

## INTRODUCTION

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THIS volume is written by men who are in love with their work, who are masters of their subjects, who are in sympathy with teachers and children, and who desire to serve them.

Every child begins life helpless, ignorant and selfish. All experiences which help it out of that state are educational in the right direction. Looking to that desirable end, one would hardly choose Reading, Writing and Arithmetic for the foremost places in the course of Study. Since all knowledge begins in wonder, one may be permitted to wonder whether the dullness of some children in school is not usually a symptom of a course of education not wisely arranged, rather than an evidence of sluggish or weak mental faculties.

We are all part of Nature. Our lives—the transient and the eternal, the human and the divine in us—are sustained by natural processes under natural laws. A study of Nature lies at the beginning of all true education; and in the elementary classes Nature Study might well be central, with Household Science and Manual Training on either side of it. These furnish a fine framework for the building of character through education. Subjects, lessons and exercises are worthy of place as they serve to lead out the powers of body, mind and spirit towards