

Benefit of an industrial education  
for girls.

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Books Consulted.

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Education: -

Manual training in the public schools.  
By L. H. Marvel.

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Manual labor training in public schools.  
By Chas. O. Thompson. Ph. D.

Education: -

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By Sarah K. Bolton.

The Rural New Yorker.

The Rural New Yorker.

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The Philosophy of Eating. By Bellows.

## Outline.

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The benefit of an industrial education for girls.

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2. The progressive steps upward.

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b - Use for manufacturing.

II The barrier to her entering industrial fields of labor broken down.

1 - Why she needs this education.

a - Helps in business.

b - Develops quickness of thought.

c - Helps to compete with life's problems.

d - Helps to raise the standard of society.

2 - Industrial arts specially adapted to girls.

III Schools provided.

1 - Knowledge of home making essential.

2 - Preparation of foods for different laboring and thinking men essential.

3 - Satisfaction in work well done essential the home.

IV Better home makers.

An industrial education should mean a thorough preparation for some special form of manual labor. Formerly the system of apprenticeship afforded ample means for the boys to obtain such an education, but even this kind of an education for an industrial training has fallen into disuse.

The states are providing for this deficiency by establishing agricultural colleges, and in a great many of them, girls are admitted, others are being opened up to them, and, perhaps in time, all will be open. In some of them the girls receive a thorough training in agricultural lines.

In an agricultural school systematic instruction and practice are given in the use of such tools and material as will impart skill to the eye and to the hand. The end in fact is to make the hand a true and ready servant of the will, no matter if the training be scientific or practical, the hand and eye must be trained, must put into practice the instructions received from the text-book, or else no real benefit will follow in this line.

The beginning of a girls industrial

education is at home. Sometimes it is quite thorough as far as it goes, and when she becomes older, four or five years of scientific practise will prepare her for quite thorough work in some line of industry. But her early teaching is not systematic nor specialized enough to help her so very much. This general knowledge should be obtained, and obtained in a scientific manner, so that if an over flux of laborers are thrown upon society, in a few professions, the girl should have some knowledge in another line to fall back upon.

In early primeval times when home was first instituted, there was not much need for woman to have a very adequate knowledge of industrial arts, in any form, because her life was of the crudest in every way. She had no responsibility, socially or mentally.

But when the home was established, then her duties began. Fire had been discovered and this was the reason why the home was established, some one had to stay and watch the fire, and of course it naturally fell to the lot of woman, she being the weaker sex.

Then as there was a fire something must be

done with it, and as woman has been noted for her curiosity ever since Mother Eve existed, I suppose these early primeval women had their share. And with the fire and the game brought home from the chase, many experiments must have been tried, and as their wants increased, manufacturing on a rude basis began, gradually improving in their industrial arts, and as the industries increased, life broadened, people became more intelligent, and gradually grew out of savage life, into a life higher, broader, and better mentally, socially, morally, and spiritually, which will broaden and strengthen still more as our industries increase. And by looking back a hundred years, the girls of this country were restricted to a very few things which they might do to earn a living. If she did not marry, her only alternative was to work at home, or live in her brother's home as a dependent, counting it a disgrace to earn her living in any other way.

How cramped and narrow her life was then! But mainly by her own energetic will, she has almost entirely broken down this barrier to an education, and now nearly every field of work is open to her, these fields she fills

with womanly strength and dignity, not losing one bit of her sweetness and purity by entering the field of masculine labor, but helping man and making him better.

The women of eastern countries are today in much the same condition the women of our country were a hundred years ago, socially, and as regards the industrial work. It is for this very reason, there is no place where she is provided this education, nor is she given a chance to show her ability to use God's gifts.

Dr William B. Carpenter of London, says in regard to manual training that "the cultivated hand has by reflex action great influence on the brain; its power, energy, development, and perhaps the very arrangement of its fibers, and there cannot be any thoroughly clear, rigorous, and enlightened brain without the cultivated hand." Our perceptive powers are trained, and we are taught to judge more correctly, and to be more observing and attentive in business.

We not only gain esthetic tastes by this training but physical beauty, for it is a positive fact that we gain physical health from this kind of training. We would not need one half of the gymnastic exercises which are used for bodily

development, if more would learn to wield the broom in the right manner.

That manual training develops quickness of thought is a fact not to be disputed. Our schools are multiplying the workers in what is called the higher education.

And in higher education, we have girls who have been trained in industrial arts, with better intellectually development, better moral training, sounder judgement, and a better choice of occupations.

And the women who are wielding are an important influence would wield it much more nobly and rightously if educated and trained to use it to the best advantage.

The saying used to be, "politeness and ladylike manners count more than learning." But this has been entirely refuted, because colleges which were only open to men are now being opened to girls, who are wisely improving their opportunities, and are not making themselves mannish, as people predicted they would either. Thus we find girls are entering manual fields of labor, and are not lowering the vocation or themselves, but have set the standard higher, which requires higher and

purer motives.

In Massachusetts the state normal school teaches girls the use of tools, and in some cases they have become experts. This is recommended as a splendid way to promote quickness of thought and deftness of action, in combining manual labor with intellectual training. It creates within her a new power, helps her to reason, to use her common sense, and if she finds she has the power to do, she feels more independent, and is better prepared to compete with life's problems.

