

Still pensions needed in America. But in spite of these different conditions it is certain that pensions for teachers is but just to them, and would work great good for the schools. The recent movements in various cities and states show that the subject is securing attention, and doubtless a solution will be found. It will not pauperize the teacher any more than it pauperizes the soldier in America, or the teacher in Germany. When teachers are recognized as state officers, and given permanent positions, as we have elsewhere demanded, the greatest difficulty, that of adjustment, will be removed. When teachers have met the requirements of the state and are admitted to the rank of permanent teachers, a pension could be granted them dependent upon the length of service, whether it be in one school or several. As in the army there are different grades of pensions for officers of various grades, and for privates, so in the teaching profession there should be different pensions for different ranks of teachers. * *

PRINCIPLES GOVERNING THE PENSION QUESTION.

1. The common school teacher should be entitled to the minimum pension after ten years' service, reckoning from the time of entrance into the rank of permanent teacher, without regard to the salary received, and this should increase from year to year.

2. The teacher of the advanced grade should be entitled to a larger pension than the above under the same conditions, his time to count from the time of his entering service after obtaining the advanced certificate, regardless of whether that service be in the common school or in higher work. This would be a proper recognition of those who have taken the advanced preparation and have not been able to secure work in the higher schools.

3. Principals, superintendents, and other school officials, upon whom greater responsibility rests, should be entitled to the pension of the high school teacher from the time of acquiring that rank, under the same conditions as No. 1, and an additional sum beginning with the time of their induction into the higher office. This should also increase with the years of service, and might again be granted as follows: 1. Principals. 2. Superintendents in cities under 10,000 inhabitants. 3. Superintendents in cities from 10,000-100,000. 4. Superintendents in cities of over 100,000. Provision should also be made for assistant superintendents, district school inspectors, etc.

4. The pension of female teachers should be two-thirds of that of male teachers of corresponding rank. This difference is necessary because upon the man devolves the responsibility of providing for a family.

5. The teacher should have the right to retire at the age of 60 as pensioner. If he withdraw before that time for any other cause than physical or mental disability, all right to pension should cease.

6. Pensions should be assumed and paid by the state. No other plan could be devised which would satisfactorily meet the present conditions and those that are likely to exist for some time to come.

The state to assume the responsibility of pensions. If left to the community, no teacher well along in years could obtain a position, as every community would be

bound to avoid saddling themselves with those who would soon become pensioners. Thus the service of the ripest and best years of a man's life would be lost to the state. Then, too, with so many changes of teachers, it would be difficult to decide to what community the burden of a pension belongs, or what part of such burden. Again, it would be a constant source of friction between teacher and people. The state alone, therefore, can best assume this responsibility, and it is proper that it should do this, as the teachers are its servants.

DUTY TOWARD PRESENT TEACHERS.

This plan marks out an ideal for the future, and is based upon the preceding reforms proposed. Until these reforms are inaugurated, what is to be done with those now in service who have given their lives to the state and to the training of the youth? These faithful men and women must be recognized, and some compensation rendered for their years of faithfulness and efficiency without adequate pay. The same general principles above indicated could be applied, the chief difference being in the grades of teachers. This, however, could be adjusted so that teachers of lowest grades should receive the minimum pension, which would be increased with the years of service. Perhaps no pension should be given unless the teacher has been at least twenty years active, and the amount would necessarily be less than in the above case, where broader preparation is demanded.

In so far as teachers have now met the requirements marked out as the ideal to be sought in the state, they should be entitled to a pension under that plan, and this should be continued until gradually all teachers will become entitled to such participation.

BENEFITS TO COME FROM PENSIONS.

Let us look at some of the results that might be expected from the adoption of pensions for the American teachers based upon some such plan as has been outlined:

1. It would encourage men and women to enter teaching and devote their whole lives to it, thereby increasing the number of teachers of experience and maturity.

2. It would give a permanency to the calling of teaching now sadly lacking, in that it would offer an added incentive to those who have begun to continue in the work.

3. It would give assurance which would remove anxiety concerning the future, and thereby enable all the powers of mind and body to be devoted to the school-room and to the interests of the pupils.

4. It would recognize the teachers as state officers, thereby adding to their influence in the community.

5. It would tend to systematize educational interests, and thus add to their efficiency and success.

6. It would necessitate the fixing of a definite standard of fitness for those who are to have the benefit of pensions, as the state would necessarily require a return for its investment; this could be assured only by high requirements of preparation and pedagogical fitness.