

ON TEACHING: ITS ENDS AND MEANS

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649231539

On teaching: its ends and means by Henry Calderwood

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BY

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FOURTH EDITION.

London:

MACMILLAN & CO.

1885.

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THIS VOLUME IS RESPECTFULLY DEDICATED
BY ITS CHAIRMAN,
THE AUTHOR.

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PREFACE TO THIRD EDITION.

THIS little book was originally designed mainly for professional teachers. Having had, however, repeated references made to it by parents concerned for the education of their children, I have attempted in the present edition to include the more important aspects of Home Training, specially as these are related to school work. I trust the chapter here added may extend the usefulness of the book by rendering some aid to parents, and at the same time drawing closer the bonds of friendship between Teachers and Parents.

H. C.

August 29, 1881.



PREFACE.

THIS little volume is published with the view of aiding young teachers in their work. It is designed to indicate what I think are usually regarded as the true ends of teaching, and to give such hints as to methods suitable for attaining these ends, as may prove suggestive to those who are in daily practice. If these brief discussions direct observation upon important points in procedure, and give form to reflection upon the occurrences of the School-room, they will have gained their primary design.

If this slight contribution to the cause of Education afford besides some encouragement to the Head Masters of our Primary Schools in their efforts to promote the higher branches of common instruction, and to aim at the

higher results of teaching, I shall have additional satisfaction, as I am well aware that it is the desire of the Head Masters to guide their Assistant Teachers and Pupil Teachers in striving after an ideal much above what the Code prescribes and promises to reward.

Only one thing more I venture to name as an end which may be in some measure gained by a publication of this kind. I have often had occasion to remark the desire of parents to reach some clear conviction as to the best methods for forming the character of their children. I am not without hope that the hints here offered to Teachers may to some extent meet the requirements of a still wider circle. Should this be the case, I shall be specially thankful on account of the importance to be attached to a sound home-training as the true support of school-training.

As one who has spent a large portion of his life in professional teaching, and has been engaged in all forms of it, I would express the hope that under the new order of things inaugurated by the Education Act, we may see