

ment, thorough knowledge of the common school branches has not been obtained. As a consequence, while our pupils in the common schools secure a smattering of music, drawing, physiology, ect., they get nothing like a sound, thorough knowledge, even of elements of arithmetic, reading and english grammar. This deficiency in the elementary branches cripples the work of all higher institutions of learning and makes it necessary for them to maintain departments for doing the very work the common schools were intended to do. Nothing better need be expected until the teacher is more thoroughly educated himself, and the first duty of every common school be, now and always, to give a sound elementary education to all its pupils.

Just how to secure thoroughly competent teachers is not an easy problem to solve. The following suggestions would, it seems to the writer, tend to bring about such a result :

1. Put a premium on broad, comprehensive scholarship by admitting to all the privileges of the profession of teaching those who have graduated in a four years college course. At present college graduates may be elected as professors in Normal schools or as county superintendents, but if they wish to teach the most insignificant common school in the state they must first submit to an examination, in nine cases out of ten, conducted by one who is far in-

ferior to them in intellectual attainment and in qualification, for teaching. All that is necessary now to have full and permanent right to teach in any public school of the state is to produce a diploma from a Normal school. It may indicate only a few months of application and study, but the owner of the diploma *has associated with the profession, has breathed the air of superficial attainments* and he is therefore fully equipped to enter any school room and instruct the youth of the state.

2. Establish a chair of pedagogics in all our colleges and wherever practicable secure aid from the state to found libraries well supplied with such literature as will be most useful to teachers.

3. Organize a summer school or two in the state where teachers who cannot possibly attend college and yet desire to increase their knowledge of the different sciences and arts may obtain the benefit of lectures and that guidance which can be given by taking with such instruction a course in reading and study prescribed by the college authorities.

4. If Normal schools are not entirely abolished—lay down a uniform standard of admission and make *quality* and not *number of graduates* the aim of their existence and the mark of their success.

5. Restrict the Normal diploma and make it serviceable only for certain grades and then lay special stress on preparing for this special work.