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THE PARISH SCHOOL ADVOCATE

And Family Instructor,

FOR NOVA SCOTIA, NEW BRUNSWICK, AND PRINCE
EDWARD ISLAND.

EDITED BY - - - - ALEXANDER MUNRO,

Bay Verte, New-Brunswick.

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Vol. 2.

APRIL, 1859.

No. 4.

The Chief Superintendent's Report—New Brunswick—1858.

The seventh annual report of the Parish schools of this province is now before us; from which, we glean a summary of statistical information on the state of education in New Brunswick.

Like its predecessors, this report contains an account of the difficulties underwent by the officers having the management of the educational department, with numerous suggestions, considered worthy of adoption by the chief superintendent; the report, as a literary production, is equal, if not superior in consequence of its conciseness, to these of former years. The tabular department, though in some respects defective, is in the whole, better than that of former reports. There is a

great satisfaction in having facts presented in a proper dress,—when such is the case, especially matters of a statistical nature, they are easier understood and longer retained by the reader.

The inspectors reports contain much valuable information on the condition of the schools; especially Inspector Bennett's; this report is couched in a good style, and contains a truthful delineation of the prevalent defects in the parish schools of Mr. Bennett's district; and we have no doubt that the same evils exist in the other districts and the remedies suggested, are fully applicable to the schools in the other sections of the Province.

The Chief Superintendent's Report

estimates the population in 1858, to be 232,777, and the number of children capable of attending school, at 63,923. The number who attended school during the year, 24,138; the number of schools 762; and the amount expended by the province in support of these schools £22,123; amount expended by the people, £72,161—total £34,284;—this sum includes £1,263 paid to the Chief Superintendent, Inspections, &c. Of the 24,138 school-going pupils, 13,075 were males; and 11,063 females. The number of teachers licensed during the year, were, males 65; females 130—total 193. Number of male teachers engaged during the year, 455; females 340. Value of books in the hands of agents in different parts of the province about £1,000; superior schools established during the year, seven, attended by 450 students,—receiving £213 of provincial money, and £277, from the proprietors—total, £492. As to the subjects taught, and the religious persuasion of teachers, the report is silent. The training and model schools, are doing much good in the preparation of teachers—securing uniformity, and a better faculty of imparting knowledge. The number of students in attendance during the year, is set down at *seventy*.

Remarks:—It will be observed, in comparing this report with those of former years, that there is a great falling off in school attendance throughout the Province. On another page will be found, a "Tabular Educational Report of the schools of New Brunswick" for a number of years,—on a comparison of the figures, for the different years, set forth in the table, to which the reader is invited to turn; the state of education, as far as tabular representations are concerned, will be seen at once, and the different stages of improvement can be easily observed,—the number of schools in operation, pupils in attendance, and sums expended in support of education, along with the other details set forth, are topics worthy of consideration.

In 1857, there were 30,000 children at school, while in 1858, there were only 24,138—showing a deficiency of 5,862,—consequently, less than *one ninth* of the population of New Brunswick attend school, while in some of the New England states and Canada West, *one fourth*, and in one state, *one third* of the population are school-going pupils; even our Colonial neighbour across the

Straits, Prince E. Island, sends *one sixth* of her population to school. This state of things is certainly not flattering. It will also be seen by reference to the tabular statement that the cost of sustaining the educational institutions for the past year is greater, by £1,192, than that expended in 1857; and the cost of official management alone £1,075 more than it was in 1857, this is very discouraging. The Colleges, Academies, and high schools, principally of a Secularian order, in 1858, cost £6,958; this large sum is annually paid without the public being made acquainted with any statistics of the state of these institutions. We hope in future to see details—number of students, subjects taught, religious persuasions of students &c., annexed to the superintendent's report, in order that the public may be able to estimate the progress made. It must be obvious to every one at all acquainted with the state of education in other countries—countries which we are striving to imitate, that the good effected by our educational system, is not at all commensurate with the amount of money annually expended in aid of education.

The superintendent says "the change made in the system of Inspection was a necessary one and will prove of immense benefit" to the Province; this assertion is yet to be proved; we very much doubt whether the whole system can be made worth half its cost to the country. The amount now paid for inspection, is sufficient to allow if divided, four pounds to each of the 321 Trustees in the province, or twelve pounds to each of the hundred and seven parishes; it is evident under the present system, that trustees will not take a proper interest in the schools unless they are paid. The inspectors complain of the trustees not doing their duty; Mr. McLaughlin, the Inspector for the St. John River Counties, says, "I have been very seldom accompanied by trustees during my visits. This was owing in some measure to the busy season of the year, but more to a dissatisfaction entertained, because of extra duties imposed upon them, without any recompense for their loss of time. This was the chief objection I heard urged throughout the District."

The Trustees cannot be blamed, and it is no wonder that the public are dissatisfied when they find that exorbitant sums are paid to other persons

over whose conduct they have no control, while the local officers have to perform a large amount of duty gratis. We here re-iterate the statement,—that education will not advance in a satisfactory manner, unless the people generally, and Trustees take a more special interest in it; and it is utterly

useless to expect that interest to be taken by the local officers, which the importance of the subject demands, unless the trustees are invested with the full power to inspect the schools in their respective parishes, and paid for their services.

Tabular Educational Report,—New Brunswick

Year.	Population.	Classification of Teachers.			M. Teach.	F. Teach.	Denomination of Teachers.					Students at Train. sch ¹	No. of pupils in Gov't. schools	Government Allowance.	Paid by People.	Gov't. Allowance to other institutions.	Total by Government.	Total amt. Gov't. and people.		
		1st	2d	3d			Epis.	Baptist.	Meth.	Pres.	R. Cath.								Others.	
1849		621																		
1850		650																		
1851	193,600	647																		
1852		688	67	146	449															
1853		741	134	162	420	462	253	179	146	90	106	155	24	84	24,127	13,656	13,655	5,222	28,578	32,433
1854		635	169	123	296	415	245	163	155	94	101	101	39	61	21,977	17,526	12,410	5,461	22,331	35,397
1855		785													27,744	18,414		6,160	24,514	
1856		825	183	161	522	483	331	245	225	109	139	133	16	64	29,067	29,639	16,678	6,386	27,036	43,713
1857		892	216	172	566	539	415	206	237	144	148	108		84	30,000	21,048	20,294	6,841	27,839	49,183
1858	232,777	762	169	136	490	456	310								70,24,138	22,122	12,161	6,958	29,081	41,242

NOTE.—In some cases, the sum total of the Teachers, as given under the head,—“Classification of Teachers,”—will not agree with the figures in the column headed—“No. of Schools;”—the difference arises in consequence of some of the Schools not being in operation during the whole year.

