THE AMERICAN GIRL AT COLLEGE

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The American Girl at College. By Lida Rose McCabe

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TO

MY FATHER

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"All the adventures of knights will not prove one lady's valour. She must fight her own battles."

PREFACE

A BOOK with an apology rarely has excuse for being. Conscious, however, of the interest and importance of the subjects here treated, I feel it due to the colleges mentioned in these pages to state that the volume is the outcome of a flying visit to the woman's colleges of New England and the South.

The topics discussed are attracting the attention of scholars and educators, some of whom were pleased to discover in my homely discussion of them information valuable to the American family and kindly urged their presentation in a more permanent and desirable form than the ephemeral newspaper. Written within the limitations of journalism, they do not

invite technical consideration and are no more than what they aimed to be—facts garnered from personal observation and authentic sources.

If a college girl gleans a practical hint, the future historian a suggestion by the perusal of this humble little volume, it will not have been "Love's Labour Lost."

LIDA ROSE MCCABE.

NEW YORK, May 15th, 1893.

The American Girl at College

CHAPTER I

HIGHER EDUCATION

THE higher education of woman has ceased to be a conundrum. Woman has solved it. Statistics refute almost every objection raised against her highest intellectual development. Witness the scholastic standing of the four great women colleges of the United States. The standard is equal if not higher than that of the average man's college, which proves that only earnest workers aspire as yet to collegiate training.

There are indications, however, that higher education may develop into a fad. In such a crisis, doubtless, feminine dullards will be coached to college and to a

lower scholastic standard, as are the masculine drones infesting our great institutions. Certain is the wide-spreading popularity of collegiate training for woman. More than three thousand students were enrolled the past year at Vassar, Smith, Wellesley, and Bryn Mawr. Last year some two hundred degrees were conferred. Mt. Holyoke—the pioneer in higher education—chartered a college in 1888, and the Woman's College of Baltimore—the first in the South—conferred in 1892 degrees on their first graduates. The class at the former numbered ten, while the Woman's College had five graduates. In equipment it is one of the educational marvels of the South.

Harvard Annex, unique in educational development, rounded its twelfth year with flattering results, conferring the Harvard certificate, the equivalent to a Harvard College degree, on nine women.

Barnard College or the Columbia Annex is about to send its first graduates, eight women, to receive from the President of the University the same degrees which

are conferred upon men, as the reward of advanced scholarship. The founding of Barnard accentuates an epoch in the higher education of women. No other affiliated college of the non-co-educational institution is recognised so honourably as an essential part of the university proper; no other commands so great generosity in degrees.

The quota of women at the great co-educational colleges is constantly increasing, while Yale, Johns Hopkins, and the Universities of Pennsylvania and Chicago now offer her equal privileges. Room, more room, is the cry of every woman's college, while the number following post-graduate courses increases yearly, substantiating the assertion of their preceptors that woman's colleges are founded on the old Hellenic idea: "Culture for culture's sake."

When it is recalled that at the close of the Revolution many ladies of high standing in Boston could not read, that wives of distinguished men signed deeds with a cross, that a girl instructed by a master

was unheard of, and to be permitted to hang on the doorsteps of country schools to hear the boys recite was deemed a privilege, well may we exclaim with the President of Smith's College, "Woman's intellectual awaking is like a dream!"

But what is the drift of this much-talked-of higher education? What is the difference between common schools, colleges and universities, and of what value are degrees to women, is a question that old-fashioned, home-keeping women find themselves asking their sisters in "the swim." A college presupposes a knowledge of the common branches essential to intelligent and successful performance of any business or to a proper discharge of the duties of common life. A college does not train a student in law, medicine, theology, agriculture, commerce, art, science or literature. This is the special work of universities. Between the common school and the university, then, lies the college—that higher education which aims to impart to women through liberal studies the discipline, the culture of the

powers of observation, perception, reflection—the normal development of a sound mind and a good heart in a healthy and graceful body—in short, the education of the whole woman for the fullest accomplishment of the highest and best work in life. To accomplish for young women what our colleges are doing for young men was the hope of the founder of the first woman's college—Matthew Vassar. Twenty-five years ago Vassar College conferred degrees on its first graduates, and in the interval it has enriched the home and professional life with more than a thousand equipped women.

The serious work of the "fair Vassar girl" in all the higher walks of life has silenced the gibes of men's colleges and crippled the jingles of the funny man of the press.

Vassar graduated in '92 its largest class —fifty-five. A large proportion are now teaching. A number married and assumed social responsibilities at once, while others have entered on medical studies or are following post-graduate

courses at Yale, the Chicago or other universities. Scarcely an educational institution for women in the country is without a Vassar girl on its Faculty. It continues to furnish leading libraries with librarians, while journalism and periodic literature are enriched by its contributors. The reputation of Maria Mitchell is sustained by her successor, Miss Mary W. Whitney. The recent observations of the new comet made by Miss Whitney and her students were published in the *Astronomical Journal*. Two Vassar girls are assistants and computers in the observatories at Yale and Harvard. Miss Murray, of Harvard, was the first to discover the facts which led to Prof. Pickering's recent theory as to double stars.

Ten years after the opening of Vassar, Smith and Wellesley Colleges were founded. Their growth is marvellous. The cordiality existing between the woman's colleges, as shown by their supplementing their Faculties by an interchange of graduates, is a strikingly wholesome feature of this great transitory period.

Wellesley was founded by a rubber merchant of Boston, Mr. Henry F. Durant, whose belief in woman's intellectual power was early stimulated by the women who imparted to him his knowledge of the classics. Wellesley is controlled entirely by women. It contributes largely to the missionary fields. Its graduates are found in many professions. The college has at present 700 students. Many of last year's graduates have entered upon various bread-winning careers, while the increase in post-graduates is marked. Wellesley is fully abreast of the times, eager to assimilate new ideas and put them to practical test.

Smith College was founded by a woman, and the Faculty is divided. It began with fourteen students. "We thought," said its President, "that if we had one hundred in twenty years, great strides would have been made. We have now 650. We can't accommodate the numbers demanding quarters on the campus." Smith in '92 conferred degrees on eighty-one graduates.

The Sophomore year at Smith's is known as the matrimonial epoch. Many students at this term abandon college for matrimony. The girl that safely crosses the Rubicon may be relied upon as a candidate for a degree.

Bryn Mawr was founded in 1884 by a Quaker and richly endowed. It has profited by the experiences of Vassar, Wellesley, and Smith, and combines, scholastically and materially, the best that money and taste can secure. It opened in 1885 with 44 students. It has now 166. From Johns Hopkins University it borrowed the system of major and minor electives in fixed combination. Bryn Mawr last June conferred the Bachelor degree on sixteen women. A number of the class of '92 are teaching. The marriage ratio of Bryn Mawr is proportionally higher than that of Vassar.

