

**THE TEACHER, THE
SCHOOL AND
THE COMMUNITY**

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The teacher, the school and the community by Inez N. McFee

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INEZ N. MCFEE

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PREFACE

IN preparing the following pages the author has had in mind the three-fold object of modern education: the training of the physical, the mental, and the moral nature of the child. The environment of school life should be in harmony with his unfolding nature and growing abilities, and it should also be a source of constant pleasure to him.

The pupil who is absent from school should be conscious that he is missing something — not enjoying a reprieve. To this end, a variety of suggestions, helps, and recreations are offered to make the study of the common branches more interesting. The chapters on nature study, the country school as a public health educator, and what to do with agriculture and home science may be most welcome to the rural teachers who have been struggling with such problems. Effort has been made to unify the work of the school and the home, and special consideration has been given to the school as a community center and as the stimulating source for clear thinking, good farming, and right living.

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And he gave it for his opinion that whoever would make two ears of corn or two blades of grass to grow upon a spot of ground where only one grew before, would deserve better of mankind, and do more essential service to his country, than the whole race of politicians put together.—JONATHAN SWIFT.

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If angels ever visit our earth and hover unseen around the gatherings of mortals to survey their actions and contemplate their destiny as affected by human instrumentality, it seems to me there can be no spectacle so calculated to awaken their interest and enkindle their sympathy as when they see the young gathering together from their scattered homes to receive an impress for weal or woe, from the hand of him who has undertaken to guide them.

DAVID P. PAGE.

THE TEACHER, THE SCHOOL AND THE COMMUNITY

CHAPTER I

BEGINNING THE SCHOOL YEAR

The first day of school is perhaps the most critical day of the year, for much depends upon a good beginning. Before opening a school, the wise teacher has clearly in mind a general plan of what she intends to accomplish. Perhaps in no other enterprise is a little forethought of so much advantage. Even an experienced teacher would be confused if suddenly placed, without plans, before half a hundred eager children awaiting occupation and direction. They have come full of interest in the prospects of the new school, and most of them are ready to engage cheerfully in whatever plans the teacher may have to propose; but they will soon be equally as ready to arrange and carry into effect their own plans of disorder and misrule, should they find that there is no definite system to be introduced.

Glance back upon your own school days. Do you not remember how eagerly you awaited the advent of the new teacher? How carefully you "sized her up," and then retired under some shady tree or behind the woodpile to discuss what you thought she would or would not do! Then when the bell summoned you into the schoolroom, how narrowly you watched for some sign of defect or