

# Normal Department.

## ANALYSIS OF THE TEXT-BOOK.

THE SABBATH SCHOOL TEACHER'S HANDBOOK; or, The Principles and Practice of Teaching, with special reference to the Sabbath School, by Thomas Morrison, M. A., L. L. D., Principal Free Church Training College, Glasgow,

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### PRINCIPLES OF MEMORIZING.

Amongst the Principles of Teaching Dr. Morrison includes the principle of Association. This is a principle of memorizing, rather than a principle of teaching, and it is one of the most important principles, for no piece of mental or spiritual experience is isolated. Every thought and action in our life is associated with some other thought or action.

#### Different kinds of Association.

(1) *Contiguity of Place*, by which the locality is associated with the events that happened there. Ex.—Patmos with John; Jacob's Well with Jesus, &c. Give other examples.

(2) *Association by Similarity*. When two objects that resemble each other have been contemplated together, the one cannot be recalled without recalling the other. Give examples.

(3) *Association by Contrast*.—By this is meant that one impression, object or event tends to call up the image of its opposite or contrast. Ex.—The house on the rock suggests the house on the sand; Peter boasting suggests Peter denying.

(4) *Cause and Effect*.—This is the most important principle of association. The cause should suggest the effect, and the effect should lead us to look for the cause. See Judg. 3: 23. What is the Association here? Give other instances.

The following is a brief summary of the principles of memorizing:—

#### I. A complete and accurate knowledge of the thing to be memorized.

(1) Close association with something else that is well known and frequently recalled. Always point out the relation between the different parts and the whole, and in this way bring association into play. See the previous lesson.

(2) Undivided attention. The art of memory is the art of attention, says Dr. Johnston; and this eminent thinker has declared that genius itself is nothing but the power of continuous attention.

(3) Close and accurate observation.

(4) Make the subject to be committed as attractive as possible. Excite pleasurable feelings at the time in connection with the object of acquisition.

(5) Point out the need, present or prospective, to the learner.

(6) Keep the thought before the mind as long as possible. Put the subject before the mind again and again, so that a deepening impression may be made.

#### II. Ability to Retain. This requires all of the foregoing in learning, and besides—

(1) Frequent repetition. Every impression seems to lose its effect after a time, and in order that the second impression may produce an effect, it must occur before the first impression has vanished.

(2) Present the same view of the subject in early repetitions, and vary the view in later repetitions. Ex.—Matt. 6: 25-31; Acts 10: 11-16. Give other examples.

(3) Recall purposely after intervals of several weeks.

#### III. Ability to Recall. Depends upon—

(1) Frequent practice in recalling what we have learned.

(2) Great accuracy in what we do recall.

(3) Persistency in recalling whatever we attempt to recall.

(4) Great concentration of mind and great will-power in the matter.