

THE IDEAL TEACHER

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649193875

The ideal teacher by George Herbert Palmer

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

GEORGE HERBERT PALMER

**THE
IDEAL TEACHER**

Riverside Educational Monographs

EDITED BY HENRY SUZZALLO

THE IDEAL TEACHER

BY

GEORGE HERBERT PALMER

PROFESSOR OF PHILOSOPHY EMERITUS
HARVARD UNIVERSITY



HOUGHTON MIFFLIN COMPANY

BOSTON · NEW YORK · CHICAGO · DALLAS

SAN FRANCISCO

The Riverside Press Cambridge

INTRODUCTION

ON the whole the American people are sincerely and deeply appreciative of their schools and teachers. The teachers themselves are for the most part contented in their work, strenuous and baffling as it may be. And whatever may be said of the shortcomings of teaching as a life, they stand loyally by it. In spite of moments of pessimism, they seldom change to another work, so tenacious are its ultimate attractions.

But it would be quite wrong to assume that either the public or teachers have no just criticism to make upon the life and the product of schools. The educational ideals, and consequently the expectations of both, are too high to permit a smug satisfaction with things as they are. The layman wants better service from teaching. The teacher wishes a happier life in his work. They will probably continue to demand these till the end of time, though the schools grow constantly better. There is no ungratefulness in this attitude; it is part of the idealism that attaches to the work of schools and keeps them forever progressive.

It is for the body of teachers to strive earnestly to do their part to achieve both these ends — to increase the social service of their teaching and to perfect

their joy in the work. This is what we mean when we say that we should make of teaching both a profession and a fine art.

Teaching will be a profession when we have learned the need of thorough scholarly equipment, and single-minded devotion to our daily and hourly duties in the school-room, under the guidance of those larger ideals which the world has set up for the protection of its cherished values. Nothing less than expert knowledge, tempered by a spirit of reverent ministry to those placed under our tuition, will ever make us professional teachers.

Teaching will be a fine art when the situations of schoolroom life are made to call for the best in teacher and pupil. In such a soil of noble motivation the highest powers of human beings thrive. The teacher who drives or is driven, who forces himself or his children through stated tasks, without any sense of their significance, will not find teaching congenial. He will never know that absorption which is the essence of art. Half-heartedly he will teach, his other, more imperious impulses beckoning him away to another life. And while he stays, he will know only that pain of conflict which destroys the possibility of happy work. To achieve real success, teaching must be kept an interesting business, where the free impulses of children and teachers are so used as to accomplish useful things happily.

INTRODUCTION

v

Ideal teaching, then, will be at the same time professional and artistic, socially useful and personally pleasant. It will always be a goal which we constantly approach but never reach, its approximation whetting our hunger after perfection, and giving us the satisfaction of a thousand victorious adjustments in every school day. Such an ideal is not for laggards or the indifferent. Only the man of fine qualities can enter the lists and joyously achieve. What these qualities are, how they are to be developed, and how used, will be told in this volume.

THE IDEAL TEACHER

