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FOR YOUNG TEACHERS**

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The Reading Circle Library. No. 1. Mind Studies for Young Teachers by Jerome Allen

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No. 1.

# MIND STUDIES

FOR

*YOUNG TEACHERS.*

By JEROME ALLEN, Ph.D.,

EDITOR OF THE "SCHOOL JOURNAL," (N. Y.), "TEACHERS' INSTITUTE," (N. Y.),  
FORMERLY PRINCIPAL OF THE ST. CLOUD (MINN.) STATE NORMAL SCHOOL.

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NEW YORK AND CHICAGO,  
E. L. KELLOGG & CO.,  
1889.

## PREFACE.

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THESE are many teachers who know little about psychology, and who have a desire to be better informed concerning its principles, especially its relation to the work of teaching. For the aid of such, this book has been prepared. But it is not a psychology,—only an introduction to it, aiming to give some fundamental principles, together with something concerning the philosophy of education. Its method is subjective rather than objective, leading the student to watch mental processes, and draw his own conclusions. Little of mind-science, that is of use to the teacher, can be learned by reading books. No subject is more dependent upon observation and experiment than this. When mind-growth and mental activities are understood by teachers, instruction will become scientific, and not, as is now too frequently the case, empirical. If this little volume shall serve to hasten the time when teaching shall be more a profession and less a vocation, the author will have accomplished all he designed.

### HOW TO USE THIS BOOK.

Edward Everett Hale, in his book, "How to Do It," discusses the matter of reading. The substance of what he says may be given in the form of the following ten rules:

1. Don't try to read everything.
2. Read two books on the same subject, one solid, one for pleasure.
3. Don't read a book for the sake of saying "I have read it."

4. Review what you read. 5. Read with a pencil in hand. 6. Use a blank book. 7. Condense whatever you copy. 8. Read less and remember it. 9. One hour for light reading should have one hour for solid reading. 10. Whatever reading you do, do it regularly. These rules, with little modification, will apply to the way this volume should be used. On another page will be found a list of books which the author has made free use of in preparing it, and it would be well for all those who study these pages to buy one of the volumes mentioned, and read it at the same time this one is read. Discussions of the topics presented with others who are intolligently interested in the subject under consideration will very much assist progress, interest, and comprehension. If any topic is not fully understood, it should not be left until some light is thrown upon it. At all events, *interest* will come from an *understanding* of the subject discussed.

JEROME ALLEN.

NEW YORK, May, 1887.

#### PUBLISHERS' NOTE.

THE volumes already published by us\* have had an unprecedented sale, when it is remembered that ten years ago it was hardly possible to sell an educational work. They have roused a spirit of inquiry; better methods are being adopted the whole country over; in fact, a New Education, better fitted to express the advancement of the nineteenth century, is coming in. Clear and practical exposition of the great fundamental truths of education in books of a moderate cost and of good workmanship is a need of the times, and this volume is put forth to meet it. Other volumes will follow and discuss the subjects of Psychology; Principles, Practice, and History of Education; Methods; the Primary School; the Kindergarten; Manual Training, etc. We believe that teachers who seek to teach in the highest style the art of teaching has attained will want this series.

E. L. KELLOGG & Co.

\* Parker's Talks on Teaching; Partridge's "Quincy Methods," illustrated; Tate's Philosophy of Education; Payne's Lectures on the Science and Art of Education; Fitch's Lectures on Teaching; Shaw and Donnell's School Devices; Shaw's National Question-Book; Kellogg's School Management; Johnson's Education by Doing, etc., etc.

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#### BOOKS FOR REFERENCE AND STUDY.

Philosophy of Education . . . . .	Tate.
Theory and Practice of Teaching . . . . .	David P. Page.
Lectures on the Science of Education . . . . .	Joseph Payne.
Talks on Teaching . . . . .	Francis W. Parker.
Self-culture . . . . .	James Freeman Clarke.
History of Pedagogy . . . . .	Gabriel Compayré.
Philosophy of Education . . . . .	Johann Karl Rosenkranz.
Mental Philosophy . . . . .	Joseph Haven.
Teachers' Hand-book of Psychology . . . . .	James Sully.
Psychology. The Cognitive Powers . . . . .	James McCosh.
Mental Science and Culture . . . . .	Edward Brooks.

# MIND-STUDIES FOR YOUNG TEACHERS.

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## Chapter X.

### *HOW TO STUDY MIND.*

At first we must learn to watch our own mental operations. For example, we can ascertain why we retain one class of facts better than others, how the mind is affected by circumstances without us, and how by the condition of the body. We can also study mind by noticing mental phenomena in others. How do our pupils arrive at their knowledge? What distracts them? When do they succeed? What interests them? There are two methods: introspective—that which is from within; the objective—that which is from without. These constitute the two ways by which we can come to an accurate knowledge of mental operations.

At the beginning it will not be easy to notice accurately the workings of mind. How can it be promoted? Write down from day to day what you observe in yourself and others. You will probably say something like the following :

“This morning a circumstance came to my mind which I had not thought of for years; nothing seemed

to suggest it: it flashed upon me in an instant without apparent cause. I will watch my mind for other suggestions." "I notice that it is easier for me to remember some things than others; for example, a tune has been running in my head for hours; I cannot banish it; it is an annoyance: while other things I want to remember are totally forgotten at the very time it would be of great value for me to remember them." "I notice that when I use a striking illustration in a recitation, or tell an interesting story, my pupils are all attention, and remember without an effort. Why is this?"

These suppositional notes will show what our readers who desire to study their own minds must do. Commence at once, if possible, in connection with others who are similarly situated. Compare notes frequently, and in some quiet hour discuss what you have written, not for disputation, but to ascertain how the mind takes knowledge, how it thinks, what hinders its growth and what accelerates and stimulates it. Classify the notes as far as possible, and arrange them under the heads: 1. OBSERVATION; 2. INFERENCE. You will *infer* many things, although at first you will *conclude* but few; but you will ascertain that

*Mental activity is promoted by interest; that*

*Association is necessary to easy memorizing; that*

*The power of correct reasoning is reached only by slow and careful steps; and that*

*It is not easy at first to keep the mind thinking on one subject for any great length of time.*

One mind is a type of other minds. The way one thinks, others think. Our difficulties are others' diffi-