

it is not practical enough, that its tendency is to produce professional men rather than business men. They offer numerous criticisms and explanations. When these captains of finance, these merchant princes, found that their business was suffering because of the system of education in use, there was a storm of indignation. Minds trained to the management of great affairs are looking for something to condemn in the educational world, but they do not know what to condemn. A similar occurrence took place in Boston soon after this happened in Chicago.

These business men of Chicago and Boston are sure something is wrong with the public schools, and would like to know what it is.

It seems never to have occurred to them that the fault is mainly with themselves. They are devoting all of their time to the immediate management of their business. To women they leave the care of the schools and the education of the children.

There is an essential difference between the mind of man and the mind of woman. Through all time man has managed the great affairs of the world. His mind has a "business turn" which, generally speaking, the mind of woman does not possess.

If the education of children is left to women, it cannot be expected that the children will acquire this "business turn." This attainment is not necessary for a girl but it is necessary for a boy. Such training as a boy will receive from women teachers will never fit him for a man's work. To make a man out of a boy, the boy must meet and associate with men. Our public schools are full of women teachers. In many of our schools there is not a man teacher. Our schools are simply developing the female mind in the male body. Such a cross-bred animal cannot be expected

#### MEN AND WOMEN TEACHERS.

Nor very long ago the business men of Chicago protested against the kind of boys that the public schools of Chicago are turning out. They claim that the boys who come to them for employment lack application, do not have enterprise, are not proficient in mathematics, and make poor material from which to produce business men. They find fault with the course of study in the Chicago public schools. They claim

eventually to manage affairs requiring the direction of a man. The trouble the business men of Chicago and Boston are having is due as much, if not more, to this than to anything else.

The boy who goes to a common school is with his teacher only a few hours each day. At home he meets his father, big brothers, and men friends. Their influence must, in a measure, counteract the school influence in this respect. When we look to the schools for the deal, what do we find? Thank God, we find a few manly men teachers left! However, like the poor Indians in the far West, their number is rapidly decreasing.

At our large boarding schools for the deaf, where the boy does not meet and associate with his father, brothers, and men friends, the danger from this excess of women teachers is much greater.

The plea of economy is put forward. Two women teachers may be had for the salary of one good man teacher, and there are so many classes. It is false economy. The boys in school deserve an education that will fit them for their life work. One good man teacher is worth more in preparing these boys for their life work than ten or a dozen women teachers. While he may teach but one class his influence is exerted over many boys not in his class. They see a man and know what a man looks like.

The pendulum is simply swinging to the other extreme. Years ago women teachers were about as scarce in schools for the deaf as men teachers are now. The girls the schools graduated then gave you a slap on the back that made your teeth rattle and called you "a mighty good fellow." They were manly. The boys were the rough-and-tumble boys that have made their way in the world as men. The girls our schools are graduating to-day are a fine lot of young

ladies—and so are many of the boys. What our schools need is about as many good men teachers as women teachers, and then they can hope to graduate manly boys and womanly girls.

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