Latest statistics show that college-bred women are now marrying more rapidly than formerly and at an earlier age, while the exceptional scarcity of divorce among married college women proves that the

costs of matrimony were fully counted before the responsibility was assumed.

Miss Emory, of Maine, last year won the European fellowship. This provides $500, sufficient for a year's course at an English or Continental university. Two young women have already profited by Bryn Mawr European fellowships. One is now engaged in philanthropic work in Boston.

Bryn Mawr girls wear the gown and mortar-board. The gown is of black nun's veiling, alpaca, or serge. They were adopted at first to lessen the expense of graduation toilettes. They add dignity and picturesqueness to college life. The graduates of the Woman's College at Baltimore donned the gown and mortar-board to receive their degrees, and henceforth it will be their daily costume.

The adoption of this time-honoured garb of foreign universities is a yearly mooted question in all our woman's colleges. Wellesley Seniors wear it on Tree Day, but as yet Vassar and Smith cling to the gowns of the traditional "sweet

girl graduate." Barnard appears in cap and gown, sustaining the unique type of college woman. The value of a degree to the woman ambitious to teach or enter professional life increases yearly. The scholastic standard of common-school teachers will eventually be elevated to such a point that only the woman with A. B. can hope for position, while the aspirants for college professorships will find Ph. D. imperative!

A. B. (Bachelor of Arts) is conferred by colleges at the successful completion of the prescribed course.

A. M. (Master of Arts) is conferred on the college graduate who remains a year after graduation to pursue a line of study beyond the prescribed course, while Ph. D. (Doctor of Philosophy) is the reward of extended university study. Fellowships —home and foreign—are multiplying in all the colleges.

Examinations for admission to the Freshman class of Vassar, Smith, Wellesley, Mt. Holyoke or Baltimore College include English History and Mathematics

in addition to Latin, Greek, German or French. Certificates duly qualified by the various faculties are generally accepted in lieu of the prescribed examination.

The Harvard University examination for women held in Cambridge, New York and Cincinnati, is the most rigid. Regular examination under the Board of Examiners of Columbia College, which insists upon Greek as a requirement, admits a girl to Barnard. The equivalent of the Harvard examination, or a certificate of honourable dismissal from some college or university of acknowledged standing, is the passport to Bryn Mawr. All these colleges have three regular courses: classical, scientific and literary. The first leads to the degree of Bachelor of Arts, the second to Master of Arts, the trio to Doctor of Philosophy. Post-graduate and special courses for teachers and advanced students are now provided, and the requirements for entering and passing vary slightly in each.

Bryn Mawr admits three classes to its

lectures and college work: graduate students, undergraduates and hearers. The idea of hearer is essentially English, and Bryn Mawr is the only woman college that offers this valuable provision. A hearer is excused from passing the matriculation or entrance examination. She must be a woman of at least 25 years of age, and furnish proof that she has at some time pursued the studies included in the matriculation examination. Her admission to recitations, examinations and laboratory work depends solely on the consent of the instructor in charge. Hearers, unlike special students, are not recognised by the college and can receive only such certificates of collegiate study as may be given them by the several instructors. They cannot receive degrees. This is an exceptional opportunity for studious, ambitious women debarred in early youth from higher educational advantages.

Especially welcome are the hearer's privileges to the bread-winner to whom experience has brought home her defi-

ciency in certain lines where proficiency would enlarge and facilitate her opportunities. Dread or timidity of undergoing a matriculation examination has prevented many mature women from entering our colleges to perfect themselves in a special line of study that would secure them higher results and increased competency in their chosen callings.

The high standard of scholarship maintained by all our women colleges would seem to debar the *dilettante* from aspiring to higher education. Should it ever become "good form" for families to insist upon the female dullards entering college, the lowering of the average now attained would find compensation, perhaps, in the avenue it would open to poor, industrious girls to pay their way by tutoring the rich man's indifferent daughters. It is hardly possible that frivolous, indifferent girls will ever worry through the higher education, yet it cannot be denied that to be a college-bred woman is a growing ambition. To define the outcome of the higher education of women is as impracti-

cable as would be an exhibit of philanthropic work at the World's Fair.

"We do not aim to train a woman for a sphere, profession or calling," insist the presidents of all our women colleges. "We train her simply to be a whole woman, a power for highest good in any community in which her lot may be cast, and in no position is her influence so potent as in the home. When men complete the college curriculum they rarely have definite ideas of what course they will pursue. Why should women be expected to have definite plans? All must await developments, and whatever those developments may be the college-bred woman is better equipped to meet them." This is higher education in a nutshell.

CHAPTER II

PHYSICAL DEVELOPMENT

THE modern college girl, in Turkish trousers, crosses swords with a fencing master, vaults bars, climbs ropes, plays ball, rows and swims. Not with german favours or progressive euchre prizes but with the trophies of gymnasium tournaments is her boudoir decorated!

Eager to grasp all, hold all, our early educational system tended to the development of the intellect at the sacrifice of the physique. Alarmed at the results, modern educators are seeking in the old world for a remedy—a remedy that might be found at home since our German population brought with them the *turnverein*, to which continental universities are largely indebted for the preservation of sound minds in sound bodies. This general awakening to the importance of physical

in conjunction with mental training happily comes, almost simultaneously, with the objection advanced against the higher education of woman—namely, her physical inability to sustain the mental strain of collegiate education. This charge statistics refute, thanks to the eagerness and thoroughness with which women's colleges are assimilating hygienic and educational physical training.

Most colleges in the past three years have added to their original buildings that "centre point of Greek life," a gymnasium.

Calisthenics or gymnastics, in a desultory way, have always been practised in girls' schools, but physical training as now understood was unknown in all our educational institutions until the past three years. Not until college authorities exact as careful a physical as a scholastic examination at original entrance will physical development attain its rightful position in modern education. And this will be possible only when its vital importance is scientifically recognised in the common schools. Vassar, in its earliest

days, had a riding school, and two foreign masters of horsemanship initiated the fair candidate for a degree into equestrian mysteries. To its alumnæ association Vassar is indebted for its present splendidly equipped gymnasium. It is one of the largest buildings for purposes of physical exercise connected with any college for women. It is controlled by two women—a director and a physical examiner. A certificate of good health in addition to that of good character is now being added to the requisites for admission to some of our women colleges and co-educational institutions. A student will not be permitted to study in the Chicago University four consecutive terms without a physician's certificate, that she may do the work of the fourth quarter without injury to her health.

