

chusetts 17 per cent., Rhode Island none, and Connecticut 40 per cent. This evil is potent, however, for appointments rather than for removals. These bad influences are prominent in the following order: church, politics, personal favour, and whims of citizens and committees. The master of a grammar school writes strongly against the policy of placing schools in the hands of division committees. Their chairman, he says, is virtually the committee, and almost always lives in the district. The rules forbid the employment of non-resident teachers at anything but the minimum salary. He favours a wider range of choice, and thinks appointments should be made by a general committee advised by supervisor and principal. The system of annual elections is often commented on adversely.

In the Middle States, 9 per cent. in New Jersey, 33 per cent. in New York, 40 per cent. in Delaware, and 50 per cent. in Pennsylvania report improper influences. Some sad revelations appear in these returns. One teacher tells of an applicant who was "asked, not as to his qualifications, but of the number of voters in his family." Another writes that the friends of a schoolbook publishing house would "drive out any teacher who would not favour their books." The civil service regulations in New York have bettered the conditions; and a teacher who has had experience in Ohio, Pennsylvania, New Jersey, and New York says that, on the whole, New York teachers are far above the average in intelligence and professional spirit.

In some of the Southern States very evil influences are reported. In small towns in Alabama teachers are said to be both removed and appointed by favour; positions in some places are rarely held more than two terms, and some teachers take three

different schools during the year. Lessons are short. "In some counties the teachers are said to pay each member of the school board from \$2.50 to \$5 to keep their positions," and 6 per cent. report improper influence, as do 30 per cent. in Georgia, 70 per cent. in Kentucky, 25 per cent. in Maryland, 40 per cent. in Mississippi, 50 per cent. in South Carolina and Tennessee, 45 per cent. in Texas, 20 per cent. in Virginia, and 60 per cent. in West Virginia. In Kentucky, where teachers are commonly elected annually, "when boards change politically, sweeping changes of teachers often follow." In Mississippi teachers are said rarely to remain in positions more than one year. In Texas one teacher reports: "If your school board are Democratic, the teachers are Democratic; if Baptists, they must be Baptists." In West Virginia it is said that requirements are neither rigid nor uniform. "Politics is the bane of the school system; then comes personal favoritism. Colored teachers are special sufferers from politics."

For the far Western States the report of improper influence is as follows: California 60 per cent., Colorado 60 per cent., North Dakota 100 per cent. (only four reports), Oregon 40 per cent., Utah 60 per cent., Washington 60 per cent. In California the state law gives the teacher life tenure of office, but this law is said to be "always evaded by politicians." Good state laws are overcome by corrupt school boards. Teachers are said to be "pliant, timid, and servile," and political "pulls" are potent. One report says that teachers' boarding-places affect their security; another calls them "cranks" and "cowards." Requirements are said to be "wholly unpedagogical, absurd, and criminally careless." In Colorado it is the same old story of