

**WILLIAMS & ROGERS SERIES.
TEACHER'S HANDBOOK TO
ACCOMPANY GANO'S
COMMERCIAL LAW. WITH
SUGGESTIONS TO TEACHERS**

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TEACHER'S HANDBOOK

TO ACCOMPANY

GANO'S COMMERCIAL LAW

BY

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OF THE ROCHESTER, N. Y., BAR



WITH SUGGESTIONS TO TEACHERS

BY

S. C. WILLIAMS,

TEACHER OF COMMERCIAL LAW IN THE
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HANDBOOK TO GARDNER'S COMMERCIAL LAW.

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PREFACE

THIS handbook fully answers all the questions found in Gano's Commercial Law, at the close of each of the topics treated, giving the reasons and stating the legal principles involved in each case. By its aid the teacher will be enabled to go before his class with such an understanding of the points of the lesson as to invest the subject with that peculiar interest which questions of law properly treated always arouse. This is especially true in the use of Gano's Commercial Law, since all the cases cited are actual ones that have been passed upon by the courts.

It also contains a chapter devoted to suggestions for creating interest in the study of law and to plans of conducting law recitations, reviews, and examinations which are in actual use in classes conducted by some of the most successful teachers of commercial law in com-

mercial and high schools. These suggestions have been made by teachers who use Gano's Commercial Law and who have found the book especially adapted to progressive and effective methods of teaching. Commercial law teachers who have felt the need of such helps will find in these suggestions and answers just the assistance they require.

Intelligent use of this handbook will inspire confidence in the teacher and create such enthusiasm on the part of the student as to make him eager to look up questions assigned to him, and, as a result, cause him to become genuinely and permanently interested in the subject of commercial law.

SUGGESTIONS TO TEACHERS

DO STUDENTS ASK QUESTIONS ?

PERHAPS there is no more certain indication of a student's interest in a subject than the fact that he asks questions of his teacher, and no more accurate measure of that interest than the character of the questions he asks. If students ask intelligent questions, either during or outside of class exercises, the teacher is probably using a good method. He is securing their attention and exciting their interest in the study.

Students inclined to ask questions, or possessing even the slightest disposition to do so, will find no other field so inviting as the law. Old and young, bright and dull, forward and diffident, one and all alike, if the conditions are right, will wish to ask questions in law. Thoughtful and original, as well as unprofitable and unanswerable questions, but prompted by a genuine interest and desire to know. It is human nature to be curious regarding our rights and obligations and to wish to ask what we may do and what we may not do. And some students will ever be alert to take the teacher's questions and from them frame others that suggest themselves to their minds with conditions differing from those given. Also

actual circumstances, known to the student, will occur to his mind during the course of the lessons, and he will wish the teacher's opinion concerning such cases. The teacher of law will invariably find in his classes many students who possess this perseveringly inquiring turn of mind.

TEACHER'S ATTITUDE TOWARDS THE QUESTIONER

How shall this spirit be met? What shall be the teacher's attitude towards such a condition? Shall he encourage it? By all means. That is just why the teacher is there, to foster, not to stifle, such a spirit. Of course, he will use tact in guiding and answering the student's queries. Irrelevant questions which interrupt the teacher's plan may have to be checked, but the greatest consideration must be shown for the students who begin to ask questions, especially if they put them in a timid or imperfect manner. Yes, most certainly encourage and, if necessary, invite their questions. Do not suppress them.

THE YOUNG TEACHER'S DIFFICULTY

"But," the young teacher says, "I dare not. It is all I can do to answer the straight questions of the lesson right from the book, and I can put those to the class myself." Now, no law teacher can answer offhand all the

questions that may be put to him, no matter how well-read or experienced he is. He may often have to reserve decision, even as the judges sometimes do in court, and the better he knows the subject, the harder the questions he will be asked. And does our young teacher realize how much more it means to the student for him to ask the teacher one good question than for the teacher to ask him many times that number?

But the whole question of getting students to become really interested in law hinges in a very important sense upon the teacher's attitude from the outset towards this situation which will surely confront him. If he tries to conceal his ignorance of the law by some cut-and-dried method that shuts off questions by students, they will probably suspect that he is telling them all he knows and sooner or later will find him out anyway.

Let him, therefore, begin by telling his class, virtually at least, that the study of this subject is to be conducted on the coöperative plan, — the teacher and the class learning all they possibly can from each other. The class will assume that the teacher knows more about the subject than they do, and he will not suffer in their estimation if he comes out frankly and states that no one in the study room knows all about the branches of the law they are to take up, but that he will try his best to answer all proper questions that they may wish to ask. If he is not able immediately to answer certain questions