

**INTERNATIONAL EDUCATION
SERIES. VOLUME XIII.
PRACTICAL HINTS FOR THE
TEACHERS OF PUBLIC SCHOOLS**

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International Education Series. Volume XIII. Practical Hints for the Teachers of Public Schools
by George Howland

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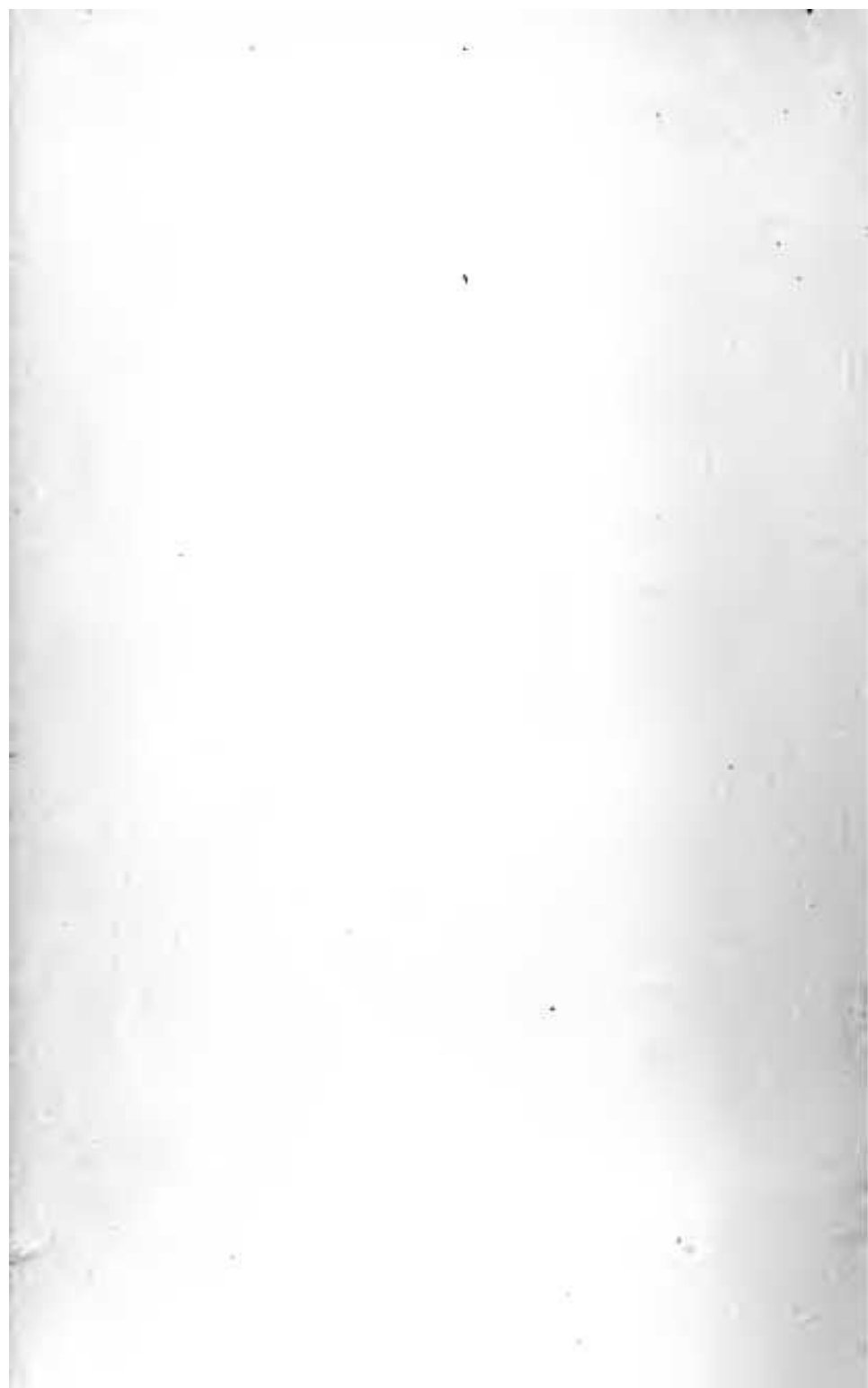
**INTERNATIONAL EDUCATION
SERIES. VOLUME XIII.
PRACTICAL HINTS FOR THE
TEACHERS OF PUBLIC SCHOOLS**

International Education Series

EDITED BY

WILLIAM T. HARRIS, A. M., LL. D.

VOLUME XIII.



INTERNATIONAL EDUCATION SERIES.

EDITED BY W. T. HARRIS.

It is proposed to publish, under the above title, a library for teachers and school managers, and text-books for normal classes. The aim will be to provide works of a useful practical character in the broadest sense. The following conspectus will show the ground to be covered by the series:

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Practical insight into the educational methods in vogue can not be attained without a knowledge of the process by which they have come to be established. For this reason it is proposed to give special prominence to the history of the systems that have prevailed.

Again, since history is incompetent to furnish the ideal of the future, it is necessary to devote large space to works of educational criticism. Criticism is the purifying process by which ideals are rendered clear and potent, so that progress becomes possible.

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BY

GEORGE HOWLAND

SUPERINTENDENT OF THE CHICAGO SCHOOLS

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EDITOR'S PREFACE.

THE present work belongs to the class of educational writings that deal with the art or practice of teaching. It treats of details of management. In our adopted classification, it falls in the fourth division, coming after (1) history of education, (2) criticisms and reforms, and (3) the theory or science of education.

The art or practice of education of course presupposes the theory of education, for it is the practical application of it. But while theory looks at the subject in view of the full scope of all its possibilities, practice singles out only what is of present utility, and neglects the rest. Theory aims to get a wider and wider view, so as to grasp the subject in all its bearings, and contemplate the entire range of possibility; but practice, on the other hand, strives to narrow its field of view, and specialize its act of attention to the situation that is actually now before it.

The two attitudes of mind are in this respect opposed to each other. The theoretic shrinks from action, and defers it, wishing to keep the question open till all the possible phases of it have been inventoried. The