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Autor: Miller, G. A.

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holding of annual conferences of high school teachers at these universities. At these conferences the university and the high school teachers jointly discuss questions of interest to the latter, and the university teachers frequently form the talking majority even if they generally are numerically in the great minority. Similar conditions frequently hold at the meetings of the mathematical associations which are becoming more and more frequent, and are largely of an inspirational nature.

Among the various types of inspirational work among the elementary teachers the Teachers' Institutes are perhaps the most noteworthy. These are much older than the inspirational work considered above, having been effectively inaugurated towards the end of the first half of the nineteenth century. These institutes vary very much both as regards duration and the type of work undertaken. It is customary to require teachers to attend these institutes when they are held during the regular school session, and to pay them their regular salaries while in attendance. The usual duration of the county institute is about five days, which are often largely devoted to lectures presenting special methods, and to illustrative lessons with classes. When longer institutes are held they are often largely devoted to reviews of subjects taught in the schools.

Summary.

The American universities have inaugurated many changes during the last twenty-five years with a view to providing better facilities for students who either are teachers or who expect to become teachers. The Summer Sessions serve the needs of the former while the Schools of Education within the universities aim to serve the interests of the latter. The regular departments of mathematics have also introduced special courses for those who expect to become teachers of mathematics, and they often have on their staff a man who makes a special study of such courses.

The main reason why standards as regards the preparation

of teachers are not higher in America is that the number of properly prepared candidates for positions is much smaller than the number of the positions which have to be filled. This is especially true with respect to the secondary and higher positions. Salaries are still relatively too small although they have been increased rapidly during the last two decades. A large number of American teachers strive to prepare themselves for their positions after having filled these positions for some time. The number of those who are well prepared before they assume such positions is rapidly increasing.

The American Mathematical Society is exerting a very wholesome influence on the teachers of higher mathematics but there are still too many professors who terminate their study of higher mathematics when they receive the Ph. D. degree. There is as yet no large national society whose main interest is the improvement of the teaching of mathematics although steps have been taken recently with a view to such an organization. The last two decades were a period of awakening especially among the teachers of secondary mathematics, and they have given rise to numerous mathematics teachers associations as well as to two regular periodicals published by such associations. The average preparation of mathematics teachers has been raised considerably during the last two decades.

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University of Illinois.
