

Thus far the result of the American experiment of cheap women teachers is seen to be the exploitation of women, and the rapid exclusion of strong men from the schools.

What is the effect upon the schools, and through them upon the public?

Not only does cheap female labor exclude strong men from the teaching corps, which is in itself a thing for lamentation, but it discourages women of brains, culture and ambition from entering the school, and encourages those to enter who are not thus gifted. There are many who seek a social ladder on which to climb to higher things. It is not to be intimated that this is undesirable, but if done wholesale through the schools it is at a certain not inconsiderable expense to the public. Who does not remove his hat in reverence before the really noble women in our schools? Who does not value their clear and elevated thought in guiding the youth of our land? Who does not love their low mellow tones, and appreciate their whole-souled devotion to the cause of education? Yet who does not lament untutored crudeness, and shudder at shrill, high voices, and stand abashed before the mannish airs that sometimes confront us?

Adequately to educate American youth, even to reach the educational standards of European nations, men and women must teach side by side in about equal numbers from the two upper grammar grades through the High School. These men must not be the economic failures of society, but must belong to the class that could earn from \$4,000 to \$7,000 per year in law or medicine or business, who could preach acceptably to cultured congregations, or who could fill with dignity and efficiency any public office in the

gift of the people. Lacking security of position, such men will not, can not, devote themselves to public education for the pittance the community is usually willing to pay.

What can save the teachers, men and women alike? What can protect the public, and give us an education worthy of our nation, our people, our highest ideals?

The exploitation of women, however tempting to taxpayers, should stop, or if it must continue in some form, it should be in demanding a better preparation for which a corresponding increase of compensation should be offered. We must raise the salaries of women, so that if they sacrifice the home for the school, they shall at least have money enough to secure culture and social opportunity. Why should a college woman, deeply versed in literature, in history, in sociology, live laborious days and anxious nights, the one in a crowded school, the other in a dreary boarding house? Has society so far degenerated that it has no place for ability, learning, or consecration to a cause? Has the fine art of conversation wholly surrendered to dancing, cards, and gossip? If this be true, the schools are already better than their patrons deserve. Only the community can remove the poverty that now causes this social isolation of many of our best women; the school itself, with public approval, can quickly mitigate the drudgery that so grievously increases this social isolation. In short, the community must raise the compensation, and increase the requirements for teaching, until women shall no longer be exploited or strong men excluded. Unless the public are willing to see virility diminish, to have public sadly inferior to private education, to have their children mark time by doing