

less annoyances and obstacles. Teaching service and teachers should command the respect and challenge the admiration of every community where public schools exist.

Teachers everywhere must be paid adequately. There must be a decent thrift salary as a minimum. In every community there should be special salary rewards for exceptional teachers. These rewards should be large. The

salaries of grade teachers in many places should start at a minimum of \$1,200 and rapidly increase to not less than \$2,000. Above this the exceptional teacher who teaches a red-letter lesson every day should be rewarded just as the exceptional lawyer, physician, or business manager is rewarded.

—Milwaukee Meeting National

Education Association.

TRAINING OF TEACHERS

W. C. Bagley, Teachers College, Columbia University, New York, N.Y.

There are certain fundamental facts that deserve to be reiterated until their deep significance has sunk home.

In the first place the high-school graduates now entering the normal schools to prepare for public-school service represent a significantly lower level of mental ability than do the high-school graduates who are looking toward other professions. That this condition obtains in many if not most of the states is vouched for by the testimony of those long familiar with the situation. The few who are now preparing with any degree of seriousness for the work do not represent, as a group, the best available material

A second fact of which the public should become thoroughly aware is the low rank that we hold among the civilized nations with respect to the preparation of our public-school teachers. Just before the war began, for example, two-thirds of the elementary teachers in England had had a preparation that would be equivalent in this country to graduation from a four-year high school plus two years of normal-school training. In the United States not more than one-fifth of the elementary teachers have had so extended a preparation.

Nor is our standing low only in comparison with countries like England and France. One of our South American sister-republics, Chile, supports sixteen

normal schools for a population of 4,000,000—five more than Massachusetts operates for a population about equal to that of Chile.

Another fact deserves especially serious consideration. Our neglect of adequate preparation for teachers has led to the creation of a system which was designed to compensate for this neglect, but which in itself bears the seeds of very great evils. I mean frankly the effort to compensate for poor preparation through elaborate systems of supervision. This is rapidly bringing into being a group of super-teachers, if I may use the term, better trained and much better paid than the classroom teachers and bearing to the latter a relation akin to that of the foreman of a factory to the "hands" of the factory. More and more the plans and specifications for teaching are being prepared by these superteachers. While they have been selected in the past very largely upon the basis of their success in doing and actual first-hand teaching, this condition is rapidly passing, and in any case their work means a detachment from the real first-hand problems of teaching and managing boys and girls.

It may be too late to correct in industry the evils that the factory system has brought about. It is not too late in education. The problem is immediately to place teaching in the only position in which it can hope to render its