The Colonial Herald.

CHARLOTTETOWN, February 8th, 1842.

AT a Special Meeting of the Board of Education, held this day, Mr. JOHN MACNEILL, Visitor of Schools, presented his Report, which being read, was received and ordered to be printed in the "Royal Gazette" and "Colonial Herald" Newspapers, according to Law.

ALEX. BROWN, *Sec'y.*

VISITOR'S REPORT.

TO THE MEMBERS OF THE BOARD OF EDUCATION.

GENTLEMEN,

The lapse of another year imposes upon me once more the duty of laying before your Board my Annual Report, on the state and advancement of Education in the Colony.

That there is no matter acknowledged to be of greater importance to the human family than the education of the young, is evident from the large share of public attention which the subject of elementary or common school education engages at the present moment in all parts of the civilized World. No subject has of late years excited a deeper interest than this, and it is gratifying to know that amid other questions of vital import to the prosperity of the country, the subject of education is not forgotten or neglected among ourselves, but that, on the contrary, much of the public attention is directed, and a considerable share of the public funds applied to this all-important purpose, and that the consideration of the Legislature itself is now bestowed upon its encouragement and extension as a primary object of paramount public importance. To all, and more especially those to whom the Law has committed the control and supervision of our Educational Institutions, the progress which moral and intellectual education, despite several adverse and discouraging influences, continues to make among our population, cannot fail of affording abundant gratification. That imperfect and inadequate views upon the subject of education should prevail among a population brought together from distant and unconnected places, and with dissimilar habits and modes both of thought and action, however much to be regretted, can be no matter of surprise, and assuredly no ground of reproach. But that such erroneous and inadequate views can be proven to be steadily, if not rapidly giving way, before the advance of more enlightened opinions, which bid fair eventually to dissipate the prejudices of bye-gone times, that brighter prospects should be opening; the reflection that, in short, a still greater diffusion of intelligence may be anticipated from what has already been achieved, must be cheering to every one interested in the least degree in the welfare of his country.

It is almost unnecessary for me to say that the happy effects of this more general diffusion of information are everywhere visible in the industry, and the enterprising character of the inhabitants, in the enlargement and improvement of their agricultural operations, in the extension of their commerce, and in the general prosperity of the community. Our fellow Colonists appear now to be more generally sensible that the employment of their industry, the reward of their enterprise, and the full development of the important natural advantages with which a bounteous Providence has endowed Prince Edward Island, must *ever be in proportion to the means afforded for the development of their intelligence.*

The best evidence of the growing desire of our population for instruction, and their appreciation of its value, will be found in the increasing facilities and means of education. To advert to our District Schools, which are one of the first great means of improving the population, we shall find an increase in their number in a much higher ratio than the increase of population. According to the returns of the Census taken during the summer of last year, the whole population of the Island will be found to have increased nearly 46 per cent. in eight years. The increase in the number of schools in the same period is above 63 per cent. In 1833 the number of schools was 74: at the present moment the total number is 121. But while the schools have increased in this ratio, the number of children attending them has, in the same period, been more than doubled. In illustration of the preceding remarks, and also for the sake of convenient reference, I beg to subjoin the following table, which gives a view also of the proportion of children receiving daily school instruction to the whole inhabitants.

Total population.	*No. of Schools.*	*No. of Scholars.*	*Average attendance on each School*
In 1833, 32,292	74	2176	29.4
" 1841, 47,034	121	4356	36

Increase in No. of Schools since 1833.	*Increase in Scholars. since 1833.*	*Proportion of pupils to Inhabitants.*
47, or 63 per cent.	2180, or 100 per cent.	In 1833. 1 to 14 8 " 1841, 1 to 10.0

No. of Schools,

In Charlottetown,	11,	In Prince County,	In King's County,	Total,
do. Royalty,	2,			
Queen's County,	42.	39.	27.	121.

Of these 104 are licensed, and five are female schools.

