

opened its doors to them is a question for the economist to decide. The only important inquiry now is, What is the effect of cheap labor in the schools upon the women themselves, upon men teachers, and upon the public who send their children to the schools?

The effect upon women is in many respects little short of deplorable. They are as a whole condemned at once to poverty, celibacy, and social isolation. Outside of a few centres of wealth, they receive a mere pittance of from \$300 to \$500 per year in the grades and somewhat more in the High Schools, which barely pays their current expenses, leaving little or nothing for dress, culture, travel, charity or old age. And what do they give in return? They give themselves, their labor, their affections, their nerves, their chance of home. We are developing a new sisterhood, whose veil, at first invisible, can soon be seen by all. Unfortunately this country keeps no vital statistics that touch this matter. It is estimated, however, that but half the college women ever marry. If this be true, it is more than likely that not twenty-five per cent. of well-educated women who teach ever marry. The college girl leaves behind her first social opportunities when she goes from the High School to college; when she leaves the college she leaves her second group of opportunities, while after she becomes a teacher she usually abandons society or is abandoned by it. The nerves grow thin, the wrinkles appear, a gray hair obtrudes itself, and the woman has substituted the possibilities of the home for the diluted and sometimes acidulated joy of being the intellectual mother of other people's children. Poverty compels social isolation; school-room drudgery confirms it.

A corollary of woman cheap labor in the school is the passing of the strong man in education. He has disappeared from the grades except as the officer who commands a company of woman privates. What would the people think could they once see their teachers in procession? In Yonkers, N.Y., for example, there are one hundred and sixty-five teachers, the five only being men. In many places there is but one man and a company of women. As men have disappeared from the grades, so they are diminishing in the High School. In New York State only one-third of the High School teachers are men. The women are fast displacing the men who remain except the principals. What can a self-respecting man, desiring to found and support a family, do but retire when compelled to compete with a Cornell or a Vassar woman graduate who stands ready to take his place at \$500 a year?

Any one of three things will hold a strong man in the school. They are missionary spirit, adequate compensation, and reasonable certainty of promotion. The American public are not disposed to encourage him in any one of the three. What man, hoping to found a family, can burn with missionary zeal when there are ten women ready and anxious to do the work at a price that would negate such a hope? Woman competition in most communities forces salaries so low that only men of feeble ambition or second-rate ability will accept positions as assistant teachers or heads of departments. Finally, our conditions offer no security of tenure in position, or certainty of promotion. During the last year in the State of New York, 132 out of some 500 principals of High Schools and academies, exclusive of Roman Catholic schools, changed places.