

Questions on a Study of Child-Nature

No. 2—Mothers' Classes



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QUESTIONS
ON
A STUDY OF CHILD-NATURE

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Mothers' Circles of Akron, Ohio

"The child is the hope of the race."

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To those thinking parents and teachers who are interested in the study and best development of their children, this question book, compiled from Miss Elizabeth Harrison's "Study of Child Nature," may prove of some assistance.

The questions are so arranged that the answers will suggest themselves while reading the text-book, or without it may be answered from the parents or teacher's experience.

INTRODUCTION.

"Her children rise up and call her blessed."

Prov. 31:28.

1. What is the object of Mothers' Meetings?
2. What is a child?
3. What is beginning to be acknowledged in the first years of a child's life?
4. Who was it that first brought into prominence the importance of right training?
5. What does Froebel invite the Mother to study?
6. How is the Mother aided in this study?
7. What is a child in character as well as in physical development?
8. What does Froebel say about women and Mothers?
9. What does this work demand that a Mother become, and what are the returns?
10. What are the three great facts which form the basis of child study?
11. Why is insight more important than instinct?

The instinct of Activity, or the training of the Muscles.

THE BODY.

CHAPTER I. PART I.

Nothing, perhaps, has been more misunderstood than childhood."

1. What is nature's way of securing physical development?
2. Should we make a restless child "keep still"?
3. Can this restlessness be guided?
4. What is one of the world's greatest principles of development?
5. Is the spirit of investigation important?
6. What is the divine right of each human being?
7. Upon what is Froebel's system of child-culture based?
8. When do we see these positive and negative possibilities?
9. To what is the success of our Young Men's Christian Association to be attributed?
10. Into what does a negative train a child?

The instinct of Activity, or the training of the
Muscles.

THE BODY.

CHAPTER I. PART II.

*“Character cannot be talked into or taught into a child; it
must be lived into him.”*

1. What do we find in literature?
2. What kind of characters does this positive method create?
3. Give some illustrations of the results of negative training?
4. What will scolding emphasize?
5. Instead of criticism and ridicule what should be given?
6. What is one of the sayings of Dr. William T. Harris?
7. Should a child learn to compare his great self with his individual self?
8. Why should the Mother study the line of thought which most attracts her child?
9. What should Mothers cultivate in themselves?
10. What is the one caution mentioned in regard to approval?

The instinct of Investigation, or the training of the Senses.

THE BODY.

CHAPTER II. PART I.

"Come, let us live with our children."

Froebel.

1. Through what means is the inner being of a child awakened?
2. When does the baby begin his life work?
3. From what three standpoints may the study of child nature be considered?
4. What is the one thing which prevents us from being what we might have been?
5. What is lost to us from lack of perception?
6. What should the teacher or Mother realize?
7. What does the habit of contrasting or comparing lead to?
8. What is the intellectual value of the training of the senses?
9. If the child is taught the difference between sweet and sour, smooth and rough, how does it help him?
10. Has the moral value been recognized?
11. Into what two groups do some authorities divide the senses? What are they?

The instinct of Investigation, or the training of the Senses.

THE BODY.

CHAPTER II. PART II.

"She is only half a Mother who does not see her own child in every child."

1. What is the overwhelming moral need of mankind?
2. What have the senses of taste and smell almost entirely been left to?
3. What two offices has the sense of taste?
4. What is a perfect character?
5. What does vicious feeding lead to?
6. What should be the food for a child?
7. How does "The Tasting Song" teach the Mother to guide the child?
8. How does nature educate your child?
9. What does Mr. William Tomlins say of teaching music to children?
10. Should Mothers and teachers sift the reading matter of children?
11. What does Emerson say regarding the training of your child?

The instinct of Power, or the training of the
Emotions.

THE MIND.

CHAPTER III. PART I.

“Let the very playthings of your children have a bearing upon the life and work of the coming man: it is early training that makes the master.”

