

A teacher, however well fitted for the work, is hampered if there is any anxiety concerning his tenure of position, and any system in which merit does not lead to both permanence and promotion is bad, and certain to grow worse. Tenure by personal favor is even more corrupting than tenure by political or religious influences. Teachers ought to be, both by ability and by position, moral forces in the community, and their opinion ought to be best and final concerning textbooks and school supplies; and yet, touching the latter, not only teachers, but superintendents evade their responsibilities. For myself, I wish to say that, after many years of acquaintance with school work in this country, I consider the present modes of introducing textbooks and other supplies as among the most degrading influences in the work of American public schools. Under existing conditions, vast as is the difference between good and poor books, the former would have exceeding small chance of success if not pushed by unworthy and now very expensive methods which are paid for by enhanced prices for books.

The answers relating to salaries show a great preponderance of opinion that these are insufficient. Sometimes exception is made in the case of poor teachers or of certain grades, but in most cases the opinion and even the language is emphatic that an increase in salaries would help the service. A Maine report says: "The great trouble is that our best teachers leave for better salaries almost as soon as they have learned their work." A Vermont teacher fears that any increase would bring a reaction against the schools on the ground of overtaxation, and so cripple them. Another adds that "higher salaries must go hand in hand with higher professional requirements; otherwise an increase of salaries would attract a

large number of persons of inferior qualifications."

In Massachusetts only 9 per cent. consider higher salaries inadvisable. One woman touchingly thinks a real lover of the work will be uninfluenced by such considerations. A Boston principal says: "Most masters take a pride in their profession, and I know a few instances of their refusing higher salaries in different businesses." An academy teacher says: "Higher salaries will make it possible to get men where women now hold, and to secure better men as superintendents and principals of the high school. Women are better than men, except in these two places." One man says: "Salaries ought not to be uniform. Every teacher ought to be paid what he is worth. This is possible only when the pay-roll is not made public. This is done in a few cities; Hartford, Connecticut, for example."

In all parts of the country the voice is overwhelmingly in favor of more pay. This opinion is most nearly unanimous in the Southern States, where salaries are lowest, but it is also strong where salaries are highest. A Pennsylvania teacher says: "There is small pay and there is little gratitude for public school teachers. In an adjoining town one of the occupants of the poorhouse is a man who had devoted a long life to teaching in the public schools of that county. Now old and infirm, he finds himself, through no fault of his, an object of charity." Poor pay is both a cause and a result of lack of appreciation. In many localities salaries have been reduced. In most places and in most grades they are reported as stationary, while Wisconsin and New Jersey are the only States in which a general increase is reported. On the whole, I am impressed with the opinion of a Massachusetts teacher, who says: "Better schoolhouses, better equip-