost as possible.

The shaft has been sunk thirty feet, the vein yielding about five tons, 80 per cent. ore per fathom, and improving as it descends, and showing better signs of silver, and here and there fine stones of copper ore.

For the samples assayed in England, the smelters there offered £12 14s sterling per ton, lead being lower than ordinary.

For the samples assayed in New York, the smelters offered $64 per ton, delivered, with 95 cents per oz. for all the silver, and $17 per oz. for any gold it might contain in addition.

The adventurers have not as yet decided whether to sell the property, or to form a company to work it; we hope they will do the latter and keep the profits in Canada.—We believe that the necessary capital to put the mine and smelting works into working order on a large scale, can be obtained in a few hours; and we should much regret to see foreign capitalists reaping the benefit of an enterprise which has been so well begun by Canadians.

When once the Carleton Place mine is in full operation Canada will be independent of the world for lead of which she now imports immense quantities in pigs, sheet, pipe, shot and white and red lead, all of which we hope in future will be included among our home productions.

There is abundant water power, with 20 feet fall, within half a mile of the mine, approached by an incline on which loaded waggons could descend with facility on a tram-road to the stampers and jiggers for cleaning; fuel is abundant and cheap; the climate healthy; labor is got for 80 cents per day, and the locality possesses every advantage which could be desired.

The specimens of ore at Mr. Hart's are declared by competent judges to be unequalled for size and purity, by the product of any known mine.

DOG STEALING.—Mr. David Craig, of Ramsay, was on Monday last brought before Justices McArthur and Peden, of this place, charged with stopping a deer hound on the chase and taking him home with him to his house. He probably thought he was doing no great harm, as it was *only a dog*, at best, but his foolish act cost him between six and seven pounds. This trick has become quite common of late, and we mention this circumstance, with a hope, that others, who might be tempted to appropriate to their own use, the property of another, may be thereby reminded, that "honesty is the best policy."

Somebody says:—"I compare the art of spreading rumors to that of pin making—There is usually some truth which I call wire; as this passes from hand to hand, one gives it a polish, another a point, others make and put on the head; and at last the pin is complete.

The *Country Gentleman* says that smoke is an infallible cure for wounds—it will stop the bleeding like a charm. Molasses, it says, is the best remedy for chapped lips or hands ever used. Both these applications are simple, and can be readily tested.

HARD ON THE TAVERNS.

To the Editor of the C. P. Herald.

SIR,—In your recent appropriate remarks on the subject of the approaching municipal elections, you very correctly stated that Hotel keepers would, in future, be ineligible as township Councillors. In this case, as well as in other things, the old proverb that "troubles seldom come singly" is as usual to be verified, since in addition to being shut out from the Council, a tax of Five dollars is to be imposed upon each tavern situated in the country or village—ten dollars if in an incorporated town, and twelve if within the limits of any city. The authority for this is to be found in the first clause of the 14th section of the Customs Amendment Act of last session; and although it may seem to bear hard upon a large class of persons, it must be remembered that the traffic is vastly remunerative to those engaged in it, while in equal ratio it is demoralizing to the community.

That the business is a profitable one to the individual is sufficiently proved by the number of persons everywhere engaged in it, while its effect upon society is seen by the crime and degradation everywhere attending it. It should be the earnest wish of every man who loves his country or his kind to see the suppression of the low groggeries and drinking saloons with which the country is infested, an enactment sufficiently comprehensive for the purpose, yet everything which tends even to diminish them ought to be regarded as a movement in the right direction and encouraged accordingly.

I am, respectfully,
Yours, &c.,
PTOLEMY.

To the Editor of the C. P. Herald.

MR. EDITOR,—I wish to ask you (since Editors are supposed to know everything), whether a man could live for a day and a half, and walk from the house to a carriage after having the upper part of his head removed by machinery, "on a level with his ears?" I have seen the statement in some of the papers, and having always supposed the slightest injury to the brain must prove instantly fatal, I wish to know if such is not the case. Hoping you will favor me with a reply,

I remain, &c.,
INQUIRER.

White Lake, Dec. 14th, 1858.

[What say our medical philosophers?—many of whom no doubt would feel the answer rising at once to their lips were the question propounded to them. And to them we must refer it, hoping some of them will "let their light shine" upon the matter, and gratify "Inquirer," who is probably in dread of a skullcracking and wishes to be forewarned as to the consequences. If "tipping the blarney" would entitle him to such a distinction, he certainly deserves it.]

Mr. James Sutton Elliott is still in prison in New York. An application for his release, on some technical grounds, was lately refused.

The venerable Alexander von Humboldt has been suffering from an attack of influenza, which to a man in his 90th year is a trying ordeal to pass through.