

THIRTY YEARS OF TEACHING

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649359714

Thirty years of teaching by L. C. Miall

Except for use in any review, the reproduction or utilisation of this work in whole or in part in any form by any electronic, mechanical or other means, now known or hereafter invented, including xerography, photocopying and recording, or in any information storage or retrieval system, is forbidden without the permission of the publisher, Trieste Publishing Pty Ltd, PO Box 1576 Collingwood, Victoria 3066 Australia.

All rights reserved.

Edited by Trieste Publishing Pty Ltd.
Cover @ 2017

This book is sold subject to the condition that it shall not, by way of trade or otherwise, be lent, re-sold, hired out, or otherwise circulated without the publisher's prior consent in any form or binding or cover other than that in which it is published and without a similar condition including this condition being imposed on the subsequent purchaser.

www.triestepublishing.com

L. C. MIALL

**THIRTY YEARS
OF TEACHING**

THIRTY YEARS OF TEACHING.



BY

L. C. MIALL, F.R.S.,

PROFESSOR OF BIOLOGY IN THE YORKSHIRE COLLEGE.

*REPRINTED, WITH ADDITIONS,
FROM THE JOURNAL OF EDUCATION*

London:
MACMILLAN AND CO., LIMITED,
NEW YORK: THE MACMILLAN COMPANY.

1897,

All rights reserved.

LB1025
M55

71549

GLASGOW: PRINTED AT THE UNIVERSITY PRESS
BY ROBERT MACLEHOSE AND CO.



CONTENTS.

	PAGE
PERSONAL EXPLANATIONS, - - - - -	1
THE NECESSITY OF BEING INTERESTING, - - - - -	2
MAXIMS FOR LECTURERS, - - - - -	6
PLENTY OF CONCRETE ILLUSTRATIONS, - - - - -	9
CONCRETE ILLUSTRATIONS OF ENGLISH HISTORY, -	10
REWARDS AND PUNISHMENTS, - - - - -	16
HELPLESSNESS AND HANDINESS, - - - - -	22
FINDING OUT AND BEING TOLD, - - - - -	33
PLAIN SPEECH, - - - - -	41
SCHOOL HOURS, - - - - -	46
HOW TO MAKE ROOM FOR ALL THE SUBJECTS WHICH ARE TO BE TAUGHT IN SCHOOLS, - - - - -	53
THE TEACHING OF SUBJECTS AND THE TEACHING OF SCHOLARS, - - - - -	66
LECTURING AND TEACHING, - - - - -	82
READING ALOUD IN THE FAMILY, - - - - -	90
SCHOOL LESSONS IN DRAWING, - - - - -	92

	PAGE
GEOGRAPHY AND MAP-DRAWING,	96
ARITHMETICAL PRECISION,	98
ELEMENTARY GEOMETRY,	110
CLASSICAL GRAMMAR ON LITERATURE,	123
SCHOOL MUSEUMS,	138
EXAMINERS AND CANDIDATES,	145
A DIALOGUE ON PEDAGOGY AND PSYCHOLOGY,	152
THE TRAINING OF A GREAT NATURALIST,	171
THE EDGEWORTHS ON PRACTICAL EDUCATION,	197
NATURE-STUDY,	209
REMARKS ON TWO PASSAGES IN BAIN'S "EDUCATION AS A SCIENCE,"	225
FRÖBEL AND PESTALOZZI,	234
INDEX,	248



THIRTY YEARS OF TEACHING.

PERSONAL EXPLANATIONS.

ANY man who has practised a profession for thirty years ought to have gained experience useful to his juniors. Whether he can communicate his experience or not depends upon certain personal qualities of which he himself is the worst possible judge. Though I have taught in schools and have always kept up a more or less close connexion with schools, my ordinary occupation has been that of a lecturer. This is against my present attempt. Lecturing is easier than teaching, and it does not concern nearly so many people. Moreover, the habit of lecturing inevitably produces an unpleasant dogmatic manner. I must try to be on my guard against this.

THE NECESSITY OF BEING INTERESTING.

If we would make our pupils or students into allies and not into enemies, we must interest them in the subject. This can always be done if three conditions are satisfied. First, the subject must be worth teaching; secondly, the pupil must be fit to learn; thirdly, the teacher must be fit to teach. As to the subject, I should say that every subject is interesting which is not artificially restricted. You can make geography dry by restricting it to boundaries and population and names of chief towns. You can make history dry by restricting it to dates and the chief events of each reign. But it is nevertheless true, as Macaulay said, that every subject has its interesting side if you can only find it out.

Here I can fancy some teacher breaking in with the remark: "But I don't want to be always interesting. I don't wish my pupils to need external excitement. They ought to be drilled. They ought to be trained to face drudgery, to go through tiresome calculations, to get up dry details and obscure events." Yes, that is true also, but not in any sense which contradicts the necessity of being interesting, to which I unflinchingly adhere. It is my business, for example, to study details which, to most people, would seem stupid and dry in the highest degree. I occupy

myself with the variations in shape of the mandibles and maxillæ and antennæ of insects. I delight in working out new details of legs and wings. What led me to this? Why do I care about variations in form which to another seem totally unimportant? Because I am interested in the subject. Years ago I was led to see that attention to these details would help to solve questions in which Darwin and Huxley, and other men who had the true gifts of the teacher, had given me an enduring interest. It is no drudgery to me to work out minute details so long as the inspiration of my masters continues in full force. Were that to fail, were I once reduced to enumeration of parts, without any sense of the results to be attained, I should give up natural history forthwith. Hard work without interest, without inspiration, without hope of gratifying one's curiosity, would have no more attraction for me than work without wages would have for a collier. Interest me sufficiently, and I will struggle with any details, however laborious; but without interest in my work I am paralysed. Nor have I ever met a man decently successful in any pursuit which could be called intellectual who was not interested in it. Dogged work from a sense of duty, without eagerness or enthusiasm, will suffice for some things, but not for these. We make progress in