

TECHNICAL SCHOOLS FOR WOMEN.

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THE deafening clamour for higher education for women, which for years has been heard above all other noises, is subsiding. Higher education is now an assured fact and every profession is now open to the woman who desires and has sufficient courage and strength to enter.

But our system of education for woman is not yet perfect. Two momentous facts obtrude themselves upon every thoughtful observer. First—while the intellectual standing of women in America is as high as in any other part of the world, her physical force is lower. While America produces more literary, business and professional women than any other country, she furnishes fewer "good" mothers.

Second—while for every profession which she *may* choose to enter, woman is afforded means of attaining the highest training; for the one profession which she *does* choose, no means of training is provided. For every woman who enters a profession, one hundred women enter homes, or, to put it in another way, for every woman who enters the profession of medicine or law, one hundred enter the profession of home-maker.

These two facts are so important and react so upon each other, that they demand the attention of all intelligent thinkers.

Proud as we are of our educational system, we cannot close our eyes to the truth that it is for our girls, at a certain period in their life, a most unwise one. During her earlier years, our girl is a little animal, different in kind slightly from her rollicking brother; but, as she enters her teens, a new period is reached—the first great change occurs, and of the girl is

evolved slowly the woman. A birth, as full of importance and significance as the birth of an infant, takes place, requiring equal discretion, quiet and care. But see the inconsistency. When the baby girl arrives, she is cared for assiduously; her clothing, her diet, the amount of exercise, the bathing and fresh air, are regulated with great nicety, and, under the care of wise parents, all undue excitement and noise is shut out, all forcing of the dormant faculties is avoided. But when the baby-woman begins to assert her life by excessive nervousness, irritability, inactivity, and sluggishness in the erst-while active, well-poised, sweet-tempered girl, not one of the iron bands with which she is bound is relaxed. Her stand in class, her graduation is at stake; what boots it then that her pulse throbs and her nerves tingle—the prescribed work must be done. When the poor baby-woman moans in the utter agony of helplessness, she is all unheeded. When she grows up, puny and ill-fitted for her duties as wife and mother—a nervous wreck—the cause is sought for in every direction but the right one.

Not until the great physiological truth is fully apprehended, that at this period in a girl's life, mental over-work means physical wreck,—not until the fact that our present system of cram and over-work is responsible for the decline in physical force among our women, is fully realized by those at the head of our educational affairs, can we hope for a change. At present, the high pressure really begins at the age when the pressure should be lessened. For the growth of the infant-woman is required mental rest and physical exercise, and she gets mental