

## THE ADVISABLE DIFFERENCES BETWEEN THE EDUCATION OF YOUNG WOMEN AND THAT OF YOUNG MEN.

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Ideals and opportunity are two essentials of success. In the absence of ideals effort would be without an intelligible goal and achievement would have no proper gauge. An ideal clearly perceived in conditions which make its approximation impossible would be tantalizing if not revulsive. The discussion of "the advisable differences between the education of young women and young men" cannot ignore these two essentials. It should be based upon clear perceptions of the ideals to be sought, the distinguishing characteristics of those to be educated, and the object and nature of education.

The terms young women and young men exclude infants and children, as well as persons of maturer years, and include young people who are from sixteen or seventeen to twenty-one or twenty-two years of age. This rules out of the discussion primary and secondary education, also graduate and technical education, and limits our consideration to college education.

Graduate and technical education appeal to the student largely as an instrument. College education addresses the student as a person. The object of college education is not to make a living, but to make a life. It is the unfolding, by instruction and training, of the whole nature towards its highest possibilities. It is something else and something more than the mastering of languages and sciences important as these are as agencies and accessories. It has to do with the men-

tal, physical, æsthetic and spiritual natures; it aims at the healthful development of each and the proper correlation of all attributes and functions of the complex nature into a symmetrical personality. It includes everything which enters into or influences the formation of character, and aids the individual to the mastery of himself at his best.

If the terms young women and young men are synonymous and are not used to designate and in a measure describe persons or classes of different characteristics, there is no need for a discussion, for if the two classes are identical in nature, functions and ideal, their education should be identical.

But if the nature has a purposeful relation to the ideal and both nature and ideal in one class differ essentially from the nature and ideal of the other class, their functions cannot be identical, competitive or substitutable to more than a limited extent, and the education should be so adjusted to the nature and ideal of each, that its functions will not be impaired, but strengthened.

There are physical and psychological differences between young women and young men. These are inherent, indicative of the sexes and determine the functions to which each is adapted. These inherent differences are in process of development and establishment between the ages of fourteen and twenty-one. Their establishment makes considerable, and, in many cases, severe drafts upon the system. In one class this process is much more protracted