“I have the honor to hand you the following general Report on the state of the Schools in the Northern District, supplementary to the tabellated Returns already furnished:—

There were in my District of Inspection, during the Term ending 30th September—

- 1 Superior School (at Campbellton, Restigouche.)
- 4 First Class Schools, conducted by Male Teachers.
- 9 Second “ “ “
- 80 Third “ “ “
- 10 First Class Schools, conducted by Female Teachers.
- 1 Second “ “ “
- 61 Third “ “ “

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Of these Schools 39 * were not visited, for reasons given in the Report on the Teacher's Returns; but 18 were inspected from which no Returns have been received, and which are not included in the statistical Tables, nor alluded to in the following remarks.

“The Superior School, which is attended by 83 pupils, is conducted in a very excellent and successful manner. The tact, temper, and patience, the natural and acquired qualifications of a

*Many of this number were closed in the early part of the Term.

first rate Teacher, Mr. Crocket possesses in a high degree; and the success attending his labours, the progress made by his pupils, and his continued and growing popularity, are evidences that such is the fact. The discipline of the School is excellent; firmness combined with kindness preventing severity, and the result is order and harmony. The branches taught are, spelling, reading, writing, arithmetic, English grammar, geography, history, book-keeping, geometry, mensuration, algebra, Latin and French, and taught in such a manner as to confer upon the pupils advantages of no ordinary kind. The School is liberally supported by assessment, the amount levied being £100 per annum, £75 of which are paid to the Teacher, and the balance for incidental expenses. There has also been laid in connection with it during the Term, the foundation of a public Library, which will not be without its influence. So that, regarding this institution from every point of view, we are safe in affirming that there is before it a long career of usefulness.

“Two additional Superior Schools have recently been established in this District—one in Newcastle, the other in Chatham, and the preliminary requirements of the Law complied with. No regular visit of inspection has of

course been made to them, nor any returns received from them; but I have reason to believe that when the time to visit them arrives, they will be found, what they profess to be, Superior Schools.

Of the other 127 Schools visited, I found only 7 in a really good and efficient state. The Teachers of these Schools are well qualified for their work, and are labouring with zeal and ability. In these the branches taught are spelling, reading, writing, arithmetic, English grammar, geography, history, book-keeping, geometry, mensuration, algebra, Latin, and French.

"The Schools of 46 Teachers are marked in my Returns as in an average state, but many of these Teachers are capable, under more favourable circumstances, of producing better results than are actually visible at the present time. The defects of these Schools do not arise wholly from incapacity or indifference on the part of the Teachers, but in a very great degree from circumstances partially or altogether beyond their control. The want of punctuality and regularity in the attendance of the children, the insufficient supply of textbooks, and the wretched condition of many of the School-houses, are all causes, any of which would retard the progress of the best of Schools; but all combined, and in many cases they are all combined in one and the same School, they would thwart and discourage the exertions of any Teacher, and be certain to keep him and his charge in the state described. Irregular and bad payments also operate prejudicially upon these Teachers, and through them upon the Schools. There is another defect in many of these Schools to which the attention of Teachers should be specially invited; for the remedy is almost entirely in their own hands. I allude to the practice of attempting to teach too much, without being able to accomplish it. The time of both Teachers and scholars is really frittered away in this vain attempt. They get a sip of this, and a sip of that, without a deep draught of any thing. Those Teachers will succeed best who attempt but little, and do that little well, as those stars which have the least circuit are the stars nearest the pole.

"The Schools of the remaining 73 are all inferior, though not all equally so. Several of these Teachers are altogether incompetent, both as regards scholar-

ship, and a knowledge of the art of teaching, several from downright laziness, while not a few are retained in their situations as objects of charity, and some more from less worthy motives. A considerable number, though I cannot come to figures, are occasionally engaged in other pursuits, such as farming, and fishing, which occupations naturally withdraw their attention from their more immediate duties as Teachers. It is scarcely possible to blame them for acting in this manner. In many cases they are so ill paid, that unless they did something of this kind, I do not see how they and their families could subsist. This state of things will probably continue as long as the causes which produce it last. The sufferers are the children, the losers are their parents, who must, as long as the Teacher is so inadequately remunerated, be powerless to remedy the evil; for how can they consistently control a man who endeavours by extra labour to obtain those necessaries of life which are not, but should be, the direct reward of his professional work? Another cause of the low state of Education in these Schools, which within a limited range has come under my observation, is the fact that they are open only during part of the year. Females prefer teaching in summer, men in winter. The latter in some instances, I cannot say in how many, occupy themselves in summer at farm-work or the like, which they find more profitable, and in winter resume teaching when farming and most other out-door occupations are suspended. One of the worst features of this evil is, they do not always resume teaching in the same School. Another misfortune is that Teachers are commonly engaged for too short a period. A Teacher's head and heart can never be enlisted in his work when he knows that there is no certainty of remaining in his present charge more than six or twelve months. This frequent change of Teachers sometimes necessary it is true, but oftener the result of whims and caprices on the part of one or other of the interested parties, is productive of the most pernicious consequences to the rising generation. And even when the Teacher is not changed, the shifting about of children from one School to another where there is a choice, sometimes from one reason, sometimes from another, and not unfrequently from no reason at all, does a

world of mischief to the young, by giving them the idea that their deficiencies are all attributable to the ignorance or unskillfulness of their Teacher, and none to their own negligence or dullness. To expect our Schools to flourish in the circumstances described, is about as reasonable 'as to expect a thaw in Zembla.'

