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TABLE OF CONTENTS.

School Management and Methods of Teaching.....	65	Chameleons	75
Hints on the Etiquette of Teaching	67	On Analogy	75
The Aesthetic Education of Children in Common Schools	68	Nickeling	76
Annual Convocation (Arts) of McGill University.....	70	Lake Titicaca.....	76
Convocation Season.....	71	Artesian Wells.....	76
Montreal Ladies' Educational Association.....	72	Beton Coignet Artificial Stone for Ornamental Architecture	77
Board of Arts and Manufactures.....	74	Miscellany	77
College of Physicians and Surgeons of Lower Canada..	74	Meteorology.....	79
Home and School of Industry, Montreal.....	74	OFFICIAL NOTICES.—Appointments:—School Commissioners, School Trustees.—Diplomas Granted by Boards of Examiners.—Erections, Annexations and Changes of School Municipalities.....	79
		Advertisements.....	80

School Management and Methods of Teaching.

(By DR. JOYCE.)

(Continued.)

SYSTEMS OF ORGANIZATION.

1. Perpetual Employment.

Visit any national school, the teacher of which has not adopted a proper system of organization, and with great probability you will observe the business carried on in something like the following manner:—One or two classes are standing up, receiving instructions from the master and a monitor; all the rest of the pupils are sitting, either in desks or on forms round the walls of the room, some few of the more advanced writing or working from their arithmetics, a few others preparing lessons with apparent attention, but the great majority, especially of the young children, openly idle.

You will find that this is the manner of transacting business during the entire day; that no more than two or three classes are actively and profitably engaged together at any one time; and that, consequently,

although the teacher may be uninterruptedly employed teaching class after class, a large proportion of the school day is absolutely lost to the majority of the pupils. Is it necessary that these children should sit so long idle? Could we not contrive some plan by which all might be profitably employed the whole day, with only half an hour's intermission for play? This has been accomplished, and is perfectly possible in every school.

Let us then begin by laying down this important maxim, which may be called "The principle of perpetual employment":—"Every child in the school should be engaged at some useful employment, at every moment during the entire day". From this is to be excluded "preparing lessons;" in the first place, all lessons should be prepared at home, and in the second place, every practical teacher knows that preparing lessons in school is generally only another name for idleness. To solve the problem of perpetual employment is one of the objects of every system of organization. I shall proceed at once to describe the systems that are most generally useful, and best adapted to the circumstances of our national schools. The arrangement of furniture in a room depends upon the manner in which the school is to be organized; I shall, therefore, in connection with each system, describe the particular arrangements suited to it.

BIPARTITE OR TWO-PART SYSTEM.

2. Description; Division of Pupils.

When the whole of the pupils are divided into two parts, one division being engaged at some desk lesson (as writing &c.), while the pupils of the other division stand round the room in drafts at an oral lesson (such as arithmetic, reading, &c.), and when the two divisions change places and subjects at the end of each lesson during the entire day; this is what is called the bipartite or two-part system of organization. This system is very suitable for the generality of national schools; and it will be necessary, therefore, to enter somewhat into detail regarding the manner of carrying it out.

By the word "class," is meant all the children who read the same class-book; all those, for instance, who read out of third book, form the third class. By "draft," is meant all the pupils who stand together at the same