MUTUAL TUITION AND MORAL DISCIPLINE; OR, MANUAL OF INSTRUCTIONS FOR CONDUCTING SCHOOLS THROUGH THE AGENCY OF THE SCHOLARS THEMSELVES

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Mutual Tuition and Moral Discipline; Or, Manual of Instructions for Conducting Schools Through the Agency of the Scholars Themselves by Andrew Bell

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ANDREW BELL

MUTUAL TUITION AND MORAL DISCIPLINE; OR, MANUAL OF INSTRUCTIONS FOR CONDUCTING SCHOOLS THROUGH THE AGENCY OF THE SCHOLARS THEMSELVES



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MORAL DISCIPLINE;

OR,

Manual of Instructions

FOR CONDUCTING SCHOOLS

THROUGH THE AGENCY OF THE SCHOLARS THEMSELVES.

SEVENTH EDITION.

For the Use of Schools and Families.

WITH AN

INTRODUCTORY ESSAY ON THE OBJECT AND IMPORTANCE

Madras System of Soucation;

A BRIEF EXPOSITION OF THE PRINCIPLE ON WHICE IT IS FOUNDED; AND A HISTORICAL SKETCH OF ITS RISE, PROORESS, AND RESULTS.

BY THE REV. ANDREW BELL, D.D. LL.D. P. As. S.: P. B. S. Ed.: Parburdat of Westminster; and Master of Sherborn Hospital, Durham.

LONDON:

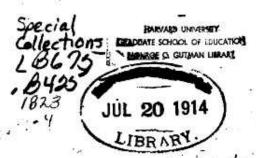
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1823.

[&]quot;Moses chose able men out of all Israel, and made them heads over the people, rulers of thousands, rulers of hundreds, rulers of fitties, and rulers of tens."—
EXODES xviii. 35.

[&]quot;Sicut armiores in literis prefectus alit ministio: ita incipientibus atque edhac teneris, condiscipulorum quam presceptoris, jucundior, hoc ipso quod facilior, instatio est."—Quin.



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THE DIOCESAN, CO-OPERATING,

AND

AUXILIARY SOCIETIES,
FOR THE EDUCATION OF THE POOR,

&c. &c. &c.

Chese Instructions,

FOR THE USE OF THRIR SCHOOLS,

ARE RESPECTFULLY DEDICATED,

BY THEIR FAITHFUL, HUMBLE SERVANT,

THE AUTHOR.

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GENERAL INDEX

Of principal points, recommended to the particular consideration of Managers and Visitors of Schools;—the observance of which will correct or prevent the frequent errors, and consequent failures of Preceptors,—and will most effectually advance the happiness and improvement of the pupils.

 Classification.—Let the Master arrange the School into classes, by allowing every child to find his level, p. 58, 60; and continually feed the higher classes from the lower. p. 60-1.

Teachers.—Select, qualify, direct, and superintend the teachers, and instruct their classes as often as is neces-

sary. p. 70-7.
3. Order, Regularity, and Quietness. Teach the quietness, in every act, and every movement, in their daily entering and leaving school, taking their seats at the desks and on the benches, and their places in their classes on the floor, p. 67; and let them at once be trained to form their classes orderly into three sides of a square (or segment of a circle), preserving equal distances from one another. p. 60.

4. Distinct and audible Reading.—It is of the utmost consequence that every child learn to speak audibly, slowly, and distinctly. The neglect of this important rule is a perpetual source of inaccuracy, hindrance, and annoyance, and often loses more than half the time spent in school. p. 87, 104.

5. Let every child repeat incessantly, in a low voice, whatever is read or rehearsed by his school-fellows.

p. 68, 79.

6. Begin with any boy in the class indiscriminately, p. 95, and let a brisk circulation in reading and rehearsing keep alive the attention of every member of the class, in quick succession, pp. 80, 93-4, 100-102.

7. It is of great importance that the members of the class learn to prompt, and take places, as prescribed: without which emulation slumbers, the school no longer