

it is an analysis of these facts, which in the end gives us ordered knowledge and is the essential thing in the scientific process.

The aim and justification of this method of procedure is not the production of a marketable educational plan that will fit any situation or make any situation fit it, but an appreciation of the elements that enter into educational problems, a knowledge of the things most worth while, and of the most reasonable methods of attaining these desirable ends.

I am making a plea for the study of the profession of education as it manifests itself in the social world, that education may be conducted in an economical and efficient manner. To this end it must have trained men who understand their business, have faith in it and in themselves, men of industry, intelligence, integrity and individuality.

It is such organization and administration of education that will tempt capable men into the profession, men who will not be content with dealing with the actual, but will stretch out after the possible, and we have lost ground in the past by not making clear the immense possibilities in the profession of teaching. Let me, in closing, adapt a recent stanza of Kipling's and say:

*"If teaching was what teaching seems,
And not the teaching of our exams,
But only putty, brass, and paint,
How quick we'd drop her! BUT SHE AIN'T!"*

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