

**EDUCATIONAL
STUDIES
AND ADDRESSES**

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Educational studies and addresses by T. G Rooper

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T. G. ROOPER



LONDON
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1902

TO
CHARLOTTE M. MASON
THIS COLLECTION OF ADDRESSES
DELIVERED BEFORE VARIOUS BRANCHES
OF THE
PARENTS' NATIONAL EDUCATIONAL UNION
WHICH SHE HAS FOUNDED
IS RESPECTFULLY DEDICATED
BY THE AUTHOR

104656

PREFACE

The following papers were, most of them, read before various branches of the Parents' National Educational Union, and have nearly all appeared in the *Parents' Review*. The aim of the writer has been to assist the members of that association, and others who are concerned with education, to maintain an interest in studies which are not the less important because they are not novel. Sound principles that are old may easily be laid on the shelf and forgotten, unless in each successive generation a few industrious people can be found who will take the trouble to draw them forth from the storehouse.

Some of the papers deal with the art of instilling a sense of law and order into the minds of young children. Bishop Dupanloup's fine remark, "I will respect liberty in the smallest child", can hardly be too often present in the thoughts of teachers. The meaning of law as expounded by Lord Russell of Killowen may be taken as a clear statement of the theory which underlies the art of commanding men as practised by Lord Collingwood. Considered together, the opinions of the admiral and the lawyer form an excellent introduction to the

understanding of conduct which leads to social and civil order.

The study of Séguin is an attempt to satisfy enquirers who wish to know more of the physician to whom Dr. Shuttleworth dedicates his book on *Mentally-deficient Children*. The seed which Séguin sowed matured rapidly into a rich harvest, but it is something more than gratitude that should impel students of education to revert to the sower and the seed-time, for there is always something in the seed which never appears in the fruit. The life of Séguin is, as Dr. Shuttleworth implies, an inspiration to all who have the care of children.

The study of Don Quixote is an effort to show that object-lessons need not necessarily be confined to natural objects like flowers, insects, or animals. Such lessons may also deal with literature, but in this case a book is the "object" which is studied. There is some danger at present lest, in making up for past neglect of nature, the transcendent value of literature may be overlooked. To preserve the balance between studies in nature and studies in human nature the collection is completed by an address on Manual Training, and an account of a School Garden.

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