

### Unrequited Labor.

One of the striking features of the St. Paul conference of the National Education Association was the wage question, presented by Margaret Haley of Chicago, and Dr. Charles W. Dabney, president of the University of Cincinnati. Of the 30,000 Illinois teachers, said Miss Haley, 22,000 are paid less than \$800 a year. Carpenters average \$802. Coal miners throughout the United States average \$600 a year, which is more than 18,159 Illinois teachers receive, according to Miss Haley. Common labor is placed at \$513, but more than half of the teachers of this State draw less than \$500. "We have 9,257 teachers," said Miss Haley, "that we cannot compare with anybody for the reason that they are getting less than \$400 a year. We have 3,000 teachers who are getting less than \$300 a year, and 579 who are drawing less than \$200 a year." Dr. Dabney cited some shamefully low salaries for college instructors, and clinched his point by saying that a man who employed a \$20,000 lawyer, or a \$10,000 doctor, was willing to have his son taught by a \$1,500 professor.



After making due allowances for all the extenuating circumstances connected with the teacher's work, the long vacation, the shorter hours—in some, but by no means all cases—and the short terms of some rural schools, it must be confessed that school teachers are much underpaid. It is apparent upon reflection that this is poor economy on the part of the state. Such a wage will not draw the best talent of the community; nor will it secure the best service of such talent as it does draw. And when the building of character is concerned only the best is good enough. Spending fifteen million dollars for a battleship, and paying a teacher who is training our citizens less than the wages of common labor is a gross waste. Poor service in any other part of the government can be borne better than in the schools.



The question arises: Why do men and women with the qualification of teachers enter such a poorly paid profession, or having entered, remain in it? There is more or less fluidity in all labor; men and women change from one calling to another; the old die, and others are born. How is it that such miserably meager salaries can fill the ranks of teachers? Is it not because wages are still worse in other occupations? So long as the state educates the poorest child without charge there will be an abundance of candidates for the

teaching profession; and no adequate wage can be paid the teachers while so many are ready and willing to take their places for the present pay. The teacher's problem is the problem of all who work for hire, what to do with the person who wants her job. Remove that factor and any teacher will soon settle the wage question; but so long as the school board can hire another for this wage, there is no redress. And this is the labor problem. See that all have jobs, and that the least efficient has all that he produces; then it must follow that the others will rise above that to the degree of their superiority. But with one man or one woman out of a job all men and women with jobs are in jeopardy and all wages tend to the lowest level. Give to the day laborer and the sewing woman, what they produce, and all others will tend to receive what they produce. In nothing is the solidarity of the race more manifest than in the gradation of wages through all its ranks. It is only where some form of legal privilege gives to some at the expense of others that they receive more than their due; and it is because all industry is preyed upon by legal privilege that any labor is deprived of its full earnings. If the teachers are to get the pay they deserve they will have to educate the parents as well as the children.

S. C.



### Ineffective Armaments.

"Can Panama Be Destroyed from the Air?" illustrated by photographs taken from an aeroplane and published in a San Francisco periodical, again calls attention to the folly of depending upon fortifications rather than upon the good will of men. Our Government may prosecute the too zealous editor who betrayed military secrets, but that will not save the Canal from attack. Had we spent a tithe of the cost of the fortifications in promoting international good will, and left the Canal unfortified, no nation would have dared to molest it. But, having shaken our mailed fist in the face of the world, we have issued a standing challenge for its destruction to any nation that has the cunning or the power.

S. C.



### Is Such a Deal Profitable?

The money obtained from sale of the battleships Mississippi and Idaho will be put into a dreadnought. The two ships sold will continue to be instruments devoted to threatening or to carrying on destruction of life and property. So backward are we that such a disposition appears to