

# **TEACHING**

A Psychological Analysis

C. M. Fleming

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Volume 17

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# TEACHING

## A Psychological Analysis



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TO ALL  
YE WHO TEACH



## PREFACE

A SOCIAL APPROACH to human beings, admitting their need for appreciation and participation. A liberal-minded attitude to the processes of education, with awareness of the significance of insight and the part played by learners' concepts of themselves. Careful analysis of subject-matter, recognizing the importance of thoroughness in its study. Acceptance or rejection of the desirability of these determines the success of those who seek to influence others at any level and in any sort of situation – in homes, in schools, within industry, and on the councils of the nations. Much of the evidence indicative of their importance is, however, not yet readily available; and echoes of other viewpoints still linger to reduce the effectiveness of action. An attempt is therefore here made to indicate the origins of these interpretations and assess their relevance to day-to-day problems in what may well be the most typical situation – that of a 'teacher' within a school.

Teachers play many parts and to an understanding of these they bring all the wisdom accumulated in the totality of their living. Some study of motivation, of learning, and of growth is a necessary preliminary to a consideration of the work they do as technical experts in the presentation of topics or the assessment of personality or progress. To this must be added some concern with their requirements as administrators responsible for human relationships, as agents in the maintenance of public morale, and as explorers of the effectiveness of methods as yet untried.

Under such headings the matters commonly included in the discussion of school life and work may usefully be considered; and they are here presented in this form. The revised edition takes special account of additional findings in fields such as the programming of material, the social determinants of learning at home and in the classroom, methods of teaching, the contribution of non-selective (comprehensive) schools and intellectual and personal development as indicated in long-term studies.

C. M. FLEMING



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