1. What does Homer in past ages teach us?
2. What does Plato say of the plays of children?
3. What do we find in nature to illustrate Homer's and Plato's sayings?
4. What impressions does the child nature receive first, emotional or intellectual?
5. What is one of the mistakes of our age, when we begin a child's education?
6. What is necessary to a well-balanced character?
7. What does Pedagogy tell us is the science of education?
8. Can the interest of the child be educated?
9. What are the two great obstacles to right emotions?
10. Have toys any educational value?

The instinct of Power, or the training of the Emotions.

THE MIND.

CHAPTER III. PART II.

“To play, to build, to construct, are the first tender flowers of a child’s life.”

1. Do toys help the imagination of the child?
2. What two kinds of training do the toy and story book give us?
3. What does it particularly say about the American toy?
4. How can we study the development of the race as a whole?
5. What does each individual child desire to master?
6. What plays helped the most in your education when you were a child?
7. What do toys form a bridge between?
8. If wisely selected where do they lead him?
9. What does God intend of man?
10. Give some examples of what man has conquered?

The instinct of Love, or the training of the
Affections.

THE MIND.

CHAPTER IV. PART I.

*“An atmosphere of love is as essential to the child as sunshine
is to the plant.”*

1. What is the great motive power which enriches and ennobles life?
2. What is the most univereal of all Sins?
3. To what is the wide-spread prevalence of selfishness due?
4. What are the twofold instincts of love?
5. How can the selfish love be transformed into spiritual love?
6. How is love to be tested?
7. How would Froebel have this love trained?
8. What is essential to true character building?
9. What does the awakening of love go before, and why?
10. How does love show itself?

The instinct of Love, or the training of the
Affections.

THE MIND.

CHAPTER IV. PART II.

“But now abideth faith, hope, love, these three; but the greatest of these is love.”

1. How should the Mother accept the proffered help of her child? Illustrate.
2. What value have family festivals?
3. How do honors and responsibilities help the child?
4. How can parents encourage this unselfish love?
5. What is the noblest form of government for a child? Illustrate.
6. What stories can be told to establish this higher standard of love?
7. What is “Love-force” to the Mother?
8. What does love engender?
9. What is true loving?
10. What is the ideal the Lord himself has given us?

The instinct of Continuity, or the training of the Reason.

THE MIND.

CHAPTER V. PART I.

“Follow nature as much as possible in the development of children.”

1. What gives attraction to stories and rhymes that children listen to so attentively?
2. How can rhythm be developed in children?
3. What is a true significance of a realization of continuity?
4. Why is most of the world asleep?
5. What is the threefold testimony of nature, of history and of revelation?
6. To what can the government of a people be traced? Illustrate.
7. What does this uniting sympathy have to do with the formation of character?
8. Why do we fail to comprehend life?
9. What does the student of history see in continuity?
10. How does continuity solve vexing problems?

The instinct of Continuity, or the training of the Reason.

THE MIND.

CHAPTER V. PART II.

"In the perfect man, all the building fitly framed together grows into a Holy Temple."

1. If the insight of continuity is great in science and history, in what is it a greater aid?
2. How would Froebel have the Mother point this out to the child?
3. Do we in life see that all things work together for good?
4. How do children like stories to begin?
5. Can the Mother give logical training in the home?
6. What is one of the benefits of logical training?
7. How can connections be made in science work with children?
8. Why do some Mothers and teachers fail in the training of children?
9. What is the human race?
10. How can the Mother arm her child to fight his own battles?

The instinct of Justice, or right and wrong
punishments.

THE MIND.

CHAPTER VI. PART I.

“Before punishing, find out if some physical trouble is the cause of bad behavior.”

1. Are children quick to see the justice or injustice of punishment?
2. What does the insight or knowledge of true punishment help us to obtain?
3. What should the right kind of punishment show?
4. Should we free children from the consequences of wrong doing?
5. What is an important part of a child's education?
6. Explain “retributive” and “arbitrary” punishment.
7. Illustrate Nature's method of punishment. Should we imitate it?
8. Give some instances in history which show this law at work?
9. Can we see the benefits of this method in business and society?
10. How should the Mother teach her child this great lesson of life? Illustrate.

The instinct of Justice, or right and wrong
punishments.

THE MIND.

CHAPTER VI. PART II.