The total number of children of both sexes, then, receiving daily school instruction is 4356, giving an increase over the preceding year of 781. Notwithstanding this progression, about one half of the youth of the Island may still be considered as being left without education. The number of youth under the age of Sixteen on the Island is 22,766; deducting from this amount those under Six and over Fourteen years of age, the proportion of which to the whole number may be fairly estimated at near a half, we shall have in round numbers 10,000 children within the juvenile educational age fit for attending schools. Cutting off from this last sum, the number of children receiving private instruction, and who cannot exceed 500, there will still remain 9,500 children to supply with instruction, of whom more than one half, as is obvious from the preceding summation, will appear to be left in a condition of complete ignorance. It is however fair to remember that many of those within the educational age, although not at present in actual attendance, have been at school some part of their lives. In a great many instances, parents can afford only to send their children to school alternate years or quarters. A degree of instruction, however, so limited, so meagre, is nearly equivalent to none whatever. The number of children who frequent Sunday-schools too is not taken into account in the above computation; for these schools, eminently useful as they are in imparting religious knowledge, cannot be ranked in the list of educational establishments, taking this phrase in its proper meaning; and it would be more incorrect still to comprise their pupils in the total number of children receiving instruction on the Island, seeing that the majority of these pupils are also attendants in daily schools, and would thus be twice enumerated in the same table.

Presuming that the foregoing information relative to our school Statistics will be deemed sufficient for the present, by your Board, I proceed to consider the system of public instruction under which these schools are established, as well as the process of elementary education pursued in them.

The existing "Act for the encouragement of Education" is based on the principle of voluntary contribution, aided by partial Assessment and Legislative Grants. The average amount paid by each School District towards the support of its Teacher is, as nearly as I can ascertain, about £40 per annum, including Board and Lodging; add to this the Provincial allowance, which will average £10 to each school, (the additional £5 to the higher class schools being counterbalanced by the reduced sum paid towards the support of the Acadian and inferior Schools in the poorer Settlements, and which are included in the above enumeration,) it will appear that the proportion of the Teacher's salary defrayed by Government is a fifth, or that for every four pounds paid by the Inhabitants, one pound is paid from the public revenue.

The well known defects of our school system, which, from time to time, I have brought under your notice, still appear in too many parts of the Island, such as insufficient or incommodious schoolhouses, the deficiency of desks, benches, and other school apparatus, the want of suitable books, and occasionally of duly qualified schoolmasters, and the scanty remuneration of meritorious teachers.

In accordance with your understood wishes, I have in former Reports reiterated the fact of the existence of these defects, and the indispensable necessity of a reform; and I should be much more happy to listen to the strictures, or benefit by the suggestions of other more experienced friends of education, than submit for the amendment of the system any project of my own. As it may be expected, however, that I should offer some further remarks upon this subject, as lying within my province, I proceed briefly to observe, in taking up the above defects *seriatim*, that no district should be allowed to participate in the public bounty where the school building is limited to the mere letter of the Act. Although several comfortable and commodious houses have been lately erected, too many are yet very insufficient, and with nothing to entitle them to come within the meaning of the Act, except their containing within four bare walls the prescribed area. It is indispensable to the usefulness of the Master, the improvement of his pupils, and to the health and comfort of both, that proper furniture be provided, convenient seats, desks, &c., and that a proper supply of light, fresh air, fuel, and warmth be attended to; these are all matters to which trustees should give constant and particular attention.

It would be much more beneficial, were depots established in remote and destitute parts, for the distribution of those elementary books, for the purchase of which One hundred pounds were granted to the Secretary of your Board in the Session of 1837. Such books to be approved of by your Board and to be distributed under the directions of the school-trustees of those districts.

