

AN EDUCATIONAL IMAGINATION

Ella Flagg Young's Science of Education

Handout to accompany a presentation at the
International Conference on Imagination and Education
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ELLA FLAGG YOUNG (1845-1918) in her office as superintendent of Chicago's schools.

She had "an ineradicable tendency to test all philosophic formulations by restatement of them in terms of experience . . . of what the doctrine would mean if attempted in practice."

John Dewey, 1916

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If we would rise above the idea of finality in things spiritual, we might have the term, the **educational imagination**, with a significance corresponding to that of the scientific imagination. With a recognition of hypothesis in education having for one of its fundamentals the construct of the educational imagination, might we not have a larger view of education than has yet been presented?

Ella Flagg Young
"Hypothesis in Education"
NEA presidential address, 1911

From "Scientific Method in Education," Decennial Publications, University of Chicago Press, 1903

The great advance of science . . . has been due to a habit of mind that subjects all facts to impartial, sympathetic investigation . . . the attitude of the scientist is that of the intelligent seeker after truth.

Whatever be the subject one is teaching the aim is identical with that of all other subjects taught: to determine how mind is working with the

material in its environment, what nourishment it is selecting and assimilating

The facts and the laws of nature that explain the marvelous beauty and power of the life-process of the soul, and also those that belong to the world that affords nutrition to the race and the individual, are the material which the educational laboratory investigates.