

## THE MOTHER'S NEED OF EDUCATION.

BY MRS. A. M. DIAZ.

As things are, woman cannot obtain culture because of being overburdened with work and care, and also because of her enfeebled condition physically. To what is this present state of things owing? Largely to the unworthy views of both men and women concerning the essentials of life, and concerning the requirements of woman's vocation. And these unworthy views of men and women, to what are they owing? In a very great measure to early impressions. Who, chiefly, are responsible for these? Mothers. They are also, as has been shown, responsible for the larger part of the prevailing invalidism of woman. Let us be sure to bear in mind that these evils, these hindrances to culture, can be traced directly back to the influence and the ignorance of mothers; for here is where the whole thing hinges. Here is a basis to build upon. Child-training is at the beginning. Child-training is woman's work. Everybody says so. The wise say so. The foolish say so. The "oak and vine" man says so. The "private way, dangerous passing" man says so. Very good. If this is woman's work, *educate her for her work*. If "educate" isn't the right word, instruct her, inform her, teach her, prepare her; name the process as you choose, so that it enables her to comprehend the nature of her business, and qualifies her to perform its duties. She requires not only general culture, but special preparation, a technical preparation if you will. Let this come in as the supplementary part of what is called her education. Many will pronounce this absurd; but why is it absurd? Say we have in our young woman's class at the "Institute," thirty or forty or fifty young women. Now, we know that almost every one of these, either as a mother or in some other capacity, will have the care of children. The "Institute" assumes to give these young women such knowledge as shall be useful to them in after life. If "Institutes" are not for this purpose, what are they for? One might naturally suppose, then, that the kind of knowledge which its pupils need for their special vocation would rank first in importance. And

what kind will they need? Step into the house round the corner, or down the street, and ask that young mother, looking with unutterable tenderness upon the little group around her, what knowledge she would most value. She will say, "I long more than words can express to know how to keep these children well. I want to make them good children, to so train them that they will be comforts to themselves and useful to others. But I am ignorant on every point. I don't know how to keep them well, and I don't know how to control them, how to guide them."

"It is said," you reply, "that every child brings love with it. Is not love all-powerful and all-sufficient?"

"Love does come with every child; but, alas! knowledge does not come with love. My love is so strong, and yet so blind, that it even does harm. I would almost give up a little of my love if knowledge could be got in exchange."

Here, perhaps, you enquire, somewhat sarcastically, if no instruction on these subjects was given at the "Institute." She opens wide her astonished eyes. "Oh, no! No, indeed, — surely not."

"What, then, were you taught there?"

"Well, many things,—Roman history, for one. We learned all about the Punic Wars, their causes, results, and the names of the famous generals on both sides." The young mother wants to know how to bring up her child, and she has been taught "how many Punic wars there were, their causes, results, and the names of the famous generals on both sides."

It may be asked here, in what way, or by what studies, shall the young woman's class at the "Institute" be taught the necessary knowledge? It would be presumption in one like me to attempt a complete answer to that question. But the professors, presidents, and stockholders of our "Institutes" are learned and wise. If these will let their light shine in this direction as they have let it shine in other directions, a way will be revealed. But, while learning and wisdom are getting ready to do this, mere common sense may offer a few sug-