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The modern educator's library. Education: its data and first principles by T. Percy Nunn

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ITS DATA AND FIRST PRINCIPLES

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## EDITOR'S PREFACE

THE *Modern Educator's Library* has been designed to give considered expositions of the best theory and practice in English education of to-day. It is planned to cover the principal problems of educational theory in general, of curriculum and organization, of some unexhausted aspects of the history of education, and of special branches of applied education.

The Editor and his colleagues have had in view the needs of young teachers and of those training to be teachers, but since the school and the schoolmaster are not the sole factors in the educative process, it is hoped that educators in general (and which of us is not in some sense or other an educator?) as well as the professional schoolmaster may find in the series some help in understanding precept and practice in education of to-day and to-morrow. For we have borne in mind not only what is but what ought to be. To exhibit the educator's work as a vocation requiring the best possible preparation is the spirit in which these volumes have been written.

No artificial uniformity has been sought or imposed, and while the Editor is responsible for the series in general, the responsibility for the opinions expressed in each volume rests solely with its author.

ALBERT A. COCK.

UNIVERSITY COLLEGE,  
SOUTHAMPTON.

## AUTHOR'S PREFACE

THIS book is addressed to two classes of readers. It offers to professional students a preliminary survey of the whole field of educational theory and practice; while the wider public, whose enlightened interest is the mainspring of social progress, may, I hope, find in its pages something to stimulate reflection upon those larger issues which must be determined, if at all, by the consensus of their opinion. In outlining such a survey, in collecting materials for such reflection, I am aware that I have attempted what has often been done before. But as knowledge and experience grow, and as the spiritual atmosphere of an age changes, there is always room for another attempt—especially, perhaps, for one that presents the data of education, as they are presented here, from a definite point of view. In short, an author need apologize not for doing the thing again, but only for not doing it better.

Before a reader commits himself to following an argument, he is entitled to know in a general way whither it seeks to lead him. I may say, then, that my purpose is to reassert the claim of Individuality to be regarded as the supreme educational end, and to protect that ideal against both the misprision of its critics and the incautious advocacy of some of its friends. I believe that a sane and courageous pursuit of the principle of individuality in education is above all things necessary, if our civilization is to strengthen its now precarious foothold between the tyranny of the few and the tyranny of the many.

It is my pleasant duty to acknowledge many helpful criticisms I have received from my colleagues, Professor John Adams of the University of London and Professor Bompas

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Smith of the University of Manchester, and to thank my friends, Captain F. A. Cavenagh and Mr. J. C. Hague, for helping me to make smoother many rough places in my exposition. I have also to thank the editor of the *Educational Times* for permission to incorporate an article on play published, some years ago, in that journal, and the editor of the *Mathematical Gazette* for allowing me to use some paragraphs from my presidential address to the Mathematical Association.

As an officer of the London County Council, I am required by the regulations to state that the Council is in no degree responsible for any of the opinions that stand under my name.

T. P. NUNN.

LONDON,  
*January. 1920.*