

**SCHOOL MANAGEMENT; A
PRACTICAL TREATISE FOR
TEACHERS AND ALL OTHER
PERSONS INTERESTED IN THE
RIGHT TRAINING OF THE YOUNG**

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School Management; A Practical Treatise for Teachers and all Other Persons Interested in the Right Training of the Young by Emerson E. White

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EMERSON E. WHITE

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SCHOOL MANAGEMENT

A PRACTICAL TREATISE

FOR

TEACHERS AND ALL OTHER PERSONS INTERESTED
IN THE RIGHT TRAINING OF THE YOUNG

BY

EMERSON E. WHITE, A.M., LL.D.

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"ORAL LESSONS IN NUMBER," "SCHOOL REGISTERS," ETC.

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TO
The Many Thousands of Teachers
WHO IN THE PAST TWENTY-FIVE YEARS HAVE LISTENED
WITH KIND APPRECIATION TO THE
AUTHOR'S LECTURES ON
SCHOOL MANAGEMENT

THIS VOLUME
IS GRATEFULLY DEDICATED,
EDUCATION DEPT.

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WHITE'S SCH. MANAG'T.

PREFACE.

THIS treatise is a presentation of the subject of SCHOOL MANAGEMENT from the standpoint of the author's experience, observation, and study. It has been his aim to avoid dogmatism, and, to this end, he has carefully stated the grounds of his views and suggestions, the primary facts of mental and moral science being freely used.

Great pains have been taken to be clear in the statement of principles, and practical and suggestive in their application. A free use has been made of concrete illustrations, largely those which have come under the author's observation or are a part of his experience. Many minds that have difficulty in understanding an abstract principle, grasp it easily when presented concretely. Moreover, the illustration being associated with the principle, assists the memory in recalling it.

It is hoped that this treatise may satisfy the most thoughtful and experienced teachers, and that it may also be of special interest and profit to those of more limited professional training and experience. The author has kept constantly in mind the condition and needs of teachers of ungraded rural schools. It has, in short, been his aim to meet the professional needs of the great body of American teachers.

It is the author's belief that the time has fully come for a more earnest consideration of Moral Training as

the central function and duty of the school, and no apology is made for the thoroughness with which this subject is herein treated. The two most obstructive foes of needed progress in school training are *artificialism in motive*, and *mechanism in method*; and it is hoped that they are both effectively met in these pages. Special attention is called to the chapters on "Moral Instruction" and "Religion in the School."

It is believed that the author's "Elements of Pedagogy," has been more widely read and studied since its publication than any other book on teaching, with one exception; and this fact encourages the hope that this companion treatise may have even a wider welcome.

COLUMBUS, O.

October, 1893.

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