

Teachers for the Modern Schools

PROVIDING TEACHERS for modern schools is a major educational concern today. In presenting this issue on teacher education, we are not unmindful of the fact that recruitment of superior teachers is of utmost importance if we are to provide the kind of education which we believe children and youth need. Omission of specific discussion of causal factors in the present teacher shortage—inadequate salaries, social restrictions, lack of stimulation on the job—does not imply a lack of recognition of these facts. However, it is our purpose in this treatment to give major emphasis to a factor which we believe merits examination as a further cause of the present teaching crisis—the professional preparation of future teachers. Examination of teacher education as it now exists is imperative if we are to view the situation realistically. Revamping of professional preparation must go forward—with increasing rapidity—if intelligent young people of courage and vision are to enter and remain in the teaching profession. Not all the practices described herein are new nor are they found only in those situations in which they are described. Neither have they reached a state of perfection in those institutions. It is indisputable, however, that in too many localities they have never been tried or are still in the state of words rather than action. It is hoped that the accounts which follow will encourage further experimenting in securing better educational programs for future teachers. G.H. and E.E.C.



*Courtesy Dorothy D. Van Deman and Edith M. Leonard,
Santa Barbara, Calif.*

Tools for teaching are a need

Who Shall Teach?

KARL W. BIGELOW

The question of recruitment of teachers can not be observed in terms of quantity alone. If the educational problems related to providing a professional personnel adequate to the concept of a free public education for all of the people of our democracy are to be met, the question of quality is of prime consideration. In the following article, Karl Bigelow, professor of education, Teachers College, Columbia University, New York, considers this matter of the kind of teachers we need.

"A TEACHER," Henry Adams declared, "affects eternity: he can never tell where his influence stops." Eternity is a long time, and about its remoter limits Americans are not disposed to worry greatly. But eternity prominently includes the next fifty years, and those

of us with any sense and understanding are right now deeply concerned about that period. We know that before it ends our country must face a whole galaxy of fundamental issues—that decisions of the profoundest significance must be made. We are aware that estab-

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