



# JOURNAL OF EDUCATION.

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**SUMMARY.**—**EDUCATION:** Teaching power, by John Bruce, Esq., Inspector of Schools.—Inaccuracies in pronunciation, by H. Hubbard, Esq., Inspector of Schools.—How to pronounce *ough*—School days of eminent men in Great Britain, by John Tinsley, (continued from our last).—Successive limits towards improved secular instruction, by the Rev. R. Dawes, Astronomy, (continued).—**OFFICIAL NOTICES.**—Appointments: Education Office.—Normal Schools.—Boards of Examiners.—School Commissioners and Trustees.—Erection of Municipalities.—Diplomas granted by Board of Examiners.—Donations to the Library of the Department.—Teachers wanted.—**HISTORICAL:** The visit of H. R. H. the Prince of Wales to America, (continued from our last).—Addresses presented to H. R. H. by various Educational institutions.—St. Francis College, Richmond, C. E.—Trinity College.—Toronto University.—Upper Canada College.—Upper Canada Council of public instruction.—Eleventh Conference of the Association of Teachers in connection with the Loyal Normal School.—Report of the Chief Superintendent of Public Instruction for 1858, Extracts from the Reports of the Inspectors. (continued).—**MONTHLY SUMMARY:** Educational Intelligence.—Literary Intelligence.—Miscellaneous Intelligence.

## EDUCATION.

### Teaching Power.

He who teaches without carrying the scholar's understanding along with him may well be compared with a mere machine—a wooden man—passively sitting by, while the children read or repeat words which they do not understand.—I often ask myself—Is this teaching? Can there be such a thing as teaching without learning? What does this teacher teach? What do the children learn?

To what are we to attribute the restlessness, the stupid ignorance, coupled with irritated feelings, which prevail in many schools, and which breaks out into uproarious and ungovernable exultings when schools are dismissed, and the unnatural restraints upon their physical powers are removed? Must not the greater part of it be justly attributed to the dull, uninteresting, unimelligent, and unquickenng mode of conducting school work? I do think so.—Enter a school where a different course is pursued, where life is thrown into the work, and light is thrown upon every thing taught. How different does every thing appear? Teaching there is a thing of pleasure. School-work is a work of life. All exercises are entered into with anxiety and animation. What makes this very distinctive difference between these two classes of schools? The difference is traced to their respective teachers. The teacher of the one drags his scholar on, but leaves his mind behind; that of the other moves as he moves his scholar; the one is satisfied with bare recitals, the other with nothing short of an understanding effect; the one—the sterile dry-bone teacher—sticks to his text as a bad swimmer to his corks; but the other, as he opens up his subject, with intelligent simplicity, opens up also the pupil's mind to receive as he gives; the one fills the mind with an undigested *cram*, mixed with crudities and blunders, the other ever keeps in view the enriching of the mind with truths, clearly and practically understood—look-

ing through all his labours to the end, where he pictures to himself the intelligent mind—the observing reflecting man, distinguishing himself amidst the multifarious activities of life.

Experience is daily showing, and with a clearness daily increasing, that scholarship alone cannot make a thorough teacher. That it does is a fallacious notion. We continually find teachers, who possess much knowledge, with but very little power of communicating it to others, or developing the mental faculties. None can be a good elementary teacher who wants natural aptitude for the profession. With moderate attainments and teaching skill, a man makes a far better educator than the man of high attainments who wants this special qualification. Thus we sometimes hear it paradoxically, but truly observed of some, that they *teach more than they know*. They may not themselves actually impart a large amount of knowledge, but so thoroughly do they train the minds of their pupils, and strengthen their faculties that they become accustomed to that independence of action, that self reliance, and habit of reflection and search, which is the grand end of all education, that they at last far outstrip their educators in erudition and general knowledge.—Scholarship we must have, technical knowledge cannot be wanted; but *teaching power stands first*. This high qualification is one, we admit, not easily acquired; but it is one at which every teacher should aim, since without it he can never be a successful educator. And though the few only have this teaching gift in a superior degree, yet the many may have it in a degree favourable to efficient teaching.—Let us examine this subject a little more closely.

The first great object to be sought in education is, the cultivating and developing of the several powers of the mind. Accomplishing this all the knowledge afterwards communicated is more readily received, more easily understood, and more permanently retained. A thorough knowledge of what is taught is the next grand point. If this be perseveringly and skilfully acted upon, instead of the work of replenishing the mind with truth being tedious, and uninviting, and the progress slow, the interest of the scholar will be excited, his mind expanded, his understanding improved, his judgment informed, and the whole active powers of his mind be called into healthful and continuous exercise, and rapid improvement, and a vigorous growth of intellect, will be the result.—Rightly to *prepare the mind for receiving instruction*, as well as how effectively to impart information, is another essential point to be aimed at. This the skilful teacher keeps ever in view. He studies how, by a proper course of training, to rouse and quicken the dormant faculties of his pupil, exercise and strengthen his mental powers; how to eradicate errors, prevent the forming of incorrect or false impressions; and how most profitably to communicate truths and establish principles. Of these objects he never loses sight, in any one stage of his pupil's advance.—We speak our full conviction when we say,—“This is the true way to call into play the bud of genius, rouse the energies of the scholar into operation, and give to our schools the actualities of sound enlightened teaching.—Now we ask, can this be done with-