

**HOW NOT TO TEACH:
REVISED AND ENLARGED,
WITH THE WAY TO TEACH**

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How Not to Teach: Revised and Enlarged, with the Way to Teach by Wm. M. Giffin

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©

HOW NOT TO TEACH

REVISED AND ENLARGED,

WITH

THE WAY TO TEACH,

AND

A SHORT SERIES OF NUMBER LESSONS (AFTER GRUBE),
ALSO TEST PROBLEMS FOR REVIEW EXERCISES.

BY

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NUMBER CHARTS," ETC.

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PREFACE.

IN my training work I am associated with many inexperienced teachers. It is by observing their faults and correcting them, that I have been led to make this collection of "things the teacher should not do," which I now give to the public.

I have no doubt that every teacher (myself not excepted) who reads this book will get "*hit*." If the "hitting" does any good, I shall feel paid for my effort.

In my judgment, the teaching to primary children of the quotations found in the Appendix is an excellent drill.

Emphasis, inflection, articulation, and pitch may be taught with these as well as from a reading book. The exercise creates a desire for such reading, and has a tendency to cause pupils to read more of the authors from whom the quotations are taken.

A teacher who uses them will soon find her pupils bringing in selections which they have found for themselves.

At the end of the year each pupil will know his classmates' quotations as well as his own, and can tell who wrote them.

He is fortunate who has an apt quotation at his tongue's end when needed.

W. M. G.

NEWARK, N. J.

THE WAY TO TEACH.

CHAPTER I.

TEACHING.

A teacher should tell her pupils what to do as well as what not to do.

It is far from pleasant to be made the subject of constant fault-finding. Even to us "children of a larger growth" ceaseless criticism is irritating, and with the young it often results in the souring of whatever there is that is sweet in their natures.

A teacher should know more of a subject than she has occasion to teach her class.

If she knows no more than she must teach, her questions will be narrow in range and her explanations meagre. Moreover, she will be unable to make her teaching clear by presenting the subject in a variety of ways. On the other hand, if she knows more than there is need to teach, she will have a helpful consciousness of power, which will aid her, in no small degree, not only to elucidate the matter in hand, but also to inspire her pupils with respectful confidence in her skill and capacity.

A teacher should take care that all impressions made on the minds of the pupils shall be morally wholesome.

The impressions received in the school-room go far to determine character, and are quite as truly a part of education as the direct teaching given there. It should be the teacher's endeavor, therefore, to guard the pupils from all false and hurtful impressions.

A teacher should accept the correct answer to a question as final.

It is an absurd and foolish waste of time for a teacher to say: "Yes, that is right. A noun is the name of any thing. What is a sentence? Yes, a sentence is the expression of a thought in words." The repetitions take time and impart no new information to the pupil.

A teacher should conduct her recitations independently of her text book.

Text books are simply guides for the pupil and the teacher while preparing their lessons, and, as the pupil is not expected to recite from the open book, neither should the teacher question from the open book. When the lesson is so difficult that the pupil has not been able to learn it, the teacher may properly allow both the pupil and herself to use the book. In that case, however, the next lesson should be a shorter one.

A teacher should thoroughly understand a method before trying to use it.

If a teacher tries to use a method before understanding it, she will be very apt to abuse it. The writer once knew a young teacher who had become interested in the word, or nature's, method of teaching reading, but had not quite mastered its principles. Desiring to teach the word *saw*, she talked to the pupils about the object, showed them a saw and drew a picture of one upon the board, and after arousing their curiosity wrote the word. Then, to test their knowledge, she wrote the following sentence: "I saw the boy." It was some time before she could see wherein she was at fault.

A teacher should strive to be animated.

A lifeless teacher cannot secure the attention of her class or stimulate mental activity. The pupils will involuntarily grow like the teacher.

A teacher should regularly read some standard educational paper or magazine.

Teaching is a science, and all science demands study. The best teachers are constantly discovering new and improved methods of teaching, and the best editors publish them when discovered.

A teacher should change an exercise when she sees that the class is becoming tired.

When a class is thoroughly tired, and the pupils are restless or impatient, it is not well to continue the exercise. The teacher should say pleasantly: "We will not work at this any longer now; you may sing a song,"--or, "You may take the light calisthenics, or a breathing exercise." When the pupils return to the lesson after a rest of this kind, their increased attention and quickness of perception will more than compensate for the time spent in recreation.

A teacher should look at the slate work of the pupils before commencing a new exercise.

The pupils may have made errors which if not seen and corrected by the teacher may be repeated and finally become habitual. Besides, there is nothing to encourage a pupil to do his best, if no attention is paid to his work. There is also a temptation for him to play puzzle, or draw funny pictures, if he thinks the teacher will not know it.

A teacher should become enthusiastic over her work.

The teachers who accomplish the most good are those who have energy and enthusiasm, and who show by their work that they are in earnest and believe what they do to be worth doing well.

A teacher should distinguish between a demonstrative, and an animated or enthusiastic manner.

To be noisy, flighty, or fussy is not to be animated. Animation or enthusiasm is earnestness without undue excitement.

A teacher should embrace all opportunities for showing sympathy with her pupils.

Nothing wins love more surely than sympathy. Who has not longed for sympathy? A teacher may place a barrier that will be life-lasting between herself and a pupil by saying: "O dear, Mary, you are always having the toothache or earache. I wish you would stay at home until you are well, or else stop complaining." But if she say: "Is your ear aching again, Mary? I am sorry. I am glad you like school so well that you come when you are sick; but I think it would be better if you staid at home until you are well," she may easily win the child's affection and confidence.

A teacher should see that pupils understand a lesson before asking them to memorize it.

It takes a longer time to memorize a lesson which is not understood than one which is; and in such work, there is only a sickly development of the mind, as but one of the faculties is exercised, viz., the memory. Reason, the faculty by which man is distinguished from the inferior animals, remains unexercised, and therefore undeveloped.

A teacher should frankly admit that her methods are faulty when she discovers that they are so.

"When a man is wrong and won't admit it, he always gets angry." An assumption of infallibility wins as little respect in the school-room as elsewhere.