

the political "pull." Large cities seem freer from political influence than small towns. Local teachers are preferred to outsiders, which is a bad sign. In Idaho the condition looks bad, and personal favoritism is said to keep teachers in office. In Oregon, where tenure is uncertain and teachers are often elected annually, the main difficulty seems to be in security of tenure. In Utah one report says that positions in some places are solely dependent on political influence. In Washington a city superintendent says: "We have practically no protection from political demagogues; this unfortunate condition is appalling in our Western country." He says further that tenure of position is affected by "personal friends and their influence, and by the lack of them." "We must trade with the merchants, bank with the bankers, take treatment of the doctors, consult the lawyers, connive with the politicians, and even go to school elections and work for the successful candidate."

For the Western States, the report of improper influences by percentages is as follows: Illinois 44 per cent., Indiana 33 per cent., Iowa 40 per cent., Kansas 80 per cent., Michigan 50 per cent., Minnesota 33 per cent., Mississippi 40 per cent., Missouri 50 per cent., Nebraska 65 per cent., Nevada 100 per cent., Ohio 40 per cent., Wisconsin 40 per cent. In Illinois many complain of church influence as a growing evil, and of local preference, always a sign of politics. Tenure is said to be affected by the evil doings of book publishers and agents. Chicago, however, is "a striking instance of a large city that has succeeded in putting its public schools on a fairly sound basis. The main difficulty is getting rid of poor teachers, although the rank and file seem more cultivated than the supervisors." In Iowa standards are low,

home teachers are preferred, and few teachers remain more than a year in a place. In Michigan tenure of office is becoming more secure and legislation better, and smaller towns seem more free from political influence than large cities. It is reported from one of the large central Western cities that a member of the school board could not read or write. In Nebraska church relations are said to affect tenure more than politics. In Minnesota the religious "pull" is reported more potent than the political, and preference for local teachers appears. In Ohio it is said that, owing to constant change in the teaching force, the teacher is "not recognized as a factor in social or political life. He is deprived of the privilege of free speech on all subjects, but especially on the one subject that concerns him most, namely, reforms in teaching. The people who should be the leaders in educational thought do not call their souls their own. They catch their breath in quick starts when they see a power over them wielding the club of dismissal." From Wisconsin it is reported, as one reason why teachers are not highly esteemed, that they "are often too much interested in commercial transactions of publishing houses." Another report says that the greatest drawback to teaching in the West is the impossibility of becoming an integral part of the community in which one lives. "Unless the teacher is a flatterer and keeps quiet on all political questions, he loses his position." "In some communities the teachers are hired by the day or week."

From such answers it is impossible to resist the conclusion that civil service reform is greatly needed for teachers. As long as merit does not win there is little encouragement for teachers to make any kind of special preparation, or for communities to support normal and training schools.