

**PRINCIPLES OF
EDUCATION
PRACTICALLY APPLIED**

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Principles of education practically applied by J. M. Greenwood

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BY

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THE AUTHOR'S PREFACE.

THE motive that induced the author to submit this little volume for publication *is to help the teachers of this country to do better and more intelligent work in the school-room.*

It assumes that education is a science; that school-teachers can understand the principles of this science; and that in their daily work they can apply these principles with unerring certainty to the children under their control.

In the presentation of topics the teacher is told in plain language *what to do* as well as *what to avoid*. The directions are therefore simple, pointed, and emphatic.

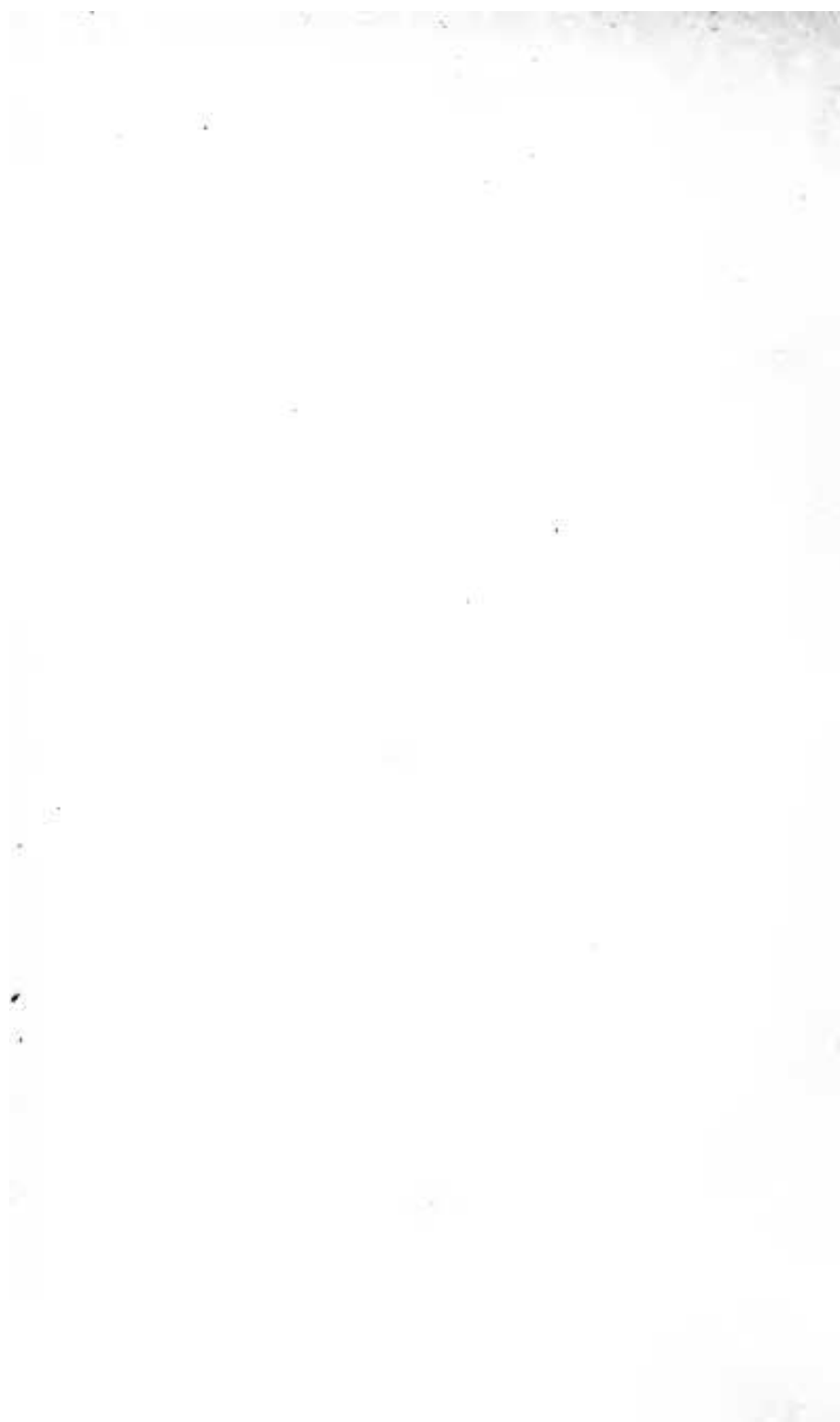
The object of the work throughout is to impress this important question upon the mind of the teacher: "*How shall I teach so as to have my pupils become self-reliant, independent, manly men and womanly women?*"

