

THE
TEACHER'S
MANUAL OF METHOD

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THE

TEACHER'S

MANUAL OF METHOD

OR THE

GENERAL PRINCIPLES OF TEACHING AND SCHOOL-KEEPING.

WITH ILLUSTRATIVE EXAMPLES.

BY

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There is nothing more beautiful in the whole world than a Teacher who devotes himself with youthful enthusiasm to his sacred task.

DIE GEMEINSCHAFT



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P R E F A C E .



THIS little work, in its treatment of the subjects contained in it, is intended to be *suggestive* and not *exhaustive*. This fact will account for the perhaps novel form in which the subjects have been presented. Several of the sub-divisions might have been avoided, and yet the same facts introduced; but the object aimed at would not in that case, it is believed, have been so well accomplished. It would also have been an easy task to have swelled the size of the volume indefinitely, by illustrating more amply the subjects treated of. The temptation to do so has, however, been studiously resisted. Whatever interest such illustrations may have for the general reader, they can be but of comparatively little value to the Teacher. Experience, it is true, is multiform; but to the Teacher it is *that* experience only that is chiefly valuable which he has in some way or other *personally* acquired. A teacher cannot be formed by the mere perusal of the writings of others, however full or however admirable these writings may be in themselves. Yet hints may be given, and suggestions thrown out, that will be of essential service to the Teacher in various ways, but especially in awakening and fostering in him a spirit of self-watchfulness, of self-observation, and self-correction; and, apart from actual attainments and peculiarities of natural talent, it is upon these habits of mind, more than upon anything else, that his ultimate efficiency will depend.

To afford such assistance in matters of method, &c., is the sole object of this little work, which the Author ventures to hope may be found of service to Pupil Teachers, Apprentices, and Students in Diocesan Schools and Training Colleges. The way in which he begs to suggest it may be used, is to have it

interleaved with writing paper, and as the several subjects contained in it come under the notice of the student, either in his practice or in the lectures that he receives during his training, let him make in it such remarks as occur to him, either in confutation, or as additional illustrations of the topics, as the case may be. In this way the whole subject may be made *his own*.

Teachers—both Masters and Mistresses—already installed in office will also probably find an occasional perusal of the Manual, and a note made in it in this way, from time to time, useful means of refreshing their memories, and of keeping their minds fixed upon the duties of their vocation, and the melioration of their scholastic methods.

From the brevity of statement that has been aimed at, the Author fears that there is about some of his remarks an appearance of dogmatism, which, however, he begs to assure his readers it was very far from being his wish to indulge in. On the contrary, the whole is presented merely as hints and suggestions to those whom—to their praise be it spoken—he has never found averse to receive and adopt a practical hint, when given in a right spirit.

In short, should the present hints, imperfect as they are, in any degree subserve the end for which they are intended, and be received in print with any measure of that kindly and indulgent spirit with which many of them have already been received in *viva voce* communications, it will be a matter of great gratification to one who esteems it an honour to be a fellow-learner and a fellow-labourer with those engaged in the sacred field of Popular Education.

ALDERNEY,

August, 1858.