

**OUR NURSERIES AND
SCHOOL ROOMS,
REMARKS ON HOME
TRAINING AND TEACHING**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649665273

Our Nurseries and School Rooms, Remarks on Home Training and Teaching by E. Hooper

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

E. HOOPER

**OUR NURSERIES AND
SCHOOL ROOMS,
REMARKS ON HOME
TRAINING AND TEACHING**

OUR NURSERIES
AND
SCHOOL ROOMS.

REMARKS
ON
HOME TRAINING AND TEACHING.

By E. HOOPER.



Specially dedicated to Ladies engaged in Education.

LONDON:
HATCHARDS, PICCADILLY.
1878.

260 g . 276.

This little Work is intended as a Hand-book for the Governess. It contains practical remarks on the training of children, pointing out faults to be avoided, and plans which may be pursued with advantage. Sketches are also given of the best methods to be adopted in teaching the various subjects that occupy our School room hours.

CONTENTS.

	CHAPTER I.	PAGE
Introductory	- - - - -	1
	CHAPTER II.	
General Principles. First Period of Education	- - - - -	5
	CHAPTER III.	
Occupations of Young Children	- - - - -	10
	CHAPTER IV.	
Religious and Moral Training of Little Children.— Obedience.—Punishment	- - - - -	34
	CHAPTER V.	
Second Period of Education	- - - - -	79.
	CHAPTER VI.	
Physical Exercise	- - - - -	86
	CHAPTER VII.	
Arithmetic	- - - - -	95
	CHAPTER VIII.	
Geography	- - - - -	110
	CHAPTER IX.	
History	- - - - -	123
	CHAPTER X.	
Language	- - - - -	131
	CHAPTER XI.	
Natural History	- - - - -	143

iv. OUR NURSERIES AND SCHOOL ROOMS.

	CHAPTER XII.				PAGE
Music and Drawing	-	-	-	-	- 151
	CHAPTER XIII.				
Writing	-	-	-	-	- 162
	CHAPTER XIV.				
Training of the Memory	-	-	-	-	- 166
	CHAPTER XV.				
The Creative Faculty-- Imagination	-	-	-	-	- 178
	CHAPTER XVI.				
On making a Time Table	-	-	-	-	- 184
	CHAPTER XVII.				
Religious Training	-	-	-	-	- 189
	CHAPTER XVIII.				
Third Period of Education	-	-	-	-	- 201
	CHAPTER XIX.				
Conclusion	-	-	-	-	- 216

OUR NURSERIES AND SCHOOL ROOMS.

CHAPTER I.—INTRODUCTORY.

EDUCATION.

"I know him, that he will command his children and his household after him, and they shall keep the way of the Lord, to do justice and judgment."—Gen. xviii, 19.

"There is no moral influence in the world, except that occasionally exerted by great men, comparable to that of a good teacher. There is no position in which a man's merits, considered as moral levers, have so much purchase. The question of education is, therefore, one in which Christians are bound to interest themselves."

THE term education is used to express all that is done to fit a man for the sphere in life which he is to fill. Its meaning is sometimes, though wrongly, restricted to instruction merely, but it is also occasionally used in a larger sense to express the effect produced on us by the various influences brought to bear on us through our whole life. In the following pages the word will be used in its largest sense, though our observations will be restricted to childhood and youth. A Christian cannot look upon education as merely a preparation for this life; he will ever bear in mind that the creature he is training is immortal, that he has a spiritual as well as earthly existence, and is responsible, even in childhood, to God as well as to his guardians, while in a few years' time the allegiance owed by him to

these, ought to be merged in submission to God. The Christian teacher will act in training those committed to his charge as one who will have to "give an account" of his influence on immortal souls. It is to help the conscientious teacher or parent that the following pages have been written. Those who feel their responsibility the most deeply are aware of the need there is for our helping each other by imparting the results of thought and experience in the matter. Many serious mistakes are made in the training of children, even by those who are most anxious to do their work well. These mistakes not unfrequently arise from ignorance of the constitution of the mind of man, and particularly of that of children. We should also be glad if we might rouse to a careful study of the subject, those who, being called upon to teach, have never given the matter any consideration; and we would seek to impress on young parents and teachers a sense of their responsibility, and give them some idea of the very serious consequences of carelessness or mistakes in the training of children.

Education includes teaching and training; and in order that we, who are teachers, may understand our work, we must remember that the subject we have to act upon is delicately formed; a rude touch is sure to injure it: it is also of a complicated make, and each part of the structure has to be considered. We have to act upon the heart, or seat of the affections; upon the mind, or intelligence; and upon the body. Human nature includes these elements, and one of them cannot be neglected without injury to the rest. In injuring one part you injure the whole man. If you neglect a child's body, his affections and his intelligence will

suffer; if you neglect the training of his heart, his mind will certainly suffer, and probably his bodily health also; and the same is the case with regard to his mind. The mind also contains many faculties, each one of which ought to be carefully trained, for each has its appointed sphere of work in life. The Will, which is, in some sense, the governing faculty of the mind, is to be taught to submit to God's will, and to keep all the other powers of the mind in subjection to itself. The Will is only in embryo, as it were, in the child, but it exists, and is sure in time to develop itself for weal or for woe. The conscience is another faculty which time will develop, delicate and easily injured, but when in health an incalculable blessing to the man, enabling him to discern the nicest shades of right and wrong: the judgment, too, whose false or true decisions may determine the happiness or misery not only of the individual, but of thousands who may fall under his influence. The child has also faculties which, in the man, will be known as the Imagination and power of Invention, the creative faculties, we may call them, which so pre-eminently raise the man above the animal. Their power for good or evil can hardly be over-rated. The imagination of the poet, orator, or great writer, has changed the line of thought of whole generations, as the inventions of the practical man have changed their manner of life. We must not omit the Memory, which, filled with love, truth, and useful knowledge, becomes the store-house from which the man may constantly draw for his own benefit and that of others.

All these noble and complicated powers are the work of the Creator, and it is as such that the Teacher should