

## THE PHILOSOPHY OF TEACHING.

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Man is a compound being, physical, moral and intellectual; and the science of education may be defined to be those laws by the observance of which this compound nature is properly developed, directed, and perfected. It comprehends those laws upon which depend the development and improvement of the physical or bodily powers of man; those laws by which the harmonious growth of all the powers and sensibilities of the mind is promoted; and those laws which regulate the formation of a true and noble character. How necessary is it then that we who are engaged in the work of training the young should have correct views of the end of education. How necessary is it that we should have a proper knowledge of the material upon which we operate. How necessary is it that we should know just what food or nourishment is suited to the growth or expansion of each part. And how necessary is it that we should know how to present that food in the way best calculated to secure the desired end.

Education, then, does not consist, as we fear too many suppose, in merely giving the child as much instruction as will enable him to transact the ordinary business of life; but is a gradual development and improvement of all the powers and faculties of the man from infancy to the end of his days. If these views of education be correct, what extensive preparation does the teacher need to make, in order that he may discharge his duties intelligently and in the most profitable way to those entrusted to his care. His knowledge of the anatomy of the human frame, and of the laws which

control the healthy development of the organs of the body should be extensive and accurate; he should be intimately acquainted with the different faculties of the mind, their nature, their relative importance, the period of the child's life in which they are most active and most susceptible of cultivation, and the branches of study best adapted to the training of each faculty; and he should not only be a good man himself, that he may influence by his example, but also he should be skillful in dealing with the conscience, in promoting and encouraging that which is good, and eradicating that which is bad.

In the further discussion of this subject, I will ask your attention to some principles gathered from my own experience and the opinions of others, which should form the basis of our system of instruction, and to an exemplification of these principles in the teaching of arithmetic to the young.

1. *Exercise is the grand specific for all development.* If I wish to increase the strength of my arm, I must exercise the muscles in accordance with physiological laws. If I wish to strengthen and develop my intellect, I must carry out the same rule, and present to the perceptive faculties, the memory, the recollection, the imagination, the understanding and the reason, that food by which all these divisions of the mind may be stimulated to active exercise. If I wish to cultivate the moral powers of the child, I of course teach him right from wrong, but if I stop here I am not educating him; I must go a step farther and see that he puts into practice what I have taught him. I wish to re-