

**1000 WAYS OF 1000 TEACHERS:
BEING A COMPILATION OF METHODS
OF INSTRUCTION AND DISCIPLINE
PRACTICED BY PROMINENT PUBLIC
SCHOOL TEACHERS OF THE COUNTRY**

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1000 Ways of 1000 Teachers: Being a Compilation of Methods of Instruction and Discipline Practiced by Prominent Public School Teachers of the Country by A. C. Mason

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A. C. MASON

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BY A. C. MASON.

"Let me advise you to make a variety in your modes of teaching. If you have been teaching in one way that you think is best, take another way to-morrow. The new way will be a revelation to some of your dull pupils, with whom you have been unable to do anything."—Supt. F. W. PARKER, Mass.

CHICAGO:
INTER-STATE PUBLISHING CO.
1887.

PREFACE.

THIS volume is not the expression of the peculiar views of one person, but rather a collection of the ways of many. The author has aimed to include in it such suggestions on school management and discipline as the teacher, occupied and perhaps worried with the every-day duties of the schoolroom, would not think of; such a variety of exercises as will renew the interest of pupils in their school work, and such methods of instruction as will give a restful change to both teacher and pupils in class recitations. It is therefore not intended for consecutive reading.

The ideas contained therein have been gathered from experience, reading, and an extensive correspondence with those who are acknowledged now to be successful workers in the schoolroom. The author does not claim that these methods and maxims are the only perfect ones. To set up such a claim would be absurd. The book is not designed for instructors in the high-school studies, but for the great number of teachers of the common English branches who have a desire for the right accomplishment of their work, and are willing to profit by the experience of others.

In short, the book is a volume of experiences, and suggestions gleaned from experience. If it meets the approbation of the working teacher, the credit will be due more to those whose ideas are embodied in it than to him who collected and compiled them.

A. C. M.

Jacksonville, Ill.



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INTRODUCTORY.

WHATEVER changes the near future may bring to our present system of free schools, the branches treated of in this volume will continue to be the fundamentals of an English education. Bearing on this subject of pending changes the following opinions of men whose position and reputation entitle them to consideration are presented.

A school is a business institution created for specific purposes. It should be conducted in all of its management upon the principles of business. Its business is to assist, as being one of the many corporations created and fostered by the state, in increasing the wealth by increasing the productive power of the state. These ends are served when the attending learners are acquiring sound knowledge in the sciences and the arts, when they are learning to respect authority, when they are cherishing a proper self-respect, when they are understanding their relation to their peers, when they are establishing the imperative habits demanded by business, when they are founding all their dealings on the general principles of law, morals, and religion.—*Y.*
H. Hoose.

The safety of the state requires that all her citizens should know the difference between right and wrong.

Surely, it is of quite as much importance to *do* right as it is to spell right, yet how insignificant is the time given to one in comparison with what we spend on the other; the question is, Shall morality be taught indirectly, spasmodically, and according to the whim of the individual? or, Shall it be taught systematically, continuously, and with the weight of superior authority? Would not mental development be as effectually secured by the discussion of problems of right and wrong in conduct as by correcting bad English, making out lists of long rivers, or extracting square and cubic roots?

My opinion is, that elements of personal and social morality, principles of good behavior in the family and in the world, the elements of political economy, the nature and relations of money, capital, labor and wages, can be made as accessible to the young as the elements of grammar and arithmetic—and much more interesting. There are heights in all subjects which the young cannot climb. There are depths which they cannot penetrate; but there are also wide plains where they can freely roam and gather flowers of useful knowledge. I would have these fields opened up to the younger as well as the older pupils. It is not necessary for them to scale the mountain heights until their limbs are stronger.—*M. A. Newell.*

Intelligent economy does not require that our system cost *less* but that it produce *more*. Educational business should be conducted on the sound business principles which make the success of other callings.—*J. H. Smart.*

More attention should be given to the education of people for work. Our system of education, judged by