"*Of the Pupils.*—In my District of Inspection there are by the Returns, 4,028 learning spelling, 3,820 reading, 2,890 writing, 2,426 arithmetic 613 common and other needle-work, 477 English grammar, 448 geography, 668 French, and some also studying history, book-keeping, geometry, mensuration and algebra.

"*Branches of Instruction.*—Spelling is taught very imperfectly in many of the Schools. Too little attention is paid to the division of words into syllables. The practice too is very common of selecting for the spelling exercise only the larger words, to the exclusion of the smaller ones which are of more frequent occurrence, I have frequently found whole classes capable of spelling all the long words in their lesson, and unable to spell and distinguish such words as *one, of, were, there,* and so on. The best remedy is to spell every thing that is read, and to practice, whenever it is practicable, the important exercise of writing to dictation.

"*Reading.*—In many of the Schools the reading is fluent enough, perhaps too much so. The children in general read too fast, pay no attention to, or are not instructed in either the natural or conventional pauses; some read so low as to be almost inaudible, while others again raise their voices to such a pitch as to destroy all modulation. It is a matter of deep regret that so little attention should be given to the cultivation of natural and intelligent reading. The art is not so easy as some may suppose, but that is the very reason why it should form the subject of the Teacher's most careful study. I hope soon to see it receive at the hands of all concerned that attention which its importance demands. Another defect, and one if possible to be still more lamented, is the not understanding what is read. In many of the Schools the Teachers content themselves with simply hearing their classes read, and devote no time to the explanation of the subject read. I could fill pages with the inappropriate and ludicrous

answers to the simplest questions arising naturally out of the text. But honorable exception must be made in favour of a considerable number of the Schools where great care is taken, and not a little talent brought to bear upon this important part of school business, where no lesson, however short, is passed over, till all, even the least intelligent of the class, have thoroughly understood it. I am sorry to say that I cannot include in this description quite all the trained Teachers employed in the Northern District.

"*Writing.*—There are a few Schools, though perhaps not equal in other respects, in which writing has attained a high degree of perfection. The specimens exhibited are really beautiful. But such Schools bear a very small proportion to the whole. The common method of teaching this branch is for the Teacher to prepare the copy-book by writing a line across the top of the page, and then setting the pupil to imitate it; and it is painful to add, that in many instances, as far as regards calligraphy and orthography, nothing could be more unfortunate than success. To make matters worse, the pupils are often supplied with bad materials. Inferior paper, pens, and ink, are very frequently preferred because they are cheaper. The desks too are often found ill suited for the purpose, some too high, others too low, some too much inclined, others perfectly flat, and in one or two instances, no desks at all, or, by the way of substitute, the benches the children sit on. The frequent change of Teachers, as already alluded to, has its bad effects on this as in every other branch. One term the pupils are imitating one Teacher's hand, another term, another's; this Summer a female's, next Winter a man's; and so in one continual round, in which there is nothing constant but change. To remedy in some measure this defect, I would strongly urge upon the Department the importance of supplying the Schools, through their Book Agents, with a complete and uniform set of printed lines, from which the children might copy, rather than from those written by their different Teachers.

"*Arithmetic.*—This branch, as a science, is taught in only a few Schools; but as an art in which proficiency is attained by constant and stimulating practice, it is taught well in many of the Schools in this district. It seems,

generally speaking, to be the favorite study, and is sometimes cultivated at the expense of others not less important. I have often seen classes, dull and lifeless during their other exercises, rouse themselves to activity the moment the slates were put into their hands. The same, or even a less amount of care bestowed upon the other branches, would soon raise such Schools to a higher rank than they now hold.

English Grammar.—This study is prosecuted in 64 Schools. In about one half of these it is well taught, in the other, the time spent seems nearly lost. Those Teachers who really understand this science, would do well to consider the propriety of early initiating their pupils into the habit of putting its principles into practice."

To be Continued.

From English Journal of Education.

Education of Women, and Women as Educators.

"Never, since the world began, have women stood face to face with God. Individual women have done so, but not women in general. They are beginning to do it now; the principle that Jesus Christ laid down is beginning to be admitted. Young women begin to ask at the age of sixteen or seventeen, 'What am I created for? Of what use am I to be in the world? According to the answer is often the destiny of the creature.

"Mothers, the responsibility lies with you; what do you say in answer? I fear it is almost always some thing to this purport—'You must marry some day. Women are made for men. Your use is, to bear children; to keep your home comfortable for your husband. In marriage is the only respectable life for women.

"If a girl, has a religious or an inquiring mind, she will be much dissatisfied with this answer, and say, 'But if no one ask me to marry whom I can love? or suppose I do not want to marry? Suppose my husband dies? or what am I to do all the years I have to wait for a husband? Is there nothing I can do for any body?'

"The newness of the world and the vigour of young life will prevent some years from being absolutely miserable. Among the rich, music, languages, drawing—'accomplishments,' in fact, fill up much of life, and stop the questionings and discontent of heart. In so far as they do this, they are pernicious. In so far as they are amusements only, they are killing to the soul. It is better far to hear the voice of the hungry soul loud and crying. It is better to have the bare fact of idleness, than to be busy always doing nothing. Accomplishments, which are amusements only, do more harm than good. Do not misunderstand: 'accomplishments' may be

works, serious studies; and may, by helping others to bear life better and giving pleasure to those who have none, be made worthy work for woman; but for this end they must be studied and with self devotion.'