In considering the disadvantages connected with and arising from the last named defects, I would beg to observe, that I need not enlarge upon the importance of an Institution for the preparation of teachers, or the defect of that system by which a teacher must work out a plan of his own, and acquire experience at the cost of the pupils committed to his care. Let there be really one superior school in each county, from which the future teachers of the Island shall be drafted, and where, before being licensed to teach, they must spend some time in supplying the deficiences of their own education, and in familiarizing themselves with the practice of communicating knowledge in the most dexterous manner. Should a well endowed school in each County be considered by some too extravagant an establishment, it is evident that one Central Seminary ought at least to be sustained, if the Country would rear its own improvers, and possess within itself a source for the constant supply of its own increasing wants. A regulation such as this, in my opinion, would do much to enforce the amendment of the system; it would in the first place improve the quality of general education, and we might then have reason to hope, that on the true mercantile principle, the increase in the value of the article, would command a corresponding increase in price, and not the teacher merely, but the country would then reap the benefit.

The necessity there exists of holding out higher encouragement to teachers of character and ability, is so evident as to preclude the necessity of my enforcing it by a single word. The inadequate maintenance, and consequent poverty of teachers, is evidently incompatible with that moral influence which a schoolmaster ought to possess over his pupils, and with the high degree of respect with which he ought to be regarded by their parents.

The life of every system of education is its provision for a constant supply of good teachers; and experience has proved, that this is the part most difficult to deal with, and upon which the greatest difference of opinion exists; to say more on this head would be superfluous; my views and suggestions on the subject are already before you.

In order to afford all possible encouragement to meritorious teachers, it would be advisable to fix a graduated scale in the emolument of the first class of English instructors, and a competition to take place for the best endowed School. Teachers would thus undergo a special examination for a particular school, and each would obtain a higher or lower school, according as his merits would be found to deserve. A regulation like this, holding out prospects of preferment and reward of merit, could not fail in having a favorable effect upon the efforts of teachers.

It would be premature to expect yet the full development of a measure such as the present School Act, which has been in existence only since April last. I cannot therefore be prepared to draw any inferences from its brief operation, or report how far its provisions are likely to be attended with salutary effects. Time, however, will soon test its efficacy, its merits or demerits, and prove to what extent it is calculated to meet the increasing exigences of the country. I may be allowed to state, however, that the operation of the provision relating to assessment, to which I have directed particular attention, has not, in any instance which came within my knowledge, been attended with oppressive or injurious effects; on the contrary, I ascribe much of the increase in the schools, and the school attendance of the past year, over any of the preceding, to that regulation which empowers two thirds of the heads of families in a given district o assess the residue who might withhold their support. I did not find, however, that the teacher in any instance has reaped the benefit of this provision, by the augmentation of his salary. His salary has remained stationary, while the advantage has accrued to the inhabitants whose individual burdens have been diminished, in proportion to the amount realized to the common fund by the imposition of the assessment. The teacher thus derives from the Statute no equivalent for the loss to which he has been subjected by the reduction of his small Legislative allowance. In some few instances, he may be compensated by the gratuitous liberality of his subscribers, or in a few cases where the interest of the inhabitants may prompt them to make up the deficiency in order to retain an approved schoolmaster in their service.

In directing your attention also to the course of education or process of instruction, I have to remark, that although a high degree of improvement has been manifest in various of our District Schools, since the period of my last Report—yet I have found, since then, no such material alteration in their general state—nothing so new or striking in the prevailing mode of instruction pursued—no such marked extension in the range of elementary education in these Schools, as to furnish me with any information, particularly interesting or important to communicate on these heads. On this account, you will not, I venture to presume, consider it necessary for me to enter into further detail at this time, more especially when you will remember the last Report I made to your Board of the Schools, in their several degrees of merit—the minute description I then gave of the state of each School, and the general proficiency of the respective scholars, &c. To furnish you with similar details now, would only be travelling, in a great measure, over the ground explored then. This, too, I deem the less necessary, as the Schools opened in the present year do not appear to be of a superior description, nor the attainments of the teachers, in the aggregate, of a higher order than those previously established. Indeed, if I may be allowed an opinion, I would say, that in general they are inferior this year. To this, however, there are some striking exceptions: among which I cannot but allude to the fact that of the six second or higher class Schools now open on the Island—three of their teachers have received licenses of qualification during the past year*. As there may be something new, however to communicate, on the subject above alluded to, I hope again to report to you, at the expiration of my term of office in May next, on the state and degree of improvment of each particular school.

