

says, probably one of the most vital questions affecting the teacher and his work now under discussion is that of his permanence, or otherwise, in his position. This discussion, growing more earnest with each day, is an encouraging sign. It shows that teachers are awakening from their apathy and beginning to note signs of a satisfactory settlement of the matter. It shows, too, that the public conscience—or common sense—is being aroused to absurdity of expecting the best results under the customs prevailing at the present time; possibly it shows that there is dawning upon the public mind a faint idea that the teacher has been laboring under many disadvantages and discouragements, and injustice as well, in being compelled to live in uncertainty as to his tenure of office. However this may be, discussion will do no harm, for discussion must precede action, and the latter is certainly needed, since in this particular there has been but little improvement, however much there may have been in educational affairs in general.

Often in the management of educational affairs the plainest business principles are violated. A man who would manage his private business as many school boards mismanage schools would very soon go into bankruptcy. One who would treat his employees as many boards treat teachers would find difficulty in inducing men to work for him. What business man would dismiss a clerk for the reason that he had been in his employ for several years, and he wanted "new blood" in his store? Some will say, "But boards do not do such things." Any teacher knows that such things are often done, and proof is not hard to find, as the following extract from a letter received a few days ago will show: "Mr. X. informed me last Saturday that the board held a meeting the previous day and decided that

they would employ a new man for my place next year; two of them favored another year for me at least, but one opposed it, though he maintained that it is for no other reason than that I had been here a long time, but that, so far as he knew, had given the best of satisfaction, and most especially for this year, for they all think this has been my best year's work."

*O tempora! O mores!* Think of it! Here is a good man, an experienced and successful teacher—the writer speaks from personal knowledge—turned out because, forsooth, he "had been here a long time." It is true that he has been in that school for eight years,—six as principal of the high school, the last two as superintendent, but is that any reason why he is not just as efficient as he ever was? Is there any other trade or profession in which faithful employees are so treated? "Such shames are common,"—much more common than many suppose, as numbers of teachers can testify from personal experience.

But in this case the board had manhood enough to decide, and to inform the one most interested, of their decision five months before school closed, and due credit should be given them; not all boards are so honorable. Said an experienced teacher to me, within the last week, "My board decided to make a change, once, which cost me two hundred dollars. I was away from home; I had been employed, that is, they had agreed to employ me. There was a little opposition, but they were to let me know at once if, for any reason, they felt that a change was best. Five days before time for school to begin I returned only to find another had been employed in my place, and the board had neglected to notify me. I spent two hundred dollars in travelling before I secured another position."

Comment on the preceding recital is not needed; it speaks for itself;