

estimate the application of gold and silver to other purposes than that of coin, at about four million pounds sterling, annually, for the last twenty years. These are not only the richest parts of Europe, and on that account capable of absorbing a larger portion of those metals, but they are also the great workshops in which are fabricated many of those luxuriant ornaments and utensils which are furnished to the gratifications of the richer inhabitants of other countries, where the few ornaments of the numerous less rich individuals are supplied by small internal manufacturers. If it be taken into consideration that the small portion of gold and silver which the inferior classes make use of must, from their vastly greater numbers, exceed that used by the rich, it will not be deemed an unfair assumption to calculate, that the hundred and sixty millions of persons in the rest of Europe annually consume two-thirds as much as the fifty or sixty millions who inhabit England, France, and Switzerland.

At this rate the whole application of the precious metals to ornamental and luxurious purposes, is as follows:—

Great Britain . . . . .	2,457,221
France . . . . .	1,200,000
Switzerland . . . . .	250,000

Estimated amount for the whole of the rest of Europe, being two-fifths . . . . . 4,027,221

Thus making . . . . . 6,612,711

We have given a very rough sketch of a subject of general and particular interest—the consumption of gold. It must not be forgotten that of all the gold used in gilding, in porcelain, and many other kinds of manufacture, not one-tenth part can be recovered. It is lost for ever, as far as any useful purpose is concerned.—With the advances of civilisation, and the consequent increase of luxury, the quantity of gold required annually to meet the demands will very soon far exceed that which we have stated, and, consequently, we may safely infer that the gold fields of Australia and of California will not have the effect of reducing the value of gold in Europe.

The gold mines of South America are failing.—Rarely indeed has gold mining proved a profitable commercial speculation;—and even the gold received from the Brazils, Mexico, Peru, and Chili, in the shape of gold dust, has been for some years declining in quantity. Therefore, the world has now to look to California and Australia as the sources from which the store of gold is to be renewed. China, several parts of India, and many of the islands of the Pacific, are already taking gold from these modern Eldorados. Regarding the discovery of gold in our colony and in California as a natural operation dependent upon some law by which the progress of civilisation is regulated, we cannot believe that any violent changes will be effected in any portion of the globe. A gradual change may be induced, but there appears no sufficient reason for supposing that the value of gold as the great element of exchanges will suffer any of those sudden variations from its present value, which many political economists profess to dread. Rather let us guard ourselves against that pride and consequent intolerance which the gold of America introduced into Spain, and from the effects of which that fine country has never recovered.

ROBERT HUNT.

EDUCATION AND THE KOH-I-NOOR.

The Koh-i-Noor is again before the public. When exhibited last year in the Crystal Palace, it was generally considered as a bore and a provocation. It would not shine—it would not "mizzle." People were told that it was worth two millions of money—more, in fact, than the glass house and all its contents put together—more than all the pictures in the national galleries—more than all the books in the British Museum—more than all the scientific apparatus at Greenwich. The price was of course fixed conventionally. For real use no man would give much for it. It is not more beautiful than a flower. It emits neither perfume to charm nor music to enchant. Robinson Crusoe would prefer a volume of Shakspeare or a drawing of Raphael. Two millions of money! Only think what might be done with two millions of money!—That sum would carry the adult illers of Great Britain

to Canada and Australia. It would suffice to build all the schools that would be required for a national system of education. What is the use of such a gem?—Thousands of murders have been committed for its sake since it was unfortunately for the world discovered by a slave in the diamond mines of Golconda. It has been a fatal possession to nearly all its owners.—The newspapers tell us it is now about to be cut.—Foreign lapidaries have been brought over from Amsterdam; a special machinery has been constructed for the operation; and no less a person than the Iron Duke—henceforth to be known as the "Diamond Duke"—has undertaken the supervision of the work. For what? For a toy—a bauble—the glittering trinket of a barbarian! It is disgusting to see men of the Saxon race—the race which has to colonise—to liberate, to civilise the world—making a god of such a bit of bright pebble. A country capable of a Penny Post and a Crystal Palace should be ashamed of this miserable trifling. What should we say to a president of America who wore a gem worth two millions sterling?—Should we not say he had a bee in his bonnet?

CANADIAN FAMILY HERALD.

TORONTO, C. W., AUGUST 29, 1852.

