

**THE TEACHER AND
THE SCHOOL; OR,
SCHOOL ECONOMY**

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The Teacher and the School; Or, School Economy by Edward T. Pierce

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EDWARD T. PIERCE

**THE TEACHER AND
THE SCHOOL; OR,
SCHOOL ECONOMY**

UNIV. OF
CALIFORNIA

THE TEACHER AND THE SCHOOL;

OR

SCHOOL ECONOMY.

OUTLINES, DIRECTIONS, AND REFERENCES: A BASIS FOR LECTURES
AND TALKS GIVEN BY THE PRINCIPAL TO THE SENIOR
CLASSES IN THE STATE NORMAL SCHOOL,
LOS ANGELES, CALIFORNIA.

BY

EDWARD T. PIERCE, Ph.D.



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PREFACE.

Young teachers need some definite instructions on School Management before they assume charge of schools. They may have a clear knowledge of the science of teaching, and utterly fail in their work if they do not know how to organize and manage a school. This knowledge cannot be gained in a Normal School. It is, therefore, the most difficult problem for the young teachers when they are first thrown on their own responsibility.

These hints and directions are formulated principally from the experience of the author for nearly twenty-five years in the public schools of three States. They, in no sense, make a complete work on School Economy, but may, with the many references given, be of aid to teachers who have had little experience.

Quotations have been freely taken from and references made to the following works: Education, George Combe; Principles and Practices of Teaching, Jhonnot; Lectures on the Science and Art of Education, Payne; School Management, Gill; School Management, Landon; Philosophy of Education, Rosen-
cranz; Education as a Science, Bain; Education, Spencer; Teacher and Parent, Northend; Methods of Teaching, Swett; School Economy, Wickersham; School Management, Raub; School Management, Baldwin; Philosophy of School Discipline, Kennedy; School Management, Holbrook; Methods of Teaching in Country Schools, Lind; Theory and Practice of Teaching, Page; School Amusements, Root; Principles of Education Practically Applied, Greenwood; Philosophy of Education, Tate; Theory and Practice of Teaching, Thring; School Management, Kellogg; Psychology Applied to Teaching, McLellan; Compayré's Psychology; Hewett's Psychology.

These lectures, or talks and references, will cover the following general topics:

The School and its Aims.
Kinds of Schools.
The Parties Interested in a School.
The Teacher and his Fitness for the Work.
Engagement.
Work Preparatory to Taking Charge of a School.
Temporary Organization.
Permanent Organization.
Government.
School Government.
School Tactics, and their Aid in Government.
The Recitation.
The Clerical Work of the Teacher.
Marking and Testing Pupils.
School Hygiene.
Attention.
A Teacher's Kit.
The School Museum.
The Library.
General Aids to School-Work.
Beautifying the School-Room.
Beautifying the School-Grounds.

As most of our graduates teach first in country or mixed schools, these directions cover work that will aid them most. If any teach at first in graded schools, they will receive the necessary additional aid from their Principals. It is hoped that a chapter of advice to Principals and Superintendents may be added to this pamphlet some time in the future. The present issue is printed especially for the students of the Los Angeles Normal School. Should it fall into the hands of others, let them consider that the pamphlet is to be largely supplemented by talks from the author.

THE TEACHER AND THE SCHOOL;
OR
SCHOOL ECONOMY.

THE SCHOOL AND ITS AIMS.

The purpose of Primary and Grammar Schools is to educate boys and girls.

Meaning of "Educate."

Ref.: Jhonnot, 12, 24.

Payne, 18, 19.

Combe, xxxi, xxxv.

School should give both *knowledge* and *training*.

Education should be: 1. Physical; 2. Moral; 3. Mental;
4. Social; 5. Patriotic; 6. *Æsthetic*.

Ref.: Swett, 23-64.

What is meant by "Training."

Ref.: Gill, 10-15.

Landon, chap. i.

Rosencranz, chaps. xiii, xiv.

Bain, chap. i.

Spencer, chap. i.

Free education.

Ref.: Rosencranz, 284.

Education may be gained through "Divine Providence, through experience, or through the instruction or following the directions of teachers."

Ref.: Jhonnot, chap. i.

Landon, chap. i, ii.

KINDS OF SCHOOLS.

