

### *Advantages of a good Method.*

- (1) The teacher starting with a fixed purpose runs less risk of losing sight of it and missing his way.
- (2) Having carefully reflected on the means at his command he is more likely to choose the best.
- (3) Since he is sure of the end in view and of the means of attaining it, it depends only on himself to reach it as soon as possible.

There are Two Methods of Teaching a Lesson, viz. : (1) The Analytical, (2) The Synthetical.

*Def. of Analysis.* "Analysis is the mode of resolving a compound idea into its simple parts, in order to consider them more distinctly, and arrive at a more precise knowledge of the whole." We teach analytically when we divide the lesson into its several parts, and present them to the pupils successively and point out the relations by which they are united.

*Def. of Synthesis.* Synthesis is the opposite of analysis, starting with the parts it builds them up into a whole.

In teaching a lesson both methods should, as a general rule, be applied. The following is an important law of teaching :—

*Employ Analysis in gaining knowledge and Synthesis in remembering and applying it.*

Teach "Faith in Jesus Christ," employing both methods in the same lesson. That is, combine the two methods given in the chapter into one lesson.

### **METHODS OF INSTRUCTION :**

(1) *The Individual Method.* This was the method used in all the great Schools of Europe, down to the beginning of the present century. It consists in having each pupil recite by him, self. It is only applicable to hearing what the pupil has committed to memory. In using it care should be taken seldom to begin with the same pupil.

(2) *The Simultaneous Method.* This method consists in addressing the instruction to the class as a whole, and making the class as a whole to answer. It stimulates attention, fixes ideas in the minds by repetition, and keeps the attention of very young children. It has little merit. It is noisy. It makes a show of learning, but is very far from what it seems. One or two of the brightest do the work, and the rest take their cue from them.

(3) *The Combined Method.* This method consists in addressing the question to the whole class, and then calling on a pupil by name to answer it. By this means the attention of the class is gained and kept, and the edification of the whole is secured.

### **TELLING AND QUESTIONING. (CHAPTER VII).**

In teaching avoid the too common practice of "telling." Telling is not teaching. Teaching is causing another to know, and this is best done, by "never telling anything which pupils may reasonably be expected to know," or which they may be led to know by judicious questioning. "The Art of putting a question is one of the first and most necessary arts to be acquired by the teacher. To know how to put a good question is to have gone a long way towards becoming a skilful and efficient teacher.

### **THE ART OF QUESTIONING.**

#### **I. The Object of Questioning.**

1. To find out what the scholar knows, and how he knows it.
2. To excite an interest in the subject.
3. To discover misconception and difficulties.
4. To secure activity of mind and co-operation while teaching.
5. To arouse, cultivate and direct attention.
6. To test the result and outcome of what has been taught.

#### **II. Qualifications of the Question.**

1. A thorough knowledge of the subject.
2. Power to think logically and clearly.
3. A knowledge of good models of the art of questioning.
4. Practice in the actual effort of questioning.

#### **III. Tests of a Good Question.**

1. The language of the question should be simple and familiar to the scholar.
2. The question should be definite and free from all ambiguity.
3. " " " " suited to the capacity of the scholar.
4. " " " " asked in the fewest possible words.
5. " " " " easy at first and gradually increase in difficulty.
6. " " " " in proportion to the importance of the subject.
7. " " " " admit of a different answer.
8. " " " " should be given in such an order as to form a systematic and progressive development of the subject.