

**THE CULTURE OF THE OBSERVING
FACULTIES IN THE FAMILY AND
THE SCHOOL: OR, THINGS ABOUT
HOME, AND HOW TO MAKE THEM
INSTRUCTIVE TO THE YOUNG**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649230211

The culture of the observing faculties in the family and the school: or, things about home, and how to make them instructive to the young by Warren Burton

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Edited by Trieste Publishing Pty Ltd.
Cover @ 2017

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WARREN BURTON

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THE CULTURE
OF THE
OBSERVING FACULTIES

IN THE
FAMILY AND THE SCHOOL:

OR,
THINGS ABOUT HOME,
AND
How to make them Instructive to the Young.

BY WARREN BURTON,

AUTHOR OF "THE DISTRICT SCHOOL AS IT WAS," AND
"HELPS TO EDUCATION," ETC.

NEW YORK:
HARPER & BROTHERS, PUBLISHERS,
FRANKLIN SQUARE.

1865.

Entered, according to Act of Congress, in the year one thousand eight
hundred and sixty-five, by

HARPER & BROTHERS,

In the Clerk's Office of the District Court of the Southern District of
New York.

LB1507
B85

A FEW WORDS

TO PARENTS, TO OLDER BROTHERS AND SISTERS,
AND TO SCHOOL-TEACHERS.

FRIENDS,—*If you would go hand in hand with genial Nature, and have children learn easily and much from things all around them as instructive as books ; if you would enjoy sensible, animated, and charming talks with quick-witted and blithe companions ; if you would have the dear learners grateful long afterward for a culture peculiarly qualifying them for life's practical affairs ; if, withal, you would learn much yourselves while teaching others, please put in practice the suggestions of this little book, which is now hopefully offered to your service by the*

AUTHOR.

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SUGGESTIONS
ON
**THE CULTURE OF THE OBSERVING
FACULTIES.**

THE BEGINNING.

The beginning.

THE intellectual development of the human being begins as soon as he can open his eyes and put forth his hands—as soon as his senses come in contact with the material world. From this time onward he is continually gaining knowledge, and preparing for his future of usefulness and enjoyment. It is said that all the simple elements of knowledge and the best part of man's education are obtained before he is seven years of age. These foundations are mainly laid at home. The work is, or should be, under the supervision of the parents. This education, however, goes on, whether they at-

The beginning.

tend to it or not. Indeed, the child will be continually educating himself. It may be truly said that the first and the most important part of man's intellectual culture, as things have been, is self-culture. Now this fostering from kindly nature, this forth-putting and forth-grasping of the infant faculties, may be greatly assisted by the parents and other older members of the family, if they did but think of it, and would but give themselves to it. Help in this primary home institution is as valuable as in the public seminaries to which the mind is afterward introduced. In the majority of homes, however, this assistance is casually and poorly rendered. It is because parents have the notion that they have nothing to do with intellectual development. This, they suppose, belongs only to the school. If a child asks a question about any thing new to his curiosity, he may be kindly answered. If he persistently puts many questions, he is patiently borne with, or perhaps hastily hushed or snapped off. The parents have not the least suspicion that, in replying to such questions, they are really exercising tutorships and professorships as im-

Knowledge without books.

portant, to say the least, as any in college. Indeed, it may be affirmed with absolute truth, that, as schools have generally been conducted, especially for little children, the education mostly stops at the school threshold; at least it begins to be exceedingly hindered, as will plainly appear.

KNOWLEDGE WITHOUT BOOKS.

Just watch a babe, and see what Nature, or rather his own divinely devised constitution, prompts him to do, and let us gather useful hints from the observation. As soon as there is any visual discernment, there is a separation of one thing from another, and the reception of distinct ideas. The little one leaves the maternal lap—for what? to work, and to get knowledge to prepare him for more and more work. He creeps about the room, not only for the pleasure of muscular action, but to seek for new objects to his curiosity; hunting for prey, if we may so speak, as food to his awakened and craving perceptions. Every thing he gets hold of is a subject of interest—a fund of entertainment; and, though his mother perhaps thinks