The different kinds of schools are Public and Private. Each of these may be divided into Primary, Grammar, High, Collegiate, University, and Special schools. Character and object of each.

The schools in which you will be engaged are public schools of the Primary, Grammar, or High School grade.

The Public School—its organization and growth; by whom supported, and purpose of such support.

Ref.: Painter, 312-314.
 Kiddle, 715.
 Northend, 11.
 Swett, 21.

THE PARTIES INTERESTED IN A SCHOOL.

The parties interested in a Public School are: 1. The district or society at large; 2. The parents of the children who attend the school; 3. The children; 4. The teacher. (Kennedy.)

For duties and rights of each,

See Kennedy's Outline.

Character of each.

Ref.: Baldwin, 21, 56.
 Wickersham, 1-15.

THE TEACHER AND HIS FITNESS FOR HIS WORK.

1. The teacher must have physical qualifications. He should (a) have good health, (b) understand and practice the laws of hygiene. Hygienic suggestions. (*Ref.*: Page, chap. XII; Baldwin, 70.)

2. The teacher must have intellectual qualifications. This will include (a) scholarship, (b) a disciplined mind, (c) power to adapt himself to circumstances.

3. The teacher must have professional qualifications. He must (a) love children, (b) have an aptness for teaching, (c) be especially prepared for his work, (d) have an understanding of the right conditions for the best school work, (e) have power to control children, (f) be progressive, (g) be a student.

4. The teacher must have moral qualifications. He must (a) be honest, (b) be earnest, (c) be sympathetic, (d) be loyal to duty, (e) be self-denying, (f) be without bad habits. (*Ref.*: Raub, 255.)

Gen. Ref.: Payne, 103-124.

Page, chap. I, II, III, IV.

Holbrook, 3-64.

Wickersham, 309.

The Teacher's Manual of the Science and Art of Teaching, 219.

Lind, 9-34.

Northend, 15-92.

Coombs, 116.

Raub, 243.

Landon, 1, 12, 22, 211.

ENGAGEMENT.

How to Secure a School: 1. See County Superintendent, if possible; 2. See Trustees—generally useless to write; 3. If you wish a certain school, be the first applicant, if possible; also see the Trustees as close to the time of the election of a teacher as possible; 4. Recommendations; 5. Bearing of the teacher.

Cautions: 1. Do not brag; 2. Never undermine a fellow-teacher; 3. Do not underbid; 4. Changing places.

Contract. (See State School Law.)

Janitor. (See duties of Trustees in regard to engaging a janitor.)

Boarding-Place: 1. Near the school; 2. Respectable; 3. Comfortable, and with facilities for studying; 4. In a private family, if possible.

Ref.: Holbrook, 156-164.

WORK PREPARATORY TO TAKING CHARGE OF A SCHOOL.

Get to your boarding-place two or three days before the opening of the school.

Look over the condition of the school-house and the apparatus. What to do in regard to: 1. Cleanliness of rooms; 2.

Seats; 3. Curtains; 4. Apparatus; 5. Library; 6. Repairs in general; 7. Supplies.

Ref.: The Teacher's Manual of the Science and Art of Teaching, 499.

Raub, 23.

Wickersham, 42-46.

Root, 149.

Landon, 245.

Make the acquaintance of some of the older pupils. Why? Secure information from the friends of the school in the neighborhood in regard to: 1. Views of the people respecting education; 2. Their ambitions in regard to their own school; 3. Their opinions regarding the methods and work of your predecessor.

Caution: Be careful in your work before and after taking charge of the school to say nothing against your predecessor. You have your way; he has his. Get information, if necessary, from parents in order to aid you in conducting your school in the best interests of the people; but do not allow pupils to tell you what was done before you assumed charge.

Ref.: Lind, 34.

Coombs, 39.

Page, 216.

Look up the last register, and learn all you can in regard to the classification of the school.

Plan the work for the first day and for the first week before the school opens.

"Know what to do, when to do it, and how to do it."

Be early the first day: (a) To see that everything is in order to begin work; (b) To greet pupils; (c) To see that there is order on the grounds.

What to expect of pupils the first morning.

How to meet pupils.

Opening exercises—character.

Welcoming talk—character and length.

Ref.: Baldwin, 88, 114, 118.

Gill, 52.

Lind, 38.

Coombs, 40.