THE HISTORY OF EDUCATION CLEARLY SHOWS THAT IT IS ALWAYS INFLUENCED BY THE RECOGNIZED NEEDS OF THE COMMUNITY. THERE MAY BE OTHER NEEDS OF VITAL IMPORTANCE, BUT, UNTIL THEY ARE RECOGNIZED BY INTELLECTUAL LEADERSHIP AND MADE EVIDENT TO THE PEOPLE, THE EDUCATIONAL SYSTEM IS NOT MODIFIED. BEFORE WE PEER TOO INQUISTIVELY INTO THE FUTURE, LET US GLANCE BACK OVER OUR SHOULDERS AT THE PAST, AND WE SHALL SEE THAT WAR WAS CONSIDERED THE MOST IMPORTANT HUMAN ACTIVITY. THE RECOGNIZED NEED WAS FOR SOLDIERS. QUITE NATURALLY, THEREFORE, LITTLE BOYS WERE TAUGHT TO RIDE AND SHOOT, TO DEFEND THEMSELVES WITH SWORD OR SPEAR OR DAGGER, TO OBEY THE SUPERIOR OFFICER AT ALL COSTS, TO BEAR PAIN WITH THE UTMOST STOICISM, TO DIE WITH BRAVADO. AND SINCE IT WAS NOT EXPEDIENT THAT WOMEN SHOULD FIGHT, THEY WERE TRAINED TO SUPPLY THE DEFICIENCIES OF MILITARISM IN TWO WAYS—BY ASSUMING THE INDUSTRIAL BURDEN AND BY BEARING CHILDREN AS FAST AS POSSIBLE. Consequently little girls were taught to spin and weave, to cook and sew, to care for gardens and domestic animals, and to marry as soon as they could.

The demands made on men and women in those times were separate and distinct demands. Their education was, quite properly, a separate and distinct education.

There were many real needs that such a society did not recognize, and probably the most important of these was the need of thought among the masses of the people. The church owned literature and had a first mortgage on science, and the monks were the only people for whom reading and writing were considered suitable occupations. Later permission to read and write was extended to the aristocracy, but, for the most part, in the history of our race a peculiar paradox made reading and writing seem effeminate for men and unfeminine for women.

The centuries have taught us much in their passage from the simple life of yesterday with its definite assignment of human activities and its sharp distinctions based on sex, to the complex life of today, with its diversities and individualities based on personal fitness for
a given task. Our intellectual leadership is striving earnestly to learn the real needs of the people, and as fast as we recognize them we are trying to meet them by a judicious reconstruction of our educational system.

We no longer believe that war is essentially noble. Indeed, many wise people believe that unnecessary warfare is a degrading business. We are beginning to realize the sound principle of universal brotherhood, and we are trying in a clumsy and imperfect way to give every citizen a chance. We have learned the value of the printed page and we are providing for the masses of the people to learn to read and write and think.

Now this decline in the war spirit, this growth in democracy, this almost universal ability to read and write are causes that operate very effectively to bring men and women nearer together in interest and in power. They temper the old, rigorous, historic demands made on women and bring to bear forces that create new demands. They are teaching us to destroy many of the fences that the past built up between our boys and girls, so that they may be able to work together, in time, not as masters and servants, but as partners. They make manifest many real needs of women not hitherto recognized.

This does not mean that the world of the future will recognize no sex distinction in daily life, or that the school of tomorrow will train boys in all respects as it trains girls. That is the greatest mistake of our own times. But it does mean that sex differentiation will be chiefly apparent in sex functions and sex activities. In training for these functions and activities, the school of tomorrow will wisely meet the needs of boys as boys and of girls as girls. But in the broad human activities of life the men and women of the future will cooperate, and in training them for these duties the schools will keep them together and offer them a like training and like opportunities.

With this theory in mind let us consider briefly the place that women will probably fill in the life of tomorrow, the demands that the new life will make and the best ways of meeting the resultant needs.

We do not need to be told that ever-increasing numbers of women are becoming economically independent, either because they desire independence for the sake of the freedom that it brings or because the work that our ancestors did in their homes is now being done in factories and the women must “follow the job” in order to keep it. Society tends more and more to favor the assumption of individual responsibility by the individual, and
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to punish incapacity and dependence. There is enough work waiting to be done in the world, God knows! and those who do not need to serve for money may serve for love. Does this mean that all of our women should leave their homes and hurry to find places in shops and offices? Certainly not. No greater mistake could be made, for if there is any greatest field of labor that field is the home, and the women who do their work there, bearing and rearing children, are the farthest removed from parasitism. They do truly and really earn their livings and deserve the very best that our men can give them. But we are beginning to realize that mere womanhood, under modern conditions, does not constitute a claim on men's earnings, and that the "support" of a husband (a misnomer) is really due to the wife and mother "for value received." And, in the future, women who are not serving the world in this capacity, must serve in other ways if they wish personal freedom, consideration and respect.

