

C. In view of the High School facilities, would it be wise to reduce the time required with a corresponding reduction to 3 hours of credit, which would still meet the certificate requirements? Could apprentice teaching replace supervised teaching in some fields, and would it be feasible to explore extending its use to the Lawrence schools?

This is your laboratory. It is your responsibility. I have never had a constructive over-all program presented to me by this Faculty, for the development of that laboratory. If it is to be only a place where students of education go to fulfil practice requirements, we should close the University High School, and try to place the students in various surrounding schools.

It is sometimes suggested that we need a new building. That to my mind places the cart before the horse. Why a new building until there is something of real significance, experimental or demonstrative, or laboratory, going on inside?

III. What can be done to improve the whole undergraduate teacher-training program in the University?

- A. What basic training in the first two college years should every prospective teacher have, particularly in English, Mathematics, Science, and the Social Sciences? Do the College requirements assure the training desired?
- B. Is the present arrangement of required courses in Education the best that the Faculty can devise to reach the end in view? The purpose of each course, its context, and its place in the sequence need constant reappraisal and might well be considered in these days of light loads.
- C. Why so many electives? The most recent catalogue carries a list of about thirty courses open to election by juniors and seniors in addition to methods courses, supervised teaching, and special problems courses.