They must also be kept in subjection to more directly useful pursuits. Every woman, be her rank in life what it may, should be made practically acquainted with every branch of housekeeping. She should know all the duties of every kind of household and domestic service. The more servants her husband is likely to keep, the more is this requisite. She should also be educated in the arithmetic of housekeeping and learn to be a fair accountant. If to this she adds some knowledge of the common trades and how to guard against imposition, the economy resulting therefrom may be incalculable. On'y yesterday the writer of this article was conversing with the land agent in a remote country town on the approaching sale of the last remnants of a family estate, owned by a man who inherited them with a princely fortune. 'Ah Sir,' said our informant, 'it was his wife who ruined him, she had never learned the worth of money, and it was not only her ignorance of all business that brought them to this: he troubled himself about nothing, and she was cheated right and left. How different it is with Lady—she looks into everything and understands everything. The other day they wanted new cupboards and book shelves at—and as it was to be done by contract it was all measured and the estimate sent in. Her ladyship was not contented with it and went through it herself and convinced the man that he had made several mistakes and could very well afford to do the work, which was considerable, at two thirds the amount he asked, and

which was accordingly done. Now the first of these ladies was the wife of a lucky inheritor of a fortune in the middle class of life, and the latter the wife of a nobleman of large fortune, is herself, one of the noblest and oldest families in the kingdom. Remarkably silly and low born people imagine that there is a degradation in business habits and useful labour. The wife of a tailor (an honest hard working man) was heard the other day to thank God that she was not obliged to work for her living; and a lady of no very illustrious origin was intensely disgusted with a friend who recommended her Theodosia Arabella to get a thorough knowledge of cooking. The German woman of all ranks do this. In no country in Europe is it half as necessary that we should follow their example, for doctors well know how lucrative to themselves and ruinous to our health is the dyspeptic effect of the abominable cookery which prevails here.

As says the poetess, Elizabeth Barrett Browning,—

“The honest earnest man must stand and work :

The woman also ; otherwise she drops
At once below the dignity of man,
Accepting serfdom.”

We do not exactly see how she accepts serfdom; but she certainly sinks in the social scale. If a woman is not reputed for something useful, she can only hope for credit for something incomparably less worthy and more perishable.

Women cannot all be Frys, Bosanquets, Chisholms, Carpenters, or Nightingales; but every individual woman, without a single exception, has it in her power to learn and to do something useful. If it be the tending the sick, teaching or learning the after duties of married life she is walking in the right road, and falls not within the scope of our criticism. This criticism is not unkindly meant even towards those who are simply learning the routine accomplishments and following the frivolous pursuits of young lady life. We heartily long for their improvement, and if every other periodical publication professing to influence education were to devote a few pages monthly to this subject, so as to develop its details, great good might be done and many a woman rescued from the flock of butterflies who flutter uselessly in their sunny youth, utterly unprepared for the fu-

ture work of life. Hence more than half of the discomforts, squabbles, and miseries of married life and the countless injuries to the children of a new generation therefrom arises.

We repeat it, we are no enemies to a rational cultivation of female accomplishments provided that the recipients have a natural capacity for them. But this ought not and need not prevent the thorough teaching of all useful things for the future mistresses of households and mothers of families.

We cannot better conclude this paper—this most unpopular and unpalatable paper—than by borrowing a little scrap of countenance from our excellent contemporary “Chambers.” He is speaking of working class women, but the “intelligent reader” will discern a fitness in what he says for all sorts and classes of females—*mutatis mutandis* :

“I would like to see working women—hand-labourers—take up their pride, and wield it with sense and courage; I would like to see them educating themselves, for education is the grand motive power in the advancement of all classes. I do not mean mere book learning, but that combination of mental, moral, and manual attainments, the mere longing for and appreciation of which, gives a higher tone to the whole being. And there are a few conditions of life, whether it be passed at the counter, or over the needle—in the work room, or at home—where an intelligent young woman has not some opportunity of gaining instruction; little enough it may be—from a book snatched up at rare intervals, a print shop window glanced at, as she passes along the street—a silent observation and imitation of whatever seems most charming and refined in those, undoubtedly her superiors, with whom she may be thrown into contract; and though the advances to be thus made by her be small, yet, if she has a genuine desire for mental improvement, the true thirst after that which is good and beautiful—the good being always the beautiful—for its own sake, there is little fear but that it will gradually attain its end.

“There is one class, which, from its household familiarity with that above it, has perhaps more opportunities than any for this gradual self-cultivation—I mean the class of domestic servants; but these, though belonging to the ranks of women who live by hand labour, form a body in many points so distinct,

that I shall not dwell upon them here.

"All that I can ask is—something different from the usual cry of elevating the working classes—whether it be not possible to arouse in them the desire to elevate themselves? Every growth of nature begins less in the external force applied than in the vital principle asserting itself within. It is

the undercurrent that helps to break up the ice; the sap, as well as the sunshine, that brings out the green leaves of spring. I doubt if any class can be really elevated, unless it has first indicated the power to raise itself; and the first thing to make it worthy of respect, is, to teach it to respect itself." —*English Journal of Education.*

Twelve Golden Maxims for Families.

I. *Health must be regarded.*—This demands the first attention, and unceasing regard. The laws of health must be observed, and those wise and efficient means must be uniformly employed, by which, in connection with the divine blessing, the health of the various members of the family may be secured. It is deeply to be regretted that so many families disregard the laws of health; we cannot wonder that illness so often prevails—that death so prematurely ensues.

II. *Education must be earnestly attended to.*—The mind must be early cultivated: acquisitions, varied and important, must be continually gained. The faculties must be wisely and vigorously disciplined, not only from the consideration of the happiness which will be secured, and the true respectability which will be attained, but from the conviction that, at the present period, a good sound education will be essential to the members of our households in future life—that they will be worth comparatively nothing without it.

III. *Amiable tempers must be cherished.*—The kindly dispositions in our families are not only desirable, but indispensable; there is no domestic happiness without them. One must be bland, courteous, and amiable to another. The law of kindness must be the rule—governing, moulding, harmonizing the family. There must be nothing, hard, stern, or unyielding; but mutual concessions, mutual tenderness, mutual love.

IV. *Industrious habits must be formed.*—Nothing is more essential. Unless active habits are cultivated, and cultivated from principle, no progress can be made in anything that is valuable; no respectability, intellectual,

social, or moral, can be gained; no confidence on the part of others can be realized; no blessing from heaven can be vouchsafed. Indolent apathetic families, habitually sluggish, and indisposed to labour, are ignorant, unhappy, immoral. This may be regarded as an indisputable fact.

V. *Mutual confidence must be reposed.*—There must be no shyness of each other. There must be no jealousy, no undue caution, no distrust. If these feelings may be manifested in the family circle, there will be no comfort, there will be a canker worm at the root of domestic love and happiness; and this want of confidence will increase, until everything that is petulant and malicious will be discovered.