Sewing and cooking are universal industries. And yet girls have just begun in the last few years, to receive instruction in these arts in a scientific manner. But now schools for instruction in both sewing and cooking, are open so that not only the rich but the very poor may share alike in receiving information.

This training helps to evolutionize the lower classes by teaching them in an intelligent way how to use the knowledge obtained, toward making an honest living. Then the higher class of society is being

evolutionized, for wherever or in whatever school industrial training is received, the higher class of society, find life broader, something to do, and learn to make of themselves more useful men and women. They find life to be real, earnest, and that there is a higher aim in life, than to merely gratify their own pleasure.

The object of an industrial education is to raise the standard of life.

Study and preparation are required to become proficient in the work of industry no matter what branch is taken up.

Also the training of the body is kept up while the hand, eye, and brain is being trained.

Many of the skilled employments and industrial arts are better adapted to women than to men any way.

Wherever industries have been connected with schools good results have followed. There is less time spent in such games as foot-ball, base-ball, and so on, but more time devoted to some art.

L. H. Marvel says that pupils have a better chance to obtain a position after leaving an

industrial training school, because men and women are wanted, who have a practical knowledge in these lines.

Industrial professions which ladies might fill with satisfaction and success, are open and waiting for some one with the scientific and practical knowledge combined, to take, as they with their quickness and ability to see things are wanted for these places.

But many of these industries are filled by men now, because the women have not become prepared to take their place, but as soon as one is ready, he will have to step aside, for he cannot compete with her deftness and skills when it has been trained in the right way.

Yet so many even of the poorest class look upon domestic service as almost a disgrace, at least as something beneath them, and no matter if they do receive good wages, comfortable in some cases, almost luxurious comfort, they will prefer a place behind the counter, with less wages, where she has to be on her feet all day, lifting heavy packages, and out of wages so small, pay room rent, live, and be clothed, while as

a domestic, she has much leisure, board, and room rent provided.

Perhaps the wonder in regard to this state of affairs is universal, but the better class of girls object to it on social grounds. The very best men of the nation agree in saying that civilization is not healthy which divorces the training of the intellect from the labor performed by the hands.

It is a dangerous thing to society to foster the idea that it is a dishonor or even a disgrace to work on the farm or as a domestic servant. These ideas are prevalent every where, and are very dangerous to society, not only to society but to the very safety of our government, if it is to be kept from going back into barbarism.

This can only be overcome by teaching the higher class of society to see that an intelligent witty servant girl, is just as respectable, and to recognize her socially such, as her sister, shop girl, of equal intelligence. When this is accomplished there will be less ignorance in the kitchen, the mistress of the house will be able to obtain a girl of high mental requirements, combined with practical and scientific

skill, who will be able to prepare the food in the best and most attractive way.

In the schools young girls are being taught that skilled labor is an honor to the sex, and when they come to thoroughly understand this, it will help to solve the question, of how to obtain "honorable and useful employment for women," as this is one of the problems of any high and advancing civilization.

The making of a home depends upon the mistress of the home, and if she is not able or does not understand house work herself, just so much is she deficient in the knowledge of how to treat hired help, and whoever has the preparation of food to see to, should understand what foods help to build up the nerve force of a thinking man, what helps him to grow mentally instead of giving him food which increases the carbonaceous substances in the body, which are meant to help the working man, and not the thinker. These things should be understood for a clear knowledge of these facts helps to produce health and mental growth.

The servant must be provided with this

knowledge to know how to do her work well. The mistress of the house must have the knowledge too, or how can she direct her home and work right, or know what is best for all.

By this kind of an education, and with the arts and use of industry, with the advance of sciences, and by using good common sense, combined with reason, wit, dignity, grace, and sweetness of life, home is made one of the strongest and purest institutions in the country, where there will ever be found a safe harbor for love and faith, where character building will be of the purest and strongest, intellectually, and morally, where the girls will learn self dependence, and be strong without the blue stocking stamp, be better able to compete with the wage earners of the land, without danger to her life and soul.

And through out all wherever her lot is cast, whatever she undertakes, she will ever be the pure and guiding power toward a firmer and better influence, toward industry as a means of providing a better way to uplift the laboring classes of the country; she will be the means of making her own

home purer and stronger.  
And "when work is well done, it is robbed of its curse," some one has said. and the housekeeper who will only be satisfied with the very best that she can produce, "drops the drudge and becomes the artist." Then why not take as much interest in all common prosy household duties as in working a problem in literature, mathematics or some other science.

Slighted work loses its dignity, but when one puts his whole soul into his work, no matter how humble it may be, he enables that work, and in time some reward will follow.

Ruskin says, "The power of the Domina or House Lady, is great and venerable, great in the number of those whom it grasps in within its sway; you cannot be so noble, and that the multitude which obeys you must be those whom you have comforted and not oppressed."

This multitude will be of the brightest and most intelligent and quick witted of girls if the House Lady has her own life trained and under the right controul, making her

life unselfish, she will be able to help and direct in the training of others.

With this kind of an education, girls are trained to use their hands and brains together, which helps them to enoble their home, making it a place cherished above all others.