Wellesley has yet to secure a separate gymnasium building, but one of its spacious halls is equipped with the paraphernalia demanded by the Sargent system. Smith has a commodious edifice. Before equipping it, President Seelye

visited the gymnasiums of Europe. The gymnasium at Bryn Mawr is a beautiful structure, while outside of Harvard College perhaps no gymnasium surpasses that of the Woman's College at Baltimore. It is equipped with Zander machines at a cost of eight thousand dollars. The Swedish system is closely followed, and Dr. Alice Hall Chapman, the most expert woman expounder of Ling in this country, assisted by two Swedish women, graduates of the royal schools of Stockholm, established its reputation.

The students of Harvard Annex avail themselves of Dr. Sargent's women and girls' gymnasium at Cambridge, but are looking forward to the erection of a separate gymnasium, in addition to their other collegiate building. Most of these gymnasiums have race tracks and swimming tanks. Whether the German, Swedish or American (Dr. Sargent's) method is the more efficient continues to be the bone of contention among physical trainers. The colleges are divided in their allegiance. Dr. Sargent's system, varied by the

Swedish, prevails at Vassar, Wellesley, Smith, Bryn Mawr and Mt. Holyoke, while the Baltimore college, as has been stated, adheres to the Swedish.

The development of the heart and lungs by free movements of the body, is the basis of the Swedish system, while muscular strength, developed by machine exercise, is the pivot of Dr. Sargent's method. The Germans pay less attention to hygiene than the Americans or Swedes, and the Swedish system is more educational in its tendency. While anatomy, physiology and human nature are the same the world over, the question of nationality must be considered in determining the exercises of physical training.

Eventually a system compatible with the best development of American physique will be evolved, leading to a race like the Greek prototypes. Where could it begin more effectively than with the mothers of the future? "It is because few persons nowadays have faultless constitutions and few families are altogether free from some tendency to

disease," says an English physician, "that one needs to be more careful of the mothers of the next generation." At some women's colleges systematic physical training is obligatory, while at others it is optional. Not until it becomes obligatory can the student hope to reach her true estate and physical culture its proper recognition. Out of a class of 104 young women who graduated at Wellesley in 1891, only two had been in the habit of taking out-door exercise for two hours every day, while eight did not average one hour, or one and a half, daily. Forty-five averaged about one hour a day, and the remaining forty-nine, less than one hour. Since the autumn of 1891, however, physical training at Wellesley has been recognised as a full regular department of the college. Three hours' instruction a week in the gymnasium is now required of every member of the freshman class. The results of a year and a half of the experiment have been most satisfactory, not only in the development of physique, improvement in the carriage and vigour

of the young women, but also in the increased capacity for mental application. Each student at all the colleges whether the system be that of Ling or of Sargent, is measured, a chart drawn defining physical deviations from accepted normal development, and exercises are prescribed to counteract existing defects. From time to time measurements are taken, and a record kept showing the progress made. The records of one hundred cases at the Baltimore college last year revealed a chest development of from one to five inches. It was noticeable in women past forty years of age; for so justly celebrated has this gymnasium become that physicians send patients there for treatment. The effect of scientific hygienic training, say the presidents of these colleges, is strikingly apparent in the condition of the girls at the completion of the four years as compared with their condition on entering the college. Illness is rare. All colleges have resident women physicians, who may be consulted daily in their offices without charge, or may be

summoned to the student's chamber at a nominal cost. The physician also gives familiar lectures on hygiene and instruction in physiology and anatomy. Black Turkish trousers with divided skirt effect, blouse waists with sailor knots of varied hue at the throat, black stockings and heelless Oxford ties complete the gymnasium costume. A pretty girl in this Oriental garb is very attractive. Much diffidence was manifested in donning the trousers at first, and the unexpected appearance of Mark Twain in the gymnasium at Bryn Mawr, when a class was exercising, brought every girl instantaneously to her knees!

Work in the gymnasium closes in April, and then the college girl devotes herself to the swimming tank, rowing and lawn tennis. Vassar has ten lawn tennis courts. Rowing on the Hudson is optional. Sketching classes, botanical and geological excursions necessitate much out-door life, while every student is obliged to spend one hour a day in the open air. One-third of the students at

Harvard Annex avail themselves of the gymnasium.

Wellesley has extensive tennis courts, and many students spin over the lovely countryside on bicycles. Wellesley is the only college with an organised crew. Rowing is scientifically taught by Harvig Nissen, a Swede. Classes in rowing are taught every day, the beautiful lake on the college grounds offering secluded facilities. Float day in June is the most picturesque fête in the college's long calendar. The lake, ensconced in wooded hills, is flecked with boats manned by natty crews in clover and white flannel outing suits. Greek letters are embroidered on the white shirt fronts, and the health-glowing faces of the rowers beam under the jaunty clover caps, with nautical bands of white silk, as the boats dart from the moorings amid the cheers of invited guests gathered on the hillside. Chinese lanterns shed soft lights among the trees as twilight deepens and the victors land to receive the trophies—ribbon banners, gay with college colours.

Smith has no boating crew but her swimming tank is spacious. To tennis players, however, Smith adds the first and only ball team.

"Are you not afraid that ball playing will make the girls masculine?" asked a solicitous citizen of Northampton.

"Have you ever seen them bat a ball?" slyly asked the president.

"No, sir, I never have."

"Ah, I thought so. If you had, believe me, your fears would be allayed."

Bryn Mawr has a cricket club. It was the first to establish a tennis tournament. These contests have greatly raised the standard of tennis playing. It offers prizes for feats in the gymnasium, vaulting, club swinging, etc. The stimulus given by its tournament suggested to Bryn Mawr girls the feasibility of organising women colleges into an Intercollegiate Athletic Association. An invitation accordingly was sent out last year, and repeated this, but found no encouraging response.

Vassar, shrinking from the publicity

given to all its movements, the penalty of pioneership, dreaded anything that might attract public attention still more, and other colleges, while recognising the value of contest, are not yet ready to give allegiance. But a Woman's Intercollegiate Athletic Association cannot fail to bring physical training to a high degree of perfection, and its realisation is not far distant.

To the average college woman the idea as yet is too suggestive of the race course, grand stand, bill posters and exposure to the rabble, from which, let us hope, the American girl will always be defended.

CHAPTER III

ÆSTHETIC CULTURE

INSTRUCTIVE, suggestive and refreshing is the æsthetic outlet which women's colleges find in dramatic and musical organisations. Unhampered by the professors of elocution or music and mildly approved by the faculty, the students with dramatic or musical taste instinctively combine to give in a recreative way free scope to individual taste or talent. The versatility and quality of talent thus revealed are often truly remarkable. Not only in the portrayal of character, in elocutionary effect, in stage setting and costuming are ingenuity and keen dramatic instinct discernible, but the constructive faculty is often strikingly apparent in the cleverness with which students adapt plays, frequently producing original dramas worthy of public ren-

dition. It is not improbable that a Vassar, Smith, Wellesley, or Bryn Mawr girl may yet produce the long-expected American drama. The wonder is that they have not already entered seriously the field of dramatic writing or histrionic art. It is but a question of time and growth. Did not Clyde Fitch, one of the most promising of our young playwrights, get his first insight into stagecraft at Amherst College? Judging by the advances made in these directions as shown by the dramatic and musical performances of the past year, the time is near at hand when some college-bred girl will produce, let us hope a drama, which will effectively belie Molly Eliot Seawell's assertion, that "Woman has no creative faculty."

