

**THE PLACE OF THE STORY
IN EARLY EDUCATION:
AND OTHER ESSAYS**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649672134

The Place of the Story in Early Education: And Other Essays by Sara E. Wiltse

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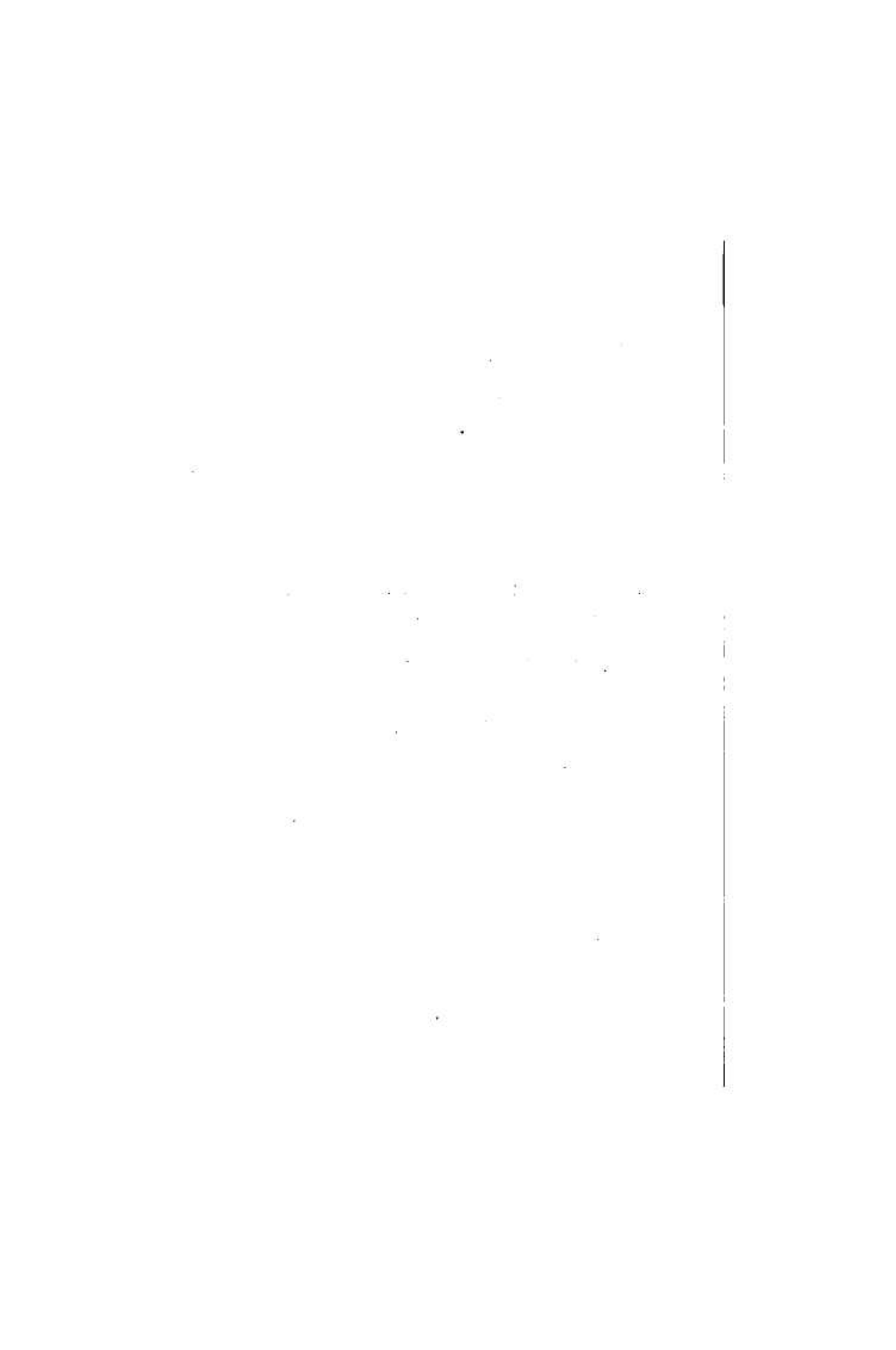
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BY
SARA E. WILTSE



BOSTON, U.S.A.
PUBLISHED BY GINN & COMPANY
1902

THE Author gratefully acknowledges the courtesy of the editors of the *Christian Register*, the *Christian Union*, and the *American Journal of Psychology* in allowing this reprint of essays which first appeared in their columns.



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INTRODUCTORY NOTE.

THE writer of this book loves children. She has voluntarily gone down from work in higher grades to teach the youngest. She is an excellent storyteller to children. Like Dujardin, she does not believe in art for art's sake; but out of a mind well-stored with the best, she adapts, and often invents, her tales as a means of moral improvement.

The woman's kingdom is fast coming in school work, as statistics everywhere show. It should be a kingdom in which love is supreme. Perhaps men teachers are more prone to regard chiefly the subject-matter of culture, to mechanize, to instruct, to respect logical order. But all teaching, especially that of the very young, must always be a work of love to be really effective. This was its original motive; yet, so far have we gone in our idolatry of the material of culture, so far have we forgotten that the dominant motive of the Great Teacher must animate all good and true teaching, that it seems almost like a Copernicus-revolution to make the child, and not knowledge, the centre of the whole educational system, and to insist that its nature and need must dominate everything in education, and that child-

study so directed as to instruct concerning child-nature and to awaken child-love, should be the beginning of the teacher's wisdom.

Love of childhood and youth has always been one of the strongest incentives to high thoughts and noble deeds. All the teachings of Socrates seem inspired by love of the best Greek youths. The same was true of Fichte. Pestalozzi found his inspiration in the love of younger and less favored children, and Froebel's heart went out toward the promise and potency of yet younger children. Between two teachers, one trained in the best normal college, but unsympathetic and devoted to ready-made methods, and the other with a heart full of love, but ignorant of even the three R's, what parent of young children would hesitate? The love would bring the knowledge, but knowledge cannot bring the love. This author does what she can to stir up women to do in their own way what men have long striven to do in theirs, and would see knowledge, not less but ever more, everywhere subordinated, as she seeks to subordinate the story, as a means to mental and moral growth.

G. STANLEY HALL.

ASHFIELD, MASS., August 30, 1892.