The world of the future, then, is likely to demand service of all healthy adults, and valuable service will only be possible for women who have health and skill. Time was when industrial life under home conditions gave health and taught skill. Today the feeble or incompetent woman is being whirled out of industry into the streets as the great machines sing their tremendous song hour after hour, and she is likely to become a burden to the State in the hospital, the poorhouse or the insane asylum, or a menace to the State in the wide spreading of disease, or in the home, as a mother of degenerate children, simply because she lacks the health and skill that our industrial conditions demand.

Our schools, therefore, recognizing this need, will try to give our women health and to prepare them for efficient service.

In days to come there will be a gymnasium, an outdoor playground and a bathtub for every school in the land. They will be considered the most important school equipment, taking precedence over pads and pencils, books, globes and even blackboards. And hygiene will be carefully taught if every other subject in the curriculum must be neglected.

The great social value of games and team work will be understood far better than it is now, and the play of the playground and the work of the gymnasium will be supervised by wise instructors who will meet classes of children with similar needs for short periods daily, not for an hour once or twice a week. The aim will be to produce strong, healthy, beautiful bodies, not overdeveloped athletes who can do abnormal tricks with their arms and legs.

Scrupulous cleanliness of body will be demanded by all teachers
of all pupils. If, however, Mary goes to school dirty she will not be scolded. She will be bathed. Talk can never rid us of dirt, but soap and water can. And some day we shall discover that it is not always just to blame children for having dirty bodies, or yet to blame their parents, for the cost of living makes cleanliness a luxury difficult of attainment for many of our poor.

But, since dirty Mary Brown is not only in danger of disease herself, by reason of her condition, but also a menace to clean Sarah Smith who sits across the aisle, it is the right of the mothers who bear children to demand that the girls and boys who occupy the room with their own shall be clean girls and boys. To this end each public school will have a bathtub in charge of a respectable matron on duty throughout school hours. It will be her blessed privilege to tub and scrub and thoroughly souse each grimy little human being sent to her by any teacher for that purpose. And after each tubbing she will carefully wash and disinfect the bath itself. The community will have to pay slightly higher taxes in order to pay her salary, but the results will reduce doctor's bills. Moreover, the presence of such a woman in the bathroom during school hours will prevent much of the vulgarity usually associated with the basement toilet.

Hygiene will probably be taught (in the grades), in connection with gymnastic work, nature study or domestic science courses. In high schools it will probably become the backbone of the course in human physiology. But wherever and whenever it is taught the future is likely to see that it is well done, for we are beginning to grow weary of our old friends, tuberculosis, typhoid fever and appendicitis; we no longer consider adenoids, catarrh and granulated lids necessary misfortunes; we are beginning to feel a healthy and laudable preference for straight spines and clear complexions. Every child born into the world has a right to knowledge of the common laws of health, how to care for the teeth, eyes, nose, ears and skin, the importance of digestion, the imperative duty of breathing good air, the nature and effect on the system of various foods and drugs, and the simpler ways of avoiding disease.

Given children who are gradually correcting the physical defects of their environment and heredity, children who are clean of body and are working in clean, well-lighted, well-ventilated rooms, or, better still, in the open air, is it not probable that we shall secure for every subject in the curriculum a new zeal and attention? Is it not certain that we shall be building up a womanhood healthy enough to answer to any legitimate demands?

Having given women health, it will be the next care of the school of tomorrow to give them not only a satisfactory general training and
culture, but also a specialized training in arts, crafts, trades and professions that will enable them to earn their own livings and become self-reliant citizens.

The doors of our schools will be thrown wide open to the public with the fewest possible limitations. The influence of our universities will be extended far beyond the "extension" work of today. "Special students" who are in earnest about their work will be encouraged and welcomed, not excluded because they are unable to be regular students. We shall see that it is folly to try to push a whole loaf of bread down a student's throat because the student is in real need of one slice. In reality it is worse than folly, it is a crime against democracy, because schools only exist to serve the people, as many of the people as possible.

