

**WHAT SHALL WE DO WITH
TOM? OR,
HINTS TO PARENTS AND
OTHERS ABOUT SCHOOL**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649421404

What Shall We Do with Tom? Or, Hints to Parents and Others about School by Dr. Brewer

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

DR. BREWER

**WHAT SHALL WE DO WITH
TOM? OR,
HINTS TO PARENTS AND
OTHERS ABOUT SCHOOL**

What shall we do with Tom?

OR,

HINTS TO PARENTS AND OTHERS ABOUT SCHOOL.

BY

THE REV. DR. BREWER, OF LEEDS.

AUTHOR OF "LECTURES TO WORKING MEN;" EDITOR OF
"THE READING BOOK OF ENGLISH HISTORY;"
AND OTHER WORKS.



"Learning is wealth to the poor, honour to the rich, and a support and comfort to all classes in old age."

LONDON:

HAMILTON, ADAMS, & CO., PATERNOSTER-ROW;
LEEDS: H. W. WALKER, BRIGGATE.

1866.

260. g. 22.

PREFACE.

THE following sketches, which embody in a few words the result of many years' experience, are put forth not to promote any private ends, but with the view of meeting a great public want. For the undertaking itself I make no apology, because I fancy I have something to say; but for the manner in which the self-imposed task is executed an apology is due, because it is far below the subject. For this, then, I crave indulgence upon the ground that the papers were written rapidly at the close of the day's work; and had they not been so written would never have been penned at all. If the effect of the accompanying papers shall only be to provoke some abler man to come forth, and more thoroughly discuss the whole subject, I shall consider I have not laboured in vain; and should the ultimate result be the taking of a healthier view of schools and school-life, I shall feel that my object has been attained.

INTRODUCTION.

IN his beautiful essay prefixed to "Doddridge's Rise and Progress," the inimitable Foster has sketched the possible biography of a BOOK, touching in his suggestive way upon its parentage, circumstances of birth, and career; that is, upon its author, the occasion of its being written, and the influence it will exert. He has thus awakened in the minds of his readers a reverence approaching to awe on taking up a book, lest some of the sad possibilities suggested by the author's fertile brain should befall them. Now, had the essayist, instead of speculating upon the possible biography of a book going forth into the world, speculated upon the biography of a CHILD: had he traced his possible history from the cradle to the grave, reminding us of all the good or evil he might achieve in the ordinary term of life; reminding us what hidden forces it might be given him to reveal, what abstruse problems to solve, what difficulties to remove, what sufferings to alleviate; or on the other hand what evil to disseminate, or what ruin to scatter around him, — what desolated hearths, what broken hearts, what perverted reasoning to spread on every side — surely his readers would have risen from the contemplation with juster thoughts and with more chastened feelings than they now often entertain in respect of their children; they would have gazed

with a reverence approaching to awe upon the innocent babe given them to train, and would fervently seek the wisdom which cometh from above that they might train him aright.

The forces for evil placed within the human hand are so mighty that they make themselves felt on all sides ; for while in *our* hands good is generally the work of a life-time ; evil, incalculable evil, is the work of a moment ; while the good that is done is generally confined to isolated acts, the evil that men do is various and perpetual ; while the good we do is the result of effort, the evil we do is spontaneous ; and while it requires the willing co-operation of many to accomplish anything of value, it is in the power of one sinner to destroy much good. Who then can calculate when he sends forth his child into the world what may be its possible future ? He knows, indeed, there are various occasions of evil, but who can tell how firmly or how frequently his child will resist them ; he knows also there is promised help for good ; who can tell with what fidelity, or with what earnestness and constancy his child may seek to secure it ?

Surely then no small share of responsibility rests upon all who have the care of children—a responsibility which, however faithfully discharged, cannot always ensure a prosperous result ; but, which, neglected, is almost certain to end in ruin and misery, either to the children themselves, to their parents, to society, or even to all of them together.

Innumerable questions about school-life, some of them trivial, and some of the most momentous kind, perpetually thrust themselves upon us. It has been

with a view of meeting the most pressing of these, and of affording help to parents in the education of their sons, that the following pages have been put forth. Should any question, legitimately within the range of the subject, have been overlooked, and the reader remind me of it, I will endeavour on a future occasion to supply the deficiency.

INDEX.

Preface	Page iii
Introduction	v

PART I.

Is there any need of a regular Education?	1
At what age shall Tom go to School?	3
Where shall he go?	4
What shall he learn?	5
Shall he learn Latin and Greek?	6
" " Modern Languages?	8
" " Music?	9
" " Drawing?	10
" " Dancing or Drilling?	12
" " Gymnastics?	13
" " Book-keeping?	13
" " Business?	15
How shall he learn Science?	15
How long shall he remain at School?	16
Shall Tom go to College?	17

PART II.

The most important era in life	19
The mischief of frequent changes	20
A year's finishing	22
"Give it time"	22
The broad and narrow gauge	24
"Aim high"	27
Long hours	28
Short lessons	30