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throughout Finland. Under the head of
Schools, we find the Ambulatory Schools
under the superintendence of the clergy and
maintained by the parish, and moving about,
staying a few weeks in each place—a condition
things sufficiently indicative of the isolated
position of the parishes or hamlets scattered
over the Finnish peninsula. Under similar
conditions existed preparatory schools of both
town and country, and differing a little with
each other, also Kindergartens. In all these
boys and girls are taught together," and the
teachers are mostly women.

Under the head of "Folk-schools" much
interesting information is given, for which it
is impossible to give space here. These schools
limit the age of the entrance to not earlier
than eight years and not later than twelve.
The four years' course of instruction is liberal,
embracing always religion. Reading is made
each of, and elementary geometry, natural
science and its adaptations are included in the
course, with slojd for boys, and needlework for
girls. Boys and girls are taught together in
the generality of cases.

The teachers are paid by the State, 600
marks (francs) per annum to women, 800m.
to men, increasing after ten years by 20 per
cent., after every subsequent five years by 10
per cent., till the increase in the twenty-fifth
year is 50 per cent. After thirty years of
satisfactory teaching a female teacher is
granted a pension of 600 marks out of the
public funds, male teacher 800. Thus in
Finland, as elsewhere, is sex discriminated
in salary.

A rather remarkable class of schools has
been founded in connection with the Folk-
schools, but it does not appear that they are
aided by the State, though our record says :
"This kind of school was proposed by the
Lutheran Church of the realm, and approved by the
parliament in 1892." These are "Continuation
schools," established for girls who have passed
through the Folk-schools, and in nearly every
case, by female school teachers. In these
advanced classes instruction is given in needle-
work, weaving, etc., in cooking and household
work, in general school subjects, and finally in
book-keeping. Only one of these schools is at
present in operation.

The Folk-school course is followed by the
People's Colleges, first founded in 1889, and
numbering in many respects to our High
schools. In the curriculum, however, is in-
cluded hand work, as weaving, etc. They are
open to youths of both sexes of about 18 years of
age, and to advance them "in culture and know-
ledge, and to kindle noble impulses." "As
there are only eight of these colleges,
scattered by young men and young women
over the country. One has been established
for women only, by a woman, and with some
others enjoys a grant out of the public funds.
The school alone is superintended by a woman,
the others by men."

Normal schools or seminaries for Folk-
school teachers come into the Folk-school
system. The instruction is free. There are
three of these Normal schools all superintended
by men having a woman assistant-superintend-
ent. The instruction is divided in separate buildings. The
sexes are discriminated against women, however.
"At the Swedish Female Normal Institute,
Finland's first female Bachelor of Arts, Miss
Irene Astrom, fills the position of a

'Lektor' and enjoys the same salary as the
male teachers—this however, only after a
special application, and 'in spite of her sex.'"

Finland has her schools for the blind, the
deaf and dumb, etc. The first school for the
blind was founded in 1863, in the capital; was
conducted by a woman, Miss M. Linsen, the
first person in Finland who devoted herself to
the instruction and care of the blind. Of the
five schools for the deaf and dumb, one was
organized in 1862 by a woman, Miss Anna
Heikel, who is still at the head of the estab-
lishment. There are in Finland nine schools
for idiots, some belonging to the government,
and some to private individuals; these enjoy
a grant from the State.

None of the preceding schools come under
the head of the Higher Education. Of this,
as provided for girls, a very interesting ac-
count is given.

During the early part of the century only
private ladies' schools existed, but having no
support from State or municipality their con-
dition was often precarious. A foot-note re-
marks on this "The south-east corner of Fin-
land formed an exception. There existed
for some time German high schools for girls
supported by the Government. This part of
the country had been subjected to Russian
rule in the eighteenth century, and was in-
fluenced by the German culture of the Baltic
provinces." In 1843, the government school
regulations settled that two educational estab-
lishments for women were to be founded at the
expense of the government. "The fact that
the government established schools for girls at
such an early date is the more remarkable that
there are even now few governments in
Europe that have seen fit to do anything for
the higher education of girls."

