

than the submissive way in which they have removed their shoes and stood with their hats in their hands and their chins on their chests, in the august presence of the law-makers of the country.

When the teachers of the land, those who are entitled to be called such, shall have become experts; when they shall have clear concep-

tions of what to do and how to do it; when they shall demand it at the proper place, with a determination to have it, know the reason why, or smash some legislative crockery, the way will be opened and there will be a perceptible advance toward the evolution and the recognition of a teaching profession.—*The Educational Gazette.*

THE TEACHER AS A PROFESSIONAL EXPERT.

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THIS paper will consider three points: 1. How far teachers actually practice a profession. 2. How far they are recognized as experts. 3. What may be done to improve their professional status. The teachers' profession is less permanent than others because a large number of young men take it up as a stepping-stone to other callings, and because so many women are members of the profession and cannot make it their life-work. Again, the technical training is inferior; only recently have opportunities been opened for the preparation of teachers, comparable to those offered to students of law, medicine, or military science. Normal schools have felt obliged to do two things at once and have done neither with complete success: they find it necessary to furnish at least a part of the general basal education of their students, for which they have not a sufficient plant; and they attempt to instruct in the practice of teaching, without opportunities for practice. Nor do the college courses in pedagogy entirely fill the requirement of higher professional training. They have done a great deal as to the historical side of teaching, and

in suggesting the proper way of developing the mind; but they do not usually furnish the personal contact with the problems of his calling which is absolutely necessary for a good teacher. A third element in professional training the teachers more and more enjoy, viz., association, meetings, and professional organizations.

2. The members of our profession are usually looked upon by the community as men of learning. But this estimate is confined to literary subjects. What we desire is that school boards should recognize us as experts in school matters. It seems impossible to reach this result in the public schools, where education is part of the system of government. The organization of the school seems quite out of our reach, but we might have some voice in the admission of teachers to their calling. Here we are betrayed by our higher institutions of learning. There are but few universities in which the faculties decide on their own methods and apparently but two—Yale and Cornell—in which the faculty selects its own members. Nevertheless, there might be a much greater feeling of co-operation among teachers in a building, or in a city.