But to return to the consideration of the system and course of education. It is evident that the great object of the law is the education, in the common branches of secular knowledge, of every child in the Island. It is certain, too, that our schools are not viewed as a means of conveying useful knowledge only, but as powerful auxiliaries in the improvement of morals. To this end it is wisely provided that none but persons of good moral character and conduct shall be trusted with the education of youth, or at least participate in the public grant. For obvious reasons, however, the law has not introduced any regularly organized system of instruction in the Christian Religion into the schools, nor has it imposed any obligation on the Masters to teach the doctrines of particular sects. As a consequence, therefore, there has hitherto hardly existed a single school in which the Master has given a properly regulated religious education. Religious instruction in our schools has gone no further than to impress upon the memory of the children, and make them repeat the questions and answers in some Catechism.

Although this part of instruction is not exacted, by law, of the Schoolmaster, yet I am happy to add that in several instances, Teachers have acted upon the principle that moral and religious instruction is the most essential part—the great groundwork of education; and have made it a primary object and duty to impress religious principles upon the youthful and yet uncontaminated mind. This training I found to be more generally practised by those teachers who have immigrated from Britain of late years. Education is indeed of little value unless based upon the Scriptures. All persons, of whatever denomination, however widely they may differ upon particular doctrinal points, can entertain but one desire to afford, and but one opinion of the necessity of, early education, to be extended alike to the rich and the poor. It would therefore be a matter of deep regret, should any religious differences arise to impede or frustrate so desirable and beneficial an object. All objections proceeding from a difference of creeds might be obviated or removed, perhaps, in mixed schools, by providing that the great general truths of Christianity in which all sects agree should at least be inculcated. And those great truths, without which all other knowledge would be vanity, should form as necessary a part of the routine of every District School—as the Multiplication Table, or the Alphabet itself.

With regard to the course and the amount of education afforded, I have to observe that the branches taught in all our schools are of a simple elementary character, Reading, Writing, Arithmetic, Book-keeping, English Grammar; in a few instances, Geography and some branches of Practical Mathematics; and the rudiments of classical learning in the schools of Pinette and New London Point only. The progress made towards the establishment of a general uniform system of instruction for the government of our schools, and the obstacles and embarrassments which have hitherto beset, and still stand opposed to the extension of this desideratum, will be found detailed at such length in my last Report, as to relieve me from the necessity of making further allusion to it here.

In the preceding table I have given the total of the youth of both sexes attending school. Although unable, from the absence of certain documents at present, to show the relative numbers of the two receiving instruction; yet it is well known that the female proportion falls far short of the other sex in this respect. The range of female education is lamentably limited among us. Very erroneous and imperfect views on this subject prevail in many quarters. It is unnecessary for me to take up any portion of my limited space in insisting on the great importance of female education, in attempting to prove how powerfully the influence of woman operates on all the relations of life, or in saying that it has been acknowledged in all enlightened communities in ancient as well as in modern times, that woman should be as prospectively educated with a view to the right discharge of all the duties of social life, as man is with a view to the proper discharge of the duties of operative or commercial life. The mother in the domestic circle has been compared to the schoolmaster in the school. If it be true that the education of most importance is that received in childhood, *that* education belongs incontestibly to woman. How important is it, then, that woman should be well educated! The most civilized nations of antiquity, the heathen, Greeks and Romans were more sensible of the high importance of female education than some Christian communities, "Why," enquired a Persian Ambassador, "are women held in such high estimation in Lacedemon?" "Because," replied an accomplished queen of that country "they alone are competent to form men." "What do we want in France," demanded Napoleon, "to insure to our children the best possible education?" "We want, Sire," was the reply, worthy of the celebrated Madam Campan, "we want educated mothers." It is to be hoped that more enlightened views on this subject will make more progress among our population—and also, that in every settlement, where practicable, the inhabitants will avail themselves of the advantage which the statute holds out by making such provision as will be a sufficient inducement to females to qualify themselves for the important office of teacher.

