

### 3. MISCELLANEOUS STATISTICS OF CANADA.

We are in receipt of a blue book, Part I, of Miscellaneous Statistics of Canada for the year 1865, issued from the office of the Minister of Finance. The auditor, Mr. Langton, in the preface, makes a very gratifying announcement, viz: "the table of railways which appears this year for the first time, and which, in spite of the financial difficulties which almost all of these undertakings have experienced, exhibits the satisfactory results, that the gross receipts of all the railways have been nearly \$11,000,000, whilst the working expenses, including renewals of rails, bridges, &c., have barely exceeded \$7,000,000, leaving a net profit of \$3,782,576 on a total capital expended of \$121,543,189." The second part of the statistics, containing the municipal returns, will, it is expected, be ready for distribution before the close of the present session.—From the book before us, we compile the following interesting statistics:

#### LANDS SOLD—

Number of acres disposed of by sale and free grant, to December 31st, 1866, in Upper Canada, 21,488,342; in Lower Canada, 19,089,355.

#### POPULATION—

In 1852 the population of Upper Canada was 952,004; Lower Canada, 890,261. In 1865, that of Upper Canada was 1,655,022; Lower Canada, 1,266,840; the ratio of annual increase being, for Upper Canada, 4.34 per cent, and for Lower Canada, 2.50.

#### IMPORTS AND EXPORTS—

Total value of exports for 1863, \$41,831,532. For 1865, \$54,219,759. Total value of imports, 1863, \$45,964,493; for 1865, \$44,227,822. Total duty, 1863, \$5,169,173; for 1865, \$5,617,811.

#### RAILWAYS—

Great Western Railway, 1865—Road open for traffic, 345 miles; number of engines owned, 94; number of first-class cars, 83; second-class do, 97; freight cars, 960; number of tons of freight carried during the year, 455,073; total receipts for year, \$3,370,637; total working expenditure, \$1,305,267; number of persons employed working the line, 2851; number of persons accidentally killed during the year, 15. Amount paid during the year for interest, dividends, &c., \$1,805,752.

Grand Trunk Railway, 1865—Road open for traffic, 1377 miles; number of engines owned, 293; first-class cars, 145; second-class, 72; number of freight cars, 2,718; freight carried, 1,001,687 tons; total receipts, \$6,470,998; total working expenditure, 3,857,806; number of persons employed working line, 5,370; persons accidentally killed, 38. Amount paid during year for interest, dividends, &c., \$1,538,320.

London and Port Stanley Railway—Road open for traffic, 24½ miles; number of engines owned, 2; number of first-class cars, 3; number of second-class, 6; number of freight do, 28; freight carried, 23,291 tons; receipts for year, \$33,191; total working expenditure, \$26,044; persons accidentally killed, 1; amount paid during the year for interest, dividends, &c., nothing.

Welland Railway—Length of line, 25½ miles; receipts for year, \$100,016; working expenditure, \$69,746.

Northern Railway—Length of line, 97 miles; receipts, \$506,748; working expenditure, \$275,941.

We also find returns from the remaining eastern Canadian railways but omit the same as of no particular interest to Upper Canadian readers.

#### TELEGRAPHS—

Montreal Telegraph Company—Length of line opened, 4,326 miles; number of stations opened, 331; number of messages sent during the year, 444,878.

#### CORONER'S INQUEST—

Number of inquests held in Upper Canada during 1865, 659; coroner's fees, and expenses, \$7,019. The verdicts returned were, murder, man-slaughter and infanticide, 18; suicide, 16; results of intemperance, 17; found dead, cause not stated, 27; natural causes, visitation of God, 306; burned or scalded, 14; drowned, 264; killed by falling of trees, 10; killed by railways, 8; killed by horses or carriages, 5. Total 659. Other accidental deaths upon which no inquests were held number 100.

