

**OBJECT LESSONS
FOR
INFANTS; VOL. I**

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Object Lessons for Infants; Vol. I by Vincent T. Murché

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VINCENT T. MURCHÉ

**OBJECT LESSONS
FOR
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OBJECT LESSONS

FOR INFANTS

BY

VINCENT T. MURCHÉ

HEADMASTER OF BOUNDARY LANE BOARD SCHOOL, CAMBERWELL; AUTHOR OF
'OBJECT LESSONS IN ELEMENTARY MATHS'; AND THE SERIES OF
'SCIENCE READERS' BASED UPON THEM

*The Course is intended to be an easy preparation or stepping-
stone for the above, and is treated in a manner suitable
to the classes in the Infant School*

VOL. I

DEPARTMENT OF EDUCATION
LELAND STANFORD JUNIOR UNIVERSITY

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PREFACE

THIS course of Object Lessons for use in Infant Schools is designed as an easy stepping-stone to the author's more advanced course for use in the Senior departments; and is the natural outcome of the widely-extended favour with which the two preceding series of books have been received in the educational world.

In view of the recent changes in the Code, which have set up new relations between the school, H.M. Inspector, and the Education Department, and affect the everyday life of both teachers and scholars, it has been deemed advisable, after consultation with several Infant Teachers, to arrange the course in four stages. Under the old regime the Infant School seemed to naturally resolve itself into three divisions. It is now thought that, under the new conditions, a course of lessons laid down in four stages will be welcomed by most teachers, as giving them a stage at their discretion, to provide for the more rapid class-promotions which will henceforth take place.

The Departmental Circular on Object Teaching recently

issued to H.M. Inspectors comments thus :—“ *Object teaching leads the scholar to acquire knowledge by observation and experiment, and no instruction is properly so called unless an Object is presented to the learner so that the addition to his knowledge may be made through the senses. Junior teachers have not unfrequently given lessons before H.M. Inspectors, which were wrongly described as Object Lessons, because in dealing with the topic selected, no suitable appeal was made to the eye of the scholar. However well the lesson may be illustrated by diagrams, pictures, models, or lantern-slides, if the children have no opportunity of handling and watching the actual object which is being dealt with, the teacher will be giving an Information Lesson rather than an Object Lesson.*”

These were the author's guiding principles in designing the former volumes, and they have been steadily kept in view during the preparation of this series for the younger children. From the very earliest lessons, the eye, the hand, and the senses of taste and smell, are all brought into requisition by the children while dealing with the objects before them; and thus, to quote again from the Circular, “ *The imparting of mere information becomes altogether secondary to the cultivation of the faculty of observation.*”

The same official document lays much stress on the value of black-board illustration. “ *Teachers,*” it says, “ *shall frequently illustrate details of the lesson by black-board draw-*

ings. *Children who are jaded in five minutes by a lecture, will be open-eyed and receptive for half an hour while the teacher draws as well as talks.*" It is with this principle in view that the lessons have been illustrated with just such pictures as will readily lend themselves to reproduction on the black-board.

Another very important point, touched upon in the Circular, has not been lost sight of during the compilation of these lessons. It says: "*The attempt to teach the children to be accurate in observation cannot be separated from the need of making them accurate in description.*"

Hence all the lessons have been written in full, no single step being left unexplained. This of course will also be a great assistance to the young teacher herself.

Lastly, "*There are,*" says the Circular, "*other important uses of good Object Teaching. It makes the lives of the children more happy and interesting by opening up an easily accessible and attractive field for the exercise of brain, hand, and eye. It gives the children an opportunity of learning the simplest natural facts, and directs their attention to external objects, making their education less bookish. It further develops a love of Nature and an interest in living things, and corrects the tendency which exists in many children to destructiveness and thoughtless unkindness to animals, and shows the ignorance and cruelty of such conduct. The value of the services which many animals render to man should be dwelt upon, and the importance*

of kindly treating them and preserving them should be pointed out."

In dealing with the animal world, the writer has made these humanising truths a special feature of the lesson, not only in this series, but also in the books for the older children. The children from the first are led to take a kindly interest in the animals around them. Wherever possible, they are encouraged by the teacher to bring some pet animal to school for the lesson, and every lesson tends to strengthen in them the thought that it is their duty to protect these dumb creatures.

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