



THE  
**JOURNAL OF EDUCATION**

Devoted to Education, Literature, Science, and the Arts.

Volume XX.

Quebec, Province of Quebec, September, 1876.

No. 9.

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extent, and these rules of the art had become what they now called science. This was eminently the case with the science the teaching of which first became properly organised—he meant the science of anatomy. The necessity for a knowledge of that science grew out of medicine. It became needful that men should understand the structure of the human body, not merely as a matter of curiosity, and that they should have such a knowledge as thoroughly as they possessed an acquaintance with the ordinary affairs of life. It was found that, in order to acquire that knowledge of anatomy, they could not trust merely to the oral instruction of the teacher, excellent and useful as that might be. They could not trust to that kind of teaching supplemented by books, and even aided by diagrams, and showing the things upon the lecturer's table. But, in order to have knowledge which could be depended upon, it must be acquired by the person taught going over the matter which he had to know himself, and learning at first hand, so that from that time forth his knowledge would be as good as that possessed by his teacher. Now, in order to acquire such knowledge, dissecting rooms and anatomical laboratories were established, in which the student went to work for himself, verifying all that he had been told, and basing his knowledge of the structure of the human body upon the actual inspection and observation of the facts. He could almost remember the time when the teaching of anatomy was in a very imperfect state, but in the present day no anatomical school would be thought worthy of the name if it did not, in addition to the teaching of the professor and the handbook, provide the means by which the student could work practically. As other sciences had grown and acquired a practical importance, and had become more or less the foundation of professions where exact knowledge became of great practical value, they had found themselves constrained to follow the example set in the case of anatomy. Chemists were among the first to do so. No one would now dream of teaching chemistry as taught in every university in this kingdom within the memory of living man, without any suggestion of practical instruction. What had taken place in chemistry had taken place in physics, natural philosophy, botany, physiology, in short, in every branch of

**Professor Huxley on the Teaching of Science in Schools.**

A lecture on "The Method of Teaching Sciences in Schools" was delivered on Saturday, the 10th June, by Professor Huxley, in the large Hall of the Watt Institution, Edinburgh, to the members of the Edinburgh branch of the Educational Institute of Scotland. The attendance, as might be expected from the reputation of the lecturer, was very large, and on the platform were Mr. Maurice Paterson, Principal of the Free Church Training College, Professor Hodgson, Dr. Donaldson, Dr. Ogilvie, Dr. James Bryce, Dr. J. Pryde, Dr. Lees, Dr. Graham, Dr. Ross, and a large number of the most distinguished teachers connected with the schools in and around Edinburgh. Mr. Paterson having been voted into the chair, Professor Huxley, who was received with applause, rose, and delivered the following address:—

The system of teaching science, like all wholesome things, had grown out of practical necessities. In almost all cases a science was the outcome of an art. People had begun to feel the necessity of systematising the rules of the art, and for building on them to the furthest