

Notes from Pedagogy – “A Treatise on *Pedagogy* for Young Teachers,” by *Edwin C. Hewitt*, LL.D., President Illinois State Normal University. 220 pages, with index. Price, 85 cents.

Power is the ability to do something.

### **I. Mental Powers:**

*Intellect* is the power by which we know.

*Sensibility* is the power by which we feel.

*Will* is the power by which we choose and execute.

#### **1. Intellect:**

*Presentative powers* give knowledge of the outside world through the senses.

*Representative powers* give us concepts of absent objects.

*Reflective powers* show us relations and connections of objects, or of their concepts.

*Intuitive power* is the power by which we know things without being taught.

*Memory* is that representative power which brings before the mind concepts of absent objects as they are or were, and recognizes them.

*Imagination* is that representative power which gives us concepts of absent objects, not as they were or were, but as they might be.

*Comparison* is reflective, involved in abstracting, judging, generalizing, reasoning, etc.

The expression of a judgment is a proposition.

#### **2. Sensibility:**

This involves appetites, desires, loves, hates, admiration, reverence, and conscience.

*Conscience* is the feeling that prompts us to do what we believe is right, and to avoid what we believe is wrong, and that commends us when we obey it, and condemns us when we disobey it.

#### **3. The will:**

This is the power by which we choose and execute.

A *faculty* is a power under the control of the Will, having a specific work of its own to do.

*Consciousness* is the power the mind has to know its own actions and states, and to know them as belonging to the ego.

*Attention* is the power the mind has to bring all its force to bear on one thing.

*Conception* is the power by which we see with the mind's eye.

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## **II. Education:**

This is the development of the faculties, or germs of power, in man, and the training of them into harmonious action in obedience to the laws of reason and morality.

*Education* is the leading out or developing of the powers whose germs the child possesses at birth.

### **1. Training:**

*Four Fundamental Truths of Pedagogy:*

1. Any power under the control of the will may be cultivated or trained.
2. The powers are trained in only one way, viz. by Wise Use. This law of work is the one unchangeable law of progress everywhere.
3. The wisest training will be directed to those powers that are conspicuously active at the time.
4. An indispensable prerequisite to any profitable training is careful attention to the matter at hand.

*Attention* must accompany every successful mental effort. There are two ways a man may be led to give attention: one is by attracting it, so that he attends without effort; the other, by inducing him to attend through sheer force of his will power.

A bright mind is one whose *Conceptive* power is clear and strong. Dullness results from lack of this power.

**The different powers to be educated include: Physical, Intellectual, Moral, and perhaps, Spiritual, education.**

*Education* is cultured growth. If a child lives his powers will grow, and their growth will be modified by the influences that surround him. Hence, there is no escape from education but by death or insanity. So, the choice is not between a good education and no education, but between a good education and a bad one. If a child's growing powers are not trained as they should be at home, school, church, etc., then they will be trained as they should not be somewhere else. There are schools in the streets, on dry goods boxes, in saloons, and in worse places. They are well supplied with teachers; they have no vacations; and they send their graduates out by swarms. Some of these graduates tax the state more heavily to pay for courts, and prisons, and poor houses than they would to have provided them with the best possible education at public expense.

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### **III. The Teacher:**

Good Teachers; desire to do good, love their work, and insist on a reasonable monetary compensation.

#### **Teachers should be prepared in three distinct fields:**

1. They should be well acquainted with the nature of children.
2. They should be well acquainted with the branches of knowledge that they are to teach.
3. They should be prepared in the principles and the methods of imparting knowledge, and in the principles and methods of governing and managing children no less.

A teacher’s preparation must not stop with getting ready for his school; it should continue until the last day that he comes before pupils as their teacher.

Teachers should make daily preparations for higher professional rank, by constantly pushing forward in the subjects they are called upon to teach, by selecting some department not particularly connected with their school room work and become a faithful and constant student, and by keeping up constant professional work by reading books and periodicals, and by attending and taking part in professional meetings.

The school is what the teacher makes it – it is largely a reflection of himself. It is of the greatest importance that the teacher is worthy of imitation in all respects, and thus his responsibility is very great.

There is only one thing that I fear, - either that I shall not know my duty, or shall not have the strength to do it.” - Mary Lyon. There is nothing else that any one ever ought to fear.

No one will likely rise in the ranks of teachers if he has not some special gift of teaching.

Of all men, the teacher needs a clear head and a cheerful heart; and these are hardly possible to one who has a diseased body. The mind can act, or be acted upon only through the body, hence, the importance of a healthy body to the mind worker.

That which is habitual we do without thought, or effort, or special intention – very much in the same way that we breathe. Habits make a man what he is.

#### ***Habit is the form by which all true education takes.***

Bodily habits include: Dress, Position, and Movement.

Intellectual habits include: Concentration, Accuracy, Rapidity, and Thoroughness.

Moral habits include: Truthfulness, Kindness, Cheerfulness, and Justice.

Morality is a due regard for the right and a shunning of the wrong.