The "social we" of the Vassar girl has many sides, and not the least interesting is her adoration of Apollo and Thalia. In the college's tentative days a friend presented the dramatic society with five sets of scenery. With this nucleus the properties have grown until Vassar could take to the road to-day, better equipped

than many professional companies. Four plays are given each year. The birth of the drama in college life has been the outcome of the desire of the seniors to improve themselves and to entertain the younger classes. The sophomores welcome the freshmen by "tearing a passion to tatters," and not to be outdone, the latter return the compliment, each struggling to excel the other in setting and rendition as well as the weaving in of college jokes. The students usually make their own costumes. On special occasions, when elaborate court trappings are required, New York costumers are sought. Clever scenery is improvised, and great is the fun when special setting which the property-room fails to supply is required; for then the dramatis personæ don huge calico aprons, and, with brush and paint pot, set to work to conjure from the unsuspecting canvas "scenes wonderful to behold." Here the theories inculcated by the recently abolished Vassar School of Painting find practical expression. Professorships are not established in

painting and music, but instruction in the history, theory and practice of both arts is given as before. History and theory are however in the regular collegiate course, and count toward a baccalaureate degree. Practice is an extra expense and does not count for a degree. The purpose of the change is to give æsthetic culture its true place in higher education. In the art gallery of Vassar the oldest American artist, Watson, is represented, together with the works of Trumbull, Mount, Cole, Durand, Gifford, Kensett, Edwin White and Baker. Later American art is exemplified by Inness, Boughton, Huntington, McEntee, Whittridge, Shattuck and Gignou, and foreign art by Diaz, Courbet, L'Enfant de Metz and Duvergne. In water colour the gallery glories in four Turners, two Pivicts, one Copley and Fielding, two Stanfields and others of lesser note. Equally rich is the Hall of Casts. The Art Fund of Vassar provides for annual additions to the Gallery.

But to return to the drama: Masculine costumes are forbidden in Vassar

plays; that is, legitimate trousers are eschewed; coats and vests are permissible, but the divided skirt marks the limit of realism! The plays are given in the gymnasium, equipped with stage, footlights and movable scenery. A beautiful blue plush drop curtain is Vassar's pride. It was secured at the cost of many a struggle in the way of benefits. The entertainments are generally complimentary; occasionally, however, a small admission is asked for the benefit of some particular cause. Men are never admitted to any of these performances, and this restriction prohibits an orchestra. While Vassar has given Shakspearian plays, it confines itself chiefly to modern comedies. Less adaptation and original work is done here than at other colleges. "She Stoops to Conquer," "Our American Cousin," and "The Rivals" have had clever treatment.

The Vassar girl does not hesitate to penetrate the sanctum of Messrs. Frohman and Daly in quest of manuscript plays. "Are they refused?" Privileged women!

The manuscripts of several of the cleverest comedies of these managers have found their way to Vassar. Last year "The Cricket on the Hearth," "A Scrap of Paper," "Lord Dundreary," and "Lulu" were given with artistic effect. This spring Mr. Crane sent the Vassar girls the manuscript of "On Probation" and it was the regret of the accomplished comedian that he could not see their interpretation of his latest creation.

Vassar has just made her début in classic domain and crowned her histrionic efforts by a rendition of "Antigone" in the original Greek. Since the days of Sophocles perhaps the world has not seen a more accurate setting of a Greek play. The master mind of the undertaking was Miss Abbey Leach, Professor of the Greek Department. Discarding traditional ideas of Greek art and drama Vassar presented "Antigone" in strict accordance with the discoveries made at Athens in the past five years. Professor Leach, in her heroic effort to be true to the classic purity of Sophocles, sacrificed what is

known as the "dramatic essentials." She summoned to her aid the Greek professors of Harvard, Amherst and various other colleges. One renowned expert drilled the cast in rhythm of the Greek verse; another instructed it in intonation and expression; while another propounded the meaning of Sophocles. Perfect in the lines as erudite Greek professorship could make them, the cast was then turned over to Professor Franklin H. Sargent, of the American Academy of Dramatic Arts. "It was interesting to watch as rehearsals progressed the triumph of mind over matter," said Professor Sargent in speaking of the educational benefits to be derived from the training involved in a Greek play, "their finely disciplined minds yielded like plastic clay. They grasped every suggestion and responded effectively." As a scholastic no less than an artistic feat "Antigone" created an epoch and arrested the attention of the educational and dramatic world, while it demonstrated the strength of the Greek department of the college.

The College Alumnæ include one professional actress.

The Glee Club, under the direction of Miss Perkins of California, scored a triumph recently in a concert given at Sherry's in New York to found a scholarship. It gives a number of recitals during the year, often with the Banjo Club, which numbers eight clever performers. These organisations in all colleges are independent of the schools of music proper. They elect their own leaders, select their music and drill themselves. Each year generally brings a sufficient number of singers or banjo players to make a club quorum.

Greater attention is given to legitimate drama at Smith, perhaps, than at any college in the country. It has four dramatic societies. Plays were originally given in the parlours of the various cottages; but with the growth of talent and interest they sought the Town Hall. The seniors' play at the close of the year is the crowning feature of the commencement week. It is the only play to which

gentlemen are admitted. The girls make their own costumes, but masculine attire terminates at the waist line.

The seniors of '92 gave the "Colombe's Birthday," of Robert Browning. In '91 the students dramatised the "Book of Job." A chorus represented the comforters. The music was written by Prof. Blodgett, who ably conducts the music schools of Smith, Wellesley and Mt. Holyoke. The costumes were historically correct and the whole impressive. A tuneful operetta, set to college jokes, was written by one of the students, who gave promise of doing something meritorious in operatic writing.

"What has become of her?" was asked.

"Oh, she taught school for a while, and now she is keeping house for her brother."

To successfully keep house for anybody certainly demands the constructive faculty, but as my informant *naïvely* remarked:—"It doesn't sound very big."

