

THE ART OF TEACHING

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The art of teaching by John Ogden

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JOHN OGDEN

**THE ART
OF TEACHING**

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BY
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"OUTLINES OF PEDAGOGICAL SCIENCE," ETC.



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PREFACE.

A firm conviction that all the essentials pertaining to Education as a Science, and to Teaching as an Art, can be formulated into a system suited to the needs and conveniences of normal-school and private learners, has led to the preparation of this volume.

It deals exclusively with those questions and duties that relate to the teacher's work, such as organization, study, recitation, government, etc. of schools of various grades, together with some special methods of teaching the branches themselves.

It is the author's opinion, formed and strengthened through a quarter of a century's almost exclusive labor in normal schools and teachers' institutes, that by far the greater number of mistakes and failures in teaching is attributable to the want of a consistent system, and of a practical knowledge of the duties involved, rather than to any essential lack of the knowledge to be imparted, however great, in general, that want may be. More depends upon the manner of *imparting* and *enforcing* truth, than upon the mere possession of it, as such.

Hence the very great importance of professional training, to supplement, and to classify and make vital, the mere acquisition of knowledge in the several branches of science.

This implies *true method*, the acquisition of which, so far at least as this depends upon professional training, proceeds upon

the plan that *the child must be studied first*, in all its physical and psychical characteristics and relations, as a thing or object to be treated or educated; second, that *the study of science or knowledge* must be pursued, not as an end, but as a means for accomplishing an end, viz., the development and refinement of all of man's faculties, soul and body; third, that *the study and practice of methods* in harmony with the end to be attained, viz., the complete development of these faculties by the harmonious blending of all possible educational forces in the exercises of the school-room, must be the one great aim of the true teacher.

These are the leading features underlying this system, to which the student of pedagogics is earnestly invited.

WORTHINGTON, OHIO, July 25, 1879.

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SYNOPSIS I.

PRELIMINARIES.	OPENING EXERCISES.	{ Reading the Scriptures. Singing. Chanting. Prayer.
	ORGANIZATION.	{ Enrollment and seating, etc. Examination and classification. Order of Exercises.
	THE ASSIGNING OF LESSONS.	{ Definiteness. Extent. Not too much assigned at once. Points of interest and difficulty. Manner of recitation named.



ART OF TEACHING.

CHAPTER I.

SCHOOL-ROOM DUTIES.

INTRODUCTION.

WE come now to consider that part of the Science of Education, which relates more particularly to school-keeping, or special Didactics,—that part in which the special applications are shown,—that part for which the author's previous work on the subject has in some degree, it is hoped, prepared the mind of the student.

It might be thought by some to be sufficient had we confined ourselves exclusively to this department of the science; but it must be apparent to any one, on mature reflection, that to commence the subject here, would be to commence it in the middle; it would be to take things for granted, whose truths had never been demonstrated. It would be downright empiricism. It would be like the attempt of the merest charlatan to establish a science upon naked assumption, or upon a limited number of experiments; and it has been shown in another place, that experiment is no science or any part thereof. What is true in the individual case, is of no determinative value until it can be shown that all possible cases, falling under the same head, are true also. Individual facts, there-