Hitherto, the benefits of Education have been participated in, either more or less, by some of all classes and conditions of the population, excepting the benighted remnant of that once numerous, but now feeble race—the Aborigines of this Island, who continue to rove along the shores---once their own undisputed possession—in search of a scanty and precarious subsistence, unaided by the lights of Education, and uncheered by its rewards. A solitary exception to this people's neglect of Education, is an instance of an Indian boy of 13 years of age, who has been receiving instruction during the last three years, in different settlements around Richmond Bay, according as the migratory habits of the family led them to the vicinity of a school. Notwithstanding this desultory attendance and frequent changing, the proficiency made by this boy—whose name is Martin Francis—proves that he is not inferior to other children in quickness of apprehension, and capacity to learn. He can read the English Reader with fluency, is well versed in the principal Rules of Arithmetic, and a specimen of his writing I herewith enclose. There is a peculiar interest attached to this boy, from the circumstance of his devoting his leisure hours to the instruction of the other children of his tribe. It is difficult to foretell the influence which this youth's precept and example may yet exert over the fortunes of his race. I do not know a more interesting object for the exercise of public generosity, and I trust the benevolent will aid and encourage him in the path of improvement.

To complete my survey of the field of Education, I may be allowed, in connection with the subject, to allude to the recent establishment and multiplication of literary and scientific institutions for the mental improvement of our adult as well as youthful population. Charlottetown has its Mechanics' Institute, Public Libraries and Debating Societies; Georgetown its Mechanics' Institute; Princetown, Cavendish, Darnley, Port Hill, Bedeque and Tryon, their Literary Associations, Subscription Libraries and mutual-instruction Societies or Debating clubs, respectively. The Inhabitants of Murray Harbour, Lot 63, have also made some progress towards the establishment of a Public Library—all evidences of a growing taste for intellectual and refined pleasures. The Highland Society, too, anxious to promote this cause, has appropriated a portion of its funds for the education of orphan children, and for the purchase of prizes to be distributed among the most deserving pupils throughout the Schools of the Island.

But while so much has been accomplished, let us not forget how great a moral waste remains yet to be reclaimed—how much remains yet to be done for the improvement and extension of our educational system. Many of the districts, indeed, are but poor and recently settled, and it would be in vain to expect in such situations all the institutions and advantages of older communities; but with our available means and opportunities, comparatively limited though they be, much more can be done than has hitherto been effected. Before this can be accomplished, every member of Society must deeply feel his own individual responsibility in the matter, and instead of trusting to the efforts or relying upon the assistance of others, consider himself imperatively bound to use his own exertions, and enlist his utmost influence in the cause. Much may, doubtless, be expected from the Legislature. The head of the Colonial Government has already given a proof of his solicitude to encourage Education, by officially declaring its extension to be a primary public duty. But the principal burden of Education, under the present system, must still be borne by parents. It would require the greater part of the revenue to educate the whole. Let the words of that sagacious and talented statesman, Lord Brougham, be borne in mind, "that the efforts of the people are still wanting for the purpose of promoting Education, and Parliament will render no substantial assistance, until the people themselves take the matter in hand with energy and spirit, and the determination to do something."

On the other hand, it would be unwise in any Government to rely upon individual efforts. It should provide, to its utmost means, for the support of Education; because, unlike the desire for the other wants and necessaries of life, a demand for Education presupposes a considerable degree of intelligence and knowledge, much higher than can be reasonably expected, except in instances where the parent himself has been well educated.

It is as unnecessary, as it would be foreign, to the nature of a mere Report, for me to expatiate upon the inestimable value of education, but it may not, perhaps, be irrelevant to seize this opportunity of drawing attention to the fact, that we need not travel beyond our own bounds for illustration of the truth of this position. In the existing condition of the people, in the present situation and aspect of the country—we shall find abundant and striking proofs of it. Contrast for a moment the state of Prince Edward Island at this day with its condition little more than half a century ago, when the wild Indian only lingered on the banks of its beautiful streams, or glided with his light canoe over the blue waters of the surrounding gulph, which now bears upon its bosom to our shores the stately barque, freighted with the products of every clime, to add to our luxuries, or to minister to our comforts.

