

from the prescribed literature selections. At the July examination, 1888, they will be expected to have memorized 1-3 of the following; at the December examination, 1888, 1-8, and at each examination thereafter all of the following selections:—

1. The Short Extracts.. (List given on p. 8)
2. I'll Find a Way or Make it. pp. 22
3. The Bells of Shandon..... " 51- 52
4. To Mary in Heaven ..... " 97- 98
5. Ring Out Wild Bells ..... " 121-122
6. Lady Clare..... " 128-130
7. Before Sedan..... " 199
8. The Three Fishers ..... " 220
9. Riding Together..... " 231-232
10. Edinburgh after Flodden.. " 277-281
11. The Forsaken Merman ... " 298-302

### OBJECT TEACHING.

BY N. A. CALKINS.

More than twenty-five years ago the following embodiment of the principles of teaching was placed on the title-page of my book on Primary Object Lessons: *Present to children things before words, ideas before names. Train them to observe, to do, to tell.* The principles therein set forth have been repeated in many different forms since, but the embodied thought remains essentially the same. During this period experience has deepened and broadened my convictions as to the importance of careful attention to the foregoing principles in the education of children. That experience has also led to the use of some new methods in presenting things to children, and to new ways of the doing by them in the processes of instruction. Some of these new ways of doing have led to the use of new terms, which indicate chiefly a characteristic of the methods of teaching, rather than any change in the principles. In the present series of articles it will be my aim to present some of the new ways that may be used in *training children to observe and to do.* It will also be my endeavour to emphasize the importance of using each of the subjects in a course of instruction as a means towards the har-

monious development of the power of the pupils, rather than as matters to be simply learned. Development of mental and moral powers, and training in right habits of thinking and doing, constitute the first purpose in teaching. Leading the pupils to get correct knowledge of the subject is a means in the training.

In order that children may have the power to recognize with exactness the *shapes* of objects, it is necessary to provide for them special training by means of regular forms. In determining what forms shall be used in the first lessons, it must be ascertained which of the forms, already familiar to the pupils, possess so few and simple characteristics that these can be easily perceived and subsequently used as an aid in the teaching of other forms less familiar to them. It will be admitted that the shape of the sphere, so well known in balls, marbles, oranges, etc., is a familiar form appropriate for the first lesson. But the teacher should not suppose that the pupils know even the few characteristics of the sphere with that degree of exactness which is necessary to accuracy in habits of observation and to clearness of knowledge; therefore it is well to proceed with the first lesson somewhat as follows:—

#### FIRST LESSON.—SPHERE.

Provide a sufficient number of this form to allow each pupil to hold it, to roll it between both hands, to notice by the sense of touch and of sight that it is round every way, and that it will roll every way. Write its name on the blackboard and require the pupils to pronounce it slowly as if spelled *s-feer*; and to mention other objects having the same shape.

*Modelling the sphere.*—In classes where proper facilities can be provided—such as suitable clay, a moulding-board one foot square, or a sheet of thick paper to place on the desk—the lesson may be continued by giving to each pupil a piece of prepared clay about the size of an inch cube, and requesting the pupils to roll the clay every way between the palms of their hands until the sphere is formed.