

lieve in the higher, the highest education of women. I am in hearty accord with her purpose and ambition to enter all the professions, all the trades, all the departments of industry. She is entitled to the right of way along every avenue where moral character is to be moulded, intellect developed or support secured. I only insist, and I believe my position is sustained by the divine will, by the logic of nature, and by the necessities of the age, that a parity of number shall be maintained in our high schools, that where education, experience and ability are alike, there shall be as many men as women employed, and that there shall be no discrimination of salary based upon sex.

In view of these opinions, and in support of this position, it may be interesting to you to know that exclusive of the special studies as Drawing, Music, Physical Culture, French and German, and not including principals, there are employed in the high schools of Chicago eighty-eight men and eighty-six women, and including all departments, all studies and all teachers, except the principals, there are a total of two hundred and sixty-one (261) of whom 127 are men and 134 women—and that Chicago among the large cities of the United States is entitled to the proud distinction of making no discrimination of sex whatever in fixing the salaries of the teachers in her high schools.*

With this principle established throughout the country, this vexed question of salary dependent upon sex disposed of, we can approach the main question of the qualifications of secondary teachers in a broader spirit and with an eye single to the one

thought of obtaining the best talent the market affords.

It is a trite saying that education is a primal qualification for those who would mould the pliant mind of childhood, and shape it into a character that shall bless the world by its influence, but education is a term which in our time is too loosely defined.

I have great respect for specialists who fill the measure of their days in investigation and research, seeking after and delving into the hidden things in the universe of God's thought, in the realm of nature. I honor the philosopher who spent his life upon the Greek Article, and in dying sighed that he had not given his years to the Dative case, but I would not employ him as a teacher of Elementary Greek in our secondary schools. We look to the laboratory and the cloister for those revelations which revolutionize scientific thought, and present to us the origin and development of physical entities; we bow in silent awe before those who discoursed with such eloquent and unlimited verbiage about child study and the concentration, correlation and coördination of the various branches of learning, but the student who gives his life to the laboratory, and the teacher who stands before the living child are two different individuals. The physicist and chemist who teach our youth should sit not only at the feet of Helmholtz and Leibnitz, of Faraday and Thompson, but at the feet of Homer and Dante and Shakespeare as well. The classicist who unfolds the beauties of Cicero and Homer should also be well tutored in mathematics and science. Our colleges differentiate too early. Candidates for positions in our secondary schools should not commence a university course at their entrance to college.

I desire to make a plea for broad culture, symmetrical training, an all-

*See statistics compiled by Superintendent Nightingale, together with replies to pertinent questions upon this subject of "Ratio of men to women" in the high schools on pages 86-98 of the February number.