School management and methods of instruction, with special reference to elementary schools

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Macmillan's Manuals for Teachers
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SCHOOL MANAGEMENT

AND

METHODS OF INSTRUCTION
SCHOOL MANAGEMENT
AND
METHODS OF INSTRUCTION
WITH SPECIAL REFERENCE TO
ELEMENTARY SCHOOLS

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London
MACMILLAN AND CO., LIMITED
NEW YORK: THE MACMILLAN COMPANY
1901
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Richard Clay and Sons, Limited,
London and Bungay

Reprinted, 1901.
PREFACE

In times past it was considered that the chief, and indeed almost the only, qualification necessary in a teacher was a knowledge of the subject to be taught. A knowledge of child nature and of the principles of the working of the mind was not considered at all essential. The tendency of the present day is to go to the other extreme, and regard a knowledge of psychology as being the only qualification that a teacher should bring to his work. The correct view seems to be that the ideal teacher should not only be well versed in the subjects he is required to teach and in the principles of psychology, but should also have studied the relation of subject-matter to mind. He should have considered carefully the effects that the subject is calculated to have in the development of the pupil's mind, and how the subject may best be divided up and presented so as to produce those effects. In the hope of assisting their fellow teachers in their work on these lines the authors have undertaken the present book, which they trust will be
found in agreement with the latest developments in psychology, although its technicalities have been avoided as far as possible. They must not be understood however to depreciate in any way the value of a knowledge of this important subject. Every earnest teacher should give close attention to the study of it, and should strenuously endeavour to apply its teaching, and in addition to this he should endeavour to gain an intimate acquaintance with the lives and work of the great teachers of the past. Such wider reading will, we are sure, result in an increased interest and enthusiasm in the more common-place duties with which this book is more directly concerned.

It has been considered advisable to limit the treatment of school organisation to that of elementary schools, but it is hoped that the treatment of the different subjects of instruction will be found useful to teachers in schools of every grade.

G. C.
C. W. C.
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CHAPTER I

SCHOOL AND HOME

After the passing of the Elementary Education Act, which brought into the school many children of parents who were strongly antagonistic to anything like education for their children, an idea was prevalent among these that school and home were distinct phases of the child's education, and that one was inimical to the other. The better feeling that has since arisen has been produced partly by the benefits which the parents have seen to result from Elementary Education, and partly by the various methods which teachers have adopted to increase the interest of parents in the education of their children.

The whole progress of child-life consists in a development of its mental, moral and physical powers. While the mental training is largely the work of the school, the moral training largely the work of the home, and the physical training to some extent outside both, on neither influence alone
should any of these be allowed to rest, but the sympathies and active assistance of each should freely be given to the other.

The Parent’s Side.

On the parent’s side the best aid can be given—

a. By the early training in truthfulness, obedience, and cleanliness. Of these virtues the former is most difficult to obtain, and it is remarkable with what ease even very young children will allow a falsehood to spring to their lips. The habit of “story-telling” is best conquered when it first appears, and all through school and home life the idea of personal honour should be ever brought before the child.

The valuable habit of obedience should have its foundations in the home influence, but too frequently such is not the case. In many homes far too much licence is allowed to the children.

b. By sending the child regularly and punctually to school. Nothing but the illness of the child should be allowed to excuse absence from school, and in all cases of absence courtesy alone should ensure the sending of a note of explanation—beforehand if possible. Where there is only one child in the family, or where both parent and children have been demoralised by the laxity of many of the private-adventure schools, the importance of regular and punctual attendance is not sufficiently recognised, and children are kept at home for the most trivial reasons. The loss to the child is great, and such “keeping away” is the greatest unkindness that could be shown to him. He probably misses some part of his school work essential for his future