

## THESIS.

Subject: Object Teaching.

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Object-lessons are given on objects for the purpose of developing the mental faculties of the child, and the cultivation of close observation. They are also intended for lessons on general information, and in facts and principles of the different sciences.

A system of lessons should be according to the natural development of the child's mind, beginning with the simpler facts and advancing grad-



ually to the more complex.  
As in other instruction the  
mental capacity of the  
children at the different  
stages of growth must  
not be overlooked in  
object-lessons.

During the first stage  
the pupils may be re-  
quired to distinguish  
objects by their names,  
to observe and be able to  
tell their principal parts,  
to describe their color, form  
and uses. In the second  
stage the lessons should

be given on the color, form and qualities also material and uses of objects. The third period may embrace a more minute analysis of the many properties of the objects.

Object-teaching is one of the chief principles upon which Pestalozzi's system is based. He claimed that the observing powers should be trained to understand by examin-



ing objects, and that books are to supplement the knowledge gained by personal experience.

Many advantages are obtained through these lessons. They cultivate attention. As the most interesting way to teach a lesson to the pupils is by objects; the teacher can give interesting facts pertaining to the objects used for recitation, and it cannot fail to inter-

est the pupil.

Object-lessons strengthen the power of perception. — The child observes in order that he may distinguish and describe objects; also to gain information. His observations will lead him to notice points of resemblance or difference, which are unnoticed by those who do not possess this kind of culture.

Every faculty of

the mind is cultivated by exercise." The effort made in retaining knowledge is a valuable exercise in memory.

Besides memory, we have the cultivation of the imagination through objects. The child may have a mental picture of an object; but he is not satisfied with this; he builds more and more to it, and thus exercises



his imagination.

By a good system of object lessons, the child brings into use all his senses; he not only looks at an object, but smells, lifts, feels, tastes and presses upon it; and while he is making all these comparisons, and thinking of its qualities as compared to those of other objects, he is strengthening his judgments.



The pupils in describing an object in their own language, gain new ideas and thoughts; they require new words to express them.

All knowledge should be presented in a concrete form, and object-lessons enables us to give it in this way. When the object-lesson is used for illustration, the pupils understand the knowl

edge imparted more easily. Many incidental facts and questions may be taught.

On giving a pupil an object, the first thing he does is to examine and think over it; training to think is the chief part of education. Pupils are not only trained to think; but to think systematically. Their attention is undivided; and all that is

learned, they know,  
because they fix it in  
their mind in a sys-  
tematic way.

Interest in study  
may be created through  
a number of lessons  
on objects, in which  
the pupils, love knowl-  
edge for its own sake,  
and the teacher who  
creates this interest  
in school and com-  
munity will be a  
success.