

the question: What can a given field contribute to the aims of education?

It is the responsibility of the teachers college to cause the teacher to gain a usable knowledge and mastery of the biology, physiology, and psychology of the processes necessary to produce in the individual any outcomes listed as aims. This cannot be done through a study of isolated courses and subjects in these fields. All of the contributing factors from each field must be synthesized into a course that functions directly in securing this end.

The professional education in the teachers college should not be allowed to get out of balance through the espousal of any single school of thought and thereby to follow a narrow and one-sided procedure that later turns out to be fad. There is no panacea in the process of learning. The teacher education institution should maintain its perspective and synthesize the best contributions of all schools of educational theory.

The execution of this program may involve the selection of the superior types of high school graduates as prospective teachers, as a means of realizing these implications. If the function of the school is to rebuild the social order and to redirect the movements of society, surely the best brains of our civilization should be at the helm.

FRED M. ALEXANDER

WORK—THE SOLVENT

By the time you have devised a test that discriminates your laziness from actual fatigue, you are well on the way to being a mental hygienist. If driving into hard work dispels your indifference, you were lazy; if it continues to irk you, lie down; you're really tired.—WILLIAM McANDREW.

In the last decade enrolment in high school has increased 99.9 per cent. The number of additional recruits equals the population of Chicago.

BOOKS—TOOLS OF THE SCHOOLROOM

THINK back to the days of childhood. Nearly all of us can remember at least one teacher who was superior and who made a lasting impression upon us. Some of us were so fortunate as to have two such teachers, some three, and perhaps a few, four. Outside of that group, however, what was the source from which we got such educational advantages as our schooling gave us? Careful thinking will bring almost everyone to the conclusion that except for such work as we did under a few such superior teachers the good which we got from our schooling came from our individual study of the books which we had.

What was true then is true today, though perhaps to a somewhat lesser degree. Owing to the superior training which our teachers' colleges give today, it is probable that there is a somewhat greater proportion of really superior teachers who are able to do that kind of work which does leave its mark on the children and which will remain with them as long as they live. Even those teachers, though, are greatly assisted in their work if they have an adequate supply of books suited to their purpose. No quicker method can be found of determining that fact than to interrogate those very teachers.

The public in the United States has been quick to recognize the advantages of education. This realization started early and bore fruit early, and the conviction has grown steadily from those early days to the present time, when in practically every hamlet of the United States the school buildings and the school equipment generally are the things to which the public points with the greatest pride. For some reason the public has been less generous in its equipment of school textbooks than in its equipment of almost any other thing connected with the schools. The reason is not difficult to find.

The school buildings, monuments as they are, represent an expense done with when once undertaken, and not a recurring expense. The number of teachers and the pay which those teachers receive is a matter of public pride. No community likes to be made up in part of a group of poorly paid teachers. About the only item which remains which can be cut when budget cuts are called for—and they always are called for—is the book budget. Data which I have obtained indicate very clearly that in this period when there is again a sharp demand for budget cuts, slashes are being made in many places in this very important but low-cost item. How many school boards think when they cut the textbook item that they are seriously hampering the work of the school teachers? How many school superintendents think that the cost of schoolbooks is only about one fortieth ($2\frac{1}{2}$ per cent) of the cost of the teachers using them? How many in the general public remember that with them the textbook was an extremely important item and that cutting it is taking away from the children a very large part of the educational benefit which they could get from their school attendance?

I am so impressed by the importance of this problem that I am taking this method of suggesting to each and every school board member that he canvass the situation in his community and determine what part of the expenditures for schools goes for the purchase of books and whether or not that part is adequate to the needs of the situation. If it is not, it is self-evident that it becomes the duty of that school board member, first, to see that no penny-wise, pound-foolish policy is pursued; it becomes his duty to see that the teachers in his community, particularly in this day when they are being asked to accept increased pupil loads through the inability of the school boards to increase the personnel of the teaching staff to meet increased enrolments, are provided with adequate tools in

the way of books to carry on their work. What is needed today, with this added pupil load, is not fewer schoolbooks, but more schoolbooks. Pupils must do more work by themselves and with less directional effort on the part of the teacher. No teacher, however able and however willing, can have the number of pupils in his classes increased, say, by so inconsiderable an amount as ten per cent, and still give to that added number of children that same individual attention which can be given to the smaller number. The same results which held formerly can be had only if the tools with which the teacher is equipped are better than those which he formerly had.

WM. JOHN COOPER,
U. S. Commissioner of Education.

TEACHER EDUCATION

Schoolmasters in the past had all that they could do properly to adjust to one change at a time. You and I must face the problem of preparing people young and old, through a vastly extended and refined educational system, for a type of life different from anything that the world has even seen. This will be a task which demands our best. No rule of thumb will suffice. No trick of the trade will fill the bill. The problem cannot be solved by reference to what has gone before. The odds are all against us. Possibly we shall fail.

But we have a chance. No one of us is compelled to work alone. If the research laboratories light the darkness, if the scholars chart the course and point the way, if our teachers colleges keep abreast of the times, if our citizens and patrons stand behind, then devotion to duty and zest for the difficult task may yet win the day. We teachers stand at the threshold of the most interesting, as well as the most perplexing time in all history. If we stand shoulder to shoulder and fight the good fight, it may be, in spite of all, that victory will be ours.—
WILLIAM F. RUSSELL, Dean of Teachers College, Columbia University.