

**A MANUAL OF DISCIPLINE AND  
INSTRUCTION FOR THE USE OF THE  
TEACHERS OF THE PRIMARY AND  
GRAMMAR SCHOOLS UNDER THE  
CHARGE OF THE DEPARTMENT OF PUBLIC  
INSTRUCTION OF THE CITY OF NEW YORK**

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A Manual of Discipline and Instruction for the Use of the Teachers of the Primary and Grammar Schools Under the Charge of the Department of Public Instruction of the City of New York by Various

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**VARIOUS**

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A MANUAL

OF

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DISCIPLINE AND INSTRUCTION

For the use of the Teachers of the

PRIMARY AND GRAMMAR SCHOOLS

UNDER THE CHARGE OF THE

Department of Public Instruction

OF THE

CITY OF NEW YORK.

ISSUED BY AUTHORITY OF THE DEPARTMENT.

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1873.

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*Resolved, That in order to secure a more thorough and uniform carrying into effect of the various provisions contained in the Course of Instruction for Primary and Grammar Schools, the Committee on Course of Studies, School Tools, and Hygiene, cause to be prepared an Expository Manual, containing such recommendations and suggestions as may seem necessary in order to explain more in detail than is practicable in the course itself, the topics which should be taught in each of the prescribed subjects, and the best methods of imparting instruction therein."—Report of Committee on Course of Studies, etc., Nov. 28, 1871.*

Signed by

MAGNUS GROSS, Chairman, }  
HOOPER C. VAN VORST, } Committee.  
TIMOTHY BRENNAN, }

Adopted, January 17th, 1872.—*Journal*, page 48.

At a meeting of the Committee on Course of Studies, consisting of Commissioners ISAAC W. ENGLAND, MAGNUS GROSS, and NATHANIEL SANDS, HENRY KIMBALL, City Superintendent, with Assistant-Superintendents T. F. HARRISON and N. A. CALMINS, was authorized to prepare the Manual.

MANUAL  
OF  
DISCIPLINE AND INSTRUCTION  
FOR THE  
PRIMARY AND GRAMMAR SCHOOLS.

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DUTIES OF THE TEACHER.

No task can be more responsible or require the exercise of greater care than that of educating the young. To perform it aright, special preparation and study are indispensably necessary, not only in relation to the branches of knowledge which may have been selected as a basis for the instruction, but in regard to the proper method and appliances to be employed, in order to render the instruction truly effective. These methods must be determined by a consideration of the faculties to be trained and educated, as well as the nature of the subject taught.

Experience must be, to a great extent, our guide, in enabling us to judge of the character of the minds to be educated, as well as the means employed for carrying on the work.

The teacher's task is one of great magnitude, responsibility, and labor. Great issues depend upon its right performance.

The future welfare of the community depends upon his efforts. Neglect on his part—nay, conscious inefficiency—is a crime. The impressions which are made by him are ineffaceable. Hence it is of supreme importance that his work receive all the guidance that careful study and mature experience can afford.

### OBJECT OF THE MANUAL.

The object of this manual is to guide the teachers of the Primary and Grammar Schools in the performance of their duties in relation to both *discipline* and *instruction*.

A careful study of its suggestions will aid them to attain a proper understanding of the requirements of the various grades of the Course of Study, and will enable them efficiently to carry them into effect. It will be the duty of the City Superintendent and his assistants, at every examination of a school, to see that the directions herein contained have been carefully observed by the teachers.

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### GOVERNMENT AND DISCIPLINE.

#### GENERAL SUGGESTIONS.

1. In all the rules and methods of discipline employed, the true object of discipline should steadily be kept in view; namely, to train the pupils so that they may form *right habits*.
2. Firmness, vigilance, and uniformity, in dealing with children are of the first importance. The teacher should never resort to violent means, as pushing, pulling, or shaking the children, in order to obtain their attention. All such practices constitute a kind of corporal punishment, and are not only wrong in themselves, but specially prohibited by the Board.
3. Modes of punishment painful to the corporeal system, such



as the sustaining of wearisome burdens, unnatural and long-continued attitudes of restraint, standing, kneeling, &c., are wrongful and injurious. Equally so is the confining of delinquents, by tying them or shutting them in closets. These are all a resort to mere physical force, instead of moral incentives, and involve no appeal to a sense of honor or duty in the child. They do not properly assert the *authority* of the teacher, nor do they really produce *obedience* on the part of the pupil.

