

SCIENCE

FRIDAY, DECEMBER 6, 1918

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MEANS FOR THE SCIENTIFIC DEVELOPMENT OF MATHEMATICS TEACHERS¹

THE war just and justly closing has many lessons for teachers. One of these is that those who are best prepared intellectually and have a deep interest in their subject will win in the end. Pedagogy like militarism trains directly for the object, but knowledge of the subject like the development of the general resources of a country gives real power and endurance. I fear our schools, especially our universities, have lately tended towards the former type of training for teachers and it is hoped that one of the lessons of this war is that there is danger in this direction. Pedagogy, as far as it enables the teacher to make students study what they do not want to study, is the militarism of the teaching profession.

Among the other lessons which this war has taught us as teachers of mathematics is not to lose our confidence in the great usefulness of our subject. If any of us were discouraged during recent years by those who talked thoughtlessly but effectively about the uselessness of algebra and geometry we doubtless have largely recovered from this discouragement. The courses for the Students' Army Training Corps, as well as those given under the auspices of the Y. M. C. A. at the various naval stations, exhibit the extensive mathematical needs of those who aim to render the most efficient service under the most trying circumstances. Our new merchant marine will continue to make large demands for men with considerable mathematical training and will thus tend to emphasize the practical usefulness of our subject.

¹ Prepared for the meeting of the Missouri Mathematics Teachers, which was to be held on November 8, 1918, but was postponed on account of the influenza epidemic.

Science

48 (1249)

Science **48** (1249), 553-578.

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Science (print ISSN 0036-8075; online ISSN 1095-9203) is published by the American Association for the Advancement of Science, 1200 New York Avenue NW, Washington, DC 20005. The title *Science* is a registered trademark of AAAS.

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