J. M. GREENWOOD.

KANSAS CITY, MO.

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PRINCIPLES OF EDUCATION PRACTICALLY APPLIED.

CHAPTER I.

THE APPLICATION OF THE PRINCIPLES OF PSYCHOLOGY TO THE WORK OF TEACHING.

THIS subject will be treated under three divisions :

- I. *Temperaments.*
- II. *Educational Psychology.*
- III. *Educational Principles and their Application.*

It is assumed that the teacher must learn what to do, how to do, when to do, and when to leave off. Owing to the nature of his work, he deals chiefly with mind and its manifestations as made known through the body, and hence he is supposed to be familiar with the elements of psychology, and not unacquainted with the theory and art of teaching. Thus qualified, his success as a teacher hinges entirely upon the right application of the educational forces he uses in imparting instruction and in arousing self-activity in the minds of the learners. This gives a double phase to education—instruction and culture. The foregoing implies upon the part of the teacher a working knowledge of the human mind in general, its laws of growth, modes of action,

and methods of culture; also, an intimate acquaintance with the physiologic, hygienic, and mental conditions of those to be taught, and the nature, influence, and limits of the means employed in conveying knowledge and awakening thought. The teacher, it is admitted, may be well read in psychology as an abstract science, and capable of talking intelligently upon any special department thereof, and yet fail in teaching, because of inability to adjust and to adapt his educational psychology to the capacity of his pupils. Owing to this fact, many intelligent and conscientious teachers, having worked earnestly and industriously, are puzzled in trying to understand why their efforts are so unproductive of substantial results. Perhaps some light may be thrown on this mystery.

As a class, teachers do not study child-mind understandingly. They begin the subject at the wrong end. What psychology the most of them know has been learned from books, and to nearly all of them it is a nebulous mass at best. Much of it, when put into the plainest language, needs to be translated or diluted before they know what it means. Right heartily do they "wish that writers on psychology would mix more organized common-sense with their metaphysics, and convey their ideas in simple words that common people can understand." Doubtless this is the reason why so many teachers have associated an intangible something—difficult to grasp and harder to retain—with the words "mental philosophy, psychology, and metaphysics." Turning away in disgust from a subject that yields so little, they fall back on experience and observation, and thus virtually deny that the scattered facts in

methods of culture are susceptible of classification, and that any general principles may be deduced therefrom. From such premises, indeed, it is not strange that they fail to discover any relation between psychological principles and their application to living children; and, moreover, they are apt to look with distrust upon any statement affirming that such a relationship exists, and that it can be discovered and applied in teaching. Being unable to harmonize bookish psychology with the facts before them, they depart on divergent lines of thought and action in their school-work. Against nature, their pupils are mentally and physically forced so far as the educational machinery can crush and form them into the same molds. Instead of intelligent work, it is educational mechanism. Both teachers and school-officers need awakening on this subject. Child-mind must be studied in the children themselves. The child is the starting-point. Here the teacher must begin as an intelligent, patient observer, and watch carefully the unfolding of every faculty, its laws of growth and methods of culture. Books and lectures are helps not to be disparaged, yet they are not the only sources of knowledge. For instance, the boy who studies geology only from books may pick up some general notions in regard to that science, but put him out among the rocks and he is lost, helpless, and confused; and so it is in studying mind, divorced from living people. Naked mind we are not familiar with, and do not know how to treat it.

Let us attend, however, to a more practical phase of this subject, and one, too, that is neglected in nearly all the training-schools of this country, and yet it is, in my