FEMALE EDUCATION.

If it is the lesson of nature, as indicated in our last closing remarks, that boys and girls, being indiscriminately commingled in the respective family circles to which they belong, would be most successfully educated in the same commingled state, then another lesson is inseparably connected with it. We must infer that our Educational system has so far been fighting against nature, and it is not difficult to see that society has been injured in consequence. Hitherto our training has been such as is not calculated to produce the greatest community of feeling or similarity of sentiment. After reaching a certain stage of their progress, for example, the one party has been trained to elaborate an essay, while the other elaborates a watch-chain. The mind of the one is bent so far to meet the incidents of every day life; the mind of the other roams in an Elysian sphere, far removed from either the duties, or the encumbrances of life. Such an education when matured, necessarily produces coquetry and deception on the one hand, and distrust and want of confidence on the other; and even when this barrier seems so far removed as to allow two similarly minded young persons to enjoy each others society, the deception and evasion must still be practised, as if it were a sin to love. All this results from beginning wrong in our educational system. We would say then let boys and girls romp and rollick together at school, it will tend to the healthy development of their muscular organization;—let them attend the same classes, and stimulate each other to overcome the little difficulties which lie in the way of their intellectual progress, and it will conduce to a more vigorous development of the mental faculties. Many a young man when circumstanced in life as the sun and centre of a little happy family circle, looks back with feelings of chastened delight, to the happy hours he spent in the company of his affectionate sisters, when under the paternal roof, and he attributes to their society, and to their influence, the purity of his own mind, and the refinement of feeling which enabled him to pursue a happy, because a virtuous, course. A person so circumstanced may baffle all the conventionalities of life, but there are many young men, equally well disposed, but not

so highly favoured in the allotments of life. They are left to form associates of their own class, and necessarily are deprived by the customs of society of that refining education which would result from a commingled system of instruction. It is firmly engraven upon our own mind that among the greatest of our juvenile difficulties, was the daily competition with two or three girls, that right or wrong would keep the top of the class. In many of the schools in the cities of America boys and girls are taught together. In all common schools in Scotland boys and girls are taught in one apartment. In England there is in reality no common school system, but in nearly all the schools of whatever name, boys and girls are taught in separate apartments. The same is the rule here; but nevertheless of that, having taken cognizance of the system in its various ramifications, we decidedly prefer the Scotch parochial school system; but would wish it, as in many isolated portions of the States, carried out to the highest of our High Schools. It is evident that girls would require to devote part of their time to needle work, which boys would not require so to devote, and that this must be done while their fingers are yet pliant and delicate, in order to insure expertness in the use of the needle: but that could be overcome by being practised at different hours, while boys would be devoting their time to architectural or mechanical drawing, or modelling, or some such work that would not necessarily come under the scope of female education—that is to say, something which belonged more immediately to the prosecution of mechanical pursuits. What good reason can be assigned that our High Schools should be shut against girls? It is surely a part of the remnants of that feudal system of the middle ages, which looked upon the female as an inferior being, and only fitted for the drudgery of life. We question not here the prominence given sometimes, by feats of chivalry, to the happy fair: these were, at best, exceptions to the rule, and were too transient to affect the mass left beyond the pale. It belongs to this age alone, in an eminent degree, to exalt woman to that high position which a benign Creator so highly fitted her to occupy as the companion and the friend of man;—and how much better would society be, if the lingering dregs of that anomalous state were entirely dissipated. Let us then, for the sake of all interests in society, have our school system, from its simplest to its highest stage, open alike to boys and girls, and let them be trained in one apartment, that the natural delicacy and gentleness of the one may soften down the asperity of the other. We are aware that grave doubts are entertained, by persons well acquainted with the practical working of the school-room, as to the prudence or propriety of such a course of procedure.—It is the opinion of such, that, from the ages of 15 to 18, young women study much more closely and attentively, when by themselves, than they are found to do, when mixed with lads of a similar age; and that associations are often formed, in such cases, that have an injurious effect upon the respective parties, in all their after career. We, at once, admit the force of the objection, in so far as it applies to our higher seminaries of learning, but have been in the habit of attributing any difficulty that may arise from such a source, to the want of a more thorough adaptation of our school machinery to the requirements of such a system. Even if it were the case,