Instead of the unproductive wilderness, where wild beasts then ranged at pleasure, may now be seen smiling fields, laden with their yearly golden harvests—the forest which the voice of religion now makes vocal with her song of praise, re-echoed then only the war-whoop of the savage. And such changes have been effected by a people superior only by education to the Aboriginal Inhabitants.

It is to be trusted, then, the day is not far distant when ignorance shall be held by all to be a greater affliction far than poverty. When all shall appreciate the value of education, and seek it in earnest for their children, when our youthful population shall have a fair start in the race of life with the youth of the sister provinces, when they shall all inherit that richest legacy, a good education, that wealth which, if they secure, will secure to them that happiness and prosperity at home, and that respect abroad, which will always be accorded to an intelligent and high principled people.

It is also ardently to be hoped, that those whose province it is to ameliorate and extend our educational institutions, will ever be sensible that by promoting this great cause, they will promote the highest interests of their country, and that while knowing our system of Public Instruction to have already produced salutary results—they will doubtless direct their attention to consider the prudent amelioration of which it is susceptible, and make still greater efforts for its extension and support.

All which is respectfully submitted.

JOHN M'NEILL,
Visitor of District Schools.

Charlottetown Royalty, Jan. 1842.

* One of the last licensed, Mr. Donald Livingston, whose laudable pursuit of learning and efforts at self-improvement are deserving of notice, is a native, and a proof of what application and steady perseverance with but few opportunities can effect.

TIGNISH AGRICULTURAL SOCIETY.

AT a meeting held at the house of Mr. W. Harper, in Tignish, on the 3d ult., Mr. ZOZIME PERRY in the Chair, for the purpose of forming an Agricultural Society, the following Rules and Regulations were agreed to.

Resolved, That a Society be formed in this District, to be called the Tignish Agricultural Society, subject to the following Regulations.

RULES:

1st, That the object of this Society be the advancement and improvement of Husbandry by the introduction of genuine Seeds and improved Implements, and embracing such other economical measures as will tend to the general improvement of the Society.

2d, That the Society shall be managed by a President, Vice President, Secretary and Treasurer, and Committee, entrusted with the management of said Society, and subject to the direction of the General Meeting, to be elected annually, three of the Committee to form a quorum, and no more than three to go out of office annually.

3d, That the Secretary shall have power to call a Meeting of the Committee when expedient, and the Secretary and two of the Committee have power to call a special Meeting of the Members of the Society, when necessary.

4th, That the Secretary shall have a vote in the Committee, but subject to the casting vote of the President or Chairman in case of an equality.

5th, That the Committee at each general annual meeting shall report to the Society a minute account of their proceedings, which report shall be recorded on the Minute-Book, and published.

6th, That the Society's Books shall be at all times open to the inspection of the members at special and general meetings.

7th, That in the disposal of Grain, Property, Stock, or Implements, the quantity and price to Subscribers and Non-subscribers to be regulated by said Committee.

8th, That each member of the Society shall on admission pay the sum of Five Shillings, and the like sum of Five Shillings yearly afterwards. Payments to be made previous to the last day of December annually.

9th, That there be a General Meeting of the Society in each year, to be held on the Saturday in January, when the Report and accounts of the Committee and Treasurer shall be made manifest.

10th, That the Secretary and Treasurer be entrusted with the Books and property of the Society, receive all written communications on the subject, and correspond with the Central Society, and such other Institutions, and be allowed such a sum for his services as may be agreed on at each general meeting.

11th, That the Committee shall nominate two of their members as a special or Sub-committee, to examine and audit the Vouchers and Accounts, previous to the general meeting.

12th, That application be made to the Lieutenant Governor, and the Legislature, for a Grant of money in aid of the objects of this Society.