The opportunities offered will tend to become more numerous and varied as time passes. Economy can be secured in many cases by providing different opportunities in the high schools of adjacent towns. The school in A need not offer a course in bookkeeping if such a course is offered in B, a town fifteen miles away, connected with A by trolley. The students in A who desire this course can attend the school in B and the students from B can go to school in A in order to take advantage of opportunities not given in B, say courses in metal work, rug weaving or music.

In the choice of special subjects to be studied in a given school (aside from the common branches), the natural advantages and conditions of life in the town will be taken into account, and the tastes and abilities most noticeable in the people of the community.

But we shall not feel that we have done our whole duty when we have provided certain courses of study, for, in the helter-skelter of modern industry, we can never be certain that Mary and Sarah will find the right opportunity. We know that parents frequently predestine their children to careers for which those children are not, by nature, adapted, just because their love for those children is deep, their ambition great. Many a sweet mother tries to make a minister out of a born farmer or mechanic, a school teacher out of a thoroughly domestic daughter. Sometimes she cannot do it, and this means bitter disappointment for her; sometimes she can do it, and then we are not as well served as we should be. Industrial misfits mean imperfect service.

In the beautiful democratic future to which all idealists look forward, the farmer who provides us with luscious fruit and sound vegetables will be more honored than the minister whose service is dull and uninspiring, whose words are clogs in the wheels of progress, because he has undertaken, for conventional and social reasons, work
for which nature never designed him. In like manner, because of her actual worth in the world, the girl who learns to be an expert laundress will win greater respect than she who through snobbery draws her monthly salary for muddling children’s minds.

The highest democracy is only possible with a place for everybody and everybody in place, and in the future the special aptitude of the child will be duly studied with this idea in mind. The teacher by training and by daily contact with the minds of many children is well fitted to be an excellent judge of special aptitude. It is nearly as easy to write on the annual pass card, “Mary has shown skill in the use of materials, she might be a good seamstress,” as it is to write, “Mary made an average of eighty-three per cent. in spelling.” To do this would really interest a conscientious teacher. Such annual reports may be kept on file so that parents and young people may have access to them. The consensus of the reported opinions of several teachers may some day be found very helpful in determining what careers should be chosen.

A S THE desire and capacity for economic independence grows in women they are likely, more and more, to be associated with men in public as well as private life. Already, through church and school, through women’s clubs and labor unions, through settlements and other institutions, they are exerting a widespread influence on the development of the nation. In a few decades (whether we like it or not), women will probably be voters in most of our States; ultimately, in all of them. And today, although they are only half-citizens, except in Colorado, Wyoming, Utah, Idaho and Washington, they are permitted to train the boys who are pretty certain to be full citizens as soon as they attain their majority. Therefore the world today asks that we train our women for citizenship. The world of tomorrow will demand it.

As a right beginning we shall see to it that our whole educational system be permeated with the spirit of democracy. We shall foster the respect for law, the love of liberty and the contempt for license which alone can safeguard what is best in our American institutions. All of our children will be instructed in the principles of our civil government. In the grade schools this can best be done in connection with history work, national holidays and patriotic celebrations. A brief daily discussion of current topics (judiciously chosen), might do much to cultivate the ethical side of the future voter and politician. In the high schools, courses in civics will be listed and required of all regular students. Such courses will furnish some knowledge of conditions as they actually
exist and have to be met. They may also furnish actual experience in the operations of government. The writer was once a student in a high school that offered excellent work in civics. The children of that school held an election in proper form and with due regard to legal requirements. They elected McKinley by a vote of three hundred and ninety-eight, against thirty-six for Bryan, twenty for Woolley, one for Debs and one for Maloney. They were immensely interested in the election, even in the hard work of counting votes, and they learned a splendid practical lesson in free government.

We have prophesied that the girls of tomorrow will be trained in health, self-reliance and citizenship, in order that they may be able to take part in the broad human activities of life. We can be sure, however, that the future will not be content to stop with this. The world of tomorrow will demand of women a robust and confident motherhood trained for sublime duties, involving life and death and the evolution of the race. In the days when all women, by reason of womanhood, were regarded as mothers by profession, they were allowed to perform the duties of that profession with the knowledge of amateurs. That they succeeded so well, in the main, is due to the fact that conditions of living were fairly simple in the old days, and also to the fact that devotion, even without accurate knowledge, can accomplish wonders. But as civilization becomes more complex the dangers surrounding childhood become greater and can only be neutralized by greater vigilance and more thorough knowledge. The education of the girl of tomorrow will not be thought complete without a training and preparation for the activities of motherhood.

