

Chapel, March 5, 1926

I believe in school work in giving students, whether it is in college or in the lower grades, all of the freedom they can use aright. I hope you will catch every word I am saying this morning. I think it is the part of good citizenship when they can't use it aright to put a regulation on that will probably take it away from them, but I don't like to work that way. I like to feel that we are working together and that we are not making laws to hold people in order. I want the time to come when there will be a law within your own life that will hold you in check. Let's see tomorrow if we can't start chapel quietly like it ought to be. If we can do it tomorrow, then we can do it every tomorrow. I am going to leave it with you just a little bit longer. If you can handle it, good, I will be delighted, If you can't, then I am going to handle it, but I don't want to do it.

This is a wonderful world we are living in. It is just as full of opportunities as it can be. There are thousands of right thinking men and women in this country of ours who are devoting, consecratedly devoting their lives to the cause of helping the rising generation of boys and girls to become right minded men and women. The largest organization of this kind, perhaps, I am thinking now of schools, is the American Association of Teachers Colleges. There are 152 institutions in this country, members of this organization. It is an organization of institutions like this. It has in it a few two year normal schools or junior colleges. It has in it a few colleges that run for three years as most of the teacher training institutions in New York State do run only three years; and then it has a large number of institutions like this one, offering a two year course and a four year course leading to a B.A. degree. There are ^a few schools of education in arts colleges, but these schools of education are set aside and are a complete working unit within themselves. Then there are a few graduate schools, such as the University of Chicago, the school of education at the University of Chicago, Teachers College, Columbia University, because Teachers College is a part of

Columbia University. Some of you don't know that, George Peabody College for Teachers in Nashville. In other words, this organization is composed of normal schools, four year teachers colleges and graduate schools in education.

They meet for two days each year just preceding the meeting of the National Department of Superintendence. Our meeting this year was held in Washington on Friday and Saturday preceding the meeting of the Department of Superintendence. We met at two o'clock in the afternoon, and we met at 2 o'clock. At exactly two o'clock, the meeting was called to order on the minute and they were there. The main thing that went through this meeting, and I am going to talk to you about this one because it concerns you more than even the department of superintendence which is a much larger organization, the theme that went through this whole meeting was the question of standardizing these colleges. Now what do I mean by that? First, making a clear statement of what a teachers college should do. Then what kind of people should be employed to be teachers in such institutions, how much work they should be given to do, the equipment of the institution. In other words, those things that are necessary to make it a really efficient teachers college. This meeting was working on that problem. They did not solve it. They will not reach any definite decision until the next meeting, but they did go to work on the problem.

The first speaker on the program was the president of the Kalamazoo, Michigan Normal School, Mr. Waldo, and he took up the question of the training that should be given to a person to qualify that person to teach in a teachers college. He made a splendid address. Should a person have definite training to be a teacher in a teachers college from the training he has to teach in an arts college? Should a person have a different training to be a successful teacher in a medical college from the training he has to be a teacher in a teachers college? We see at once that he should be definitely trained to teach in a medical school, but the people of this country do not see that the training for a teacher to be

an efficient teacher in a teachers college should be different from the training of a teacher in an arts college. He pointed out all of these facts.

He was followed by Dr. Pendleton from George Peabody College, Nashville, Tennessee on the subject, "Just What Is It That We Do To Subject Matter in A Teachers College?" I mean in the teaching of subject matter in a teachers college, that we do not do to subject matter when it is taught in an arts college. I think Dr. Pendleton's address was the best thing in that meeting and he has kindly consented to have it printed and send us a copy of it, so when you see it in the library, as I hope you will see it this spring, I want you to read it. I am not going to tell you what he said because he talked about an hour, three-quarters at least, and he kept that body of school people absolutely still all the time, and they were listening to see what he would say next, and yet he is not a very attractive speaker. It was the thought that he was giving and it was so vital to the problem that was before that meeting that everybody sat perfectly still and caught what he had to say. I want you to read that speech when it comes to us as I hope it will come this spring.

I won't have time to go into any further discussion of the program, but I want you to get this thought -- that there is a band of school people in the United States who are consecrating their lives to the problem of what is the best thing to do to train young men and young women for efficient work in our public schools and they are making a nation-wide study of this problem. I believe within five years we are going to have a much more definite idea of what the problem is. I know that the problem is a much more definite one today than it was five or ten years ago. We are approaching a solution to the problem at present. But it was just yesterday almost when people said, "It's perfectly foolish to talk about teaching how to teach. If you know it you can teach it." And there are those people living today, but there is something besides just

knowing it. We hope, with your help, to get a very definite solution to the problem.