

**THE ROYAL SCHOOL SERIES.
NOTES OF LESSONS ON MORAL
SUBJECTS: A HANDBOOK FOR
TEACHERS IN ELEMENTARY
SCHOOLS, PP. 1-213**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649658817

The Royal School Series. Notes of Lessons on Moral Subjects: A Handbook for Teachers in Elementary Schools, pp. 1-213 by Fred. W. Hackwood

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FRED. W. HACKWOOD

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ON
MORAL SUBJECTS

A Handbook for Teachers in Elementary Schools.

FREDERICK BY WILLIAM
FRED. W. HACKWOOD, 1851-



London:
T. NELSON AND SONS, PATERNOSTER ROW.
EDINBURGH; AND NEW YORK.

1906

In using this manual, Teachers are recommended, as far as possible, to enforce and illustrate the Lessons by suitable references to Holy Scripture.

Preface.

THE requirements of the Education Department make some such Manual as the present one an absolute necessity. It will be noted that the school management paper set to candidates for certificates generally includes notes of lessons on some moral subject. But what is more directly to the point is Circular No. 153, addressed by the Education Department to Her Majesty's Inspectors, on January 16th, 1878, to which attention is now specially drawn. This interesting and authoritative document intimates that "My Lords are anxious that you should lose no suitable opportunity of impressing upon both managers and teachers the great responsibility which rests upon them, over and above the intellectual teaching, in regard to the moral training of the children committed to their charge. You will express your special approbation of all schools where, from the knowledge which you have gained by repeated visits, you observe that a high moral tone is maintained; you will not fail to enlarge upon the Article (19a.) in the Code respecting discipline, as showing the interest taken by Parliament and by their Lordships in this all-important subject; and where it is not satisfactorily attended to, you will not hesitate to recommend a reduction of the grant. You will, in the spirit of the Article, urge the managers to do all in their power to secure that the teachers maintain a high standard of honesty, truth, and honour in their schools, and that they not only inculcate upon the children the general duty of consideration and respect for others, but also the special duty of obedience to, and reverence

378132

for, their parents; and also to encourage such training in schools, in matters affecting their daily life, as may help to improve and raise the character of their homes."

Special lessons on "Temperance" and "Kindness to Animals" have frequently been given in many schools; but, so far as is known, nothing in the way of systematizing a scheme of moral instruction has been attempted till now. Therefore this work marks a new departure in school literature.

It must be borne in mind that, as most of the forty lessons contained in these pages are intended for all departments of elementary schools, they are supposed to contain much matter and many ideas simple enough in themselves for the comprehension of infants; at the same time much more that is totally unsuited to minds so tender had to be included in these notes for reasons explained in the "Notices to the Teacher."

No one looks for an unfettered style of diction in pages arranged in a tabulated form, but the exigencies of the case here further enhanced the difficulties of composition. It was deemed expedient to include most of those correlative ideas which naturally group themselves around some central thought. This tends to impair that unity of treatment which should pervade every lesson as actually given. Hence the work aims, not so much to give perfect lessons on certain set subjects, as to provide materials valuable in themselves, it is hoped, but still more valuable in their suggestiveness to the young teacher needing guidance in his preparatory work. Every teacher has the same feelings on the subject of morality, and would probably seek to impress the same conclusions. Suggestions, however, are often needed as to the channel in which the teaching shall flow in order to reach some definite end. It was to supply such a need in the case of my own pupil-teachers that these Notes were first drawn up. In this work I received much valuable help from my late senior assistant, Mr. William Finmore, and I wish to acknowledge the deep obligations I am under to him for his unwearying efforts during the progress of the work.

To many young teachers it is hoped that these pages will prove helpful. Didactic teaching is, except in very rare instances,

dry, and reflects its weariness upon the subject dilated on, while "truth embodied in a tale will enter in at lowly doors." No teacher should for a moment forget this, and the allusions, anecdotes, quotations, etc., herein contained are an earnest attempt to clothe with real, human interest those great moral truths which must form the foundation of every true and noble character. Difficulty has been experienced at times in combining simplicity with brevity, but the few difficult words and phrases, the use of which could not be avoided, have generally been accompanied with some simpler paraphrase.

F. W. H.

Notices to the Teacher.

