

it must be right; it must be educational. The public thoroughly approves.

LUTHER F. ADDINGTON

MY PRINCIPLES OF EDUCATION

WHAT are my principles of education? I should like to be able to make a nice, neat little list of them. I should like to group them in order of their importance. I should like to tabulate and number them. Indeed, I should like to work them in cross-stitch and hang them upon my bedroom wall where I could see them the last thing at night and the first thing in the morning—as Grandmother did her mottoes, “God bless our home,” and “Love one another”—for principles are things that must be lived with, things that must be looked at, night and morning, and all through the day, yes, and dreamed of through the night. But they are not things that take readily to tabulation or to embroidery. They are living things; and living things grow, and in growing change.

Words that live! Where must one go to look for them? To books? Ah, but “of the making of many books there is no end,” and so I have gone to the Book of books, and there I have found one of Grandmother’s mottoes. I have looked long at the words and have realized that they are indeed alive:

“Train up a child in the way he should go: and when he is old, he will not depart from it.”

—Proverbs, 22-6.

Train up tells me that a teacher is needed, a teacher not to force but to lead by the hand.

A child. Do you notice he comes first in the sentence as he should in the heart of the teacher?

In the way—our Lord said, “I am the way, the truth, and the life.” What guide did He give us to the way? “Seek ye first

the kingdom of God and His righteousness and all these things shall be added unto you.” No goal could be more worthy and none more real. And of the truth He said, “And ye shall know the truth and the truth shall make ye free.” And in that same gospel He gave us, “I am come that they might have life and have it more abundantly.” Certainly these are the true goals for “life is more than meat.”

He should go—In these words we find action and purpose, action that is idealized and purpose that is carefully considered.

And when he is old—Now we realize that school is not for today or tomorrow, but for every today and all tomorrows.

He will not depart from it, for he will feel the need, he will understand the purpose, and he will pass those tests that life sets for us all.

Is not all this another way of saying “a life situation?” Is this not a better way of saying, “learning is growing?” But is this enough, this wise and beautiful principle? No one principle can ever be enough, no matter what its source. So “let us walk honestly, as in the day.” Let us search long and diligently to find better means of guidance, closer sympathy with the child, straighter pathways to the way, and a clearer concept of how “he should go.” Let us live fully and wisely, let us live carefully and self-critically, and above all things, let us “seek” and we shall surely “find.”

POLLY WESTCOTT BRANHAM

Now, if ever, we as educators need to be firm in the faith that the future of our children is of more significance to the race than the production of pig iron or the rolling of steel. Every effort must be made to see that first things are first and that society in its delirium of fear does not strike at its most certain guarantee of continued life and growth.—*B. A. Stevens, director of research, Ohio Education Association.*