

# **HINTS ON HOME TEACHING**

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Hints on Home Teaching by Edwin A. Abbott

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**EDWIN A. ABBOTT**

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BY

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LONDON, MDCCCLXXXIII

## PREFACE.

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THESE Hints on Home Training and Teaching (although it is hoped they may be of use to governesses and private tutors) are addressed also to parents.

The increased educational opportunities now afforded to girls and women justify the belief that in the next generation mothers will take a large part in the teaching and training of the young, at all events in the middle classes ; and, even where parents have not the leisure or the desire to superintend in detail the studies of their children, they can go far to form in them those habits which constitute the foundation of their intellectual as well as their moral future, and can assist the day-school or the private tutor by an influence always most valuable, when wise. To enable parents thus to contribute to the training of their children, is one of the objects of this treatise.

It need scarcely be said that the following pages make no claim to be called an exhaustive book. They

contain little more than the results of the Author's observation in the training of his own children, supplemented by experience in class-teaching and in the examination of pupils of every age. During a long professional career many books on education have been of course studied and assimilated, such as the instructive and stimulating works on "Educational Reformers" and "Practical Educationalists" by Mr. Quick and Mr. Leitch, and the suggestive though uneven treatise by Mr. Herbert Spencer. To these and others the Author doubtless owes unconscious debts, but more especially to Stowe's "Training System." In spite of many exaggerations and some mistakes (inevitable for every enthusiast), that book is likely to retain for many years a very great value for all teachers. The interesting work by the Baroness Marenholtz-Bilow on Froebel's system, and the valuable Lectures delivered by Mr. Fitch before the University of Cambridge, were not studied till after the composition of the rough draft of the book; but the former has helped to put some old truths in a new light; and to the latter the Author is indebted for several hints about the teaching of special subjects—obligations which will be found duly acknowledged as they occur.

Partly to save the space that must otherwise have been devoted to transitions and introductions, and

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partly to give the book the appearance of being what it really is, viz., a collection of hints, and not a continuous or complete treatise, the Author's remarks are set down disconnectedly, and perhaps in some cases abruptly, the main object being to say as briefly and clearly as possible no more than needed to be said.

Some apology may seem to be required when a single teacher presumes to give even hints on the teaching of so many subjects. But in supervising the miscellaneous curriculum of a large school, the Author has been forced to consider in detail both the theory and practice of many departments of instruction ; and hence the area of these "hints," wide though it be, is very little wider than the Author's perhaps too wide circle of professional experiences ; which are here set down in the hope that they may enable others to avoid some of the mistakes that he made, and improve on the successes that he thought he had achieved.



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