1. The technical terms "Matter" and "Method" are not here used in their ordinary sense. The former will be seen to be nothing more than the "headings" or "divisions" of each subject; while in the second column will be found more "matter," intended to fill in the lesson as necessity requires.

2. This extra "matter" is to be gradually drawn upon at each successive repetition year by year, till the whole shall become exhausted by the close of the child's school life of eight years.

3. The number of lessons (forty) corresponds to the average number of weeks in a school-year, but, of course, some of the lessons towards the end of the book (such as those treating of the duties of citizenship and of the higher branches of moral philosophy) are intended exclusively for advanced classes.

4. When the teacher has once prepared a lesson thoroughly, the words printed in small capitals will be found to recall to mind all the salient points in it. Still, it was never intended that prepared notes of lessons should supersede all effort on the part of the teacher.

5. For Infant departments those subjects only which are suited to the capacities of the children should be carefully

selected ; then from these notes there may be culled sufficient matter simple enough in itself to present the subject to them in an intelligible form.

6. Although black-board heads are included in every lesson, they should be used only with those classes which can read them, or which ordinarily use them ; and although those here given are generally confined to the definition of the subject, their use may be extended to other parts of the lesson.

7. These lessons should be delivered in an easy, conversational style. Most of the ideas, which, for the sake of brevity, are here clothed in somewhat abstruse language, must be translated into more simple phraseology.

8. With regard to the quotations, some are altogether unsuitable for very young children, and will be best left alone ; those of moderate difficulty may be grasped by the class if their meaning and application are presented simultaneously side by side. Some of the quotations are intended to be read by the teacher with a little elocutionary effort on his part.

9. Proverbs, maxims, and anecdotes, in the hands of a good teacher, will, as a rule, explain themselves ; but there are some comprehensions to which an interpretation is not always obvious, no matter how *apropos* the imagery of the language employed may be, and in such cases the teacher must drive home the application by repeating the illustrative words side by side with their literal interpretation : the parable of the sower would appear obvious to most people nowadays, yet those to whom it was addressed needed an interpretation. The mythological allusions may sometimes be introduced by such words as, "There is an old tale," etc. ; and as to historical facts, they may perhaps be given to the younger children by merely prefacing the familiar words, "Once upon a time," and without attempting anything more explicit.

Contents.

I. HONESTY,	9
II. TRUTHFULNESS,	13
III. CANDOUR,	16
IV. HONOUR,	20
V. OBEDIENCE TO PARENTS,	24
VI. LOVE OF HOME,	28
VII. INDUSTRY,	34
VIII. PERSISTENCE,	38
IX. PATIENCE,	42
X. GOVERNMENT OF TEMPER, OR SELF-CONTROL,	46
XI. KINDNESS, OR CONSIDERATION FOR OTHERS,	48
XII. COURTESY AND GOOD MANNERS,	52
XIII. FORGIVENESS AND FORBEARANCE,	56
XIV. PEACE,	60
XV. DUTY,	68
XVI. PUNCTUALITY,	72
XVII. ORDER, OR METHOD,	77
XVIII. PAINSTAKING AND ACCURACY,	82
XIX. CONTENTMENT,	89
XX. UNSELFISHNESS AND SELF-DENIAL,	94
XXI. BENEVOLENCE AND HUMANITY,	97
XXII. GRATITUDE,	102
XXIII. CHEERFULNESS,	107
XXIV. FRUGALITY AND THRIFT,	111
XXV. SELF-RELIANCE,	117
XXVI. SELF-RESPECT,	124
XXVII. TEMPERANCE,	128
XXVIII. CLEANLINESS,	132
XXIX. MODESTY,	138
XXX. COURAGE,	142
XXXI. PRUDENCE,	147
XXXII. ZEAL AND ENERGY,	152
XXXIII. JUSTICE,	160
XXXIV. LOYALTY AND PATRIOTISM,	167
XXXV. SUPPORT OF THE LAW,	175
XXXVI. A DUE APPRECIATION OF BLESSINGS,	181
XXXVII. MAGNANIMITY,	191
XXXVIII. INTEGRITY OF PURPOSE,	197
XXXIX. PRECEPT AND EXAMPLE,	203
XL. FORMATION OF CHARACTER,	211