

That we may thoroughly understand the question that confronts us I shall take a few minutes to outline one or two of the fundamental principles of education.

Education consists in applying to the individual mind in its different stages of development the necessary stimuli to make its most useful functions grow and to keep away from the mind at its different stages those stimuli that will cause the harmful tendencies to develop. The individual ^{in a measure} recapitulates the race and therefore has within him (all) the bad as well as the good. This may lay dormant or it may be quickened by the teacher. Education consists, therefore as much in what we do not do as in what we do. As much in the stimuli we ~~give~~ ~~do not~~ we head off as in the stimuli we encourage. Theoretically then and practically too, we cannot educate any two children in exactly the same way; for no two people are made on ^{an} identical pattern.

It is the duty of Secondary education to give equal opportunity to all. This does not mean identical opportunity; for there could be found nothing more unequal in our life than identical opportunity.

To give the child whose parentage has never been above the lowest strata of intellectual development the same educational training you give the child from the family in the highest strata is literally "Casting your pearls before swine." They do not know the value of your intellectual gems and of course they are trampled under feet. They should be; for they are of no value whatever to the individual. Equal opportunity therefore is not identical opportunity but it is applying to each individual

at each stage of intellectual development the stimulus that will be to the ~~highest~~^{equal} to a corresponding stimulus given to ~~each~~^{every} other one at a corresponding stage of development. This is theoretically equality, but to do it is beyond the power of human ability. But we can approximate it. We must take the pupils that come to us and divide them into groups. This is the best we can possibly do.

Then the question arises ~~How~~^{How} are we to group them? Is it to be on a basis of Sex, ~~color~~^{race} or mental condition. It would be much better to base it on mental condition if it were possible to measure or find out the exact condition. Here again we are confronted by a human impossibility. (There are left only race and ~~notion~~^{notion} sex). Unquestionably there are racial characteristics that justify the people of San Francisco, from a purely pedagogical standpoint, in their attempts to segregate the Japanese also to justify us in providing separate schools for the whites and the blacks. Since ~~that~~^{that} is not the primary object of this paper, ^{however} there is left for us only the question of Sex.

That there is a difference between the sexes has been sufficiently discussed by educators. ~~to justify the~~ Is that difference sufficient to justify the segregation of the sexes in our Secondary School? I maintain ^{that} there is. From twelve to eighteen the average girl is in her physical and mental development about one year ahead of the boy. As she begins change from a child to an adult she goes

show a metamorphosis that brings out all those qualities peculiar to her sex. While the boy goes through that metamorphosis and comes out a man. During this period of change the educator ^{does} ~~is~~ in his best work in shaping and developing human beings. And it is extremely important that the future woman have only those things that develop her into the best possible of her kind. If they get identical training the tendency is to make a ~~man~~ masculine woman and a feminine man. There has been one of the weakest spots in our educational systems. At first the schools were for boys alone and gradually they were opened to girls without change in method or curriculum. Later we changed the curricula and deviated slightly in our methods but speaking in general we have been and are today giving the girls masculine education. Nature has fought us at every stage but we have not infrequently spoiled a good woman to make a poor scholar.

One of the first to ~~put into effect~~ ^{advocate in a substantial way} as ~~have been able to find out a system that~~ ^{of training} takes into to bring out the idea that there is a real difference in the educational needs of the women from those of the men, and to back it up with funds, (so far as I know) was Mr. Matthew Vassar in 1861 when he gave \$408,000 to found a college for women. He said,

And it is worth quoting: "It is my hope, indeed, it has been the main incentive to all I have already done or may hereafter do or hope to do, to inaugurate a new era in the history and life of women. I wish to give one sex all the advantages so long monopolized by the other. Ours is and is to be an institution for women not men. In all its labors, positions, rewards, and hopes the idea is the development and exposition and the marshaling to the front and the preferment of women of their powers on every side demonstrative of their equality with men. *+***"

This, I consider, may be fully accomplished within the rational limits of true womanliness and without the slightest hazard to the attractiveness of her character. We are, indeed, already defeated before we commence if such development be in the least dangerous to the dearest attributes of her sex. We are not the less defeated if it be hazardous for her to avail herself of her highest educated powers when that point is gained. We are defeated if we start upon the assumption that she has no powers save those she may derive or imitate from the other sex. We are defeated if we recognize the idea that she may not with every propriety contribute to the world the benefits of matured faculties which education works. We are especially defeated if we fail to express by our acts our practical belief in her preeminent powers as an instructor of her own sex."

