

In like manner, a great work of art though consisting of many parts, is one whole ; to take away a single part, destroys its symmetry ; a single minute part no more resembles the whole, than a hand or a foot resembles a human being. The effect on the reader of the two classes of compositions, is essentially different ; and I conclude, therefore, there is a radical deficiency in periodical literature, of that excellence which is attended in the master pieces of art. To instruct men, to indoctrinate them in the principles of science, to edify them, to impart a knowledge of the theory and persuade to the practice of virtue, to stir the imagination profoundly, and to achieve the highest triumph of art, men must read books, children must read books, and schools must furnish free libraries.—*Rev. John Barker.*

### 3. EMULATION AS AN ELEMENT IN EDUCATION.

Besides placing his pupil in a condition to perform the necessary process, the instructor ought to do what in him lies to determine the will to the performance. But how is this to be effected ? Only by rendering the exercise more pleasurable than its omission. But every effort is at first difficult—consequently irksome. The ultimate benefit it promises is dim and remote, while the pupil is often of an age at which present pleasure is more persuasive than future good. The pain of the exertion must, therefore, be overcome by associating with it a still higher pleasure. This can only be effected by enlisting some passion in the cause of improvement. We must awaken emulation, and allow its gratification only through a course of vigorous exertion. Some rigorists, I am aware, would proscribe, on moral and religious grounds, the employment of the passions in education ; but such a view is at once false and dangerous. The affections are the work of God ; they are not radically evil ; they are given us for useful purposes, and are, therefore, not superfluous. It is their abuse alone that is reprehensible. In truth, however, there is no alternative. In youth, passion is preponderant. There is then a redundant amount of energy which must be expended ; and this, if it find not an outlet through one affection, is sure to find it through another. The aim of education is thus to employ for good those impulses which would otherwise be turned to evil. The passions are never neutral ; they are either the best allies or the worst opponents of improvement. "Man's nature," says Bacon, "runs either to herbs or weeds ; therefore, let him seasonably water the one and destroy the other." Without this stimulus of emulation, what can education accomplish ? The love of abstract knowledge and the habit of application are still unformed ; and if emulation intervene not, the course by which these are acquired is, from a strenuous and cheerful energy, reduced to an inanimate and dreary effort ; and this, too, at an age when pleasure is all powerful, and impulse predominant over reason. The result is manifest.—*Sir Wm. Hamilton's Lectures.*

### 4. TEACHERS SHOULD VISIT EACH OTHER'S SCHOOLS.

If you see any improvement in recitations, discipline, or manners, it will not be violating the rules of justice to appropriate it for the benefit of your school, if you will have the manliness to give the proper persons credit for it. Every improvement in school teaching is common property, and the true educator, who is always the inventor of new systems, is anxious to have the best use made of his discoveries. Take a half day occasionally for visiting schools. If the school officers object, convince them that the improvements introduced will more than justify the outlay of time. A teacher who lacks in discipline or system, will be benefitted enough by an hour's time spent in a well ordered school to pay him for the loss of a week. He will work to much better advantage after seeing what can be done.—*Iowa Instructor.*

### 5. BOTH SEXES IN THE SCHOOLS.

A writer in the *Christian Register*, in speaking of the Chapman School, in Boston, makes the following remarks on the education of both sexes in the same institution :

"For several years this important question has been before the minds of the educational public, eliciting every variety of opinion, and gradually drawing all her thinkers on the side of its advocacy. In the Chapman Hall School in this city, the experiment of the union of the sexes has been tried with eminent success, and we rejoice to learn that the principals of that excellent institution are making arrangements to meet the increased applications of the opening year for the admission of girls into their schools.

"We are also happy to learn, that at the meeting of the American Institute of Education, held last year in the Granite State, the discussion on this question resulted in the decision of a very large majority in favor of union. We like these signs of the times, and anticipate the period when, in all our higher schools and academies, the male and female mind shall, side by side, be exerting their wholesome and legitimate influence upon each other."