4. In directing the various movements required of the pupils, care should be taken never to *touch* them. The teacher should take such a position before the class as will command the eye of every pupil, and thence direct by the voice, or by a signal. Pupils must be habituated to the impression that the teacher will give his commands but *once*, and that they must be obeyed *at once*.

5. *Harsh tones* of the voice are unnecessary and improper. Words of disapprobation may be uttered by the teacher in a tone of *decision*, without the use of any severity that would imply resentment, anger, or antipathy on the part of the teacher. On the contrary, the language used, and the tones of the voice, should always express a feeling of *sympathy* with the child. This is the way to win the youthful mind, and to bend the will, through the affections; a different course will antagonize it, and prevent all real submission, securing only a temporary semblance of obedience.

6. "As is the teacher, so will be the school." It is, therefore, requisite that teachers should rigidly discipline themselves by carefully cultivating habits of neatness, cleanliness, and order, gentleness of manner, a watchful self-control, and a cheerful spirit. In speaking, let the rising inflection of the voice prevail; then, the falling inflection of reproof will be more impressive and effectual.

7. Teachers should seek to obtain the sympathetic regard of the children by giving a due attention to their wants and re-

quests. These should be fulfilled as far as it is proper and reasonable. Children are quick to perceive and to resent injury or injustice. The child who asks for the privilege of a drink of water, for instance, may be suffering acutely; and, if not accorded relief, when this seems to be perfectly practicable on the part of the teacher, feels a sense of outrage which, for a time, if not permanently, impairs its respect and regard for the teacher. The cultivation of a due feeling of *sympathy* for the children will wholly prevent this. The possession of this feeling in its fulness is the best foundation of success in both discipline and instruction.

8. *Encouragement* inspires confidence, and children, more than others, need it. Let it be given in all cases where this can be honestly done. To a want of this, in the discipline of classes, is to be ascribed the timidity and reserve so often manifested among pupils, by a hesitating manner, a low voice, and a tone of inquiry in response, especially to strangers. A proper degree of encouragement will render them confident and spirited, eager to tell what they know, and in an audible tone of voice. Encouragement has a peculiar influence in promoting mental and moral improvement.

9. *Public exposures and badges of disgrace* belong to a class of punishments which, if ever resorted to, should be employed under careful limitations, and with great circumspection and prudence; for it requires a skillful, discreet, and conscientious teacher to use them safely and with advantage. In the discipline of girls they should be avoided altogether, as destructive of that nice sense of shame and that delicate sensibility to reputation which should be carefully fostered in the female character.

10. *Cleanliness, method, and regularity* are among the first and most necessary elements of popular education. Every rule requisite to maintain or impart these should be diligently and punctiliously enforced.

11. Education is unfinished while the physical powers are

left untrained. Children should be taught how to sit, to stand, to move, to walk. Rules are required for this; but they need to be but few and simple, and the nice and watchful observation of children renders it quite easy to enforce them, provided they are not capriciously applied. Children must first be taught them, and then *never* permitted to violate them without admonition or correction.

12. Teachers should never forget that their pupils are constantly and closely watching their conduct, and that they are prone to imitate whatever they observe. They should, therefore, see nothing that they may not safely imitate. There is an "unconscious tuition," the silent influence of which produces the most permanent effects.

13. The character of children is greatly affected by their surroundings. These should, therefore, be neat and orderly. The rooms in which they assemble should be clean, the desks and other furniture, as far as possible, without injury or defacement, and everything giving evidence of constant and punctilious attention. Children, from the contemplation of these things, unconsciously acquire habits of order, neatness, and regularity, which have an important bearing upon their usefulness and happiness in after life.

14. The basis of *good order* is attention. It does not require that the pupils should occupy, for any certain time, a fixed position; that they should be compelled to strain their glances upon a given point; that they should be as motionless as statues. All this is unnatural; and whatever is unnatural is really *disorderly*. The postures should be graceful, easy, and uniform, but should be frequently changed; the movements, while as simultaneous as perfect attention would necessarily produce, should also be easy and natural.