



# THE JOURNAL OF EDUCATION.

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

Volume XIII.

Quebec, Province of Quebec, November, 1869.

No. 11.

## TABLE OF CONTENTS

EDUCATION.	PAGES
On Infant Education .....	185
Physical Education .....	187
Educational Importance of History .....	188
Learning a Trade .....	189
A Word to Boys .....	190
<b>LITERATURE.</b>	
Poetry: Children.—I'm Growing Old.....	"
Our English Dictionaries.....	191
Birds of the Guano Islands.....	191
<b>SCIENCE.</b>	
The Tidal Wave.....	192
Weather Wisdom.....	192
<b>ART.</b>	
Czerny's Letters (on music) to a Young Lady, No. 1.....	193
What is a Singer?—Wanted.....	194
<b>OFFICIAL NOTICES.</b>	
Ministry of Public Instruction.—Appointments: School Commissioners and School Trustees.—Erections, Boundaries, Annexations, &c., of School Municipalities.—Diplomas Granted by Boards of Examiners.—Correction .....	194-195
<b>EDITORIAL.</b>	
Glechrist Scholarship.....	197
Report (continued from last No.) of the Minister of Public Instruction of the Province of Quebec, for the year 1867, and in part for the year 1868.....	198
Report (concluded from our last No.) of the Sixth Annual Convention of the Provincial Association of Protestant Teachers of the Province of Quebec.....	199
School Picnic at Shefford.....	200
Current Exchanges and Books Received.....	200
Miscellaneous:—University of McGill College.....	200
Meteorological Tables and Intelligence.....	200
<b>ADVERTISEMENTS.</b>	
Wanted.—The Dramatic Reader.—Phrenology.—The Journal of Education. ..	"

we propose to go through, in detail, the various subjects which should form the programme of an infant school.

**A LOVE OF TRUTH.**—The forming of the youthful mind, in so far as it can be formed under the maternal eye, is one of the first duties of an infant schoolmistress. It is not always an easy task to succeed satisfactorily in this. With some children it is easy enough. The child who has at home a mother who instils into its mind a love of truth, is gentle and docile in the school. The teacher must endeavor by every means in his or her power to instil a high principle of morality. This must be commenced by making the child love the truth for the sake of the thing itself. Allow no opportunity to pass of pointing out the value of truth. On no account punish a child for a fault which it candidly and without evasion admits. As we said in our last paper, if we would inflict corporal punishment at all (and the benefit to be derived from it under any circumstances is very problematical) it would be for a breach of truth. Whatever is the most severe punishment inflicted in the school, let it be for this fault. The enormity of it will then be understood, and an impression formed as to the value of truth, which will remain in the child's mind till the day of its death. Make it difficult for the untruthful child to win your favour, but not impossible. Keep it at a distance for a time and bestow on it no smiles, but do not act harshly by it. It will think in its own way, and after some days, if its home associations are not altogether depraved, a proper moral tone will begin to appear. Let your reserve then disappear. We once knew two children in a school—a little boy and a little girl—who were constant companions. The little girl was remarkable for a love of truth, but the boy had only an indifferent character in this respect. One day, on their way to school, they committed a trivial fault, viz,—pulling some flowers which hung over the paling of a garden. The owner of the flowers thought it a heinous crime, and complained to the teacher who took the very view we would take of it—that the fault was a very natural one. The little girl was asked did she pull the flowers, and at once acknowledged that she did. The boy stoutly denied that he did so. The punishment the judicious teacher inflicted on him was to prohibit him speaking to, or walking home, with his little companion. This so affected him, that in a few days he went to the mistress, acknowledged his fault, and was ever after known to be the most truthful boy in

## EDUCATION.

### On Infant Education.

In a former paper we sketched the leading features of what an infant school ought to be, and the kind of a person who, in our opinion, ought only to be chosen as the teacher of one. At present