

# PARENT, TEACHER, AND SCHOOL

BY

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SUPERINTENDENT OF SCHOOLS  
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## PREFACE

This book is addressed to school administrators, teachers, and parents. The author believes that public school education has become so closely connected with the home that it is highly necessary to create a body of literature of common interest to both parent and teacher. The sooner such literature is studied by parents and educators, the sooner will the problems of the teacher be better understood in the home, and the sooner will the school gain that coöperation from parents so essential to making the modern school what it ought to be.

Within the last decade there has grown up in America an organization composed of a half million mothers and a few fathers. Its numbers are rapidly increasing and it is destined to be the most influential factor in the development of the public schools of to-morrow. It is known in its state and national meetings as The National Congress of Mothers and Parent-Teachers' Associations, but in its local meetings it is known as the Parent-Teacher Association. The work of this organization is inseparably connected with the work of the public schools. One of the objects in the writing of this book is to express the fundamental and practical facts of public school education in such terms that they may be more readily recognized and used by this great organization in its efforts to help schools.

Critics may charge that this book "covers too much territory." To this charge it may be replied that any book directed to both layman and teacher must essentially be wide in extent and not too profound in content. It may also be charged that much of the psychology on which this book is based is elementary. In view of its purposes, this may be claimed as one of the book's strongest points, for the psychological principles on which it is based are well known even to laymen, and have never been disproved.

The outline from which this book is developed should, logically, include a treatment of the course of study written in terms common to both parent and teacher. This will require a volume within itself and is reserved for another book to be prepared at a later date.

For the teacher we believe that in *Parent, Teacher, and School* we offer something a little different. It expresses the point of view concerning his or her work commonly held by superintendents, boards of education, and the public — a point of view as a rule learned somewhat indirectly by the teacher and often as a result of trying experience. So far as we know, there are few books on teaching that present this point of view. Every chapter of the present volume contains something that will throw light on the teacher's daily problems.

Teaching has become a science. Practically all of the principles of this service are reducible to a body of organized facts. Most readily do we grant that there is an art in handling these facts, or the facts of any other science. It will be a great day for the public school when both parent and teacher readily recognize

the essential facts in relation to teaching and coöperate to bring about their full expression in the schoolroom and on the playground.

Time was when the school was very much like a factory with "NO ADMITTANCE" written in large letters over its front door. Between the home and the school was a wall, and between the parent and the teacher an "armed neutrality." That time has passed save in a few backward communities. Coöperation between the school and the home has come to be the first requisite in the development of an efficient modern school. It is the intention of this book to state clearly the steps necessary for this coöperation.

The people of the western world have leveled its forests, dredged its rivers, dug its canals, tied its remotest parts with ribbons of steel, and drained its waste places. Our physical freedom as a nation is accomplished. The day is at hand when we must devote more time to our spiritual freedom. The school and the home must work in the closest alliance, not merely that the next generation may be richer in dollars than this generation, but that it may be greater physically, mentally, and morally; that it may mount a little higher on the wings of religious, political, and social freedom; that it may rise to its full responsibility in the leadership of the world.

M. E. MOORE.

BEAUMONT, TEXAS  
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**PART ONE**

**PARENT, TEACHER, AND SCHOOL**





# PARENT, TEACHER, AND SCHOOL

## CHAPTER I

### THE OLD SCHOOL AND THE NEW

#### I. THE HOME AND THE SCHOOL OF COLONIAL TIMES

**I. The average colonial home.** — The average colonial home was some hundred yards from any other home. In many cases settlements were many miles apart. New York, our first city in size, was, at the close of the colonial period, a town of only 40,000 people. Chicago, our second city, was then only a French trading post with a few log cabins.

The average colonial home was a crude house with one or two large and substantial rooms, a few shed rooms, and a meager supply of rough homemade furniture. It was surrounded by small fields in which grew patches of Indian corn, wheat, rye, and oats. There was a large vegetable garden in which grew all the substantial vegetables in sufficient quantity to afford both a summer and winter supply. Flocks of chickens, turkeys, geese, ducks, and guinea fowl gleaned an abundant living from the luxurious vegetation or were supplied from the harvested crops. A few cattle and sheep roamed in the neighboring woodlands or pastures.