
How to teach the special subjects

Kendall Calvin Noyes

Title: How to teach the special subjects

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RIVERSIDE TEXTBOOKS
IN EDUCATION
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the 1990s, the number of people in the UK who are employed in the public sector has increased from 10.5 million to 12.5 million, and the number of people in the public sector who are employed in health care has increased from 2.5 million to 3.5 million (Department of Health 2000).

There are a number of reasons for this increase. One of the main reasons is the increasing demand for health care services. The population of the UK is ageing, and there is a growing number of people with chronic conditions such as heart disease, diabetes, and asthma. This has led to an increase in the number of people who are hospitalized and the length of their stays. In addition, there has been a growing emphasis on preventive care, which has led to an increase in the number of people who are seen by their general practitioners and other health care professionals.

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THE TEACHER OF DRAWING

Supervisors and grade teachers should make drawings large enough to be seen from all parts of the schoolroom

HOW TO TEACH THE SPECIAL SUBJECTS

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EDITOR'S INTRODUCTION

THE companion volume in this series of textbooks, written by the same authors, has proven very useful to thousands of teachers as a guide in giving instruction in the so-called fundamental subjects of the elementary-school course. The teaching of arithmetic, geography, history, and English, though, is usually found easy in comparison with that of the special subjects, largely due to the better instruction in both subject-matter and methods which teachers in training are given in these fundamentals. In many of our larger school systems, too, special supervisors for each of the special subjects are employed to direct the instruction and to advise teachers as to the best practices and the most satisfactory methods to be employed. In the smaller school systems, however, and in all rural-school systems not organized under the county-unit form of school administration, such special supervision is almost invariably absent. In all such schools elementary teachers must not only teach the fundamental, but the special, subjects as well, without other help than an occasional visit from a supervisory officer and such books as the present number in the series and its companion volume can give.

It has been with a view to affording practical assistance to teachers, so situated, in the management of

their morning exercises, special-day programs, the organization of the seat work for the smaller children, and in conducting the instruction in music, drawing, physical training, play, nature study, and agriculture that this volume has been prepared. The long experience of each of the authors in guiding the work of teachers in our larger city school systems in itself insures a useful and a practical volume, and an examination of the manuscript is convincing that such a volume has been prepared.

ELLWOOD P. CUBBERLEY