

The teachers in apparent charge are almost literally robots, who bow, smile, or try to teach in response to buttons pushed by supervisors or educational "specialists" who are entirely outside the teaching situation. Even colleges and universities for the training of teachers prepare this robot type of teachers. In attractive, modern, well-equipped school buildings, these teachers "scientifically" teach their daily rounds of swarming pupils who must be treated as puppets controlled by strings. The pupils are expected to absorb something, but whether or not they have gained a thing to make them individually better or wiser boys and girls, they will pass the tests and standards imposed from outside or above. The right proportion will fall in the A, B, C, D, and F groups, thanks to the bell curve discovered in the realm of statistics, not in the classroom.

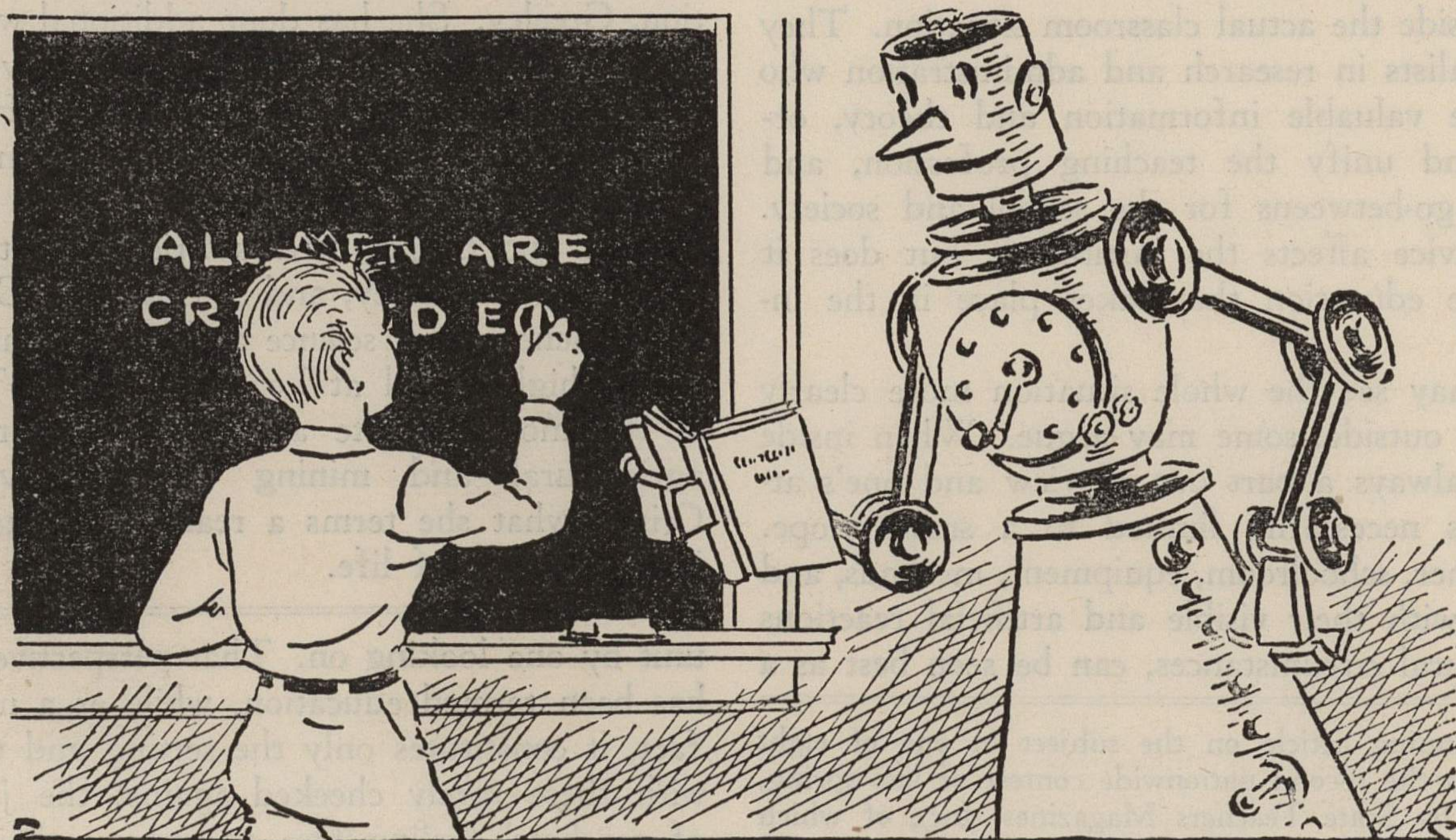
Education: A Living Process

A desirable school has competent workmen and ample modern equipment. Certainly these with the children's visible reactions are contributing factors, but education is much more. It is a living process, an invisible growth of ideas and ideals, from embryos as they are planted into the child's consciousness, to a state bearing fruit and functioning in his life. Such a philosophy is not new, but the use of principles governing other sciences of life and growth would deal a death blow to many an educator's pet theory. Topics like "Enriched Curriculum," "The Only Method," "Character Education as a Subject," and "Education Justified" would lose their charms. It makes no difference to the biologist what he

produces so long as he reaps what he sows, and reaps abundantly so he and others may profit by his labors. The value of the curriculum and methods by which subject matter is presented has been overestimated. Just how or what the child is taught makes little difference, but how that knowledge functions in his life, is of vital importance to him and to the world.

Effective teaching is the influencing of one life or personality by another. No profession calls for higher ideals and more desire for service than teaching. Today, often the teacher with the highest ideals, and the most hours of effort and service to her credit, stays farthest down the scale of success as measured by so-called scientific instruments. The robot type of teacher who responds most graciously to the outside controls or who demonstrates her work to the public in an impressive and entertaining way (though these demonstrations may be almost, if not quite, void of any educational value) rises to seats of honor and is the one most likely to fill a vacancy among the button-pushers, or become a regulator of other robots.

Scientific means and equipment are valuable aids, but if genuine education is an increase in one's ability to live a fuller, happier, and more useful life, a master teacher who understands and has the confidence of a pupil, knows what will affect his life now in the schoolroom and have a favorable influence on his later life. The controls on the outside justify this, or justify that; they prove one method "scientifically" and condemn another. Frequently these decisions are reversed with the results of new or different measur-



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