VI. *A continual desire for domestic tranquility must be cherished.*—What can be more desirable than peace in our dwellings?—that peace which is the result of love—which springs from mutual respect and forbearance—which is associated with principle,—which is the consequence of the fear of God—which is identified with filial and unwavering trust in Him. A tranquil, happy home is the very emblem of heaven.

VII. *The Parental character must be highly respected.*—There will be no domestic blessing without this. There will be no true dignity in the family without this. There will be no real prosperity at home without this. Parents must occupy their appropriate place: they are the heads of families, and they must be regarded as such. There must be no neglect; no disrespect must be shown them. There must be no contempt of their authority, no indisposition to render obedience.—Children must value and

honor their parents, else, instead of having a blessing throughout life they will be sure to have a curse.

VIII. *Domestic order must be maintained.*—Where there is disorder, there is no tranquility, no excellence, no advancement, no happiness. Order in families is essential to their peace, elevation, and progress. In our households, everything should be done at the best time, as well as in the best manner. There should be rules to direct and govern, from which there should be no deviation, unless necessity compels. Disorderly habits, a constant want of arrangement, will entail nothing but loss and misery; and, as the children grow up, these habits will be rendered fixed and permanent, so that they will become men and women, fathers and mothers, without any love of rule or order.

IX. *The love of home must be fostered.*—There is no affection, when it is cherished from an early period, and from principle which is stronger: and sure we are, that there is no feeling which is more valuable and important. It is connected with a thousand endearments; it preserves from a thousand temptations; it is identified with the cultivation of the noblest principles and purest emotions; and it is inseparable from peace and happiness. In such a world as ours, home should be the refuge from every danger; the spot where freedom is found from every care; the haven where tranquil waters are met with after the fiercest storm.

X. *Sympathy under domestic trials must be expressed.*—There must be no cold, no unfeeling heart displayed. Family difficulties will occur, family changes will be experienced; family sorrows will be endured; family bereavements will be undergone; and in these situations there must be sympathetic and tender emotions cherished. The parents must feel for the children, and the children for the parents; brothers must be kind and compassionate towards their sisters

in affliction; and sisters must endeavour to alleviate the sorrows and burdens of their brothers. Thus will support be administered under the heaviest pressure; consolation be afforded during painful illnesses and protracted calamities, and the benediction of heaven be graciously imparted.

XI. *Sincere prayer must be presented for each other.*—Parents, in this way especially, must remember their children, and children their parents. It is the best kind of remembrance—the most beautiful expression of love. There should be in the family circle, the elevation of the heart to God, for his continual guidance, preservation, and blessing. Mutual prayer will cement mutual love—will alleviate mutual sorrows—will sweeten mutual mercies—will heighten and purify mutual joys. Where these elevated feelings are not cultivated, there is no happiness, no security.

XII. *The family must look forward to a purer, brighter, nobler world than this:*—a world where there shall be no ignorance to darken, no error to mislead, no infirmities to lament, no enemies to assail, no cares to harass, no sickness to endure, no changes to experience; but where all will be perfect bliss, unclouded light, unspotted purity, immortal tranquility.

Members of families, in passing through life, should make it apparent by their principles, by their habits, by their conversation, by their spirit, by their aims, that they rise above the present transitory scene; and that they are intensely anxious to unite again in that world of peace, harmony and love, where there will be nothing to defile or annoy, and where the thought of separation will be unknown.

Families! make the above maxims your governing principles, and we promise you domestic bliss. Wherever you may find discomfort abroad, you will be sure to realize happiness at home.—*British Mother's Journal.*

An open Polar Sea.

The opinion is being entertained among men, who have turned their attention to the subject, that there is an open sea around the north pole. Dr. Hayes, who accompanied Dr. Kane in his recent voyage to the Arctic regions, delivered a lecture before the American Geographical Society of New York, in which he asserted that the evidences were incontrovertible that the open water had actually been discovered. Bears, which are known to live only where there is open water, have been discovered. Brants and sea gulls, which certainly live near the water, were seen to emigrate yearly to the north. The traditions of the Esquimaux all point to the north as the original habitation of their race; and it was also asserted that the people deteriorated in proportion to their distance from that point; they were found to be taller and more perfect in form, the higher the latitude in which they resided. The isotherneal lines indicate a milder climate in that region. Ocean currents from the North have been found to be warmer by polar expeditions, and Dr. Kane observed dense clouds of mist in the Northeast.

Dr. Hayes proposes to fit out a vessel of a hundred tons, and proceed in the year 1860, on an expedition towards the North Pole; he anticipates that he could reach open water at a distance of six hundred miles from the pole.

Professor Agassiz in a letter to

Dr. Hayes, says with regard to the expedition,—“I consider it as highly important, not only in a scientific point of view, but particularly so, for the interest of the whale fisheries. The organization of these huge inhabitants of the ocean seems to me to furnish the most direct proof that there is an open sea in the Arctic.

The whales being warm-blooded, air breathing animals, must come to the surface to breathe. They cannot live without it. Now it is well known that during the winter they are not found outside—that is, to the south of the ice-belt of the Arctic seas. They retreat northward during the cold season, and if the whole expanse of that Arctic sea was covered with ice, they would necessarily perish during the long winter. I do not know a more direct evidence of the presence of extensive open water in the northernmost regions of the globe, than the mode of life of the whales, and the discovery of a passage into that open water, which would render whale fishing possible during the winter, would be one of the most important results for the improvement of whale fishing. The argument may not strike forcibly one who is not acquainted with the structure of the whales, but to a physiologist it must be irresistible.”

The society appointed a committee to co-operate with Dr. Hayes in furthering his object.

Emigration.

Although, generally speaking, there is a strong attachment in man to the land of his fathers, arising out of his nationality, social, and naval affections, still the spirit of migration and infusion of tribes and nations has been going on from time immemorial.—Passing by unnoticed, the continual migration of the barbarous tribes that is going on in different parts of the world, and turning to great Britain, we find that between the years

1815 and 1847—inclusive 43 years, 4,683,194 emigrated; of which 2,830,687 went to the States; 1,170,342 to British North America; 682,165 to Australia and other places. Between the years 1847 and 1854 inclusive, the emigration from Great Britain was 2,444,802.

