

attention of friends of education throughout the country. The investigation should prove as useful as it is opportune.

In all, 1,189 teachers and superintendents have answered these questions, and every State and Territory in the Union is represented except New Mexico and Oklahoma, and the replies are, on the whole, well distributed over the different parts of the Union, although they are less numerous from the Southern and the far Western States than from the middle Western and New England States.* In all sections the replies appear to be, with few exceptions, from the best teachers, and most of them are from men.

To begin with the first question, which asks the number of pupils per teacher: few returns specify grades, but, averaging these where they are given, and for each return and the returns for each State, we find that Maine reports fewest (35) and Montana most (58). Averaging States by sections, we find that the Middle and New England States have fewest pupils per teacher (41 each) and the far Western and Pacific States most (45). Rhode Island has most among the New England States (52). In the Middle States the extremes are Virginia and Delaware (39 each) and Pennsylvania (44). In the Southern States the extremes are Arkansas (51) and Florida (34). In the Western States the extremes are Kansas (50) and South Dakota (40); and in the far Western States, Montana (58) and Washington (34). Everywhere, of course, the number of pupils per teacher in city schools is greater than in country schools.

These numbers, despite occasional laws that permit even more, are far too large, it need not be said, for any teacher to do good work with. A crude young teacher is constrained, and embarrassed even, in the presence of so many pairs of eyes, and a large share of her energy goes to keep order. To watch the mischievous pupils during every recitation is a constant distraction from the subject in hand. The flitting of the attention from one pupil to another, even for a woman, the periphery of whose retina is more sensitive for the indirect field of vision than a man's, is a steady strain. Moreover, what knowledge can the average teacher of such a large number have of individual pupils? And how little can she do to bring out that individuality wherein lies the power of teaching, and the unfolding of which makes or mars the later career of the pupil! No wonder the complaint of machine methods in our schools is so often heard. Both attention and love were made to have an individual focus, while mass-education has limitations in exact proportion to the size of classes. Every step, therefore, toward reduction in numbers is a great gain.

Passing to the second question, as to the proportion of teachers who have changed their profession during the last ten years, it would appear that 30 per cent. of those in New England have left the profession within a decade. In the Middle States this average is 40 per cent., in the Southern States it is 50 per cent., in all the Western States it is 65 per cent., and in the far Western and Pacific States it is 60 per cent. While many women leave school to marry, the fact that Massachusetts, where the female teachers outnumber the male a little more than ten to one, shows the lowest average of change, and that Alabama, where 62 per cent. are males, reports 42 per cent. as

* Since these letters were placed in Dr. Hall's hands between three and four hundred more replies have been received, but they do not seriously affect the result of his analysis. — EDITOR.