

TEACHING DEVICES.

Teaching devices are the teacher's tools; they are the practical means by which the general methods and systems of teaching are put into operation. Some of the devices employed in teaching geography are: plans on the blackboard, maps, a globe, a sand table;—in teaching arithmetic: are the numeral frame, kindergarten sticks, blocks, etc., etc.;—in teaching object lessons and elementary compositions: are objects or pictures.

RULE AND PRINCIPLES WHICH FORM THE FOUNDATION OF ALL RATIONAL TEACHING

RULE

The teacher by accustoming his pupils to *observe*, to *reflect*, to *judge*, and to *reason* should, in as far as possible, lead them to discover the things which he is trying to teach them.

PRINCIPLES

1. *The teaching should be intuitive.*—(See page 10).
2. *From the known to the unknown.*—The child's instruction at school should be the development of the knowledge acquired before coming to school. When he comes to school he already knows words. What he does not know are the elements—the written or printed word, the letters, names, and sounds. Hence the teaching of Reading should begin with words and not with letters.—Suppose that on seeing three books, three pencils, three objects of any kind, he says immediately three, that on seeing four books, four pencils, four objects of any kind he does not say four, he says a lot, it is evident that his knowledge of numbers is limited to three, hence he should be shown how to make the figures which represent *one, two, three*, he should be taught to know four objects at sight, then to make the figure, and so on the number first, the figure after; addition, subtraction, multiplication, and division to go hand in hand with the acquisition of the knowledge of numbers;—in each subject the starting point should be that which the child knows.
3. *From examples to rules, laws and definitions.* The pupil is given or better still is led to make for himself a sentence about each of the following: *cats, dogs, birds*, as *cats purr, dogs bark, birds fly*. By questioning the *subjects* spoken of in each case are elicited—*cats, dogs, birds*. Further examination discovers that the second word in each sentence expresses an action; i. e., it says, asserts or *predicates* an action of its subject. The pupil then defines the predicate as he knows it. A more complete definition will be required when he has examined a larger and more varied collection of examples.

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