In the 11 years previous to 1858, 3,011,038 emigrated, which is one third more than emigrated in the 32 years previous.

The emigration was in 1855,—176,807; while in 1854 it was 323,429.
 “ “ “ “ 1856,—176,554; “ “ 1853 “ “ 329,936.
 “ “ “ “ 1857,—212,875, “ “ 1852 “ “ 368,764.

Of the 212,875 persons who left the United Kingdom in 1857, 120,279 were males, 89,202 were females, and of 3394 the sex was not distinguished; 199,371 sailed from England, 7755 from Scotland, 5749 from Ireland; 126,965 went to the States, 21,001 to British North America, 61,248 to

Australia, and 3721 to other places. This continued transport of human beings from one place to another must tend to change the social condition of a large portion of society, and no doubt is the means of improving the character and pecuniary condition of those who emigrate.

Opinion of the Minister of Education, (England.)

At an anniversary festival, lately held in England, connected with a Library and Museum, Mr. Adderley, the Minister for Education, spoke to the following effect:—

There are three classes of poor children in whose education the state may, safely and legitimately, and ought to interfere; firstly, the children of the industrious class; secondly, pauper children, who are absolutely destitute, who are practically parentless and cast upon the tutorage of others; and thirdly, the children of Parents who could educate them but will not, and who were cast upon the world to become criminals and utterly abandoned. To the first of these

classes the State stands in a paternal relation, and is bound to help them. The other classes it is most necessary and essential the state should aid, because it must support them as thieves unless it educate them, and make honest, industrious citizens of them, and of use to the country.—He thought there could be no doubt on this point as a question of cheapness. The voluntary supply has not been sufficient for the demand, and the State must act in aid. But government must confine itself to elementary education, and not make the mistake of trying to connect with it the industrial element.

Postal Affairs—New Brunswick.

From a recent report issued by the head of the Post Office Department of this Province, for the year 1857, we gather the following:—Number of Post Offices, 39; Way Offices, 220; miles travelled by mails 547,720; revenue £7998; expenditure of the year exclusive of the Post Master General's salary, was £13,691. Letters delivered during the year 648,700; newspapers delivered, 1,147,766. In addition to these figures, there passed through the several of-

fices for other Colonies and Countries 933,644 letters, and 5,113,244 newspapers. The English mails passing through the province, weigh in the aggregate, 19 tons per annum. Numbers of registered letters, 16,395; the number of dead letters returned to the general Post Office, 7340. The next revenue for the year 1858 was estimated at £8,300, and the expenditure at £14,518,—showing a deficiency of £6,218.

“THE MONTHLY RECORD of the Church of Scotland in Nova Scotia and the adjoining Provinces.” Several numbers of this Magazine have come to hand; it is printed in Pictou, N. S.

The pages of this periodical are filled with a variety of important matters connected with Christian Missions, Colonial and Foreign; meetings of Presbyteries, sermons and va-

rious miscellaneous subjects. It is conducted with ability, and is an excellent “monthly record” of the State and progress of christianity throughout the world; it is cheap and should be well circulated. Those desirous of procuring a family magazine of this nature, cannot spend *half a dollar* to better advantage. Address Robert Doull, Esq. Pictou N. S.

The Burns Centenary.

A prize of fifty guineas, for a poem best adapted to the celebration of the memory of "Scotland's Bard," was awarded to Miss Isabella Craig, a Scotch "Lassie," a native of Edinburgh, of humble parentage. There were 621 competitors. Copies of this poem were sent to all the principal Cities and towns throughout the United Kingdom, where the Burns festival was being held, and thus, was the praise of him, whose body "moulders in the silent dust" of a hundred years, simultaneous sung throughout the length and breadth of the British Isles.

It would appear, from the numerous festivals held, not only in Scotland but in all parts of the civilized world, that there is a strong inclination, not to allow the memory of Scarths who could once so merrily sing,—"*auld acquaintances*" to "be forgot, and never brought to mind." However, notwithstanding there is something pleasant, in calling prominently to mind, the memory of those who once figured in the world as poets, philanthropists, statesmen, or philosophers,—still, how often does it happen that those very men,—the great ones of the earth, have been allowed to live in "*honest poverty*," all the days of their life; without even the necessary means of subsistence, and after their bodies have lain a hundred years in the grave, thousands of pounds have been expended in commemoration of their services to society,—so it was in the case of Robert Burns; and so it was with the poet Thomas Campbell,—not a hundred years it is true, have elapsed, since the body of the latter, was committed to the dust; he was allowed to live in want, without sufficient means to enable him to procure the real wants of life,—but when dead, and his body about to be committed to the tomb,—then did the powers that be, acknowledge his services, by My Lord So, and So acting as pall-bearers etc., and performing other funeral obsequies.

So this is the way the world, in too many instances remunerated her servants,—paying great respects to them after they are dead, while during life,

the proper time to be bountiful,—the time when a few pounds might be the means of giving to the world another poem, another philosophical problem solved, another scientific discovery made,—all useful to society, and enable the recipient to live above "*abject poverty*," *they are allowed to grope their way unaided through life as best they can.*

The following remarks made by Lord Brougham, at Edingburgh, on the occasion of the Burns festival, are well worthy of a careful perusal. His Lordship after passing high eulogiums on the genius of Burns, turns to "the pure and classical language of Scotland, which must on no account," he says, "be regarded as a provincial dialect,"—in which "*classical language*," Burn's best productions were composed:—

"After his great poetical genius, there is nothing so remarkable in Burns' history as the extraordinary refinement of his sentiments, and even of his date, from his earliest years, the effect certainly of his education having been greater than falls to the lot of the peasantry, even in Scotland. But it is impossible to read the accounts of his family, and his description of, and correspondence with his friends of the same age, and the same humble station, and not be struck with the manner in which they were all raised above their condition by the ordinary education of the Parish Schools, and the taste for reading and for contemplation to which it gives rise, beside its effects in forming industrious habits. It led him further to the greater cultivation of his faculties, and the nursing and unfolding of his genius; and we have an unquestionable right to affirm that but for this education he, in all likelihood, would have passed through the life of a humble and unknown peasant; and that his genius would never have been known either to himself or the world. The existence of genius must ever be an accident; but as it cannot be confined to any class of the community, the chances of its appearing, that is of its existence being known, must needs be in proportion to the numbers

placed in circumstances that shall nurse and unfold it. Thus, beside the ordinary and everyday effects of this education, we have its necessary tendency to mature and to disclose rare capacity of the highest order—all that is called genius; a Watt to alter the whole face of the world by the changes which his profound science and matchless skill produced, each change an improvement, and adding to the happiness of mankind; a Burns whose immortal verse makes the solace and the delight of his countrymen in every age and every country where their lot may be cast.

