

# TEACHER TRAINING ILLUSTRATED

## PART IV.

### The Pupil

The following are the questions and answers of Miss B. Bradley, Wellandport, Ontario.

#### 1. Suggest some way in which life is built up.

Life is made up of experience. He lives most who "thinks most, feels the noblest, acts the best." Experience is the stuff of which life is made. The most particular thought in this connection is the fact that all experience results from stimulation and response.

Christ has said that He came that we might have life and have it more abundantly. If children are to live and "more abundantly," they must be stimulated from day to day in a wholesome and adequate manner, and respond fully and freely as the occasion offers.

For a little child, a story, a deed, or a mere suggestion is a suitable form of stimulation; for older minds doctrinal discussions and lengthy arguments may be necessary to furnish minds with convictions.

The life of a human being falls naturally into four stages—infancy, childhood, youth and manhood. Each has its needs and possibilities. All are not equally possessed of life. There are some who are almost dead to all appeals of beauty, and, worse still, there are some who are almost dead to all moral appeals. The teacher must recognize the existence of dulled sense organs. By gentle stimulation, loving guidance, it may be possible to convert an almost lifeless soul into a power for use and glory. Some require stimulation, loving guidance, and careful tending. Others can stand rougher treatment. There are about us daily the beauties of nature, and these should act as stimuli to all, and we call the child alive who responds to these beauties. Suitable provision for the activities of children also helps to develop life in the way it should develop.

#### 2. Name and discuss three characteristics of the Beginners.

1. *Sense Hunger*.—The rapidly growing child develops a hunger for new sensations. He must see, touch, and handle everything. He is not careful in his choices, is as ready for the ugly as the beautiful, as ready for the impure as the pure. It is the teacher's duty to select material wisely since the soul grows to be like what it is fed upon. Because of this sense hunger, the teacher can introduce into her teaching those things which prove God's loving care—a spider's web, a lily from the garden, or a bird's nest. This will help the little tots to understand God's loving guidance and watch care over his children.

2. *Will*.—Two or three factors in regard to will are of the utmost importance to teachers:

(1) Children are impulsive; the idea and the act are closely related; no time is taken for deliberation. Immediate rather than remote ends determine activity.

(2) Children are responsive to suggestion. This is so true that a negative command is often disobeyed, not through badness but because it presents a possible course of action.

(3) It must be remembered that with young people there is little power of self restraint.

THE Examination Papers which follow complete the set begun in our last issue, and read in conjunction with them, will illustrate the First Standard Teacher Training Course in actual operation. As we stated last month, these papers have been selected from those which have been written by our students during the year, not because they are the best or a number of others were just as good, but because they are representative of work done both in classes and by individuals. If you will closely examine the whole five papers you will see how large an amount of knowledge the writers have gleaned from their studies, and how helpful it all must be in their Sunday School work. What others have done you may do equally well. Copies of the Leaflet may be obtained for any number freely from this office. Write for as many as you can use to advantage in your school.

3. *Curiosity*.—The child wishes to see and see inside; he also wishes to know. Everything he comes in contact with is dissected in the hope that it will be understood. The world is to him a mystery awaiting solution. The destructive tendency is not necessarily a sign of perversion but rather of questioning intelligence. Every worthy question reveals a felt need, and questioning should not be repulsed but rather encouraged. A question is a direction to the teacher; it indicates the form of stimulus next in order. Because of this curiosity the teacher can introduce into her teaching the wonderful creatures of God's world. The living things are the child's wonder and delight.

#### 3. Discuss the teaching of Beginners from the standpoint of (1) Place of meeting, (2) Singing, (3) Prayer, (4) The welcome and dismissal.

1. The *Place of meeting* should be a large room, separate, with chair, table, models, blackboard, sandboard, musical instrument, and the walls should be decorated with pictures that teach, and appeal to the imagination.

2. The *Songs* should be simple in words, and music bright and rhythmic as this is the only kind of music children of this age understand. Great variety is not necessary. Whole hymns need not be taught. Motions may be used to advantage with some hymns, but better no motions at all than those which are formal and lifeless.

3. The *Prayers* should be incidental rather than formal. If the talk was on God's goodness it would be in order to say, "Let us thank God for his goodness to-day." Or if the lesson was about God's care we could say, "Let us ask God to bless our parents."

4. The teacher has a splendid opportunity in *The welcome and dismissal*. To welcome a little child with a smile is to win its confidence and interest; to send it away with a smile is to give it some thing kind and pleasant to remember all week. The child can better understand if the teacher is its friend how the teacher's God can be its friend as well.

#### 4. Define the Primary Grade, and mention some outstanding characteristics of children from 6 to 9 years of age.

The primary grade is composed of children from 6 to 8 years of age.

Rapid bodily growth still continues, and as children of this age, 6 to 8, are very susceptible to disease, great care should be taken that the rooms in which they are taught are well ventilated. Care and at-

tention should be paid to the bodily position of the pupils, because stupidity, carelessness and sometimes downright badness find their origin in some physical disorder, the worst of these disorders being that of the nervous system. Neglect is serious. The characteristics of the beginners are still evident in the primaries. He still wishes to see and handle; he also wishes to know. He singles out special objects for his study, and asks for reasons. Fortunately a question that only partly answers will suffice. There is danger here to for the child is credulous. If his informer is respected, almost any answer will do. Care should be taken to give such ideas of God and man, behaviour and belief, justice and punishment, as they can entertain later in life. Because children are now interested in people as well as in their actions. The teacher can exercise a wonderful influence through the beauty and holiness of her own life. Because their memories are now so active they may be taught beautiful texts. They are also highly imaginative and, this imagination leads to invention. There is danger if the child be unduly praised for his creations, and if he become hungry for further praise, that he become untrue to himself in his creations. This is the beginning of the habit of exaggeration, one of the worst forms of lying. Imagination must not be wasted on useless things; should be employed in the raising and elevating of life through the inspiring power of lofty ideals. The growing child cannot keep still. He is intensely active. If he is repulsed and his activity repressed, there result ill temper, etc., and worse than all a weakened will. Suitable forms of activity must be provided.

Children of nine are termed juniors and begin to lose some of their winsomeness, innocence, and sense of dependence. They sometimes appear brutally frank, and coarse when compared with younger and even with older children. They begin now to assert their individuality and become keen in rivalry, and the system becomes strong to resist disease.

5. *Discuss and illustrate the story form of teaching as a means of education during the primary age.*

The story becomes a central means of instruction to the primaries, because they began to take an interest in people as well as in acts. Next to the teacher's personality it is the greatest means of instruction in the school. It arouses feeling, appeals to the imagination, and incites to action; and it presents the truth in the concrete. Children of this age do not understand much but what is presented in concrete illustrations, and the primary teacher must be able to tell stories and to illustrate her words by doing things. This necessitates the preparation of her work. It must be planned. She must see pictures, and decide how she will present each. This calls for suitable materials for handwork. It also necessitates the study of her pupils, their needs and points of apprehension. The teacher who gives herself wholly to the work, studying the little facts and sifting her words to their understanding, will not fail to succeed. The teacher must know her work. Suppose the study was of Joseph. First, she must know all about him. Second, she must know just what parts in his life her pupils will most