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#### **IV. The School:**

*Tell, Teach, Train:*

*To tell* a thing is simply to relate it, to say words that convey a certain meaning, without any special care as to whether the hearer gets meaning from them or not.

*To teach* a thing we must not only put it before the learner, but we must see to it that every step is thoroughly understood. It includes Telling and something more.

*Training* includes all that teaching does; besides, it requires the one who is trained that he put into practice that which he has been told and taught. Habit is formed through training, and therefore no education is of any value that does not include training. Training is the most important – it should be the business of the school.

#### **V. Classroom Management:**

A good well-managed voice on the part of the teacher is one of the most effective aids in managing a school. It is not loud; but generally clear, distinct, pitched on a low key, and it speaks with a falling inflection. There is a quality in it that indicates deliberate thought, purpose, and determination; in short, such a voice says that a man or woman stands behind it.

*Government* is the exercise of authority. One in authority has a right to govern for the good of the governed only. Government, everywhere and always, should rest on clear intelligence, and not on the feeling of the one who administers it. Personal feelings are not allowed to control matters of government.

*Punishment* is pain inflicted on an offender, by competent authority, either to reformism, or to deter others, or for both purposes. That which causes no pain or loss cannot be punishment – nor is it possible to punish any one but an offender, however much pain we may cause him to feel. Nor can anyone not in authority punish an offender, nor does proper authority punish by inflicting pain, unless it be done with right purpose.

Proper punishment is not cruelty, even though it makes the body sting, it may be the bitterest cruelty to withhold it.

Punishment should never be inflicted hastily, never in anger, and never in such a way as to lead the culprit or any witness to suppose that it is not painful to the one who gives it, as well as to the one who receives it.

In order that the teacher may govern his school well, he must be master. To this there must be no doubt. Importantly though, there must be no boasting on the part of the teacher. All such exhibitions indicate a lack of confidence. A boast appears to the students as a dare to transgress, and this challenge is great in young students of spirit.

*The strongest forces are always quiet forces.* The men who are obeyed most implicitly are calm and quiet. Settled, unquestioned authority can afford to be calm and quiet, and both are necessary to the settling of questions of authority.

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He should govern as little as may be. *The less show of government the better*. If an end is secured, the less expenditure of means the better.

*Class Rules:*

1. Make your list as long as you will, you can never cover all cases that may arise.
2. The enunciation of the rule will sometimes suggest the thing forbidden, to the child's mind.
3. Human nature craves what is forbidden.
4. Pupils will violate the spirit of a rule, while they keep its letter.
5. Every rule ties the teacher's hands.

There are things that are wrong in themselves: lying, cruelty, obscenity, etc. One general rule for this is: Do nothing wrong; do what is right.

There are grave offenses that are wrong by circumstances – whispering, walking around the classroom. Never make a rule against these till it is needed.

The teacher must be truthful and just.

He should be deliberate and firm.

The teacher should avoid issues with pupils or parents.

The teacher should govern himself.

**Twelve Principles of Good School Management:**

1. No school can be well taught if it is not well managed.
2. Never make anything pertaining to management and end in itself.
3. No work is ever likely to be well done if it is not well planned.
4. A teacher's example weighs more than his words.
5. Make no law, grant or refuse a request, give no reproof, until you have thought about the matter.
6. When you have once taken your position, stick to it.
7. If, however, you see that you have made a mistake, confess and rectify your mistake like a man.
8. One who is kept busy about right things has no time for mischief.
9. Be more anxious to *prevent* wrong-doing than to punish it.
10. Often make a friend of a wayward pupil by getting him to do you a service.
11. Seek always the good of your pupils; let good to yourself be incidental.
12. Never punish in anger.

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## **VI. Lessons:**

*Recitations* – consists in the saying over what has been learned, as a poem, a passage of scripture, or a lesson.

*Testing* – the ascertaining of the pupil’s knowledge of the lesson assigned. Tests should come early in the recitation, to determine if other exercises should follow or accompany it.

*Instruction* – Teachers should teach by explaining what the pupil has already studied, or by giving new and additional matter from independent sources.

*Reviewing* – recitation is incomplete that does not include considerable reviewing. Reviewing is testing, but it is testing in respect to former lessons, Testing is confined to the lesson of the day. Constant repetition, which is review, is necessary in order to fix a thing firmly in the memory. A review of the last lesson is always in order. Students should develop the habit of looking back, joining the knowledge they are gaining now with that that has gone before. The object of a review is to ascertain w

*Drilling* – the object of a drill is to make knowledge that is retained habitual; to give it an automatic or mechanical form.

Assigning the next lesson – usually done at the end of the lesson.

*Length* – it is important that lessons not be unreasonably long, as this will form bad habits in studying. It is no easy matter to determine what is right. The teacher must assume an average ability of the class.

*Definiteness* – the teacher should tell the students exactly what he wants and where it may be found. This should be made so plain that no pupil can deny it.

