

# **PSYCHOLOGY FOR TEACHERS**

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Psychology for Teachers by C. Lloyd Morgan

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**C. LLOYD MORGAN**

**PSYCHOLOGY  
FOR TEACHERS**



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# PSYCHOLOGY

FOR

# TEACHERS

By C. LLOYD MORGAN  
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WITH A PREFACE BY

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## PREFACE

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THE present volume was written to meet the requirements of those who came to the author to receive aid in preparing themselves for the profession of teaching ; and the warm reception accorded it by teachers, both in England and in this country, proves that its publication has done much to popularize the study of Educational Psychology.

In the treatment of the subject, no topic has been touched upon which has not been illustrated adequately by facts taken from experience ; and the whole trend of the work is toward the cultivation of right methods of instruction. There appears to have been ever present in the author's mind a desire to furnish aid to teachers in all matters relating to their professional work. In short, it would be difficult to overstate the practical value of the book, since it deals with the problems of school life in a manner calculated to develop interest and arouse enthusiasm. Although in no sense a compendium of the subject, it possesses the merit of stimulating thoughtful and correct views in regard to education ; and no better basis could be furnished for the discussion of the theory and practice of teaching than that which is herein set forth.

The value of a thorough pedagogical training for

those preparing to become teachers has received general recognition during recent years. The improved equipment possessed by those now entering upon their labors has excited the attention of older teachers. The result has been a desire on the part of those who have been long in service to do something to compensate for former deficiencies in theoretical training and so enable them to compete successfully with younger members of the profession. In response to the higher demands made upon teachers, within a few years departments of pedagogy have been established in our universities and colleges; and Summer Schools for the training of teachers have grown in popularity, since they afford opportunity for receiving such aid and suggestion in regard to practical teaching as are calculated to improve the character of class instruction.

Psychology has always been recognized as a most valuable disciplinary study; but it has remained for the students of pedagogy to show the importance of its bearing upon educational problems.

To be really serviceable to teachers in elementary schools, a work upon practical psychology requires for its author one who possesses a thorough familiarity with the difficulties involved in the instruction of young children. From no other source can the teacher expect such aid as is required. The charm of the present treatise lies in the naturalness of the presentation, and the perfect accord between the subject-matter and the method. The student is provided with the proper bases of instruction and the best methods of teaching—each and all in strict harmony with the laws of mental growth.