It is indeed true that "We are defeated if we start upon the assumption that she has no powers save those she may derive or imitate from the other sex!" It is time for our girls to come into the

inheritance that belongs to them simply because they are girls. Girls should be taught as girls. And that cannot be done in mixed classes.

They are different otherwise they would develop into ~~boys~~ men intellectually and this does not occur often and is not desired by either sex. Girls look at a subject in a different way from boys. They are more receptive and less inquisitive. They accept the thing as a fact when the boy questions every detail. Last year I taught Civics and Economics to a class of boys. This year I taught the same subjects to a class of girls. And I was forced to change my method. I could not teach the girls as I did the boys. The girls would get the text only while the boys soon learned to think in Economics, to reason and ask questions. Out of a class of ~~nineteen~~ girls there was one only who asked questions and she was a woman with Normal School training. I have asked a number of teachers (men) here and it is the consensus of opinion of those who have had experience in secondary work that the girl needs different training from the boy.

Granting that they should be taught in a different way from boys and that therefore so far as instruction goes we should have one sex classes. What should be the aim in a girl's school? In answering this question I hope we will see the reforms necessary in our secondary education to meet

To meet the needs of young Women

We should keep in mind for the greater number of girls that training necessary to home-making. This is woman's proper sphere and in it only can she attain womanly perfection. I know many do not agree with me in this but that is due to our masculinization in education of the women. To make a home is her highest calling that which there is no greater; for the salvation of our State, of Society and of our race depends upon the women who become home-makers. She should be given the necessary knowledge to make a house a home. She needs courses in domestic science, personal hygiene, physiology (anatomy) household Chemistry and Sanitation more than she needs the Humanities. She should be taught how to take care of her own body in all of its natural changes — with all that means — and that cannot ~~be~~ be done ⁱⁿ with a double two sex class. How many an invalid would ^{have} been strong, healthy and happy if ~~they~~ ^{she} had only been taught in time some of the well known laws of health! Our nurses and our wives are the most important persons in determining the destinies of future generations.

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The girl's school should have courses leading to College. I will not talk up the reforms needed here as that topic has been assigned to another. I will say however that our present College Entrance requirements is one of the chief causes for the mental maddening of many a high school girl and that the girl's needs and not the College requirements should ever be the uppermost consideration in the minds of the H.S. teacher. In fact I am almost persuaded that we had better totally disregard the College for by so doing ~~we~~ ^{we} will hamper for life fewer citizens. It should be easier to enter and more difficult to get out of College. But ~~they~~ ^{they} do some good and we should prepare girls for them.

I consider a change of attitude toward the college by H. Ss. as one of the most needed reforms in our educational system.

We have in America a great number of young women who, ~~must~~ ^{must} under existing economic conditions, become breadwinners.

Therefore it becomes the duty of the High C. to introduce courses of instruction to prepare these for their later activities. We should have courses of study leading to the profession of teaching. It is almost universally admitted that women are better teachers of the children in the primary grades than men. They should be properly trained for this work.

There is a strong demand for women in clerical positions. They should be given courses ~~in~~ that we ordinarily call Commercial. This is now pretty generally accepted and so I will not go into it further.

Perhaps half of the women "breadwinners" are engaged in pursuits not mentioned here. They are in the factories, shops, as milliners etc. It is the duty of our school systems to open some courses for training women in these lines. Box making, working in straw etc etc. But this I fear is too far in advance of our times to be practical. I mean, I do not believe our Com-

municipies are ready to accept such trades schools as a function of secondary education.

I do not wish to be understood in what I have said as placing no value upon the mental training of the ordinary classical education. As an intellectual gymnasium it is very good, but I fully believe we can get ~~the same mental~~ equally as good mental development and at the same time put into the child's life things that will be useful to him in after years. Useful in a practical way.

"The development of the mental faculties, and the imparting of positive knowledge, should proceed at one and the same time."
(Otto Salomon)

I do not oppose co-education. I believe good results may come from it.