Gymnastic work and the study of general hygiene furnish an excellent foundation on which to build a study of motherhood, but the superstructure is needed. One thing is certain. The State will soon be made to realize the wanton wickedness of permitting young people to grow up in ignorance of the laws of sex, its marvelous evolution and healthy control. We shall come to understand the extreme dangers of prurient curiosity and vulgar knowledge, and we shall refuse to leave the whole matter to the somewhat unstable imaginations of our girls and boys. Pure knowledge wisely imparted will do much to combat the social evil, and since in our very mixed population only exceptional mothers and fathers are able and willing to impart this knowledge in the right way, the State will have to assume the responsibility and see to it that the problems of sex are frankly and cleanly stated and solved for the children of tomorrow. The State of Washington has recently taken a good step in the right direction and much is being done by interested individuals and small groups in various parts of the country.
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In this department the needs of boys and girls are different and will remain different. Their training must be suited to their needs and they must not be taught together. Instruction can best be given individually or in segregated classes, with women to teach girls and men to teach boys. The subject will be progressively taught with the ages of the children constantly in mind. Preferably it will be connected with the work in general hygiene, so that in the grade schools it need attract no undue attention as a thing apart. But it will not be let alone entirely until the high schools take it up, for many of our children never go to high school, and it is important that the State shall give them, in a way suited to their years, the simple facts of what is called the “mystery of life.”

If the girls of tomorrow can be physically strengthened and mentally and morally prepared for motherhood by knowledge of the general laws of hygiene and the laws of sex, we shall have a right to be proud and feel that our educational system is sound and good. If, in addition to this, our girls can find in our high schools and colleges courses in dietetics, home-making and the care of babies, the results will be even better. But can we not look still farther into the future, and, in good faith, take one more step?

We all know the nearly universal love of little girls for dolls. This love is founded on the sacred mother instinct that brings to life in the face of many a little five-year-old some of the rapture of the madonna. For centuries we have seen the little daughters of the race washing and combing and dressing and hushing and kissing their “doll babies”; we have watched them playing “house” and “doctor” and living in play a more or less serious mimicry of the lives of their mothers. But we have not utilized this love of dolls in education. If little girls love to do these things for their dolls why should they not be shown how to do them sensibly and faithfully, so that in later years, when play has become earnest living, they will know how to care for the live dollyes of flesh and blood?

As has been mentioned before most of our children are not yet able to go through high school, but most of our girls do become mothers and those whose education is not carried beyond the grades will be just the ones to need the training in motherhood most of all. To many people the suggestion just made may seem an absurd and unjustifiable extension of the kindergarten principle. But certainly it would bring the teacher very near to the child, it would follow the lines of the child’s own interests. It is merely offered as a possible solution, perhaps not the best, of a very difficult educational problem which we shall soon be ready to face squarely.
And now let the prophecy end in a vision of the kind of womanhood such training is likely to produce. In every town in the land, in days to come, there will be straight and strong girls and women, not women who have striven to build the rough muscular force appropriate to men, and failed, but women of complete development, women of endurance and poise, not easily tired by any day's work. They will be ruddy and rosy, alert and active, ready for life. They will be free women, owning their own straight strong bodies, their own alert and active minds, earning their own livings by honest labor in many trades and professions, or in the homes they glorify. They will help to make the laws which they must obey, through representatives worthy to represent them. Their opinions will be as truly respected as the opinions of their fathers, brothers and husbands. They will marry and become real partners in the life bond with men who must honor them in order to win them. They will bear children in health, not in weakness, with the joy of freedom, not with the reluctance of constraint. They will suckle and cradle and clothe these children, not as experimenters in an unknown field, but as competent and loving helpers of the world's little ones.

PRAISE

AN ARTIST painted a great picture and many people came to see. "Wonderful!" they exclaimed. "So clever! So original!"
And the critics remarked: "What perfect drawing! What masterful composition! Note how the lights and shadows balance! And the coloring—so strong, and yet so full of atmosphere!" And they quarreled as to whether or not it belonged to the Impressionist school.

A friend, meeting the artist, congratulated him on winning such appreciation.

"Appreciation?" repeated the artist bitterly. "I painted a vision, a message; and they praise—my technique!"

ELLA M. WARE.