

**TEACHING AS A
CAREER FOR
UNIVERSITY MEN**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649271818

Teaching as a Career for University Men by J. J. Findlay

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

J. J. FINDLAY

**TEACHING AS A
CAREER FOR
UNIVERSITY MEN**

TEACHING
AS A CAREER FOR
UNIVERSITY MEN



TEACHING
AS A CAREER FOR
UNIVERSITY MEN

BY

J. J. FINDLAY, M.A.

LATE SCHOLAR OF WADHAM COLLEGE, OXFORD
AND RECENTLY HEAD-MASTER OF QUEEN'S COLLEGE, TAUNTON

WITH A PREFATORY NOTE

BY

ARTHUR SIDGWICK, M.A.

FELLOW AND TUTOR OF CORPUS CHRISTI COLLEGE, OXFORD
AND LATE ASSISTANT-MASTER AT RUGBY SCHOOL

RIVINGTONS
WATERLOO PLACE, LONDON
MDCCLXXXIX

Educ 2890.38

✓
Jan 16, 1911
Harvard University,
Dept. of Education Library.

HARVARD COLLEGE LIBRARY
TRANSFERRED FROM THE
LIBRARY OF THE
GRADUATE SCHOOL OF EDUCATION ✓

MAY 16 1924

PREFATORY NOTE

I AM glad to be able, at the request of my friend Mr. J. J. Findlay, to invite the attention of those who are interested in the training of teachers at first-grade schools to the thoughts and suggestions which he offers in the following pages. Like many others who are acquainted with the working of our public schools, I have long been of opinion that some systematic course of training is much needed for those who aspire to become teachers in them. Until this need is more generally recognized, and opportunities are placed within the reach of the average student of obtaining this instruction, it is, I think, a useful work to put down on paper, as Mr. Findlay has done, such views and suggestions as may lead young teachers to feel the desirability of studying more closely the theory of their professional work, and may help them to do something towards training themselves.

A. SIDGWICK.

OXFORD,

August, 1888.

P R E F A C E

I HAVE attempted to write out in the following paper such words as I myself should have been glad to read before I went down, four years ago, to take a mastership. I have a very recent recollection of my own insufficiency for the work of teaching when I began it, and I have had, perhaps, special opportunities of learning the opinions both of men who apply for master-ships, and of men who are now employed in teaching. I believe that both in the Universities and in schools there is a readiness to welcome efforts in favour of progress and reform ; and it is in that belief that I have ventured to print this paper.

J. J. FINDLAY.

I.—THE NATURE OF A SCHOOL-MASTER'S WORK.

A MASTER is *not* a kind of hotel-keeper, making his living by the profits of board and lodging; nor a professional athlete, spending the best years of his life in the play-field; nor even a crammer, coaching the youth of England in the art of passing examinations. All these are necessary parts of his business, to which he must pay due attention in their place; but the misfortune is that one or the other of these is so often put in the place of his essential and proper duty, and hence the whole issue is confused. It may be well, therefore, at the outset, to give a clear conception of the proper aim of a school-master's work. He is a guide, a teacher of children. He is not a teacher of *subjects*, of classics or mathematics, but of *boys*. His final purpose is not to impart the knowledge, but to develop the intelligence; and not *that* mainly,

The foundation principle

but rather to develop the character, the habit of following right principle in daily conduct.¹

He will be eager enough about school games, and will be glad if he himself is an athlete, and able to take his share in the cricket-field; but all the while his thoughts will be running in a deeper groove. He will know that the value of school games is at least doubled by their being made at the same time an element in discipline and morals; and he will be keenly alive to the dangers of what is called "athleticism," of the excessive devotion to idle play in every rank of English society, but most of all among men who have been educated in the great public schools. He will, in fact, undertake the employment of teaching with the definite purpose of assisting to raise the tone of society in the generation that is coming, upon whom he will lay his hand in the world of school, before they play their part in the world outside.

Now, while this conception of a master's work is not new, it must be admitted that it is not familiar to the majority of school-masters, and certainly it is very unfamiliar to under-graduates

¹ Read Stanley's "Life of Arnold," chap. iii.