

**FUNDAMENTAL
FACTS FOR THE
TEACHER. PP.1-136**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649530113

Fundamental Facts for the Teacher. pp.1-136 by Elmer Burrirt Bryan

Except for use in any review, the reproduction or utilisation of this work in whole or in part in any form by any electronic, mechanical or other means, now known or hereafter invented, including xerography, photocopying and recording, or in any information storage or retrieval system, is forbidden without the permission of the publisher, Trieste Publishing Pty Ltd, PO Box 1576 Collingwood, Victoria 3066 Australia.

All rights reserved.

Edited by Trieste Publishing Pty Ltd.
Cover @ 2017

This book is sold subject to the condition that it shall not, by way of trade or otherwise, be lent, re-sold, hired out, or otherwise circulated without the publisher's prior consent in any form or binding or cover other than that in which it is published and without a similar condition including this condition being imposed on the subsequent purchaser.

www.triestepublishing.com

ELMER BURRITT BRYAN

**FUNDAMENTAL
FACTS FOR THE
TEACHER. PP.1-136**

FUNDAMENTAL FACTS FOR THE TEACHER

BY

ELMER BURRITT BRYAN, LL. D.

President of Colgate University

Author of "The Basis of Practical Teaching"



FOR EXAMINATION
COMPLIMENTS OF
SILVER, BURDETT & COMPANY

SILVER, BURDETT AND COMPANY
BOSTON NEW YORK CHICAGO

GIF
Henry S. Curtis
9-15-23

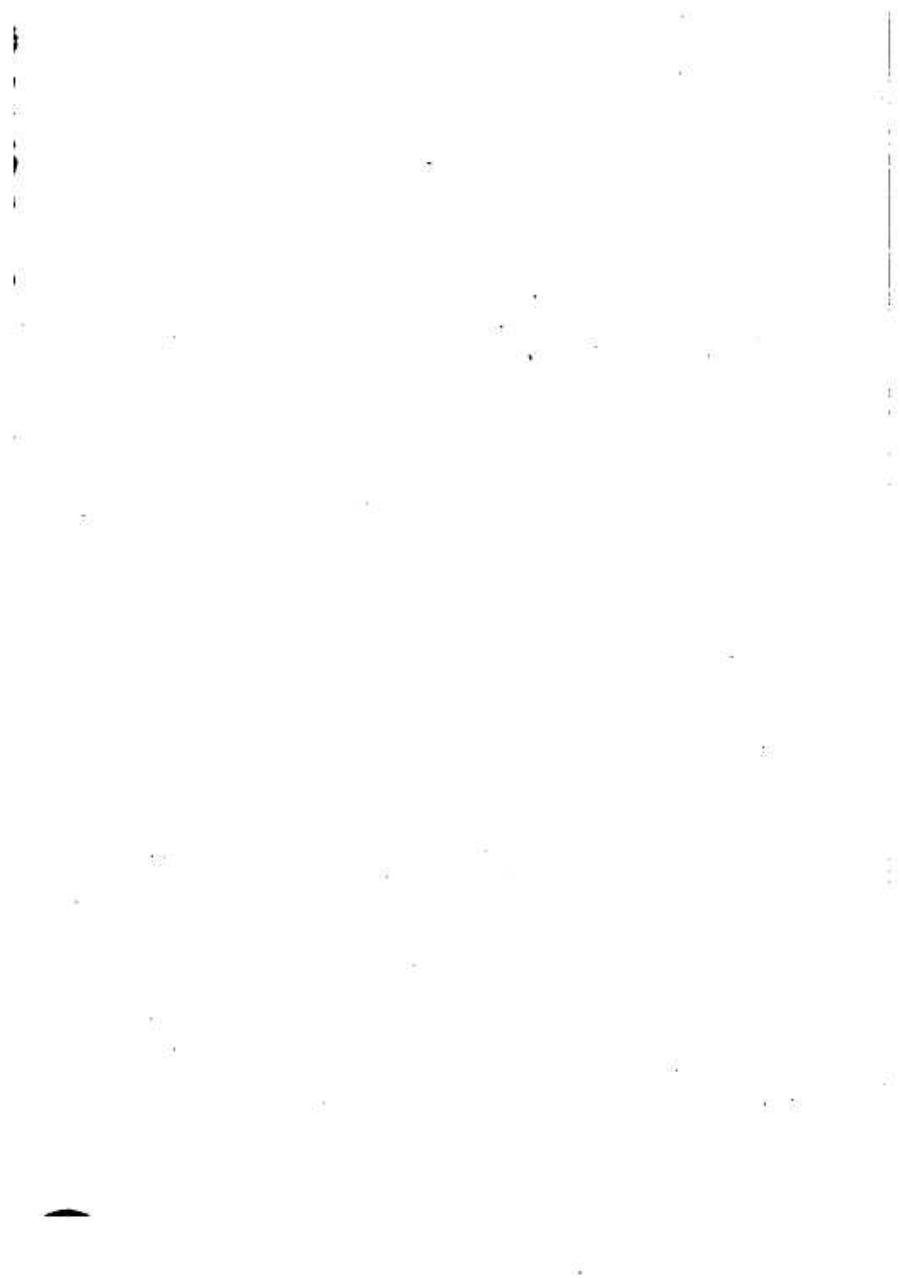
PREFACE

07-12-23

SINCE the publication of "The Basis of Practical Teaching," there has been a wide-spread demand for a second book which should follow the lines of character building or moral training. "Fundamental Facts for the Teacher" has been written with the view of meeting this demand. Very briefly I have tried to develop the thought that the end of all human activities is life, and that this end can be attained through no hook or crook or by-process, but only in the processes of real living. We are made or unmade in the activities of life. I have the hope that this book will appeal not only to teachers and students, but to the general public as well.