The success of "Electra," the Greek play given in the original at Smith three years ago, attracted wide attention and

demonstrated the proficiency of its Greek department. Its setting was elaborate. The beautiful Greek costumes were made by a professional costumer. Prof. Tyler trained each girl in her Greek lines. The whole was a classic novelty that arrested the attention of the collegiate world. Harvard and Yale came to Smith as guests, and their professors praised highly the perfection and fluency of the girls' Greek lines. It was a revelation. Smith's reputation was established, and succeeding classes struggle to maintain or surpass the dramatic laurels then so signally won.

The glee club gave recently a Thanksgiving concert in New York under the auspices of the college alumnæ for the benefit of the gymnasium.

Minor plays are also presented, in which the students are their own stage managers, electricians, stage carpenters, scenic painters, etc.; and, from the practical as well as the literary insight and exercise gained, something substantial in the way of original play-writing ought eventually to result.

Smith has separate schools of art and

music whose gallery, lectures, public concerts and recitals all regular students of the college may attend without extra charge. Its art gallery has probably the most representative collection of the American School, while more complete copies of antique casts are not to be had in any of the woman's colleges. How the college came to possess Hillyer Art Gallery is not without interest. To the staid villagers of Northampton the tall gaunt figure of Winthrop Hillyer was as familiar as the campus of Smith. A quiet, unobtrusive soul, his humble bachelor quarters comprised one room over the village butcher shop. His outer life was an open book, but the inner was sealed to every one. The President of Smith was surprised to receive a visit in his study several years ago from this village recluse.

"I hear that you want an art gallery," said the old man. "I have called to say that it would give me pleasure to supply that want."

The President was inclined to believe the old man daft. His visitor had never

been suspected of being a man of wealth or a lover of art. That Northampton was deceived, the splendid Hillyer Art Gallery, with its studio and exhibition rooms, extensive collection of casts and paintings, and its endowment of fifty thousand dollars for the increase of the collection, eloquently attest. The corridors of the Hillyer Art Gallery are hung with artist proofs of Harper's Magazine and the Century Magazine illustrations given to the college by George W. Cable, the novelist, who has a home at Northampton. It is singular that the art collections of our woman's colleges are nowhere suggestive of women's skill with brush or chisel. One looks in vain for an Elizabeth Gardner, Emma Klumpke, Mary Cassatt or the scores of clever women now aiding the development of American Art. With increased endowment, due recognition will doubtless be given them in the æsthetic life of all our colleges.

The musical organisations at Wellesley have a deservedly high reputation. The Beethoven Society, consisting of eighty

members, has received the encomiums of the best critics. It gives two concerts a year. Recently it rendered Stuart's cantata, "King Rene's Daughter." A Glee Club and Banjo Club also give two concerts annually, and enliven many of the college festivals. Wellesley has no distinctive dramatic society. The oldest society of the college is the Shakspeare, a branch of the London Society. It is devoted to serious study of the plays of the immortal bard. Once a year it renders a play. Two years ago it gave in the open air "As You Like It," last year "Love's Labour's Lost;" and this year "Twelfth Night" was cleverly rendered. These plays are usually given without change of costume or scenery. The stage is a bower of evergreen trees. The idea is to confine attention to the text and characterisation and to stimulate the imagination after the manner of the old English drama.

The natural beauty of the environments of Wellesley, with its outlying hills, undulating valley and winding river, lends

realistic and picturesque effect to the primitive rendition of Shakspeare's plays. Last year's seniors gave a Greek pageant, an imitation of the Greek flower festival. The accompanying poem was recited by its author, in a typical Greek robe, while the songs were rendered by sixteen maidens in classic gowns of varied colour. The music was accompanied by rhythmic movements, the players were decorated with wreaths and garlands of flowers, and the whole suggested the Greek festivals, when Doric maidens measured their skill with the Greek lads, although the lads in this instance were conspicuous by their absence. Though the Greek department at Wellesley is highly endorsed by native Greek scholars the college has not yet attempted a classic play in the original. Materially and scholastically the music school at Wellesley is exceptionally strong, while the Farnsworth Art Building, opened in 1889, affords every modern facility for advancement in technical art.

Dramatic performances are not encouraged at Bryn Mawr. The drama is an-

tagonistic to the Quaker spirit that influences this beautiful institution. Plays are, however, frequently given, one or two girls being the instigator, or one class complimenting another by a dramatic indulgence. Much originality is displayed. "Siegfried up to Date," from the pen of a Bryn Mawr girl, represented the Faculty as gods and afforded much amusement. Hans Andersen's "Fairy Tales" are frequently adapted to the stage. Two or three plays are given annually. Girls make their own costumes and wear the masculine dress complete. The plays are given in the gymnasium. No scenery is used. Plays with quick action are sought, and clever devices beguile the audience to forget the absence of scenery. Dramas at Bryn Mawr must be original. Much talent was displayed last year among the juniors. The *Batailles des Fleurs*, adapted from the French, was given with much éclat.

It is singular that no French plays have ever been rendered in the original text at any of the colleges. True, there are few French dramas that admit rendition with-

out careful expurgation, yet for the sake of the language it would seem that more attention should be given to that fountain spring of dramatic inspiration—the French drama. Nothing would be lost, while much might be gained, and perhaps when alumnæ associations of the future entertain distinguished guests of France, as they did recently in New York, more than two college-bred women may be found capable of venturing beyond *bon jour*, *au revoir*, or "*Comment vous portez-vous?*" More attention to the speaking of the continental languages is an imperative need in American education. There is certainly something radically defective in present methods, otherwise greater results would be secured.

Thirty-five young women constitute the Bryn Mawr Glee Club, whose reputation, like that of the Banjo Club, is confined to college circles. They have given four of Sullivan's operas. Bryn Mawr has no music school. Beyond lectures on sculpture and architecture, art has no place in its curriculum.

The "Idlers," at the Harvard Annex, give a drama every three weeks. They wear men's clothes when the play requires it. As mere pleasure is the object of the "Idlers," original travesties prevail and are oftener in the club's programme than legitimate comedy or tragedy. Glee Club and banjo also "drive dull care away," and have their share in all festivals, "wise or merry."

The Annex also is without a music or art school. Lectures by Professors Moore and Paine of Harvard College impart the principles of both arts.

