

Normal Department

ANALYSIS OF THE TEXT-BOOK.

THE SABBATH SCHOOL TEACHER'S HAND-BOOK ; 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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THE ART OF TEACHING. (CHAPTER VI.)

Science has for its object investigation of principles. It consists of general truths to be known. *Art* has for its object the accomplishment of a given result by the best means. It consists largely in practical rules to be remembered.

The Art of Teaching consists in the judicious application of the Principles of Teaching. It is usually spoken of as a Method of Teaching.

Def. of Method. Method in general is the order which we voluntarily introduce into our thoughts, our acts, and our undertakings. Methods are to teachers themselves what teachers are to pupils.

Methods of Teaching must conform to the three following principles :

- (1) To the special characteristics of the knowledge we are communicating.
- (2) To the laws of mental growth at different points of life.
- (3) To the particular purpose of instruction.

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 Synthetic.

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 himself. 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 mind 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