



# JOURNAL OF EDUCATION.

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**SUMMARY.**—**EDUCATION:** Graduation in teaching and training, by J. Bruce, Esq., Inspector of Schools, (concluded).—Object lessons.—Recollections of a School-master.—Conversation a means of education.—**LITERATURE:** The Princes of America, by A. N. Woods.—**OFFICIAL NOTICES:**—Appointments, Education Office.—Separation and erection of School municipalities.—Diplomas granted to McGill and Jacques-Cartier Normal School pupils.—Diplomas granted by the Boards of Examiners.—Situations wanted.—Teachers wanted.—Donations to the Library of the Department.—**EDITORIAL:** Promotions.—Distribution of Prizes and Diplomas at the Normal Schools.—The visit of H. R. H. the Prince of Wales to America, (concluded).—**MONTHLY SUMMARY:** Educational intelligence.—Scientific intelligence.—Literary intelligence.—Miscellaneous intelligence.—**ADVERTISEMENTS.**

The meaning and various application of words must be more enlarged upon—following their definitions and varied modifications more fully in sentences of the pupil's own construction. Exercises on prefixes, affixes and roots of words must be more full—not as a dry study—going no farther than mere defining, but presenting them to the scholar by sentence-illustrations, till thus practically understood, and till the student, in sentences of his own construction, can correctly, and with facility, use them. Without the proper and legitimate application of vocable, in their varied forms, their study is of little value.

A few illustrations may not here be out of place. Let us dissect the following words, give the meaning of their parts, their meanings compounded, and their application embodied in sentences:—

## EDUCATION.

### Graduation in Teaching and Training.

(Concluded.)

The next stage supposes the teaching and training of the most advanced scholars of a school; and when we should have around us that part of the school whose previous instruction should have fitted it for higher training and with a greater stretch of intellect,—minds, whose travel, from the simplest elements of rudimental teaching, should have gathered much of good material for farther advancement, and whose spring time of training should have sufficiently prepared them for more vigorous efforts.

In all their studies there should now be more of the *volò*,—more of a sincere desire to co-operate with their educator, and with powers of mind better prepared to grasp instruction. They can now work the apparatus of their own minds more independently of their instructor; and therefore, in teaching and training them there may be,—and to advantage,—a farther remove from the simplicity of the purely rudimental teaching; but only just so far as the development of their minds, and their acquired mastered knowledge will admit. Here the pupil's life-in-earnest may be said to begin.

In now training to read, some of the previous exercises may be omitted; and in their places, others more suitable at this stage may be given. But training them to read, so as to enable them with more advantage and more correctly to study their lessons on seats, must by no means be discontinued.

If the course recommended has to this been strictly adhered to, and gone over with life and skill, the formation of many bad habits has been prevented; and following it up will be to carry the pupil through his reading-training free of those injurious and progress-hindering habits and defects, into which, without such methods of culture, children readily—nay unavoidably fall.

The teacher now takes the lesson by sentences—training the class with care on each—as this respects vocalization, giving tone and flexibility to the voice, a fluent flow of utterance, a more correct knowledge of the varied application of emphases, how to modulate the voice with reference to the meaning, &c. Other exercises must also be carried higher than at the preceding stage.

#### COMPREHEND.

*Com.* within; *prehend*, take; take within—embrace within. *Ex.*: We conceive clearly, understand fully, the mind comprehends minutely.

#### EDUCATE.

*E*, out, out of; *duc*, draw forth; *ate*, doing or acting; draw out by exercise. *Ex.*: We educate the mind when we draw forth its capacities in all their strength; activity and skill by wise and vigorous exercises.

#### ANIMATE.

*Anim*, life; *ate*, to give; to give life. *Ex.*: Bland, kind treatment will do more to animate a scholar in his work than stern commands.

But analyzing and exemplifying must be accompanied by questioning.—Suppose *animate* to be the subject of questioning; proceed as follows: What does this word signify?—'To give life.' Has it any other meaning?—'Having life.' What part of the word denotes *to give*?—'ate.' Annexed to verbs what is its meaning?—'To make.' Give examples of its varied meaning as subjoined to verbs, adjectives and nouns.—*Verbs*: Educate, demonstrate, imitate,—signifying to do, to make. *Adjectives*: Considerate, delicate, accurate,—meaning, being or having. *Nouns*: Associate, graduate, magistrate,—denoting the person that, or the one who. What part of the word *animate* signifies life?—'anim.' Give words in which *anim* is the root with prefixes and other affixes.—*Prefixes*: Inanimate, exanimate, reanimate. *Affixes*: Animal, animation, animose.—Analyze these words, and give their meaning in construction.—All words should be so well understood by the pupil as to enable him to apply them—and readily, in sentences of his own construction, and without requiring assistance from other sources.

There is no effectual way to become acquainted with words and learn their meanings but by practice. We cannot properly know words and have power over them, until we can recall them with ease, and use them to express our own thoughts to others, both in