

## THE JOURNAL OF EDUCATION.

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### To Our Readers.

The approach of the close of the year reminds us of the custom of reserving space for a few parting remarks, of a general nature, addressed to the readers of this Journal. It will be seen, on referring to the contents of the several numbers of the year 1870, that the purposes for which it was originally established have been steadily kept in view. In addition to the necessary official intimations and statistics, there have been given at least the customary amount of reading on purely educational topics of practical value to the Teacher, and numerous articles of standard excellence appertaining to Literature, Science, the Arts, and other leading subjects, all having a bearing more or less direct upon the great business of education. While we have adhered to the practice—as a necessity of our position which is not without its disadvantages—of steering clear of topics of a controversial nature, we have not failed to present from time to time whatever has seemed best calculated to keep our readers informed of what has been going on here and elsewhere in respect of educational movements and progress and the changes or modifications of time-honoured opinions and practice.

Our teachers generally, still, it is to be regretted, hang back from communicating original articles on subjects connected with their vocation. This obliges us, in a measure, to fill the space allotted to practical teaching with selections from other sources such as contain the hints and illustrations most likely to be useful to them. But we take occasion to assure them again that the practice of contributing to the columns of this Journal, which we have heretofore invited on their part, would be found highly beneficial to themselves in the way of leading them, in spite of numerous admitted disadvantages in their positions, to prize more highly their noble calling, and to profit more intelligently by the study of the articles which we give from the pens of teachers belonging to other countries. We therefore repeat our invitation to teachers to become contributors in the form of short papers, which, when they turn out to be of practical value, will undoubtedly assist in bringing them into more deserved notice and in enlarging the sphere of their usefulness.

As meritorious exceptions, however, to the backwardness which has been just adverted to, we may be permitted to cite the example of Mr. Sturton, Public School Teacher at Pointe Lévis, who has contributed, during the past year, a series of four articles entitled "Floral Months of the Province of Quebec," and that of Dr. J. Baker Edwards whose valuable services have lately been secured to the McGill Normal School, and who opportunely furnished a couple of papers on "Modern Chemical Notation." Nor, while referring to original contributions, should we omit to thank the eminent meteorologist, Dr. Smallwood, for his interesting paper on "The partial eclipse of the Sun, August 7th 1869" which was communicated in our number for last March, and which, with the help of the accompanying woodcuts, would enable the intelligent teacher to afford his pupils an insight into the nature of the grandest of celestial phenomena.

The following selected articles, relative to practical teaching, which have appeared in our successive numbers for 1870, cannot have failed to prove instructive to our readers, and might be perused a second time with advantage: "On Teaching English" by Professor Bain; "School Discipline" from the Rhode Island Schoolmaster; "Teaching by the Page"; "The Teaching of Natural Science in Schools"; "Suggestions on the Teaching of History"; "Teaching Elementary Geography," from the Irish Teachers' Journal, a prize essay by Mr. T. Cummings who also gained the first prize awarded for essays on Arithmetic. Several of these articles being too lengthy for publication in a single number were necessarily given in parts.

On the now popular subject of Female Education we have given several very instructive papers, among which the following are of a nature to commend themselves to all thoughtful persons interested in the advancement of this branch; "Girls should learn to keep house" from the Presbyterian; "Special Education for Women" by Miss M. A. Ames; "What should women Study?" by J. Scott Russell; "Woman's work and woman's culture," given in the April number, and followed by the articles on "Russian School Mistresses" from the *Saturday Review*, and "Education of Girls." If space permitted we should also refer by title to a number of valuable papers on Astronomy, Botany and other Sciences in which these branches of knowledge are presented in a way to be of special interest to the teacher as well as to instruct the casual reader.

In our double number for July and August will be found, under the title of "Breaking up for the Midsummer Holidays," reports of the principal Institutions for higher education in this Province. We hope, in the next and following years, to be able to render these reports and the lists accompanying them still more complete; but, in order that this important object may be secured, the teachers and managers of the various public schools should be careful to furnish, in season, the materials duly authenticated, instead of leaving us to the hazard of errors, omissions, and imperfect returns, collected from casual notices, searched for in the newspapers.

The amiable prince, whom we have had with us in the past year, was not unmindful of the good to be done by manifesting a concern for education and Canadian literature, and we have duly chronicled the incidents. Our account of his appearance at the opening of the Royal Western School in Montreal, and the correspondence on page 112 will have gratified all our readers.

In the September number we recommended the former practice of the Journal in giving short but continuous articles on History, beginning with the Histories of Canada and of England, and intending subsequently to take up those of France and the United States. We select our passages from whatever authors appear most suitable for our purpose, which is, no less to furnish a useful outline of the events and facts, than to see that these are given in an attractive form, and one that is calculated to foster the love of a most important branch of instruction. In the same number the "Metrical System" of weights and measures is once more brought prominently before the attention of Teachers. We hope that our readers will again carefully peruse what is advanced on the subject (page 145-148), and perform their part in promoting the introduction of lessons upon that system into the courses of Arithmetic taught in all our schools.