“But it is also fit that we should, on this occasion, consider in what language Burn’s poems, at least by far the most celebrated, and the most justly celebrated, are written. It is the language, the pure and classical language of Scotland which must on no account be regarded as a provincial dialect, any more than French was so regarded in the reign of Henry V., or Italian in that of the First Napoleon, or Greek under the Roman Empire. Nor is it to be in any manner of way considered as a corruption of the Saxon; on the contrary, it contains much of the old and genuine Saxon, with an intermixture from the northern nations, as Danes and Norse, and some, though a small adoption, from the Celtic. But in whatever way composed, or from whatever sources arising, it is a national language, used by the whole people in their early years, by many learned and gifted persons throughout life, and in which are written the laws of the Scotch, their judicial proceedings, their ancient history, above all, their poetry. Its Saxon origin may be at once proved by the admitted fact, that Barbour, Chaucer’s contemporary, is more easily understood by an English reader at this day, than the Saxon of the father of English poetry. The merits of the Scotch language are attested, as regards conciseness, by the brevity of the Scotch statutes compared with the English, and as regards clearness,

by the fact that there has been much more frequent occasion for judicial interpretation of the latter than of the former. But the peculiar value of the language arises from the great body of national poetry entirely composed in it, both in very remote times and in those nearer our own day; and there can be no doubt that the English language, especially its poetical diction, would greatly gain by being enriched with a number, both of words and of phrases, or turns of expression, now peculiar to the Scotch.

“The events which brought about the general disuse of the Scotch language—first, the union of the Crowns, but infinitely more, that of the kingdoms—have not extinguished the great works in which it is preserved. It stands in very different circumstances from the Italian in this important respect. The accident of the great writers, especially the poets, being Tuscans, in all probability prevented the dialect of Venice from being the classical language of Italy, and its great beauties make men lament that it is not partially adopted into the more expressive but harsher Tuscan, the prevalency of which has kept all poets of eminence from using any other. Scotland stands very differently in this important particular; for the greatest of modern lyric poets has used the Scotch alone. Assuredly had either Dante or Petrarch been Venetians, the Tuscan would have divided its sovereignty with the dialect of Venice. Let it be added, that the greatest poet after Burns, whom Scotland has produced (there wants no mention of T. Campbell), was wont to lament the inability of using his mother tongue with the mastery which he had so happily gained over a foreign language.”

The receipts of the Great Western Railway for the week ending May 6, 1859, amounted to \$35,658 01½; corresponding week last year, \$44,607 38½.

MISCELLANEOUS.

Colonial Timber.

The Importation, Consumption, and stock on hand, of Colonial Timber and Deals,—Liverpool Market, Great Britain, range as follows:—

Years.	Importation of Timber.	Importation of Deals.	Consumption of Timber.	Consumption of Deals.	Stock of Timber.	Stock of Deals.
1851—	6,857,000	6,853,000	8,821,000	6,228,000	3,805,000	2,974,000
1852—	6,457,000	8,070,000	7,720,000	7,560,000	2,542,000	3,484,000
1853—	7,652,000	10,542,000	6,809,000	9,000,000	3,385,000	5,026,000
1854—	7,394,000	8,894,000	6,936,000	9,575,000	4,343,000	4,325,000
1855—	6,147,000	11,262,000	7,032,000	10,175,000	3,458,000	5,422,000
1856—	6,574,000	12,039,000	6,297,000	10,882,000	3,735,000	6,579,000
1857—	6,269,000	9,220,000	5,936,000	10,699,000	4,018,000	5,100,000
1858—	5,710,000	9,112,000	6,402,000	10,631,000	3,326,000	3,581,000

NOVEL READING.—“The strongest objection that can be urged against novels, is that they exhaust the sympathies without eliciting corresponding action. What can you do for an innocent young woman with whom a rascal is running away, as fast as the printed pages will let him? Simply nothing, unless you serve an injunction on the book and stop the career at once of the rogue and the romance. All sorts of villiany are going on exactly under your nose; widows bewitched; orphans robbed; grandmothers murdered, and you not so much as permitted to cry fire, or call a policeman!

People die who never lived, and you attend the funeral as chief mourner; lovers part who never met, and your eyes are dim with rain. But in this you have felt abundantly, and acted not at all. You have done nothing for the best reason in the world: there was nothing to be done. Like a ship with your top-hammer tumbled on deck, your rock at your anchors and never make a voyage.

Just so it is with young men; their companions tells us what their characters are; if they associate with the vulgar, the licentious and the profane, then their hearts are already stained with the guilt and shame, and they will themselves

become alike vicious. The study of bad books, or the love of wicked companions, is the broadest and most certain road to ruin that a young man can travel, and a few well directed lessons in either will lead them on step by step to the gate of destruction. Our moral and physical laws show how important it is to have proper associations of every kind, especially in youth. How dangerous it is to gaze on a picture or scene that pollutes the imagination or blunts the moral perception or has a tendency to deaden a sense of our duty to God and man.”

FRUIT TREES ON THE ROADSIDE.—Writing of trees reminds me of another peculiarity of this country, from which “Young America” might learn an important lesson. Along the public roads, for hundreds of miles, are rows of fruit trees, unprotected by ditch, hedge or fence; yet the ripe fruit may hang in profusion on their boughs, or cover the very roadside, and not an apple or pear will be purloined, not a cherry twig will be broken. Frequently some poor man buys the fruit of one or more trees for a season. All he must do to have it sacredly respected is to bind a withe of spraw about the trunk in token of ownership.

