

**SCHOOL TEACHING AND SCHOOL
REFORM, A COURSE OF FOUR LECTURES
ON SCHOOL CURRICULA AND METHODS,
DELIVERED TO SECONDARY TEACHERS
AND TEACHERS IN TRAINING AT
BIRMINGHAM DURING FEBRUARY 1905**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649219742

School teaching and school reform, a course of four lectures on school curricula and methods, delivered to secondary teachers and teachers in training at Birmingham during February 1905 by Sir Oliver Lodge

Except for use in any review, the reproduction or utilisation of this work in whole or in part in any form by any electronic, mechanical or other means, now known or hereafter invented, including xerography, photocopying and recording, or in any information storage or retrieval system, is forbidden without the permission of the publisher, Trieste Publishing Pty Ltd, PO Box 1576 Collingwood, Victoria 3066 Australia.

All rights reserved.

Edited by Trieste Publishing Pty Ltd.
Cover @ 2017

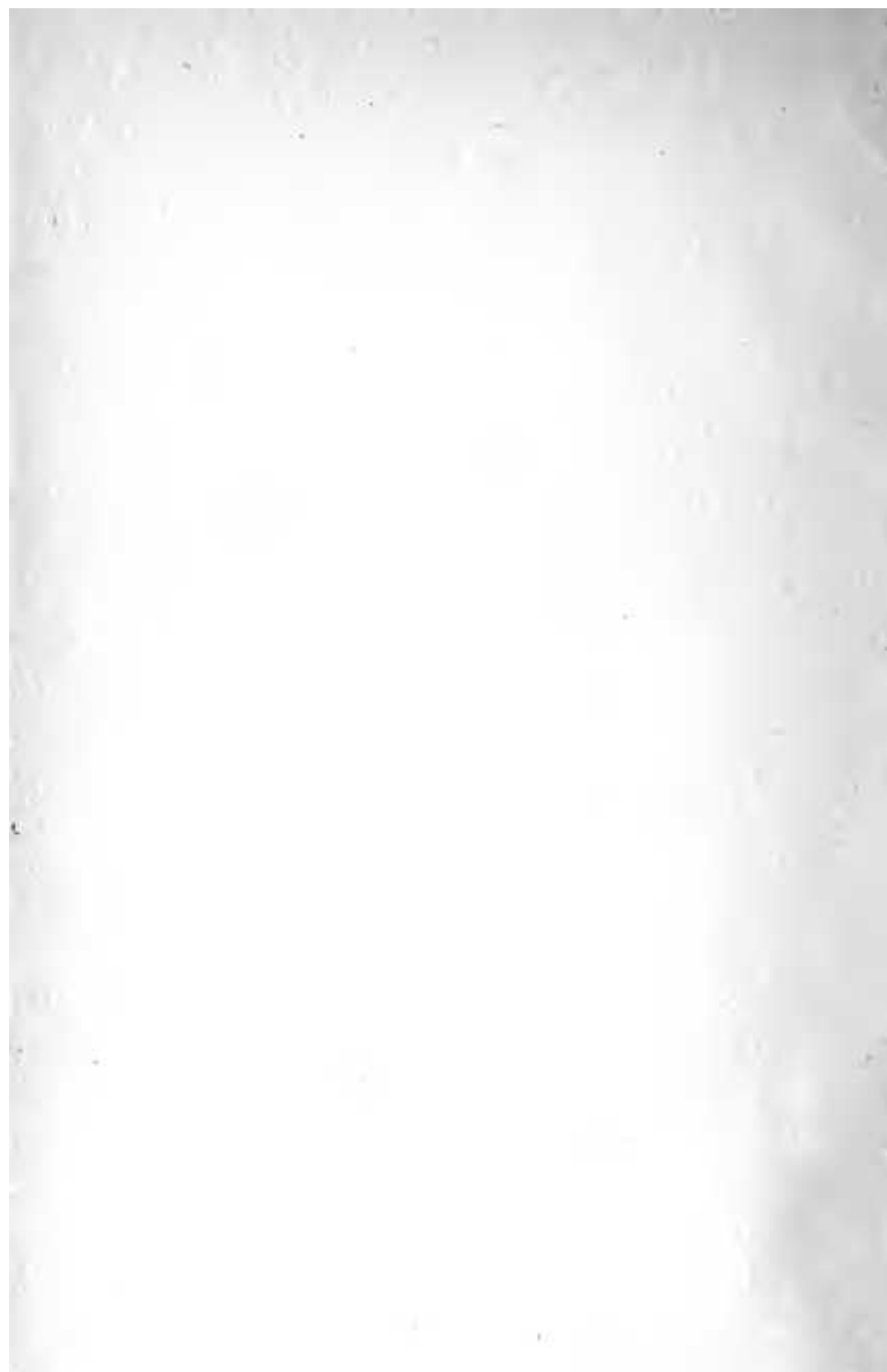
This book is sold subject to the condition that it shall not, by way of trade or otherwise, be lent, re-sold, hired out, or otherwise circulated without the publisher's prior consent in any form or binding or cover other than that in which it is published and without a similar condition including this condition being imposed on the subsequent purchaser.

www.triestepublishing.com

SIR OLIVER LODGE

**SCHOOL TEACHING AND SCHOOL
REFORM, A COURSE OF FOUR LECTURES
ON SCHOOL CURRICULA AND METHODS,
DELIVERED TO SECONDARY TEACHERS
AND TEACHERS IN TRAINING AT
BIRMINGHAM DURING FEBRUARY 1905**

School Teaching and School
Reform



over
each.

School Teaching and School Reform

*A Course of Four Lectures on School Curricula and
Methods, delivered to Secondary Teachers and
Teachers in Training at Birmingham
during February 1905*

By

Sir Oliver Lodge

Principal of the University of Birmingham

Williams & Norgate

14 Henrietta Street, Covent Garden, London

1905

94697
20 | 8 | 09

*All rights reserved
Copyright in U.S. America*

“The result of handing over education to the most comprehensive theorist, with whatever gifts of lucid expression, would be, I doubt not, disastrous. The history of education is the battle-ground and burial-ground of impracticable theories: and one who studies it is soon taught to abate his constructive self-confidence, and to endeavour humbly to learn the lessons and harmonise the results of experience. . . .

“It not unfrequently happens—and perhaps it is not surprising—that even successful schoolmasters, immersed in the business of their profession, are found to have learned the theory of what they are doing casually and long ago from other men, and to have let it remain in their minds in undigested fragments, not really brought to the test of, and therefore not modified by, experience.” HENRY SIDGWICK.

Preface

THE origin of the following Lectures was a request from our Professor of Education that I should take part in a course of Lectures on Teaching which he was arranging with several Professors to deliver to Secondary Teachers in Training. On condition that my lectures were thrown open to teachers in general, I consented; though I was well aware that I necessarily regard the matter from the University point of view, and have not that intimate acquaintance with school work which would justify my entering into details in any dogmatic spirit. Sometimes, however, suggestions from an outsider are useful; and the number of distinguished teachers who attended showed

that they were welcome. It was in full recognition of the truth of both portions of that utterance of Professor Henry Sidgwick which I prefix to this book as a motto that I undertook the task.

An excuse and warrant for my interference, if so it be regarded, is contained in a Presidential Address and Official Circular issued by the Royal Society, here partially reprinted as an Appendix, to which I wish specially to direct attention.

OLIVER LODGE.

UNIVERSITY OF BIRMINGHAM,
March 1905.