

**PSYCHOLOGY FOR
TEACHERS,
PP. 1-238**

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Psychology for Teachers, pp. 1-238 by C. Lloyd Morgan & Henry W. Jameson

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C. LLOYD MORGAN & HENRY W. JAMESON

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PSYCHOLOGY
FOR
TEACHERS

By C. LLOYD MORGAN
PRINCIPAL OF UNIVERSITY COLLEGE, BRISTOL

WITH A PREFACE BY
HENRY W. JAMESON
ASSOCIATE SUPERINTENDENT OF SCHOOLS, NEW YORK CITY

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PREFACE

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.

Every earnest teacher must have been assailed by doubts as to the best methods to be adopted in special cases. While no work on the theory of teaching will suffice to meet every requirement, there is still a definite gain to be derived from a consideration of the course followed by people similarly situated. It is far better that one should thus take advantage of the experience of others, than that he should rely wholly upon his own efforts. An undue amount of harm may be the portion of those entrusted to our care, in case we reject the aid of others. The teacher who has had no advantages in the way of assistance and advice, when such services would have been most welcome, may well feel a sense of gratification when he finds that the methods he has followed for years are defended as being thoroughly in accord with the accepted psychological theories of the day.

The scope of the treatment is such as to commend itself to the student. While the author bestows due care upon the explanation of terms employed, so that no doubt may exist as to the meaning which he desires to attach to each, his chief motive is not to teach psychology. Mental processes are viewed in the light of the aid they afford to teaching, and due consideration is given to the kind and amount of effort required by the pupil while acquiring knowledge. The chapters upon Association and Experience contain a large amount of "food for reflection" and deserve the most careful study. The ideal attitude of pupil and teacher toward each other is developed incidentally and upon the highest moral grounds. We cannot fail to appreciate most highly the qualities of one who advises that over the lintel of every