It is not enough that we have

plexy to eat and drink, fine clothing, comfortable houses, and productive farms. Every man owes it to himself, his family and his country, to cultivate all those qualities of mind and heart which delight in beautiful objects, which are susceptible of moral and religious growth. And as *home* is the cradle of all virtues, and external adornments, especially those natural ones which lie within the reach of every citizen of our favored land, such as trees, shrubs, flowers, tasteful lawns, arbors and trellises, are among the strongest means of making home attractive, it should be the desire and the labor of all good men to diffuse throughout the community a sentiment of regard for rural works and pastimes. To do this, lies within the power of no one man or woman, all should make it their object, and he who labors most will have the satisfaction of knowing that he has faithfully done his part towards accomplishing the great work of the age.

Man must work, he must labor. But he may work willingly or as a machine; he may work cheerfully or as a slave. Labor, undirected by the great principles which govern the development of the soil, is always slavish. Is there the grand design of agricultural schools, to lead the tiller of the soil to take an intelligent interest in all the wonderful processes of nature which continually pass before his eyes, in order, that, with his powers of observation thus quickened, all the better faculties of his mind aroused and exercised, he may make every hour of labor attractive, and add new grace, refinement and happiness to his home?

The nation must look for the true wisdom and strength to the education which controls and shapes the *home* policy of the family circle. Let us then define patriotism, *true patriotism*, to consist in *love of home*. There can be no love of home; and on the contrary show me a man who loves to adorn his home with those peaceful and refined charms which

God designed it should possess and I can show you a good citizen an honest patriot, and a true man.'—*Gov. Wright's Letter from Germany to Ohio Farmer.*

DISCOVERY OF FOSSIL REMAINS.—The *Quebec Mercury* relates the discovery of some fossil remains discovered in a quarry about five miles from that city. On raising a portion of the rock that had been loosened by blasting between the strata, and imbedded in the upper layer, was found the form of a large fish, perfect as to outline, but without any trace of organs or anything more than the mere form to show that it was fossil remains. The head is somewhat like that of the porpoise, and about one foot in length. The entire length of the figure is six feet. Its depth at what may be called the shoulder is about one foot, with a gradually tapering fish-tail. It was found at a depth of about fifty feet below the surface of the rock. The stone is a greywacke, dipping at a high angle to the south-east. It does not resemble in form the fossil remains of the *Ichthyosaurus*.

A MOTHER'S INFLUENCE.—Hon. Thomas Benton, in a speech in New York, turned to the ladies, and referring to his mother said:—

My mother asked me never to use tobacco and I have never touched it from that time to the present day. She asked me not to game, and I have never gamed: and I cannot tell this day who is winning and who is losing in any game that can be played. She admonished me, too, against hard drink; and whatever capacity for endurance I may have at present, and whatever usefulness I may attain in life, I attribute to having complied with her pious and earnest wishes.—When seven years old, she asked me not to drink, and I made then a resolution of total abstinence. I formed an abstinence society at a time when I was the sole constituent member of my own body, and that I have adhered to it though all past time I owe to my mother.

The "Saint Andrews Standard" says that large quantities of Dried Apples are annually imported into this market from the United States and sold at prices much beyond what they can be raised for in the Province; this should not be permitted, while we have the means, soil and climate for raising the fruit ourselves. Within a short distance of this place, we know of several small orchards, which without any care or culture, bear large quantities of apples and in the fall it is no uncommon occurrence, to see some of our agriculturists bring in wagon loads and dispose of them at from 1s. 6d. to 2s. 6d. per bushel, according to size and quality. It may perhaps appear strange, at this season of the year when trees appear to be dead, and the earth firmly bound in the icy grasp of "Jack Frost," that we should call the attention of Farmers to the subject; but it is at this period that they are laying their plans for the coming spring and summer, and as early planting of fruit trees has been recommended by fruit growers, we suggest to such of our farmers as are disposed to cultivate orchards to select the most hardy as well as productive kinds of apple,—prepare the ground and follow the instructions given with respect to their culture, and in a few years their labor and capital expended will be returned four fold.—Mr. Joseph Donald, at the Ledge, has a large and well selected stock of grafted apple trees, which can be purchased at as low a rate as in Boston or New York.

Those of our friends who have orchards, might by a small expenditure of labor, renovate them, and by purchasing an apple peeler and cutter, which can be had for about 7s. 6d., they may realize a handsome sum for dried apples. With reference to the selection of localities and soils for orchards, we copy the following observations of one well acquainted with the subject:—

"Apple trees have proved more flourishing and longer lived as well as more productive of better fruit, on deeply drained and upland soils than on low wet soils, or on wet side hills. Parts of orchards planted on soils

where the roots penetrate to standing water in the sub-soil display smaller and more shrubby and knotty trees, and fruit inferior to the production of warmer and drier soils in the same orchard.

Soils much encumbered with large boulders generally sustain the largest and longest lived trees.

The apple tree is much more liable to winter kill in deep vallies or on level plains, than on bleak and exposed ridges.

Apple trees prove to be shorter lived on soils which heave with the frosts of winter, than on soils which are not effected.

A deep porous sandy sub-soil is the most unfavourable of all drained soils for orchards in all high northern latitudes. Clayey soils are the next worst soils for orcharding.

POSTAL AFFAIRS.—*Cheap Books and dear postage.* The Post Master General of New Brunswick, has issued orders that all packages sent by mail will be charged:—

"For any weight not exceeding 1 lb.	1s. 3d.
For any weight over 1 lb. and not exceeding 2 lbs.	2s. 6d."

This may be set down to be, "advancing backwards," this is progress in the retrograde ratio; and at a time when the most gigantic efforts are being made for the advancement of general knowledge ever witnessed by man. Books, by means of the low price of printing, have become so cheap that the best works are now placed within the reach of the poorest family in the province. The Bible can be purchased for the small sum of half a dollar; and other valuable works may also be obtained for a similar amount. And is it possible, in this age of progress, that it will cost as much for conveying a copy of the Scriptures, by mail, from one village to another, as it does to get it printed, bound, and made ready for circulation?

There are 2,000 Sewing Machines in operation in Troy, mostly shirt-making, and 500 in New Haven.