The practice as well as the theory of music and of art are recognised at Mt. Holyoke and the Baltimore colleges; but as yet, independently of the regular college course social æsthetics have not developed in either so extensively as at the older colleges. The efficiency of the methods pursued in imparting æsthetic culture in the colleges where it has special recognition, as at Vassar, Wellesley and Smith, finds practical demonstration in the large number of alumnæ, who are pursu-

ing music and art in the capacity of teachers, painters, public singers or professional pianists. Æsthetic culture as expressed in music and art is the aroma of scholastic training. Without it, education is scarcely complete. Its subtle influence is finding substantial expression on every side, especially in the architectural and decorative features of the college buildings. The barren whitewashed school-room, the cheerless parlour with rude prints on walls, dried grasses in homely vases on ungainly mantletrees are now as remote as the masculine stupidity that once denied to woman the possession of an intellect. Witness the library and reception rooms at Vassar; the Browning parlour at Wellesley with its exquisite stained glass windows, commemorating the poets' masterpieces, the inlaid tables, *choses de luxe* of many climes; or the Faculty chamber with its palatial sweep, richly upholstered furniture, artistic hanging and magnificent window commanding a landscape of suggestive beauty; or the dining rooms of Bryn Mawr with oaken

panelled walls, picturesque mantletrees, logs crackling on the mediæval hearth and quaint chimney corners; not to forget the dainty and inviting boudoirs characteristic of all colleges, manifesting individual love of the beautiful in the concrete life of the students and in the refinement of their surroundings as well as in their abstract theories of the beautiful.

CHAPTER IV

SOCIAL LIFE

A STRIKING feature of the collegiate life of American girls is the almost total abolition of dormitories and formal rules of conduct,—which are necessary factors in the young ladies' seminary and fashionable boarding schools.

College authorities wisely concluded in the beginning that a girl with mental calibre sufficient to pass the entrance examination would have sufficient self-respect and knowledge of the proprieties to conduct herself properly without the restriction of prescribed rules.

This supposition or faith on the part of the faculty has had a most salutary effect upon the students. To be put upon one's honour develops and strengthens an individual self-respect.

A spontaneous *esprit de corps* is the out-

come, leading to the establishment at Vassar and Bryn Mawr of a "students' self-government society." The students' society at Vassar has flourished four years, subject to the authority of the president. It decides all questions and has had an admirable effect in adding dignity to student life.

Bryn Mawr authorities neither make nor enforce rules. Recognising the efficacy of unity of action, especially as regards social liberties, the students of Bryn Mawr established two years ago a self-government society. Each cottage has a proctor, generally a senior, to whom mooted questions of social propriety are referred. As a matter of personal safety, students prefer the chaperonage of an elder, naturally a post-graduate, in their strolls beyond the college campus into the open country or on the railroad, especially at night in going to and returning from entertainments at Philadelphia. "You are ladies; conduct yourself accordingly." This is the only law known to Smith and the Harvard Annex.

Social Life

The severity of the curriculum and the earnest absorption of the students in their work left little time or disposition to cultivate social amenities in the colleges' tentative periods. But woman's inherent æsthetic and social instinct soon craved fellowship beyond lecture room and library. Club life consequently sprang up, and in serious or frivolous guise is now a leading feature of all our women colleges.

The superior social advantages of the students of Harvard Annex are unquestioned. Two hundred and fifty years the seat of Harvard College, Cambridge, steeped in the best thought of New England, distills an aroma not to be found elsewhere. There are no dormitories nor cottages. The students are scattered in private homes throughout the city, where they are privileged to test to their hearts' content "plain living and high thinking."

The Idlers' club, devoted to social enjoyment and good fellowship, meet in the inviting library of Fay House. This and the Emmanuel (named after the college

from which John Harvard graduated) bring the students together in an informal way. Glee and musical clubs are sources of varied pleasure, and the concerts of the former for the benefit of the library are Cambridge events. The afternoon teas held on Wednesdays in the parlours of Fay House by Mrs. Agassiz, the widow of Prof. Agassiz of Harvard, and president of the Society of Collegiate Instruction of Women, bring the students and their friends together, making them acquainted with the professors and distinguished guests at Cambridge. A Graduates' Society has recently been organised.

To Cambridge's unwritten social law, however, more conservative in many respects than that of the old world, Annex students instinctively yield, and in this respect their social privileges are unique. Smith College was the first to adopt the cottage plan. Wellesley, Bryn Mawr and the Baltimore college readily followed, and the dormitory, as it was once understood, is now the almost exclusive property of preparatory schools.

Vassar still retains its suites of one to three rooms in the main building. It has recently erected, at a cost of one hundred thousand dollars, a commodious new hall embodying the latest architectural and hygienic ideas. It has thirty-six single apartments and thirty-four suites of two sleeping apartments opening into one parlour or study room, accommodating in all one hundred and four students. On the first floor are spacious reception rooms and parlours, while the dining room, occupying two stories, is effectively lighted by stained glass windows. Ten high backed oaken chairs lend an air of dignity to each of the eight tables. Wellesley also retains sleeping apartments in the main building, besides having several cottages. So popular is the cottage plan that the list of applicants for admission is always full and large numbers of students are forced to seek quarters in the town of Wellesley, while they impatiently wait their turn to become cottage dwellers.

The buildings at Wellesley are picturesque. Complete in modern conven-

iences and prettily decorated, the cottages accommodate from fifty to seventy-five students. Each is in charge of a matron, a woman of culture, appreciative of the social needs of girls, and in ready sympathy with their aspirations. The arrangement of the rooms varies at different colleges. Single chambers with alcoves that conceal behind portières the bed, leaving the rest of the room a salon or library, or a common parlour with three separate chambers leading from it, are popular. Single and double rooms by clever devices in the way of folding beds, screens and divans, rich in covering and with silk pillows of various hues, are ravishing boudoirs or salons according to the occupant's caprice. Bryn Mawr is probably the finest equipped college in this respect in the country, if not in the world. No two rooms are architecturally alike. In decoration, every chamber reveals the individual taste and bespeaks the woman, refuting the absurd assertion of Mr. W. D. Howells in "A Woman's Reason," that a girl takes no

real satisfaction in adorning her chamber until she is married. The cottages are nowhere confined to one class of students. Freshman, sophomore, junior, senior, all mingle indiscriminately under one roof. This arrangement prevails at all colleges that maintain the cottage plan. On leaving the cottage at Bryn Mawr for an outing in the city or elsewhere, the matron is informed in advance; otherwise the freedom of the private home prevails. All have a common dining-room. At Wellesley and Smith, students wait on the table. At Vassar and Bryn Mawr maids of colour serve the wholesome viands. An indispensable adjunct of every girl's room, especially at Vassar and Bryn Mawr, is the dainty tea-table with swinging kettle, snowy dimity, æsthetic china and souvenir spoons. To entertain is the ambition of every girl. Weekly high teas are a frequent indulgence, while the gossip distilled nightly over the "cosey" is an ever green episode of higher education! No mean side feature of the modern educational life is the graceful brewing

and sipping of the "cup that cheers, but does not inebriate." Powerful is its rôle in home and society. Practice alone imparts to woman ease at a tea-table, and this the college girl will find of inestimable value when she enters society, however limited its scope may be. Casting lots for the next year's rooms, and the annual senior sale of draperies, bric-a-brac and tea-table paraphernalia are exciting events of June.