### 6. EDUCATION IN CHINA.

The Rev. William Dean, D.D., in his "China Mission" gives the following interesting description of a Chinese school :

"The boys commence their studies at six or seven years of age. In China there is no royal road to learning, but every boy, whatever his rank, takes the same class-book, and submits to the same training. The school-room is a low shed, or a back room in some temple, or some attic in some shop, where each boy is supplied with a table and stool, and the teacher has a more elevated seat and a larger table. In the corner of the room is a tablet or picture of Confucius, before which each pupil prostrates himself on entering the room, and then makes his obeisance to his teacher. He then brings his book to the teacher, who repeats over a sentence or more to the pupil, and he goes to his place repeating the same at the top of his voice till he can repeat it from memory, when he returns to his teacher, and laying his book on the teacher's table turns his back upon both book and teacher and repeats his lesson. This is called backing his lesson. In this way he goes through the volume till he can back the whole book ; then another, then another, till he can back a list of the classics. The boys in the school, to the number of ten to twenty, go through the same process, coming up in turn to back their lesson, and he that has a defective recitation receives a blow on the head from the master's ferule of bamboo, and returns to his seat to perfect his lesson. The school teachers are usually unsuccessful candidates for preferment and office, who, not having habits for business or a disposition to labor, turn pedagogues. They receive from each of the pupils a given sum proportioned to the means of the parents, and varying from three to ten or twelve dollars a year from each pupil. The schools are opened at early dawn, and the boys study till nine or ten o'clock, when they go to breakfast, and after an hour return and study till four or five o'clock in the afternoon, and then retire for the day. In winter they sometimes have a lesson in the evening.

### 7. EDUCATION IN LOWER CANADA, 1858.

We have before us the Report of the Chief Superintendent of Education in Lower Canada for the year 1858, and are pleased to see, from the figures it presents, that some progress is being made. Lower Canada has long labored under the reproach of occupying a lower position, with respect to the educational acquirements of the masses of its population, than almost any other civilized country in the world, but of late years a most praiseworthy spirit has been evinced to wipe away this reproach, and the results already attained are by no means unpromising. The number of schools and other educational institutions reported in 1858 was 2,985, an increase of 39 over 1857, and of 633 over 1853. The total number of pupils receiving instruction was 155,986 in 1858, an increase of 7,188 over 1857, of 13,845 over 1856, and of 47,702 over 1853. This very considerable increase in the number of pupils is a gratifying fact, but when the figures are compared with the educational statistics of the sister Province of Upper Canada, there is abundant reason for renewed effort to obtain still more satisfactory results. The number reported as receiving instruction in Upper Canada in 1857 was 285,314, or 88 per cent of the total number of children of school age (between five and sixteen). The number receiving instruction in Lower Canada in 1858 was 63 per cent of the population of school age, if the returns by the Inspectors of the number of children between 5 and 16 be correct, or only 49 per cent, if Mr. Chauveau's amended estimate of the number of children of school age be the true one. To be on a par with Upper Canada, with respect to the proportion of children actually receiving instruction, there ought to be at least 50,000 attending school in Lower Canada more than now do so. The tables, however, shewing the branches of study taught, are encouraging. The number of pupils reported as able to read well was 27,367 in 1853, and 52,099 in 1858, the number being nearly doubled in five years ; the number of pupils learning to write 50,072 in 1853, had increased to 65,404 in 1858 ; the number learning simple arithmetic, 18,281 in 1853, and 55,847, or treble that number in 1858 ; compound arithmetic, 12,448 in 1853, and 28,196 in 1858 ; geography, 12,185 in 1853, and 37,847 in 1858. The number of students of history had increased from 6,738 in 1853, to 42,316 in 1858 ; of French grammar, from 15,353 to 43,307 ; of English grammar, from 7,066 to 15,348 ; of grammatical analysis, from 4,412 to 40,733. We have compared the figures of 1858 with those of 1853 to indicate the amount of progress made in a series of years ; a comparison with those of 1857 shews that the progress is steady, and still continues.

There is an improvement also in the amount of contributions by Municipalities for primary education. The amount of Government grant in 1857 and 1858 was about the same, nearly \$116,000, and of course also the amount of assessment or voluntary contribution