

ON THE FIRING LINE IN EDUCATION

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On the firing line in education by A. J. Ladd

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A. J. LADD

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IN EDUCATION**

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PREFACE

OF the ten studies making up this little volume only one, the last, aside from the Introduction, was designed primarily for publication. Each of the others had a definite personal audience in mind while being prepared. Still, nearly all have later found their way into print, and some have been reprinted in other periodicals and quoted quite extensively in still others. Many letters of appreciation, too, from strangers who have chanced to read this address or that, have come to the writer. These facts, together with expressions of appreciation upon delivery and with definite suggestions from many for publication, have finally led the writer to feel that possibly their gathering together might be worth while. But in fairness to himself, as well as to others, also in the interests of accuracy, he is prompted to give an additional reason for venturing upon the hazardous undertaking of offering "cold meats" to people not overly hungry. Not words of praise alone, no matter how warm, would justify such a decision, for one can never take such expressions at quite their face value—'tis so easy to make pleasant remarks! So the matter was thrown back to where it belonged all the time—upon the writer to decide the case on the merits of the various discussions as dealing with present-day educational problems.

While separate addresses, upon different topics, given at different times, and with no thought of connection, they all do bear upon one great matter of universal interest—that of education. The title, "On the Firing Line in Education," belongs specifically to but the first of the topics discusst. Still, it is appropriate to the entire group since the various matters handled are fundamental and the positions taken considerably in advance of common use. But we are clearly moving in the general direction indicated—'twill not be long now before the main army has caught up, and then the firing line will be still further advanced.

I have a very definite conviction that, at any financial cost, we should provide thru the school for the physical as well as for the psychical and the moral development of the child. This is not to take the place of the home—merely to supplement the work of the majority of homes. Only thus can we adequately educate all. I believe, too, that in any scientific view of the educational process the sense organs are paramount in importance, and therefore urge their care and training. That the positions taken in the various addresses upon these and other matters are sound has been pretty well demonstrated during the last two years when the demands of war have faced us. This is made clear in the Introduction that follows.

I am under obligations to the various periodicals in which these studies have appeared for permission to use them again in this form. I also appreciate the curtesy of Mr. Badger, the publisher, in allowing me to use certain simplified forms of spelling, thus departing from the usual over-conservative

practise of publishers. Is not this, too, one of the firing-line activities?

A. J. LADD

Grand Forks, North Dakota,
March, 1919

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