

ments, better superintendents. and more general freedom and responsibility have done more than an increase of salary to improve the schools."

Mr. Hewes* has shown that the average salary of the American teacher, counting fifty-two weeks to the year, is \$5.67 per week for such male teachers as remain in the ranks, and \$4.67 for female teachers "As a partial index of the disposition of our population to our public school system" this is not reassuring. The highest average salary, according to the Report of the Commissioner of Education, is \$1,181 per year in Massachusetts, and the lowest \$213 per year in North Carolina. "The average pay of teachers in our public schools furnishes them with the sum of \$5 a week for all their expenses." In 1885 salaries were higher than they are now, but in 1889 the average salaries of American teachers were lower, so that, on the whole, we are just now improving. The \$95,000,000 spent in this country for teachers in the public schools every year must

* In a series of papers on the Public Schools which appeared recently in Harper's Weekly.

be divided among 368,000 teachers, more than twice as many as in any other country of the world.

Although these figures take no account of the fact that many rural teachers are engaged in other vocations a large part of the year, they are appalling enough. And the reason for the displacement of male by female teachers, until in many parts of the country the former seem doomed to extinction, is apparent. At present, the American school system as a whole owes its high quality in no small measure to the noble character, enthusiasm, and devotion of women who make teaching not only a means of livelihood, but in addition thereto a mission service of love for their work and for children. To increase this love is to increase the best part of their services, and to diminish it is to degrade it to mere drudgery and routine. As the culture of women gradually rises, it becomes more and more evident how unjust have been the discriminations against them in this field, where in higher and higher grades of school work their services are becoming no less valuable than men's.

(To be continued.)

HOW TO READ.

ARNOLD HAULTAIN.

THE question, What to read? I do not intend to ask or to attempt to answer here. If we are wise, perhaps we shall follow our own inclinations. And in so doing we shall be following no less an authority than Dr. Samuel Johnson. "A man ought to read," said Johnson, "just as inclination leads him; for what he reads as a task will do him

little good." But if we are to look to inclination as a safe guide, inclination should previously be educated up to the highest point attainable by each of us by a thorough course of classical authors; only then can we follow our inclinations unfettered, because only then can we rely upon the purity of our taste in literature.

Emerson's rules for reading should