"A lady principal was from the very be-
ginning placed at the head of every school.
Of our own languages, Swedish and Finnish,
only the former was, to begin with, used in
these schools. In consequence of our histori-
cal conditions the higher education was for-
merly almost exclusively imparted, to men as
well as to women, only in the Swedish lan-
guage, although the language of six-sevenths
of the population is Finnish. But by degrees,
patriots and friends of education fully realized
that it is of vital importance that the bulk of
the people should not remain foreign
to the higher education. They therefore set
to work to provide institutions where such an
education was to be given in the Finnish lan-
guage. Some Finnish high schools for girls
were founded by private enterprise.

The first of these was established in 1864
in Jyväskylä, a small town in the centre of the
country. In 1869, another was established in
Helsingfors on the initiative of Mrs. Ida
Godenhjelm. Many of these schools having
been founded, the State at length awoke to
their importance and now maintains six Fin-
nish and five Swedish high schools for girls,
taking several of the private ones over, at the
latest reorganization of the educational system
(in 1885).

During the half century of their existence
these State high-schools for girls have seen
many changes, all looking to the opinion of the
times concerning the purpose of education for
women. In 1844, out of seventy-two lessons
a week only thirty were set apart for
other studies than needlework. In 1872,
needlework was awarded a lower proportion of

lessons to other studies; at the present time,
in the schools with seven classes and 204
lessons a week, 147 are allowed for religious
instruction, the two languages of the country,
history and a rudimentary knowledge of the
constitution, geography, mathematics, zoology,
botany, physics, hygiene, and foreign lan-
guages (generally French and German, but in
some schools also English and Russian); thirty-
six lessons are allowed for needlework, sing-
ing, calligraphy, and drawing, and twenty-one
for gymnastics.

The pupils have to pay fees, which amount
in the seven-class schools to one hundred marks
a year, and in the five-class schools (each pupil
entering to go through all the classes of her
school) eighty marks, exactly double the amount
paid by boys in the same class of schools.

"Certificates are awarded to those who have
finished the course, and give the right of ad-
mission to the Normal schools and divers prac-
tical schools. A certificate also entitles the
owner to apply for a situation at the Post"
(office).

At these schools instruction is imparted by
a lady principal, three or five female and three
male teachers ("Kollega") five assistant fe-
male teachers, and extra teachers where
necessary.

Of the position of female teachers in State
High Schools for girls, the same discrimination
against sex as before noted, obtains, but the
idea of remuneration of teachers of both sexes
is not marked by the precariousness or want
of appreciation of the value of the work that
exists in some countries. The lady principal
of a seven-roomed school receives per annum
(lodgings in addition) 2,800 marks; of a five-
class school, 2,000 marks. The female teachers,
seven rooms, 2,200 marks each, and assistant
female teachers (in drawing, calligraphy, sing-
ing and gymnastics) 800, 900, and 1,800,
(1,000 ?) respectively. The senior male teach-
ers, however, receive 4000, the junior male
teachers, 3,400. The increase in salary to each
is on the same basis as of the Folk-schools,
and the pensions are similarly provided for.
The latter constitutes a worthy example.

Into the position of teachers in the Private
Girls' Schools, both high and preparatory, and
in the Continuation classes and Normal schools
it is impossible to enter here, though both are
full of points in the highest degree praise-
worthy to women, not alone for their love of
learning and their patriotism, but also for their
advanced ideas in the conduct of their estab-
lishments, so that "even the State schools
have been benefited by their example," Miss
Gustava Forsblom in Frederickshamn and Miss
Elizabeth Blomquist in Helsingfors having led
the way, the latter introducing into girls' edu-
cation, for the first time, gymnastics.

The subjects embraced in the Normal
school course are worthy of attention; they are,
the mother-tongue, (Finnish or Swedish) and
the literature of the country, psychology,
pedagogics, religious instruction, the other
language of the country, the German and
French languages and their literature, history
and the social constitution of Finland, geo-
graphy, mathematics, natural science, and
drawing. The mother-tongue and its litera-
ture is compulsory on all pupils; psychology
and pedagogics on those who intend to be-
come teachers; among the rest of the subjects
the students have the right to choose.

In the Normal schools instruction is im-
parted by teachers of both sexes. The salary