

# **SCHOOL MANAGEMENT**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649219568

School management by Alfred Holbrook

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**ALFRED HOLBROOK**

**SCHOOL  
MANAGEMENT**

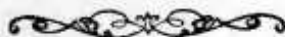


# SCHOOL MANAGEMENT.

BY

ALFRED HOLBROOK,

PRINCIPAL OF NORMAL SCHOOL, LEBANON, OHIO; AUTHOR OF NORMAL  
METHODS OF TEACHING.



A. S. BARNES AND COMPANY,  
751 BROADWAY, NEW YORK.

LB 3011  
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Entered according to Act of Congress, in the Year 1872,  
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# PREFACE.

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This course of Lectures has been published as a text-book, or rather a drill-book in the arts of Teaching and School Management. It claims to present a novel and yet a common sense system for making the school attractive, study exciting, and severe application the choice of every pupil. This claim is based on innumerable successful demonstrative experiments in all grades of schools, where the system has been applied, by trained teachers.

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## PRINCIPLES AVOWED.

1st. Study and discipline, by correct management, can be made a pleasure instead of a burden.

2d. Study should never be imposed as a punishment, nor should pupils ever be punished for not studying.

3d. Instruction should be given from real objects and by actual practice; and no teacher or pupil should be satisfied with words, or ideas even, as obtained from books only.

4th. The pupil should, under the guidance of a teacher, work out his own instruction and discipline, and by *daily* practice in speaking and writing, learn to express his ideas with grace and cogency.

5th. The school government, which every teacher should aim at and work for, is that of no laws, save the unwritten law of right, based on mutual respect of teacher and pupils.

6th. The separation of the sexes at any period of education is barbarous and unnatural—the practice belongs only to Catholic and Mahometan communities.

7th. The whole course of instruction and discipline should be conducted with reference to the duties of life, and not with the design of passing any particular examination to obtain a degree or any other honor.

*Catholics have no barbarous  
unnat. prac*

## RESULTS OBTAINED.

1st. Physical health and moral purity are the direct and inevitable results of these principles of instruction and school government.

2d. Any institution really conducted on these principles will save its pupils more than nine-tenths of the time and rasping ordinarily devoted to school

## PREFACE.

discipline, and more than one-half the time ordinarily required to accomplish any prescribed course of academic training and professional drill.

Graduates, trained on such principles, not to make shirking their boast and bane; but working, their pride and power, will at once take an honorable position among the earnest laborers in life's great field.

## MODE OF TREATMENT.

These Lectures are not "the fine-spun theories of one who has made a practical failure, in the business of which they treat," as too many educational books are; on the other hand, they demonstrate how the entire school management, as based on the "principles avowed," is carried on in the spirit of liberty and in the power of love, in multitudes of schools, where teachers trained in these principles are at work. They describe the processes by which these results have been obtained, and can be by the large majority of teachers who heartily adopt the principles and give them a fair trial. It must, however, be admitted that in the most artistic of all arts, viz.: Teaching, training is quite as necessary for the majority, as in any of the inferior arts as painting, sculpture, architecture, or engineering.

These lectures give methods for school organization, sustaining order, inciting to diligence, arousing enthusiastic effort, and **FIXING GOOD HABITS**. In thousands of schools the practice of these methods of school management by trained teachers has revolutionized the entire feeling and working power of the school; converting the school-room from a place of confinement and restraint, into a scene of continued interest and excitement, increasing daily the united and determined effort of *all* the pupils to accomplish the legitimate objects of a school. The processes and methods described, are these in which mutual confidence begets mutual respect and excludes coercion on the one hand; resistance or servility on the other: and ever increasing success, awakens higher aspiration and arouses more vigorous and persistent endeavor on the part of every pupil.

The Teacher thus finds his every faculty, every affection exercised to its utmost capability in guiding and blessing those so eager to appropriate his suggestions, so anxious to comply with or forestall his every request.



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# LECTURE ON SCHOOL MANAGEMENT

*Delivered at the Normal Institute, at Lebanon, Ohio*

## LECTURE I.

### QUALIFICATIONS OF TEACHERS.

The lecture this morning is introductory to the course on *School Management*.

I shall first discuss the

#### QUALIFICATIONS OF TEACHERS.

Under this head, I shall illustrate by examples the most important qualification, COMMON SENSE.

It is the popular *dictum* that if a man is fit for nothing else he will resort to teaching for a livelihood. But if he could find any other employment he would never teach. There are of course some exceptions to this popular opinion, and a few persons sensible enough, to esteem the teacher, but I am speaking of the feeling which, Fellow Teachers, sways the multitude, and which too far neutralizes your influence and perverts and debases your power. Do I speak too strongly, when I say, that a large majority, even of intelligent people, think that the Profession of Teaching receives all such persons as have tried other kinds of business and failed, or who are too lazy to work, and yet imagine with a little knowledge of Grammar and Arithmetic, enough to pass through the flint mill of a county examination, they can teach, if afterward