

**THE BASIS OF
PRACTICAL TEACHING,
A BOOK IN PEDAGOGY**

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The Basis of Practical Teaching, a Book in Pedagogy by Elmer Burritt Bryan

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Teach.

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A Book in Pedagogy

BY

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PREFACE

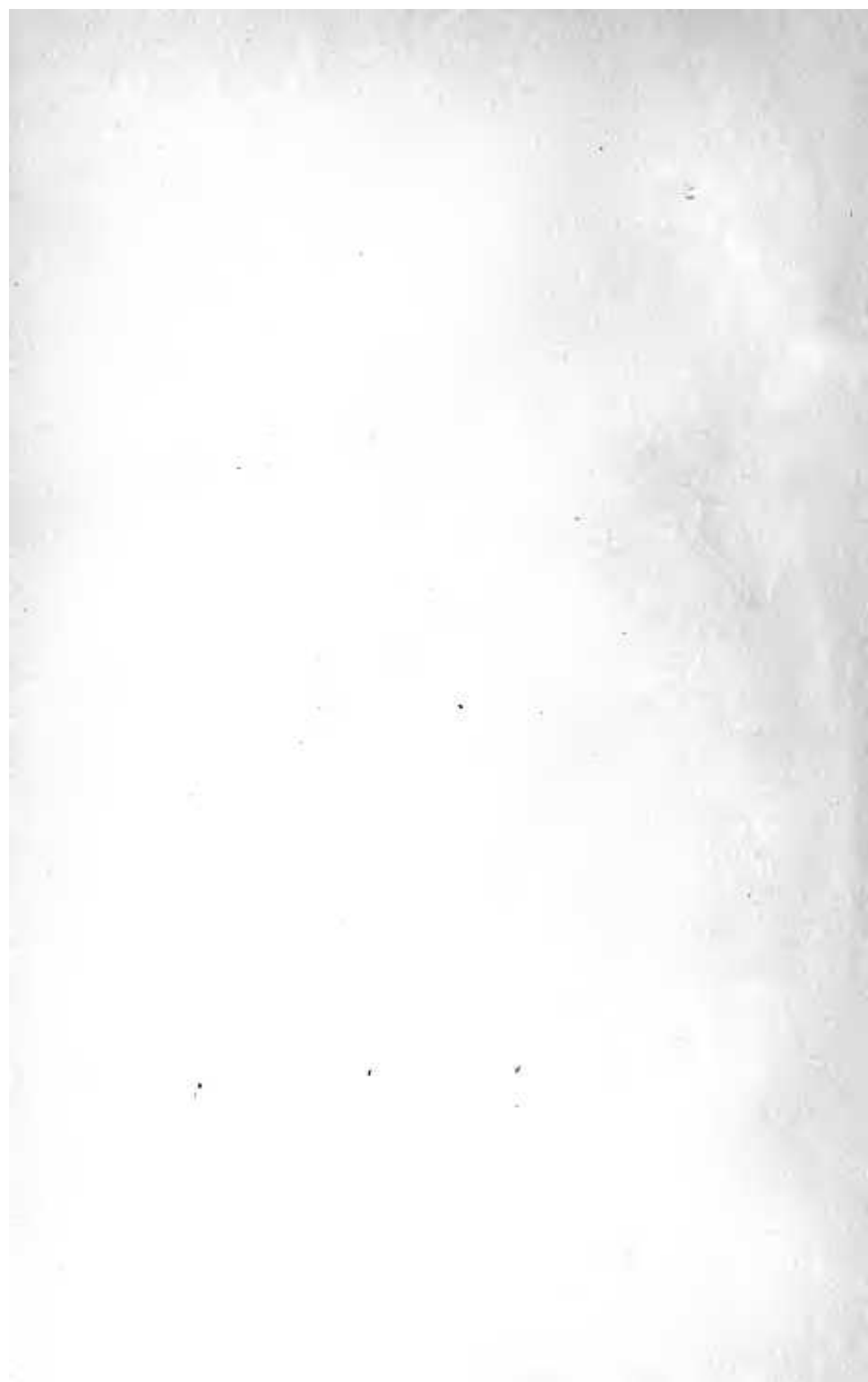
MORE than twenty years' experience as a teacher, half of which has been as a teacher of teachers, has led the author to believe that there are certain fundamental facts of science and principles of education of which all teachers should have a knowledge. The aim in bringing out this volume is to gather together such facts and principles, and put them in readable form. The book is not a pedagogical treatise which assumes a knowledge of psychology, neurology, and child study, neither is it a text on these subjects.

If the author has not failed in his purpose, this volume is a plain statement of certain facts in all these fields interpreted in terms of education. It is hoped that the book will be of special benefit to teachers, students of elementary pedagogy in colleges and normal schools, and to parents.

The author wishes to acknowledge the courtesy of the *Pedagogical Seminary* and the *Educator-Journal*, in which portions of certain chapters have previously been published.

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THE BASIS OF PRACTICAL TEACHING

CHAPTER I

INTRODUCTION

THERE was a time when the branches taught seemed to be the center and end of education. From this extreme view of the subject there has been a gradual transition toward the opposite view, that the child is the center and end of education. This is presumably the most advanced view generally held at the present time. Yet, while it is recognized that the child is the center and end of education, I think we are not resting upon this as an abstract or isolated thought. As the transition from the first view to the second and opposite one has been slow and gradual, so the present movement from the child, as such, to the child in his entire setting will be neither rapid nor always encouraging.

It was seen that arithmetic, for example, is not the reason for the school, but that the child with his limi-

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tations and possibilities is the reason. The observance of this fact was the excuse for introducing books on mental science into the teacher's professional reading-course. But the thought that the child is made up of soul, body, and clothes was not grasped in its fullness; and, as we should expect, we find that stress was laid on the most abstract phase of the child, and the one which would seem farthest removed from the old idea of the branch as end and the child as means.

The first so-called strictly professional books, therefore, were metaphysical rather than psychological. There was no discussion of the constitution or nature of the child as such, but almost the entire emphasis was placed upon that phase of the child known as his mind. The professional literature available to the teacher, while in most part it was truthful and sometimes helpful, was always abstract, heavy, and difficult of application.

The chief defect was that we were not viewing the child in his entirety. When it seemed as though the rank and file of the teachers were becoming reconciled to the foregoing programme (although I think they did not feel at home in it), we had brought to our attention a fact which we had always known, but of which