

the working woman protects the home in protecting the individual girl, wife, or mother. The central endeavor is to give her time for the household cares and for her functions as a member of the family. The higher education, on the other hand, is almost wholly in Germany of a character to make the young women better fitted for marriage. Since in the better classes the education of the woman was for a long time so much inferior to that of the man that it seriously interfered with deep intellectual comradeship in married life, the successful efforts to raise the standard of female education have given new attractiveness to marriage life and have made the girl more marriageable. Again, the increased opportunities for German women to make their own living make not at all against the establishment of the home. These opportunities lift from many homes the burden of misery, but under the existing conditions of public opinion, there is no fear that they will ever have any chance as substitutes for marriage. They remain, for the large masses, only a question of second choice, merely for those who have no chance to marry, or who are afraid they will not marry, or who hope that it will somehow help them to marry.

The movements in the interest of woman in America have exactly the opposite tendency! Serious forces are at work to undermine the home. To use Dr. Muensterberg's own words: I will not warm up to the argument so often repeated in Europe, that the higher learning makes a girl awkward and ill-mannered, and that the man will never be drawn

to such a bluestocking. I take for granted that no American girl loses in attractiveness in passing through a college. The woman has not become less attractive as regards marriage, but has not marriage become less attractive to the woman? And long before the freshman year did not the outer influences begin to impel in that direction? Does it not begin in every country school where the girls sit on the same bench with the boys, and discover, a long, long time too early, how stupid those boys are? Co-education, on the whole unknown in Germany, has many desirable features; it strengthens the girls, refines the boys, it creates a comradeship between the two sexes which decreases sexual tension in the years of development; but these factors make, at the same time, for an indifference toward the other sex, toward a disillusionism, which must show in the end. The average German girl thinks, I am sorry to say, that she will marry any man who will not make her happy; the ideal German girl thinks that she will marry only the man who will certainly make her happy. The ideal American girl thinks that she can marry only the man without whom she will be unhappy; and the average American girl approaches this standpoint with alarming rapidity.

Co-education means only equality. The so-called higher education for girls means under the present conditions of American life, not the equality, but the superiority of women. In Germany, even the best educated woman—with the exception of the rare and ambitious scholars—feels her education inferior to that of