

**THE KILBURN MANUAL OF  
ELEMENTARY TEACHING:  
A PRACTICAL GUIDE TO  
PRIMARY SCHOOL WORK**

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The Kilburn Manual of Elementary Teaching: A Practical Guide to Primary School Work by  
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SCHOOL WORK.

NEW YORK AND CHICAGO.  
E. L. KELLOGG & CO.

1893.

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*TO the great Fraternity of Teachers this humble contribution to our Educational literature is dedicated.*

*The hints and counsels given have been dictated solely by the desire to aid those earnest labourers in life's field, who are striving—not merely to instruct, but to EDUCATE the men and women of the future.*

*Throughout the Manual the aim of the writers has been to consider every subject from the child's standpoint, and to keep in view the future of the child, both here and hereafter. Should their words avail to promote higher and wider ideas of education, and to awaken loftier aspirations in those who are called to watch over, to train, and to guide the children of this great nation, they will not have been written in vain.*



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INTRODUCTORY.

**M**OST people, if asked the question—What is the object of education? would reply—To impart knowledge, or, To prepare children for their future life both here and hereafter. A better definition would be—The object of education is the harmonious development of the child's whole being—body, soul, and spirit. Pestalozzi calls it "The generating of power," and Fröbel "The perfect growth of the whole being."

If this high view of education be the true one—and who can gainsay it?—it proves, beyond a doubt, that the art of teaching is the noblest of all arts, and the one which will best repay untiring labour, thought, and study.

Teachers who realise this, will not find it difficult to rouse themselves to that enthusiastic interest in their work, which is essential to its success. They will entertain just ideas of the grandeur of their vocation, and the momentous issues which hang upon the fulfilment of the duties it imposes. And this appreciation of the importance of the work committed to them, will urge them on to be ever seeking to make themselves more worthy of it. It will quicken them to do their utmost in the great cause. By prayer, by study, by observation, by earnest efforts at self-improvement, each one will be striving to become more and more such a "Work-

man as needeth not to be ashamed." Such teachers will be continually on the look-out for improved methods—for a system which will be at once more practical and more intelligent—for *everything*, in short, which will enable them to reach the highest standard of excellence in their work. They will not rest satisfied with what has been hitherto attempted and accomplished, either by themselves or others; but, believing that the science of teaching has yet great strides to make on the road to perfection, they will hold themselves in readiness to improve wherever improvement is possible.

They will constantly lay to heart the great truth that every child has been created with certain gifts and talents—spiritual, mental, and bodily; yet that these gifts will be unfruitful, or may even be perverted to bad ends, unless they are cultivated and trained. They know that the germs of character lie dormant in the child, and that it is for education to undertake the symmetrical building-up of that character. Every act, thought, plan, and method should lead up to this supreme end.

To such earnest and thoughtful instructors the following pages are addressed, in the hope that they will not only find therein, practical suggestions and instructions which may be of use in their most arduous and honourable calling, but likewise food for reflection, together with encouragement to plan and develop improved methods, new expedients, fresh courses of action for themselves. We should not have presumed to add to the multitude of teaching-manuals which already exist, had we not believed that a great deal may still be done to make the Elementary Schools of England happier places than they are at present, and to render the teaching given within them, at once more effective and more delightful.

May our words, we hope and desire, have at least this two-fold result:—

(1.) To awaken a determination no longer to run in the old ruts—smooth, well-worn, and easy though they may seem—if the interests of true education, and the teacher's own high principle and self-respect, point out the duty of making new ones.