

plication of this schedule, which I think are of considerable importance.

### The Schedule

#### For Teachers Having Second-Class Professional Certificates

Initial salary, \$1000; increase for second year, \$30; for the third year, \$50 and for the fourth year and for every year thereafter, the increase is \$60 per year until the maximum of \$1500 is reached.

### The Regulations

1. That all teachers with second-class professional, or higher, certificate engaged for the elementary school work, shall begin at the minimum salary.

2. That if their first year's work has been satisfactory, they receive credit the second year for one-half the number of years of former teaching experience they have had over and above two years up to a maximum allowance of the one-half of six years.

3. That the teacher who has first-class professional standing, or who obtains such standing while in the services of the schools, be advanced one year in schedule.

4. That the teacher who attends two sessions of the Manitoba Summer School or any other approved school for teachers, and receives standing in courses approved by the superintendent, be advanced one year in the schedule.

Note: Engagement for the first year is temporary. Teachers may expect to be put upon the above schedule, and to participate in any of its advantages, only when they have demonstrated by a year's work that they are conscientious and efficient.

5. That this board of school trustees reserves the right to place teachers in the salary schedule otherwise than indicated above.

Note: This might come as remuneration for special duties, training or experience not provided for above.

T. A. NEELIN,  
Superintendent.

## AN ADEQUATE SUPPLY OF TEACHERS

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The solution of the teacher-training problem lies first in the adoption of adequate standards. Minimum preparation for all teachers in the grades and in the rural schools should involve not less than two years of special training after graduation from a standard four-year high school. For a considerable percentage of such teachers the standard of training should involve not less than four years of special preparation beyond high-school graduation. Public-school leaders and a considerable percentage of teachers should have five, six, or seven years of academic and professional training beyond high-school graduation. Public-school service will never be generally recognized as a profession of unquestioned dignity and position until we require of teachers preparation equivalent to that now re-

quired in the professions of law and medicine.

Teacher-training institutions must be made equal to the task of sound, thorough training of the student body. Such institutions, especially state normal schools and colleges, must be adequately supplied and equipped. Buildings should be models of convenience and sanitary standards. Instructors in state normal school should be paid as much as university instructors. There should be no overload either of teaching hours or of class numbers. These teacher training institutions must have the life and vigor of youth.

The teaching profession must be made attractive to the ablest young men and women of this generation. Public schools must afford opportunity to render service untrammelled by need-