Dancing is an occasional indulgence, a handkerchief on the right arm designating the knight of the lancers. On special occasions students invite their men friends to the hops. Gentlemen may call at any time at the cottages at Bryn Mawr, as they would at the young ladies' homes. There is no occasion for the puerile subterfuge of boarding schools at the announcement of a masculine caller, "He is my cousin or my brother." Monday is Wellesley's holiday, and other colleges are adopting that day instead of the traditional Saturday. Unchaperoned, the students may seek on these occasions

Boston, New York, or Philadelphia in quest of the latest in the art, musical or theatrical worlds, keeping thus in touch with the times and "nature which makes us all kin."

Aside from the impromptu dramatic and musical diversions and the fête days of which all colleges have more or less, and despite the proverbial belief that a woman cannot keep a secret, Greek letter societies with finely equipped fraternity rooms are found at many of the colleges. Of six thousand five hundred girls enrolled as members of Greek letter societies no small portion are students or alumnæ of woman colleges, although the co-educational institutions are naturally more fully represented. Smith College alone has no secret societies. The three graces of the fraternity girl are scholarship, character and manners. The oldest of these fraternities is the Phi Beta Phi, organised in 1867. It has twenty-nine chapters and a membership of eighteen hundred. Alice Freeman Palmer, Anna Dickinson and Helen Watterson Moody belong to the

Kappa Alpha Theta, one of the largest of these societies, having members scattered over the states. The Alpha Phi was the first woman's fraternity to build a chapter house. Not the least distinguished of its members are Frances Willard, Martha Foote Crow and Jane Bancroft Robinson. The Kappa Kappa Gamma girls wear a key set with jewels, and their official organ *The Key* claims to be the first periodical published by a woman's fraternity. Delta Gamma, Gamma Phi Beta, and Delta, Delta, Delta or Tri Delta, are growing fraternities which find allegiance in many of the woman's colleges. Vassar and Wellesley have also their Young Women's Christian Association, and, in keeping with the vital interest which sociology is awakening throughout the civilised world, this science is now a part of each college curriculum. And all are active participants in the college settlement movement, now a practical feature in Rivington Street, New York, and in Philadelphia and Boston. All these organisations afford outlet for various philanthropic

activities, while they tend to initiate the members into parliamentary usage, command of vocal expression, ease of manner and the exercise of social graces by reason of the teas, "socials" and banquets that vary the more serious activities and interests in these centres of progressive growth. Club life in our women colleges, however, threatens abnormal development, to the detriment of the fundamental purpose of collegiate training. Some authorities, recognising the possibility of its abuse, restrict a student from joining more than two societies. This example cannot be too speedily imitated. The temptation to the ambitious or popular girl to accept a number of official positions in various clubs or societies is often irresistible. Comparatively few students, unless restricted by the college authorities, can rise above the pressure of popular appeal. The father of a Vassar girl complained recently that when his daughter came home one Friday night to remain until Monday, she was unable to eat or sleep or entertain her family or even con-

sult the dressmaker, so disturbed was she by the pressing duties imposed by official positions in seven distinct college societies.

This eagerness to grasp all is an outcome of new conditions. It is not confined to the college girl alone, but embraces nearly all classes of modern, progressive women. Moderation in this respect could nowhere be more fittingly inaugurated than in the woman's college. The social privileges of the college girl, however considered, are simply the privileges of the well-bred woman in any well-bred community.

A common charge of worldly women against their collegiate sisters is the latters' want of social grace and conversational power, or rather lack of small talk and spontaneity. Indeed not a few distinguished observers do not hesitate to assert that the average college woman has bad manners, when not utterly manner-less. Sweeping as these criticisms may seem, they are not wholly unshared by thoughtful, liberal college women, as this letter will show.

"I attended a breakfast of the class of 1887," writes this gifted master of arts of a famous seat of learning, "and I have not been able yet to divest myself of the appalling heaviness of the affair. Why is it that college women have such poor conversational ability, so little spontaneity—'touch and go'—those seeming inherent qualities of the typical American, met in general society? Does higher education cripple the natural or fail to develop the latent social graces?"

Social grace and small talk are gifts of nature no less than talent for the sciences, languages or the arts. When not naturally possessed, however, they may be acquired by the exercise of that eternal vigilance which is the price of good dressing.

Varied and extensive social opportunity however is another necessary supplement to the acquisition of these coveted and indispensable gifts of the rounded woman. Now let it not be forgotten that our women colleges are in their infancy; that they were founded and to the present have been almost wholly sustained by

serious, earnest workers,—women, drawn by pecuniary necessity, no less than natural desire, to store their minds in as short a time as possible with marketable knowledge. Under this pressure there has been little or no leisure or inclination to cultivate social amenities outside the intercourse inseparable from communities of identical interests or aims. Then the conventional idea that when a girl goes to school hers must be solely the life of books, and must cut her off mentally as well as bodily from the world of action, has until quite recently permeated the college no less than the preparatory school, or Young Ladies' Academy. Slow but subtle change is at work, and whether the social lapses charged against early college women are just or unjust, suspicion of such charges can hardly be possible to the future college woman. The rapid introduction of influential and fashionable women of liberal culture upon the Board of Managers of our women colleges is sweeping away the old barriers and bringing about a new order of things. Women

of the world for the most part, they are awake to the needs of college girls,—needs which they are happily equipped to supply. For example no distinguished guest now graces Boston's most exclusive or fashionable circles who does not find his or her way to Wellesley College, entailing a reception or tea on the part of the students. Such visits are made possible by two members of the Board of Managers, Mrs. ex-Gov. Claflin and Mrs. Richard Gardner, leaders respectively of Boston's most cultured or ultra-fashionable circles. In their splendid homes these women give entertainments to which Wellesley girls are welcomed, and brought in social contact with the flower of Boston courtesy.

Mrs. Alice Freeman Palmer has always advocated the cultivation of the social side of college women, and is herself no less a practical than refreshing example of its possibilities. Since her marriage to Professor Palmer her artistic home at Cambridge welcomes the college girl to meet the brightest of Harvard men.

Women of similar social culture are to be found on the Board of Bryn Mawr, who give the students an occasional vital touch with Philadelphia's most exclusive social life. As these opportunities broaden, fewer bookworms will infest our colleges and careless or indifferently dressed able women will be numbered among the traditions of the past.

Another innovation that cannot fail to enlarge the conversational resources of the college girl, putting her in touch with the every-day world, is the Bulletin of the news of the universe daily hung in the college hall, while questions of state at home and abroad are vigorously discussed in class. Newspapers and current periodicals are now accessible to every student. Interest in politics is stimulated and encouraged by the formation of political parties with caucuses, conventions and mock elections. "Nothing would give me greater pleasure or satisfaction," said an eminent scholar and phenomenal editor, who can absorb in a masterly manner and in an incredibly short time the gist of the

daily news of the world, "than to step in daily on my way to the office at a woman's college and give a twenty-minutes' *résumé* of the news of the world as revealed by the morning newspapers."