## V. Papers on Drawing.

### 1. BLACKBOARD DRAWING.

How to keep busy little fingers out of mischief, how to keep bright little eyes wide open, and how to make amusement a means of introducing useful ideas into inquisitive little heads, are among the many *hows* which constitute the knotty problems for the teacher's solution. A familiar picture is that of a country school on a summer's day. A dozen pairs of eyes bent on the lesson; some intense and eager; some with a curious blending of disgust and determination, which

says in the language of eyes. "I hate you sincerely, but I am used to obedience; and besides, the harder I study the sooner it will be over." Others, with fewer scruples, cast furtive glances through the window, and vary their "Examples for Practice," by the introduction of practical problems running this way:

"Given the time of day, nine hours, forty-five minutes, thirty seconds A. M., to find the exact time which must elapse before recess; that event occurring at ten hours, thirty minutes A. M.

Others, and our teacher counts their number with a little nervous apprehension, are as oblivious to the duty of intellectual culture as the birds singing their songs among the branches of the great maple by the door, either dreamily gazing around and out, or in dream-land proper, contemplating things as remote as possible from school-house and spelling-book.

To lessen the frequency of these periods of inattention and idleness, to clear the cloudy brows and awaken interest and enthusiasm, is the result for whose attainment the teacher's ingenuity is constantly exercised.

Among the many expedients resorted to, drawing on the blackboard is a very successful one; and combining, as it does, pleasure with great profit, it should receive considerable attention.

With children, the habit of observation, and the faculty of distinguishing outline, form and colour, need careful culture. This exercise is admirably adapted to this end; and, by increasing in youth the activity of the observing faculties, its advantages are felt through life. Aside from this, the acquired skill of hand and accuracy of eye will always be of great service. How many of these little boys and girls who play every day in the woods could tell you the shape of a maple leaf! Pick up two or three that have blown near the door, and show them how all the stems are nearly the same length; how in each leaf they diverge into five parts, called veins, because, like the blue veins which can be traced under the skin, carrying the blood to the heart, to be purified and sent through the body, they carry the sap up into the beautiful green blade, where the fresh air and warm sunlight convert it into nourishing food for the growth of the tree. Show them how regularly the margin forms a point at the extremity of each vein; and between each vein curves inward towards the base of the leaf, dividing it into three distinct and five distinguishable lobes, there being another point midway between the extremity of the veins and the deepest curve of the margin, and each leaf so nearly resembling the rest that one description will answer for all. Then, if our school room is provided with sufficient blackboard surface, as all school rooms should be in this enlightened nineteenth century, arm each little scholar with a leaf and a chalk pencil, and proceed in this way, illustrating by using the chalk yourself during the whole exercise, just as you instruct them.

Let each one look carefully at the leaf he holds, and estimate with his eye the distance between the extremity of the middle vein and the base of the leaf. Then make light dots on the board for these points. In the same way, fix a light point for the end of the stem, estimating carefully the distance and direction from the first two points. Now, draw the middle vein and the stem in one line—straight, if it be so in the leaf—curving or angular, if it be so there. In order to represent it naturally, begin at the extremity, and, merely resting the chalk on the board, draw it lightly in the proper direction, gradually increasing the pressure, until, near the base of the leaf, the line is as distinct as can be made. Next, fix points for the extremities of the outside veins, observing carefully the angle of the form with the middle vein at the base of the leaf. This is usually a little less than a right angle. Then, beginning at the extremities, draw them in the same manner as the other; observing, always, that, just at the extremity, they should be scarcely visible, but should gradually increase in strength, until, near the base, they have become as decided as they can be made. They divide the angles formed by the middle and outer veins equally, and extend nearly as high up as the middle one. Now, the framework is complete, and we are ready to represent the margin. Look carefully at the leaf, and determine the position of the points which mark between each vein the nearest approach of the margin to the base of the leaf; these, being equally distant from the base of the leaf, and the veins on each side, are easily placed. Then, proceed to draw the left half of the margin first, so that in drawing the last half you will be able to see what is finished, and make the two sides correspond. Observe this in all drawings. Begin at the extremity of the middle vein. As in blackboard drawing it is principally facility in outlining, and not shading, that is acquired, nearly all lines are to be made distinct, and by bearing on firmly with the chalk. The exceptions are veins, and some familiar lines that are not outlines. Observe then in drawing the margin, to make firm, decided lines. You will notice that the points are all very sharp, and the curves between them very rounding; that the margin, between where it curves nearest the base of the leaf, and the point midway between this and the extremity of the vein, is a line, parallel with this vein,