

**INSTRUCTION IN THE GRADES,
VALUES AND METHODS; A TEXT-
BOOK FOR NORMAL STUDENTS
AND YOUNG TEACHERS**

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Instruction in the grades, values and methods; a text-book for normal students and young teachers by Oscar Gerson

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OSCAR GERSON

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Instruction in the Grades

Values and Methods

A TEXTBOOK FOR NORMAL STUDENTS AND YOUNG TEACHERS

BY

OSCAR GERSON

FORMERLY PROFESSOR OF PELAGOGY IN TEMPLE UNIVERSITY

CO-AUTHOR OF

A BRIEF TOPICAL SURVEY OF UNITED STATES HISTORY
GEOGRAPHY PRIMER, PHYSIOLOGY PRIMER, ETC.

UNIV. OF
CALIFORNIA

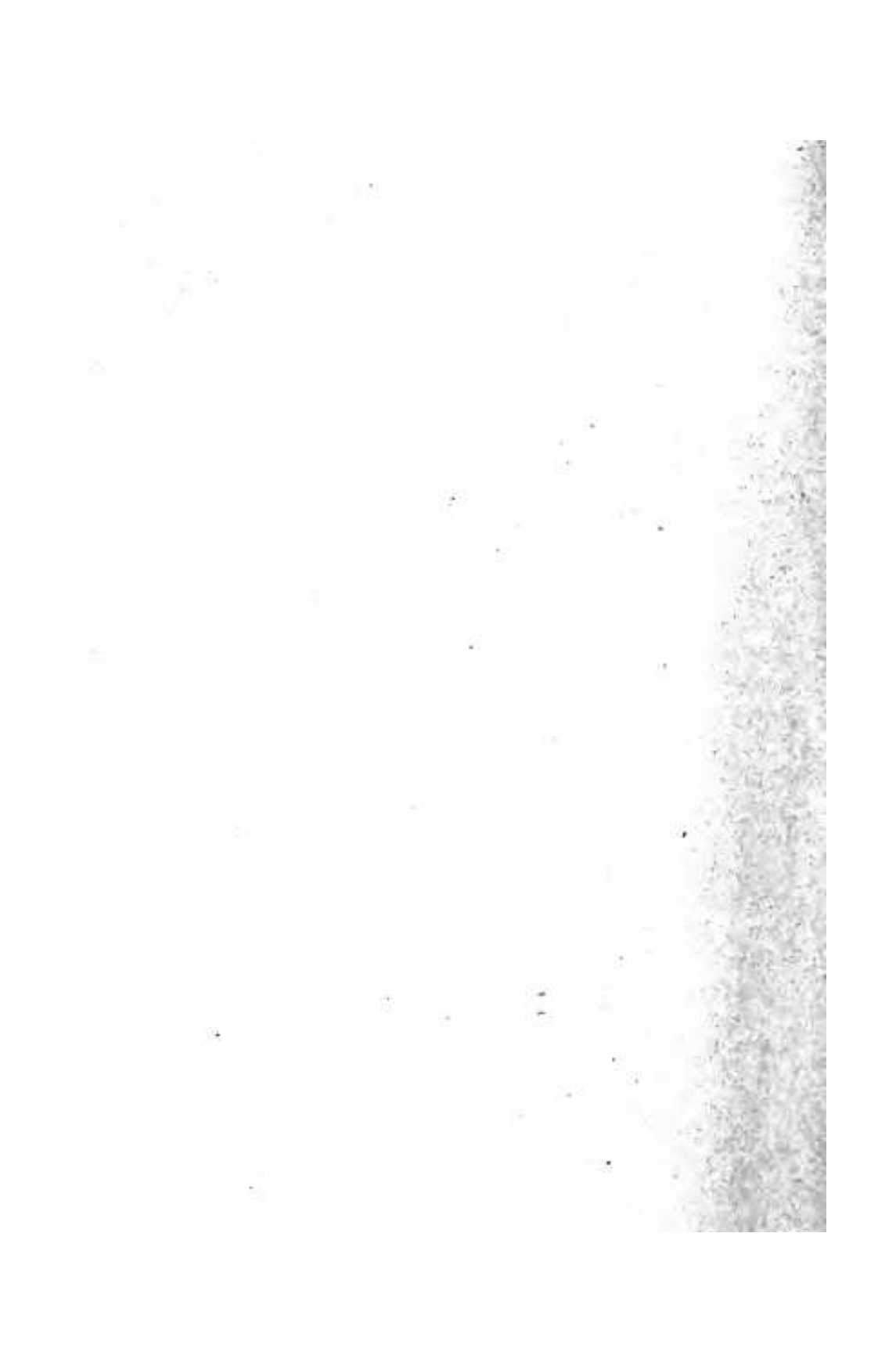
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THE
VINTAGE
COLLECTION

TO
KATE, JOHN, BOB AND PRUE
WHOSE PATIENT FORBEARANCE MADE THIS WORK POSSIBLE



PREFACE

This little book is the outgrowth of a series of lectures delivered to groups of teachers—candidates for Supervising Principals' certificates at the annual examinations in Philadelphia—and is published in response to their urgent request.

Throughout the book the reader will find that value as determining aim is regarded as inseparable from a philosophic treatment of method. The constant necessity of considering values and aims, which I have never tired of proclaiming, has made this work rather different from the ordinary treatise on method. It is, however, the recognition of this point of view which has lifted, or will lift, teaching from a trade to a profession. Every live teacher must, if only occasionally, catch a glimpse of the blue sky of educational ideals through the narrow, barred windows of tradition. Although I have carried out the relationship of aim and method in considerable detail, and have applied it to most of the curricular subjects, I cannot but feel that such repetition is justified by the vital importance of this view-point.

I have omitted the treatment of the important subjects of physical and manual training, music, drawing, sewing, and cooking, which as a rule are either taught or supervised by specialists; and have confined myself

to the discussion of those subjects, largely traditional, in which the teacher is expected to work out her own salvation. All the methods advocated in this book find their justification in the fact that they have been successfully used, either by me or by teachers whose work and results have come under my direct observation.

I shall not attempt to acknowledge my indebtedness to other writers on education. In fact, I could not, if I would. The ideas herein expressed are, now at least, so absolutely my own, that even though I may be only their foster father, I cannot distinguish them from my own offspring. This much I can safely say, that no view set forth in this book is written simply because it conforms to somebody's theory. Neither has newness, as such, been a part of my aim. I have merely attempted to collect, in an orderly fashion, such parts of my educational experience and reflection as I thought would be helpful to teachers and normal school students. I trust that, if the reviewer is moved to exclaim with Lessing, "This book contains much that is good and much that is new," he will not supplement it with the caustic comment that the good is not new and the new is not good.

O. G.

May, 1914.

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