

**SCHOOL DEVICES: A
BOOK OF WAYS AND
SUGGESTIONS FOR
TEACHERS**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649698394

School Devices: A Book of Ways and Suggestions for Teachers by Edward R. Shaw & Webb Donnell

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EDWARD R. SHAW & WEBB DONNELL

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WAYS AND SUGGESTIONS FOR TEACHERS

BY

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NEW YORK
E. L. KELLOGG & CO,
1906



PREFACE.

This book has been prepared with the object of presenting in compact form a great number of devices for bringing freshness and life into the school-room.

Unless great vigilance is exercised, monotony creeps in, and becomes the depressing accompaniment of school work. No worker needs more of invention than the teacher, yet no other worker has an environment that is so hostile to its development. The teacher is reaching down continually to minds below him. Day after day spent under these conditions clogs invention.

In recognition of this fact, the great body of progressive teachers seek to take advantage of the best experience of others, adapting to their own needs whatever may be deemed suited thereto. In confirmation of this, we point to the great number who are subscribers to school periodicals for the express purpose of obtaining new suggestions which they may apply in their own school-rooms. But a school journal must cover the whole range of educational work, and, therefore, the space devoted to devices must of neces-

sity be limited. This book aims to supplement the work of the papers by placing in convenient form, for constant use at the teacher's desk, the result of much experience in making the work of the school-room effective and attractive.

While the device is of undoubted advantage in school work, it is important to consider its relative position as a factor in education. Some teachers, in their efforts to secure attention and make their work attractive, have unfortunately lost sight of the proper balance that should be maintained between that which is novel and the fundamental principles which underlie all teaching; and have come to believe, erroneously, that good teaching requires one to be continually seeking for new and striking ways in which to present ideas, substituting brilliancy and variety for the painstaking drill which the majority of teachers find essential to success in their work. A device should be used as a condiment to add spice to the constant iteration and reiteration of first principles.

In addition, however, to that which is to be regarded as partaking purely of the character of a device, there will be found in the book a great number of *ways* and *suggestions* which will be of especial advantage to those who are just entering upon the work of teaching. These, having had no previous experience, must rely to a great extent on that of others. While the idea of teaching by any given formula is not to be advocated, yet it is believed that in a multitude of suggestions for accomplishing a given result, the teacher can

select that which seems best suited to his own needs.

We have inserted a large number of devices upon many topics, not with the idea that they should all be used in any particular case, but to afford a wide range for selection.

While the greater part of the book is fresh and original, having been gathered from our own experience and from the experience of many other teachers whose work has fallen under our observation, we take pleasure in giving credit to the numerous school periodicals of the country from whose pages we have drawn devices which seemed worthy of permanent preservation. In most instances, whatever has been selected has been recast to adapt it more fully to our use.

YONKERS, N. Y., May, 1886.

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