EARLY EDUCATION: BEING THE SUBSTANCE OF FOUR LECTURES DELIVERED IN THE PUBLIC HALL OF THE COLLEGIATE INSTITUTION, LIVERPOOL

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Early Education: Being the Substance of Four Lectures Delivered in the Public Hall of the Collegiate Institution, Liverpool by W. H. Bainbrigge

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EARLY EDUCATION:

BEING THE SUBSTANCE OF

Four Lectures

DELIVERED IN THE PUBLIC HALL OF THE COLLEGIATE INSTITUTION, LIVERPOOL.

BY

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'REMARKS ON CHLOROFORM,' 'PAPERS PROPOSING A NEW MODE OF OPERATION ON OVARIOTOMY,' 'REMARKS ON THE DROITWICH SALINE SPRINGS AND BATHS,' ETC

LONDON:
JAMES NISBET & CO., 21 BERNERS STREET.
1881.

PREFACE.

THE substance of the following pages was delivered in the form of lectures, several years ago, in Liverpool, and published at the solicitation of the then Reverend Principal of the Collegiate Institution, now the Dean of Chester Cathedral.

The author was induced to believe that his medical experience and opportunities might enable him to introduce points in reference to early education which had not hitherto been sufficiently insisted on by writers on the subject; and the rapid sale of the first edition, with the present continued demand for the work, may perhaps be held to justify his belief.

The greatly increased interest in all matters connected with education which has been manifested of late years, has led him to think that a new edition might prove useful in many quarters.

He has therefore carefully revised the book, so as to adapt it more thoroughly for present use,

and render it suitable to the existing state of education.

These discourses refer more especially to the education of infants, and of youth in the earlier stages of life, and it is attempted to be shown how much physiological science may assist parents and teachers in developing the faculties of the young.

W. H. BAINBRIGGE, F.R.C.S.

THE ROYAL BRINE BATHS,
DROITWICH, *Jan.* 1881.

THOUGHTS ON EARLY EDUCATION.

INTRODUCTORY REMARKS.

THE Education of youth has engaged the serious attention of the learned and wise in all ages of the world.

Its importance has justly merited this distinction, and innumerable schemes have been recommended to the attention of mankind; sometimes by men of enlarged views and comprehensive intellect, but often by men who, bigoted to peculiar systems, and perhaps proud of mere scholastic attainments, were yet inexperienced in the knowledge of the world, and unpractised in the study of the human heart.

What is contained in books may be acquired by ordinary abilities, when leisure and retirement are seconded by diligence and application; but learning is only one of the many qualities requisite for the due training of the youthful mind: to render it

effectual, it should be aided by a knowledge of human nature as it is exhibited in the busy world. There all the passions which agitate the heart are in active operation, and lead to good when under the control of reason, but allure to evil, misery, and sorrow, when not restrained by those moral and religious principles which look beyond and above mere transitory gratifications and momentary acquisitions.

The primary object of Education is to impart knowledge which would not otherwise be attained, and to enable the native powers of the mind, through the contemplation of things not hitherto known, to acquire just modes of thinking upon the designs and plans of Providence and the duties of man. Its end is to promote the happiness of individuals, and ultimately the welfare of communities and of the universal family of man. For as the mind is enlarged by true knowledge, the heart is softened into benevolence, and its own enjoyments expanding, it rejoices in communicating its acquisitions in order to become the common property of mankind. And when the grosser qualities of our nature are refined by the humanizing effects of knowledge, the beauties of virtue and the sublime truths of religion gain admission into the heart, and man becomes prepared to accomplish the high purposes to which he was destined by his Creator.

Education, therefore, has a threefold aim; it