

forms. Five tenths of a dollar being placed before a child, he *sees* them, and it is now of no material importance whether we teach him the symbols of decimal or of common fractions.

Still, the mathematicians may be right, even pedogogically. It is a question upon which all of us will hold different views until the matter is thoroughly and intelligently sifted. I would simply point out the source and cause of many of the difficulties in

arithmetic. A step toward systematic establishment of order would be the determination of the following :

1. Is it possible for children, five to fourteen years of age, to use intelligently the symbols of abstractions in the world of pure number science?

2. Is it possible to deal with arithmetic symbols in the elementary school merely referring to objective relations, and thereby accomplish all utilitarian ends?—*Educational Review*.

## CHRIST'S METHOD OF TEACHING.

BY C. S. COLER.

**I**N my last article to the MONTHLY I discussed "Nature's Method of Teaching." It is my purpose in this to present "Christ's Method of Teaching."

Teaching is an art as well as a gift.

Some teachers succeed better than others because they study methods and strive to fit their teaching to the individual and to the circumstances under which they work. They have that element of success called tact, and tact is, as we know, just as important as talent.

The teacher who thinks that "method" is of no importance is laboring under a great mistake. To be a successful teacher needs first of all a heart yearning for the good of others. Let us consider briefly some of the methods of teaching employed by the Great Teacher, the model of every teacher who would achieve success.

### CHRIST'S METHOD OF TEACHING.

1.—He taught by illustration. The mind is so constituted that it readily comprehends analogies. All great teachers have been apt at illustration.

Moody, the evangelist, always carries a notebook in which he jots

down thoughts and incidents to illustrate his sermons.

The parable was Christ's favorite method of illustration. He performed miracles for the same purpose also. The raising of the dead, the healing of the blind, the withering of the barren tree, the calming of the troubled waters—all these were intended to illustrate great spiritual lessons. Notice, too, with what aptness He uses as illustrations the most common facts and incidents. The preserving quality of salt, the leavening of the dough, the door of the fold, the net for catching fish, the lost money, the lost sheep, the virgins and their lamps, the candle, the pearl of great price—all of these could be readily understood by everyone who heard Him speak. He drew largely from nature also. The seed cast into the earth, the fowls of the air, the lily by the wayside, the field of waving grain, the weeds, the vine, the grass beneath our feet, the wind, the clouds; it was from these that Christ delighted to draw the great lessons of life.

He used no text-book, and He seldom referred to the sayings of