

THE PUPIL AND THE TEACHER

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The Pupil and the Teacher by Luther Allan Weigle

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LUTHER ALLAN WEIGLE

**THE PUPIL AND
THE TEACHER**

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TABLE OF CONTENTS

PART I—THE PUPIL		
LESSON		PAGE
I.	THE TEACHER'S WORK AND TRAINING.....	9
II.	PHYSICAL ACTIVITY.....	15
III.	EARLY CHILDHOOD.....	22
IV.	MIDDLE CHILDHOOD.....	30
V.	LATER CHILDHOOD.....	38
VI.	EARLY ADOLESCENCE.....	47
VII.	LATER ADOLESCENCE.....	56
VIII.	INSTINCT.....	65
IX.	HABIT.....	72
X.	THE WILL.....	80
XI.	MORALITY AND RELIGION.....	89
PART II—THE TEACHER		
XII.	GRADES.....	102
XIII.	METHODS OF TEACHING.....	112
XIV.	THE PLAN OF THE LESSON.....	121
XV.	THE PUPIL AT WORK.....	131
XVI.	ATTENTION AND APPERCEPTION: PRINCIPLES.....	142
XVII.	ATTENTION AND APPERCEPTION: METHODS.....	154
XVIII.	QUESTIONS.....	169
XIX.	THE CLASS AS A SOCIAL INSTITUTION.....	182
XX.	THE SPIRITUAL GOAL.....	195
XXI.	THE IDEAL TEACHER: JESUS.....	210

BIBLIOGRAPHICAL NOTE

This book contains no bibliography and no list of references for each lesson. It is to be hoped, however, that each training class will secure a little reference library, and that each teacher will read at least one book bearing upon the development of the pupil, and one upon the work of the teacher. The following books are recommended as a compact list, all of which a class might well own :

To be read in connection with Part I. :

Harrison : "A Study of Child Nature."

Forbush : "The Boy Problem."

Coe : "The Spritual Life."

Addams : "The Spirit of Youth and the City Streets."

To be read in connection with Part II. :

Burton and Mathews : "Principles and Ideals for the Sunday School."

Du Bois : "The Point of Contact in Teaching."

Bryant : "How to Tell Stories to Children."

Hervey : "Picture-work."

Coe : "Education in Religion and Morals."

For those who wish to know more about psychology and its application to teaching :

James : "Talks to Teachers on Psychology."

Horne : "The Psychological Principles of Education."

PART ONE
THE PUPIL



The Pupil and The Teacher

PART I—THE PUPIL

LESSON I

THE TEACHER'S WORK AND TRAINING

1. **What is your aim as a Sunday school teacher? What is the work that you are set to do?**

You must do **more than instruct**. It is not enough to give your pupil a knowledge, however true and full, of the Bible, or of Jewish history, or of Christian doctrine. He might get to *know* all these things without *doing* anything worth while. You must reach his life and mold his action.

Yet you must do **more than train** your pupil in right habits of action. Animals can be trained. You want, more than the action, the *will* behind it. Your pupil is to become capable of acting for himself, in a voluntary, self-initiated expression of what he knows and believes. Huxley spoke unworthily when he said that if anyone could wind him up like an eight-day clock, and guarantee that all his life he would do nothing but perfectly right actions, he would close the bargain and be wound up at once. The mechanically perfect Huxley would be, not a man, but a clock in human form. Character is something which each must make for himself.

As a teacher you aim, then, to **develop a personality**. You want your pupil not simply to know, but to live Christianity. You want him not merely to do right deeds, but to do them of his own will, knowing what he is doing and why he is doing it, and loving the right for sake of the Father who gave him that freedom. There is but one real test of a teacher's work. God and men alike will ask you that one question. It is not, "What have you taught your pupil to know?" or, "What have you trained him to do?" but, "What sort of person have you helped him to become?"