

JOURNAL OF

Upper



EDUCATION,

Canada.

VOL. XVI.

TORONTO: SEPTEMBER, 1863.

No. 9.

CONTENTS OF THIS NUMBER.

	PAGE
I. General Principles of Instruction. (2) Tasso's Views on the Education of his Son.....	129
II. PAPERS ON PRACTICAL EDUCATION—(1) Review your Work. (2) A Word to the Teacher of little ones. (3) How to Teach Young Children. (4) Relaxation in the Education of Children. (5) Fitness for Teaching. (6) Dr. Arnold on Punishment in Schools. (7) School Boys' Pocket Reform. (8) Teachers' Request of Parents. (9) Neatness—How regarded by Children. (10) Domestic Training of Boys. (11) Communication to the "Common School Teachers of Upper Canada".....	131
III. PAPERS ON THE PROGRESS OF EDUCATION—(1) Education in Tasmania. (2) International Schools. (3) Twenty Years' Progress. (4) The School House an Index. (5) Military Education in Schools.....	134
IV. PAPERS ON SCIENCE AND NATURAL HISTORY—(1) Apparent Size of the Celestial Bodies. (2) Habits of the Mole.....	136
V. BIOGRAPHICAL SKETCHES—No. 37. The Right Hon. Lord Clyde, K.C.B. 38. John S. Bartlett, Esq., M.D. 39. William Weller, Esq.....	137
VI. MISCELLANEOUS—(1) Things that never Die. (2) "Mother, are the Children safe?" (3) Spared but not Saved. (4) How much did your Child cost you? (5) A Child's Faith. (6) Never give up. (7) The History of Two Schoolmates. (8) The Power of Pence. (9) Curious Arithmetical Fact. (10) The Worth of Time. (11) Talent appreciated by Talent. (12) A Plea for the Dozen. (13) Learned Doctors. (14) The Chinese Language. (15) Weather Warnings. (16) Popular Education.....	137
VII. EDUCATIONAL INTELLIGENCE.....	141
VIII. DEPARTMENTAL NOTICES AND ADVERTISEMENTS.....	148

GENERAL PRINCIPLES OF INSTRUCTION.*

I. *The threefold aim of Teaching.*—Education, as Montaigne says, forges the mind—tempers and fashions it; the design of instruction is to store it.

To instruct or teach is to convey knowledge into the pupil's mind; and certainly instruction forms a large portion of the task which the master actually performs; it is the most conspicuous part of his work; most readily appreciable; most easily measured by results. On this account, however, the notion has been long prevalent that instruction comprehends the whole of education; the whole duty of the teacher: a notion which is lamentably wrong, and which can produce only mischievous effects.

What, in reality, is instruction of itself? What is all the information that we can impart to the mind, if we do not endeavour to form the mind, and to improve its quality? It is an instrument, indeed, but the hand which ought to use that instrument has not the right power, or is not properly formed; it remains an instrument, even though it effected nothing, which, however, can never be the case. Instruction, like every other inert instrument, is in itself neither good nor evil, but may become one or the other according to the use made of it; and it is a sad truth that the mind possessing it, if not prepared and disposed to use it for good, will most certainly use it for evil. Infinitely better, in that case, would it have been if the instrument had been immediately broken in pieces by the hands that received it.

Let not instruction be withheld; but give it in such a way as will promote the mind's growth, and cultivate goodness of disposition.

* Adapted from *Cours Théorique et Pratique de Pédagogie*, by M. Charbonneau, Paris, 1863.

And, in order that it may have this double tendency, let us ever bear in mind that teaching, in reference to every branch of instruction, ought to have a threefold aim:—1st, The communication of knowledge; 2d, The development of the intellectual powers; 3rd, The development of the moral powers. Let us examine these points in succession.

1st, *The Communication of Knowledge.*—This requires not to be dwelt on; it is the direct and immediate purpose of teaching; but not the final purpose, not that which is most important to attain. Instruction is, as it were, but an outer covering; the mind, the intelligent principle, is the main thing.

2d, *The development of the Intellectual Powers.*—It is the entire mind which we should endeavour to cultivate when we impart knowledge to it; we should take advantage of all the opportunities that so readily occur in teaching, for developing and strengthening the intelligence of children. It will perhaps be said that, as instruction addresses itself to the understanding, it must necessarily, in doing so, develop the mental faculties, and that there can be no need for a teacher to pre-occupy his mind with any design of producing that result, or to bend his efforts in any special way towards it. But be it observed, that instinctive development, if we may so call it, is a very slight thing compared with what the master can produce in whose efforts there is a constant and express aim at intellectual development. He will accordingly avail himself of all opportunities and means which such instruction as he ought to give to his pupils will naturally supply, for the work of diligently educating all the powers of their minds. He will strive rather to form men of intellectual ability than to produce men of learning.

And here let us notice a special aspect of this part of our subject. In order that instruction may be fruitful in the mind, it is not sufficient that the pupil remember well its principles, and that his understanding should be enlarged and strengthened by them; it is further requisite that that faculty of his mind which I will call the practical sense, shall have sufficiently profited by them, and shall have been made more powerful and skilful. Where would be the benefit to a man to have learned in his childhood barren theories, or any kind of knowledge of which he has not been taught to make some application to the uses of life and to his daily wants? Where would be his advantage in being able to give strict demonstrations of general theorems in arithmetic, or in having been trained to perform difficult operations with abstract numbers, if he knows not how to state and resolve a practical problem? Where his advantage in a general acquaintance with geography and history