CONTENTS

CHAPTER	PAGE
I. THE DISTINCTIVE WORK OF THE SCHOOL	7
II. THE MOTIVES OF THE SCHOOL	13
III. ATTENTION AND CONDUCT	18
IV. SUGGESTION AND CONDUCT	24
V. BELIEF AND CONDUCT	31
VI. FEAR AND CONDUCT	37
VII. SELF-RESPECT AND CONDUCT	42
VIII. IDEALS AND CONDUCT	46
IX. MODELS AND IDEALS	50
X. THE PSYCHOLOGY OF AN ABIDING IDEAL	56
XI. THE SCHOOL AND IDEALS	61
XII. THE ROOTS OF CHARACTER	67
XIII. WILL, THE CENTER OF CHARACTER	74
XIV. WORK AND CHARACTER	81
XV. PLAY AND CHARACTER	87
XVI. PERSISTENCE AND CHARACTER	92
XVII. CHOICE AND CHARACTER	100
XVIII. THE SCHOOL AND CHARACTER	107
XIX. BY-PRODUCTS OF THE SCHOOL	112
XX. GOOD HEALTH THE FOUNDATION	121
XXI. THE METHOD OF GOOD HEALTH	128
XXII. ATTENTION AND GOOD HEALTH	133



CHAPTER I

THE DISTINCTIVE WORK OF THE SCHOOL

THERE is no other institution in which the American people are so universally and keenly interested as they are in the school, and there is no subject so widely and intelligently discussed by the masses as is the subject of education. This is not surprising for in addition to the benefits which are derived directly from the schools by all classes of people who attend or patronize them, and indirectly even by those who do neither, there are many things which contribute to this general interest.

From the homes of the rich and the poor, the native born and the foreign born, the professional classes and the tradesmen, go the children into the schools, and there they have their victories and their defeats, their glad hours and their sad hours. They mingle with the bright and the dull. They come under the discipline and instruction of strangers whom they often come to revere, sometimes to dislike. It is a new world to the young child, and remains a distinctive world throughout his student years. The school is the topic of conversation in the home; and parents, older brothers and sisters, and even brothers and sisters too young to be in school, have an interest in it. Furthermore,

all our people support the school regardless of personal benefits directly derived therefrom. There is perhaps no interest so vital as a vested interest. Even if people are not directly participating in an enterprise or an institution, if their money is used in its support they are apt to have an interest in it. The special days in our schools — flag day, arbor day, anniversary days, commencement — all offer the public opportunities for recreation, entertainment and instruction which the mass of the people are not slow to accept. As a result of all this there is very wide and deep interest in the schools notwithstanding the apparent apathy and unconcern.

So much is the school a part of our lives and our daily living that we take it for granted; we accept the school, as we do the mountains and the valleys about us. Before we were, it was; and as with all social inheritances we look upon it almost as a law of nature. But in this unquestioning acceptance of the school, which is at once the great force for higher levels in life and the great leveler, too many of our people forget that it is but one of five great organized social agencies whose function is to help the people, each of course in its own distinctive way. In practically every community, while perhaps not too much is demanded of the school, wrong things are demanded, and the school is not free to do its own work well. It is always a mistake to ask the school to assume the responsibilities and bear the burdens of other institutions, and not infrequently is this done. The home, the church, business and even the state

are offenders here. Delinquent parents demand of the school work which constitutes the legitimate reason for the home. The church, whose function is the increase of righteousness in the world, makes illegitimate demands upon the school. Business demands a degree of skill and a power of adjustment which it is never the function of the school to confer or develop. The state demands of the school that it shall turn out law-abiding, public-spirited citizens. No one questions that the school has an obligation here, but it is too much to demand such results of the school in the face of dishonest practices in the home, questionable business methods in the markets, and graft and misrule in the state. These institutions must mutually reënforce one another. The work of the school will tell in all the others, but it will tell most fully when it is no longer burdened with their work and is free to do its own work in the most effective way. We must realize that the benefits derived from the school will be large in proportion as it does its own work; and because the school holds so important a place in our lives we must not therefore demand of it service which it is not its province to render, and so handicap it in rendering the much higher service which is its function.

The one distinctive function of the school is development of the entire child. The child enters the school undeveloped in mind and body. He is young, inexperienced, weak and comparatively helpless mentally and physically. The function of the school is to train so that the child will develop a degree of