“Never use fear as a means of discipline. Children have no fear until aroused by others.”

1. Who has the better opportunities to impress the child?
2. What great advantage is gained by “retributive punishment”?
3. What are scolding, shaking and other arbitrary punishments apt to rouse?
4. What is one of the greatest lessons of life?
5. Do we ever tempt our children to do wrong?
6. What is another advantage of retributive punishment?
7. When a mere arbitrary punishment is given what mistake is often made?
8. How does self-government help children?
9. What lesson does Froebel teach the Mother that she may be able to teach her children?
10. What must we have in order to give the child an exalted view of life?

The instinct of Recognition, or the training of the
Will.

THE MIND.

CHAPTER VII. PART I.

“The will is by the reason swayed.”—Shakspeare.

1. What is the great problem in securing obedience?
2. Is a firm will desirable?
3. What are the two wrong methods of training the conscience?
4. Give the stages by which we can secure obedience without force?
5. What are some devices that will help the mother secure this obedience?
6. When does the instinct of recognition awaken?
7. What is Froebel's motto to the little song called “The Five Knights?”
8. Why do children like the game of “Peek-a-boo?”

The instinct of Recognition, or the training of the
Will.

THE MIND.

CHAPTER VII. PART II.

"When the will is ready, the feet are light."

1. Should the desire for recognition and approval be cultivated in a child?
2. Does this desire influence our lives?
3. Does a child have this instinct of recognition?
4. What is the true way to encourage this?
5. In what way does this develop character?
6. What is a hero?
7. Can a desire to be a hero be cultivated by the special days observed in our public schools?
8. How does Froebel illustrate this in "The Five Knights?"
9. Is there any importance in the *way* of reconciliation in wrong doing?

The instinct of Reverence, or the training of the Worship.

THE SOUL.

CHAPTER VIII. PART I.

*“Suffer little children to come unto me, and forbid them not,
for of such is the kingdom of heaven.”*

1. Can the spiritual nature of the child be read through the physical?
2. Define instinct. Define insight.
3. Do external bodily gestures express internal conditions?
4. How can we read a child by the language of his hands?
5. What do the positions of the head portray?
6. What does a child's eye denote?
7. What does the chest denote?
8. What truths are self-evident?
9. Can physical disability be confounded with moral unsoundness?

The instinct of Reverence, or the training of the
Worship.

THE SOUL.

CHAPTER VIII. PART II.

*“Except ye become as little children, ye shall not enter into
the kingdom of heaven.”*

1. Is self-respect necessary in the formation of character?
2. The effect of the body upon the mind is not generally appreciated. Is it?
3. Does outward gesture and attitude react upon the inward feelings?
4. Should children devote themselves to games exclusively?
5. Should the sense of reverence be developed in a child?
6. When and where does it begin?
7. How does this inner religious life show itself?
8. Is there a place holier than the soul of a child?
9. What does Froebel say about the outside gesture and the inward soul attitude?

The instinct of Imitation, or the training of the
Faith.

THE SOUL.

CHAPTER IX. PART I.

"The only perfect and satisfying object of faith is God."

1. What is meant by universal instinct?
2. What is imitation?
3. How can we get into real sympathy with any kind of work? Give example.
4. Give some games that are played in the kindergarten to illustrate this.
5. How would Froebel have the Mother rightly begin the religious as well as the secular training of her child?
6. What is this great Invisible Power?
7. What do Science, Art, and Philosophy call this Invisible Power?
8. How does nature illustrate the invisible power of life?

The instinct of Imitation, or the training of the
Faith.

THE SOUL.

CHAPTER IX. PART II.

"Faith which worketh by love."—Gal. 3:25.

1. How does Froebel define first impressions?
2. How can these first impressions be aided?
3. When is a Mother's best opportunity for developing a reverence for the Great Unseen?
4. How can a child's respect be awakened?
5. To what standard of character will a child strive to attain?
6. Illustrate, by story, the weather-vane.
7. How can the Mother train her child that the unseen things in life shall be as real to him as the seen?
8. In what way must we study Mythology to have it become more helpful to us?
9. What does Froebel call the Mother's work for the child?

