Can we not devise and prosecute some vigorous program of interesting students, both in education and in the School of Education?

VII. How can we better assure ourselves that those we undertake

to train are well fitted in personality, character, and

ability to become able teachers?

Are there aptitude tests which we might use with confidence? Can the Bureau of Testing and Guidance assist at this point? The student is entitled to just as much information as possible about his or her personal qualifications before entering on this rigorous and important professional training. Can we be of further help?

VIII. How can we get greater cooperation between the departments giving the specialized training in the College, and the School of Education?

This seems to me to be a particularly important problem. In several departments of the College a heavy proportion of the majors become high school teachers; heance, the courses which the future teachers take should be planned to meet their needs.

Might it not be wise if the instructors in charge of the methods course and the supervised teaching were always a joint appointment of the specialized department concerned and the Faculty of Education, and a member of both Faculties?

IX. Is it possible to reactivate more aggressively the Bureau of School Service?

One suggestion, which I think your Dean has already in mind, for the next year or two, is to help meet