

having changed, indicates that where male teachers predominate they are responsible for most of the changes.

It is well known that many young men teach as a makeshift for a few years, with no thought of making teaching a life-work. They do so to pay college debts or get money to study further, or to acquire the means for entering one of the other professions. Other statistics have shown that nearly one-third of the teachers in many sections of the country change their vocation every year. The fact that so small a fraction of the teachers in the public schools have had any normal or professional training shows, also, how few regard it as a life-work. Of the \$95,000,000 paid for salaries of teachers for 15,000,000 children of this country, a large proportion is thus spent upon untrained and unskilled teachers who have little interest in making their work professional. No business could ever succeed or was ever conducted on such principles, and when we reflect that the "prentice hand" is here tried upon human flesh, blood, and souls the waste in all these respects is appalling. Those who claim that teaching can be learned only by experience are in part right, but even the school of experience is wretchedly inadequate in this country. Moreover, on the whole, it is the best teachers who leave. Here we are far behind other countries. It is only when a teacher has mastered the details of government and method that good work can be done.

When we come to the answers to the question, What proportion of teachers are over thirty-five years of age? the average estimate of the Middle States, 27 per cent., is the highest, and the average of the Western States, 17 per cent., is the lowest; while the far Western States average 18 per cent., and New England and the South 21 per cent. It would be

an interesting question to ask how many of this large per cent. of teachers more than thirty-five years of age have remained in the vocation because they succeeded as teachers, and how many are there because they could do no better in other callings. The fact that financial depression increases the average age of teachers as well as the number of male teachers, while good times decrease both, is significant. The social position of teachers is higher in the Western than in the Middle States, so their social position cannot account for these extremes. We have been told that the young make the best teachers for children; but if so, why not reinstate the monitorial system of pupil teachers? Again, we are sometimes told that older teachers are unprogressive; but this is not true of the best, who are also often needed as a conservative element against rash innovations. Nothing is more demanded in our teaching force at present (which, as has recently been pointed out, is nine times as large as our standing army) than leadership of maturity and ability. Those who have shaped the thinking and the reading of our young teachers have been, on the whole, incompetent for this highest and most responsible function in our national life. Until very recent years we had few teachers who had personally inspected foreign systems, could read other languages than English, and were acquainted with all grades of education from kindergarten to university work. In these respects, happily, the prospects are now brightening.

Very striking are the answers to the questions touching teachers' tenure of their positions and security from improper influences. In New England, percentages reporting improper influence are as follows by States: Maine 33 per cent., New Hampshire 9 per cent., Vermont 8 per cent., Massa-