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OBJECT TEACHING.*

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Throughout the civilized world to-day some form of object lessons has a place in the various curricula which have been devised for the use of schools, and I very much doubt if there are many educators who are sceptical concerning the advantages flowing from a regular course of such lessons in any schools, and especially in Primary and Intermediate Schools.

For the sake of opening discussion upon the topic, I may be allowed to mention briefly what I consider to be the especial uses of a good course of object lessons in a school, without defending my propositions very lengthily.

First of all, I would say that, whereas the ordinary school studies cannot cover the whole field of thought and knowledge which ought to be entered by every child, in order to develop his faculties and enlarge his views, some provision should be made whereby many of the phenomena of nature and art may be brought before him at sufficient length to arouse his curiosity and develop a desire for further investigation. I claim that a good course of object lessons provides a means of carrying out this object as no other means can do.

Again, definiteness of statement is a thing greatly to be desired in any calling, and perhaps the lack of the power to state succinctly and definitely exactly what is meant is seen

* Read before the Montreal Teachers' Association.