13th, That His Excellency the Lieutenant Governor be requested to Patronize the Society, who, together with the President and Vice-President of the Central Agricultural Society, shall be members ex-officio of the Committee.

14th, That the Secretary and Treasurer keep a cash and minute book, for recording all proceedings of the Committee, &c.

The following persons were elected Office-bearers, for the current year.

Henry Palmer, Esq., *President.*
Vice President.
William Harper, *Secretary & Treasurer.*
Zozime Perry,
Joseph Gaudet,
John Gaudet,
Simeon Martin,
Peter Perry. } *Committee.*

Resolved, That the thsnks of this Meeting, is justly due to Henry Palmer, Esq., for his zeal and liberality in encouraging said Society.

Ordered, That the Secretary respectfully solicit the Editors of the Royal Gazette and Colonial Herald to give publicity to the above in their valuable papers.

The British Association, at their last meeting recommended that experiments should be made on heated bodies long kept in fusion; in pursuance of which certain bodies are at present in the furnace, and will not probably be uncovered for examination before the lapse of ten years.

PRINTING AND PIRACY.—Under this title the *Athenæum* speaks of a discovery which, if the account be true, will cause a complete revolution in the book trade, and the ruin of the great publishing houses. Facsimile reprints of expensive works and illustrations are produced by a process, the nature of which is kept a secret, the only difference between the original and the copy being that the impression of the latter is lighter, and there is less body in the ink. A copy of an Arabic M S. of the thirteenth century, and of the leaf of a book printed in 1483, have been seen, which were thrown off without any injury to the originals, so that bibliomaniacs may despair of ever seeing a unique copy. The *Athenæum* will be reprinted in Berlin at the trade price of three thalers (9s. a-year,) and the publishers will be content with three hundred subscribers; a conjecture may thus be readily formed as to the probable cost of the process. Knight's *Shakspeare* will also be published at sixpence a number, and other works will speedily follow.

PATRIOTS.—That shrewd Yankee, Sam Slick, has enumerated five kinds of patriots in the colonies:—"Rebel patriots, mahogany patriots, spooney patriots, place patriots, and real genuine patriots." He then describes the character of each of these species of the genus "patriot" in his own quaint, forcible style. *A rebel patriot* is a gentleman that talks better than he fights, hante got much property in a gineral way, and hopes to grasp a little in the universal scramble. He starts on his own hook, looks to his rifle for his support, and shoots his own game. If he got his due, he would get a gallus for his reward. . . . . *A mahogany patriot* is a crittur that rides like a beggar a-horseback: you 'll know him by his gait. As soon as he begins to get on a bit in the world, he is envious of all them that's above him, and if he can't get his legs onder the mahogany of his betters, *is takin'* his better's mahogany away from them. To skin his pride over and salve his vanity, he says he is excluded on account of his politicks and patriotism, a martyr to his vartue. This chap mistakes impedience for independence, and abuse for manliness; he is jist about a little the dirtiest and mostiest bird of the whole flock of patriots. This feller should be sarved out in his own way: he should stand in the pillory and be pelted with rotten eggs. . . . *A spooney patriot* is a well-meanin', silly Billy, who thinks the world can be reduced to squares like a draft-board, and governed by systems; who talks about reform, codifyin', progression, schoolmaster abroad, liberty, responsibility, and a pack of party catchwords that he don't know the meaning of. This chap is a fool, and ought to go to the infarmary. . . . . *A place patriot* is a rogue: he panders to popular prejudice, appeals to the passions of the mob, and tries to set them agin their richer neighbours, and attempts to ride on their shoulders into the government, and to secure place will sacrifice every thing that is valuable, and good, and respectable. He is a philosopher in his religion, and a rascal in his philosophy. He is wilful, and acts against conviction. This man is the loudest and most dangerous of all, and should go to the workhouse. . . . . *The true patriot* is one who is neither a sycophant to the Government nor a tyrant to the people, but one who will manfully oppose either when they are wrong, who regards what's right, as minister said to me, and not what is popular; who supports existin' institutions as a whole, but is willin' to mend or repair, any part that is defective.

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