The problem in assigning lessons: The teacher must consider the inherent difficulties in the subject matter, looking from the learner’s perspective. He must weigh the ability of the class and make an average. He must take into account the time allowed the pupils for preparation. He must be able to modify the length of time of the lesson, which will change depending on circumstance. None of this can be done at the school

It should always be presumed that all are ready, and all pupils should feel responsible for the assigned lesson. Lessons should begin and be dismissed promptly.

*One of the most common and serious faults of teachers is that they accept poor work – they often commend what should be condemned.* This forms the habit of meeting responsibilities imperfectly, or of being satisfied with inaccurate work.

When reciting, the student can be heard better. He feels a greater sense of responsibility, as he is conspicuous and will be more careful. And he will be working without aid from other sources.

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*Questioning is a very important part of the teacher's work.* This is a very important skill. Never ask leading questions, those that indicate what answer is to be expected. The pupil should do his own thinking. Questions calling for a general answer from the whole class must be used sparingly and cautiously.

*Order* – The order to which the questions should be given to the class is a very important matter. It is best to ask at randomly, but be careful not to skip and of the class members. It is good to distribute questions by a lottery, this encourages students to prepare on all questions pertaining to the subject in hand.

*Oral Instruction* – the developing before the class of a subject not yet studied by the pupils in any book. Most teachers that attempt oral lessons give too much matter at a time. The matter must be clearly mapped out in advance, perhaps drawn out in writing. There must be a free conference of questions and answers by both parties, between the teacher and the pupils. The teacher must reach the points of the matter and not be sidelined by the free conversation. He should not dismiss the subject till he has ascertained that matter has been correctly understood. Call again for what is given. Half of oral presentation is lost because students don't expect to be responsible for it.

## **VII. Teaching Particular Subjects:**

*Reading* – Reading is the key to all the rest.

Reading is getting thought by means of written or printed words arranged in sentences. Feeling or emotion should also be derived from written language and should be expressed in oral reading.

Reading is talking from a book.

*Writing* – talking with the pencil will grow into the habit of natural composition. Students expressing themselves by writing are more likely to show individuality, and less likely to merely imitate.

*Spelling* – by spelling students form the habit of looking at words in their parts – analyzing the word as one would a flower.

Reading, writing, and spelling are one process, but the most profitable work is done in writing.

*Grammar* – The child learns to talk correctly by talking correctly. Teachers must exert themselves in this, as few children hear correct speech at home. Success in this depends on correctness of the teacher's own speech.

*Technical grammar* – demands a good degree of maturity of mind, and previous training in the process of reflection and analysis. This should be one of the last studies undertaken. It requires a study of the laws of speech and study of the language itself.

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*Arithmetic* – Takes much too large a proportion of time in most schools. Not enough practice is given in examples from real life.

### **VIII. Miscellaneous:**

Schools will never be greatly different from what the people desire.

#### *Teacher Relations:*

If he is wise the teacher will enter into no controversy with school officers. If he cannot, he should seek another field.

The work of the school is supplementary to the home, not a substitute for the home. The work of the parent and teacher is one. Teachers and parents should be social friends. Teachers should not feel compelled to talk only about school matters. Teachers should induce parents to visit the school.

*The teacher should be a person of influence in the community.* Nothing will raise him more in the estimation of practical men than to find that he has an intelligent interest in business affairs. A teacher that has political and religious convictions, and who takes a manly stand accordingly, will receive more respect than one who is indifferent or attempts to identify with all parties.

*The teacher should be a man among men:* Intelligent, earnest, and active in the things that claim attention of other good and influential men.

#### **1. General Principles:**

1. *Education is development; it is, in no sense, a creation.*
2. Any human power that is under the control of the will can be educated.
3. There is only one-way of developing any human power: that is by wise use, or self-activity.
4. Self-activity in education has two phases; First, from without, inward – receptive and acquisitive; second, from within, outward – productive and expressive.
5. The receptive and the productive phases should go together in all work of education.
6. *Self-control is the proper outcome of education; i.e., self-control of the body, the intellect, and the affections, wishes, and purposes.*
7. It is a general law that desire precedes acquisition.
8. Learning, or knowledge, is the mind’s food; but food strengthens only as it is digested and assimilated.
9. No progress in education is possible without attention.
10. In education, nothing is really ours until it has become habitual to us.
11. *In all the work of education, the habits that are formed are more important than the knowledge gained.*

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12. Human powers develop naturally in a certain order, which should be followed in education.

13. The law of correlation holds with intellectual and moral forces no less than physical forces; forces may be transferred or transmitted, - they are never lost.

14. A true scheme of education must aim at and include three things; they are Knowledge, Development, and Efficiency.

15. *A general education, on whose object is the making of true manhood or womanhood, should precede a special education, whose object is to fit for some art, trade, or occupation.* Or,

16. The primary object of education is the perfection of the individual.

17. The school is responsible for a part only of the child's education; the pedagogue is co-worker with the parent, the pulpit, the press, and the people. In other words, the school, the home, the church, the printed page, and society, - all take part in the training of the rising generation.