



# JOURNAL OF EDUCATION.

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## EDUCATION.

### Graduation in Teaching and Training.

(Continued from our last.)

The benefit accruing from an extended practical acquaintance, in the way recommended, is not confined to the mere knowledge of words, or an enlarged knowledge of language: words thus brought up and applied, become guides and goals to seeing, hearing, thinking, searching, etc.; and committing, at the same time, to language the results of verbal search, both the knowledge of terms and their proper application, thus always taught inseparably, will grow up to a power which will enable the mind to communicate to the world its stores either in writing or through the living voice, with facility and correctness.

To teachers who may be disposed to introduce such exercises into their schools, I would recommend that they begin with the *descriptive* part of language, or those words, whether adjectives, substantives, verbs or adverbs, which signify such properties or accidents of things as are cognizable by the senses. First, give a clear vivid notion of the objects spoken of, whether they are before the eye, or are graphically represented, or are merely embodied in language and realized in fancy; secondly, endeavour to establish a connexion in the mind of the pupil, between the objects and the terms descriptive of their states, properties, &c.

Skillfully continue such exercises, and you will soon be convinced how superior they are to exercises of dry definitions, in practically opening up to the pupil the treasures of language, and making these to himself a facile instrument of thought and expression.

We now suppose the class so well advanced as to enable the teacher to dispense with *CLAUSE* reading. In training it, he reads at once by sentences; but, as yet he reads only *one sentence* at a time.

To his reading all must pay attention, that they may get hold on his enunciation—and style of reading—catch the slides of his voice—and note the words which he makes emphatic.

At the end of each sentence he stops, makes the class read simultaneously and with proper tone, pitch, and movement,—*closely imitating his reading, and take care that each reads in a natural impressive manner.* Care must be taken that they keep time in reading together.

Reading immediately after the teacher, and by sentences, offers many advantages:—it prepares classes well for self-study, and the mind for receiving instruction; it brings them into a wakeful teachable condition; the mind of the teacher and the scholar come in immediate training contact; the teacher's specimen of reading is better remembered; all receive alike benefit from his reading; when properly conducted, it gives vitality to the work; forms and fosters by constant repetition, the habit of good reading; less of the teacher's labour is lost, and attention is better commanded; and it offers the best advantages for the right management and training of the voice.—It is *training to read.*

This exercise being gone through, the class retires to seats to prepare, to be shortly afterwards called up to test results. On seats they study in the way I have directed under number 4 of my directions. When called up for trial, and preparatory to reading, a few such questions as the following are put: "Any part of your lesson, you have not been able to master,—if there be, point it out for explanation?—Any word or words whose pronunciation or meaning you have not been able to make out, if there be, show them?—Do you remember my directions, respecting pausing—intonations, pitch of the voice, &c.; or any defects in your reading I pointed out, when training, &c.?—After we have commenced, remember, errors and defects in reading will be marked against you—but not till then. We will also mark every thing in your favour. Let these remarks encourage you."—Such questions as these put to a class, when just about to be tried, and put in a kind bland way, never fail to produce excellent effects. They prove that the teacher is in earnest in instructing them; that he is making every effort to encourage and help them on; that he desires to give fair play—every chance to every pupil to go through his test exercises creditably—and, if he can, with *eclat.*

When reading has commenced, there must be no noise, nothing whatever to disturb the reader, not a word to be uttered, or sign made indicating that he has made a mistake, or that his reading is in any way faulty or incorrect. First, let him read his portion through, and then let inaccuracies be named or pointed out to be corrected in again reading his part of the lesson. I consider checking and stopping the reader, whenever he happens to make any blunder, and before he has finished his reading as an injurious annoyance, tending to intimidate and lessen confidence. Give every chance to the pupil to read his portion through without any interruption. The more a child is checked and stopped in reading the more embarrassed does he become, and the less likely is he able to do justice to himself or to the passage he reads.

Reading over, the teacher proceeds to exercise the class on definitions, meaning of what has been read, &c., &c.—To this stage, I consider all such exercises should be strictly rudimental,