

“How can the school fuse all these diverse elements so as to produce the unity necessary to a democracy? . . . That end can only be accomplished by spreading intelligence and a sense of responsibility for the control of the social whole.”

From *Ella Flagg Young and a Half Century of the Chicago Public Schools* by John T. McManis (Chicago: McClurg, 1916)

From “Hypothesis in Education,” Presidential Address, *Proceedings of the National Education Association*, Session for the Year 1911

The first [element in hypothesis beholds] . . . great forces and their relations . . . to convey . . . the force lying back of that with which we are working. The second element is [the] tentative conditions [which] . . . serve to illumine the construct of the imagination and to broaden the outlook of the mind which is experimenting with the unknown force.

We need, however, not only the larger ideal portrayed by the educational imagination but also the alert and intelligent attitude that discovers unusual conditions and their meanings which necessitate change.

[L]imited theories of education . . . have narrowed our work and made us demand change because of sheer weariness . . . from their cramping influence; we have asked for change for the sake of change.

To announce a theory of education as fixed, determined, all-comprehensive, develops uncertainty and unrest in the teaching corps; not the sense of unrest that urges on to the achievement of better things but the feeling of unrest that comes from a consciousness of insecurity in the support upon which one leans.

[T]oo often the theory underlying our procedure is accepted as the final, the unchanging constructive ideal of the development of mind and character, and also because the unusual, the perplexing is too often studied as a variation *from* the one true type instead of a variation *within* the type human.

[This] organization should ever maintain the scientific attitude toward it, enriching and enlarging its underlying hypotheses. . . [and by this] method so illumine their hypothesis of education and quicken the vision. [Thus would they have the] power to discern and reinforce life and the eternal in every boy and girl, youth and maiden that come under their influence.

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