

**THE NEW EDUCATION: SCHOOL
MANAGEMENT, A PRACTICAL
GUIDE FOR THE TEACHER IN THE
SCHOOL-ROOM**

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The New Education: School Management, a Practical Guide for the Teacher in the School-Room
by Amos M. Kellogg

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THE NEW EDUCATION. *D*

SCHOOL MANAGEMENT:

A PRACTICAL GUIDE

FOR THE

TEACHER IN THE SCHOOL-ROOM.

BY

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PREFACE.

It is one of the peculiarities of our educational system, that a very large number of teachers undertake the duties of the school-room each year without any special preparation. They are obliged to face both the difficulties of teaching and governing without the slightest experience in either. This being the state of things, whoever can write a word that will guide or assist the teacher in these trying circumstances is justified in doing it. The author presents his contribution for this purpose, trusting it will be found to be a practical aid in meeting the perplexities that arise in the school-room.

It may disappoint those readers who expect to find in it a "patent" plan to reduce a bold and wayward youth to instantaneous submission. No small number of difficulties have arisen from the attempt by the teacher to sway his scepter with too little regard for the fact, that the school in this republican country is a republic. The only way to manage a self-governing people is to render the citizens manageable ; and this is especially true of a school. Its management should be based on civiliza-

iv. *SCHOOL MANAGEMENT.*

tion; there should be exhibited the absolute pleasures that arise from a cultivated, honorable, and dignified intercourse.

An earnest desire to advance the interests of both teacher and pupil has actuated the writer; and he hopes his work will conduce to make the relations of each more delightful.

INTRODUCTION.

BY THOMAS HUNTER, P.H.D.,
PRESIDENT OF THE NORMAL COLLEGE, NEW YORK CITY.

The once prevalent idea, that the only qualification necessary for a school teacher is mere scholarship, has been very nearly abandoned. It has taken a long time to convince school boards that teaching is a trade, a profession, like watch-making, navigation, or medicine. All the learning of Lord Bacon would not enable a man to make a watch unless he had first practised the trade; all the science of Isaac Newton would not impart the power to navigate a ship, unless the captain had previously learned the art of seamanship; and the learning of both combined would not enable a man to manage a district school and attain the objects for which it was designed without a careful study and practice of the principles of teaching.

School government is confessedly difficult. Some writer has said that it requires as much ability to govern a district school properly as to rule a kingdom. Few teachers fail from lack of book knowl-

edge, or even from inability to impart it; they fail chiefly because they lack experience and do not apply the rules of common sense.

The training of forty or fifty human beings, a most fearful responsibility, is often placed on the shoulders of very young men and women, frequently on the completion of their own studies, and without the least knowledge of the world, or of the secret springs of human motive and action. Is it any wonder, then, that there is so much disorder in many schools?

For the purpose of aiding the young and inexperienced teacher, and of saving him and his pupils from a waste of time and energy, the author of this work has put the results of his experience and thought into a practical form. To instruct one teacher so that he may correctly organize and teach a single school of fifty children would well repay the labor he has expended.

An inspection of it shows:

First: That the author, an earnest and successful teacher draws from a large and varied experience.

Second: That he has endeavored to avoid all pretension and make the work as clear, simple, and practical as possible.

Third: That he has not forgotten that good principles are much better than extensive acquirements; and that the chief function of the teacher is to make a self-governing, law-abiding, and God-fearing citizen.

Fourth: That he has proved it to be essential that the teacher should himself be a man and a gentleman before he can train his scholars to be such.

Fifth: That he inculcates a broad humanity for the school-room, a development of the forces lying within rather than a repression of them, as the true foundation of school-management.

It is hoped that the work may be widely disseminated among the teachers of the country—especially the district schools—to them it will be a sort of normal training; but it will do good in graded schools also.

It is said of the barbarous Indian, that when he first sees the rude outline of the human head traced in the sand he is lost in admiration; but when he has come nearer to civilized society, and sees a similar head drawn on a wall with charcoal, he admires it exceedingly and despises the head in the sand; so he goes on, admiring and despising by turns, until he reaches the perfect painting and the beautiful bust. He then wonders how he could ever have admired the crude thing he first met on his journey.

How many teachers are satisfied with charcoal heads—with badly managed schools—because they have never seen better? Let it be the mission of this little work to teach many a teacher to organize and manage his school with a skill similar to that of the painter and the sculptor.



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