The modern college awaits the establishment of a chair of home and foreign news, and the realisation of this dream is imminent. Increase pertinent conversational coin, broaden social opportunity during student days, and what possibilities may not await the college-bred woman of the next decade!

CHAPTER V

SCHOLARSHIPS AND FELLOWSHIPS

IN keeping with their numerical growth, and the raising of scholastic standards, our woman's colleges are now increasing scholarships and fellowships. What is a scholarship? What are fellowships?

Scholarships are endowments for the assistance of meritorious students unable to meet the expenses of a college course. Various sums are bequeathed or donated for this purpose. In all educational institutions, tuition fees are fixed expenses; no economy can reduce them and no extra work pay for them. A determinate and obstinate quantity, term bills are beyond the control of the student. Formerly the endowment of scholarships was confined almost exclusively to wealthy philanthropists; but with the growth of college alumnæ students' aid societies have sprung

up in all parts of the United States. A constantly increasing power, cognizant of the obstacles and the needs of worthy women, these organisations are establishing scholarships in the seats of higher education. In most cases they loan money to students without interest, in the expectation that whenever these women are able they will repay the society. Assistance is often given, partly in gifts, partly in loans. Vassar has twenty-five scholarships, which represent the income of one hundred and sixty-six thousand dollars. The applicant for a scholarship there must become a regular class member, furnish evidence of need and maintain a creditable rank as a student. Last year Vassar expended in gifts and loans ten thousand six hundred and ten dollars. Smith has five scholarships of fifty and one hundred dollars each. These are awarded when satisfactory written statements are presented from persons not relatives, that such aid is necessary. These awards last year amounted to ten thousand five hundred dollars.

Wellesley has twenty-five scholarships, each the interest of five thousand dollars, vested in the name of the college. Each scholarship includes free tuition and board. The income accruing from these scholarships is appropriated by the Students' Aid Society, an organisation composed of friends of the college. It disbursed the past year in gifts and loans eleven thousand eight hundred and eleven dollars and is unable to meet the demands.

Its scholarships are awarded on recommendation of the faculty, and it is only in unusual cases that money is promised a student before she enters college. In addition to the scholarships vested in the name of the college, Wellesley has twelve other free scholarships representing an annual income of four thousand one hundred and fifty dollars; which makes the amount of money appropriated in this way twelve thousand nine hundred dollars. Harvard Annex has two scholarships supported by its Students' Aid Society and is working to establish a Eu-

ropean Fellowship. Friends from time to time have supported at the Annex one or more students year by year, and thus have virtually established annual scholarships. These have been of great service and some of the students who have received help in this way have become graduates of distinction.

Students' aid societies are a growth of the past two or three years. The first scholarship of the General Aid Society of Vassar was opened for competition in 1890. It differs from similar associations in that it offers scholarships on competitive entrance examinations. Branches of this organisation are stationed in New York, Brooklyn, Boston, Louisville, Poughkeepsie, and Pittsburgh. Each offers a two-hundred-dollar scholarship to girls living within a defined radius of the respective cities. Many of these scholarships are tenable for four years. Any deserving girl may compete on application prior to the annual entrance examination in June. These examinations are held in the leading cities.

Smith has no students' aid society. It has five scholarships.

Bryn Mawr offers two scholarships of two hundred dollars each, "open to members of the Society of Friends that are unable to pay the full tuition." When there are more than two applicants, the candidates are selected by competitive examination.

Besides the four colleges here considered there are eleven co-educational institutions represented in the Association of Collegiate Alumnæ, with scholarships open to women on conditions varying slightly from those imposed by Vassar, Wellesley, Smith or Bryn Mawr. The aggregate amount expended by these co-educational institutions last year in scholarships to women was about fifteen thousand nine hundred and nineteen dollars and fifty cents. This money, with three exceptions, was in the form of outright gifts. In the exceptional cases the money was loaned at interest and promissory notes were required. More than fifty thousand dollars were expended last year

in gifts and loans by the fifteen colleges of the Association. Besides this number, the United States has two hundred and twenty-two co-educational institutions of whose resources in the way of scholarships and loans no data have been gathered. Whether the annual expenditure of so much money is warranted without definite and material return is much discussed by college authorities. The only means by which it may safely escape abuse, it would seem, is to make all financial aid assume the nature of loans, the same to be paid within a stipulated time after graduation, at a reasonable rate of interest. This is the method satisfactorily pursued at Cornell, Vassar and Wesleyan University. The president of the latter asserts that in every case the women who have drawn from this fund have repaid the loan with reasonable promptness. Richly suggestive is the method pursued by the Woman's Educational Aid Association formed in Evanston, Ill., in 1872, to give financial help to women studying at Northwestern University. This association has had

twenty years in which to prove the practicality of its theory. The association has a fund from which sums not exceeding one hundred dollars are loaned to students at four per cent. interest. It has never lost a dollar by its loans. A strict business basis alone will preserve the dignity of the scholarship and insure the independence of the holder. The record of the men and women who have been financially aided by our educational institutions would be interesting indeed.

Bryn Mawr enjoys the distinction of being the only woman's college that supports home and foreign fellowships. As promoters of the higher education of women, its faculty consider fellowships of paramount importance. Bryn Mawr offers at present six annual fellowships; one in Greek, Latin, English, mathematics, history, politics, and biology respectively. No one can compete for a fellowship who has not a college degree or a certificate of prolonged study under well-known instructors. The competition is open to college post-graduates throughout the country.

Scholarships and Fellowships

A Bryn Mawr fellowship entitles the holder to free tuition and a furnished room in the college building, and the sum of three hundred dollars. It is awarded as a recognition of previous attainment and is a coveted honor. Generally fellowships are awarded to the candidate who had studied the longest, provided her work gives promise of future success. All fellows of Bryn Mawr may study for the degree of doctor of philosophy, a fellowship being counted equivalent to the degree of bachelor of arts.

A fellow by courtesy is one who continues, by courtesy of the faculty, to study at a college after the expiration of her fellowship.

At Bryn Mawr a European fellowship is conferred annually on a member of the graduating class attaining the highest scholarship. The holder receives five hundred dollars, sufficient for one year's study and residence at some foreign university, English or continental.

Three European fellowships have already been conferred: Miss Emily

Greene Balch of Boston, the first holder, studied at the College de France and the Sorbonne. Her specialty was political economy. She is now engaged in philanthropic work in Boston. An Ohio girl, Miss Katherine M. Shipley, was the second winner. A year at the university at Leipsic and a second year at the College de France and the Sorbonne have equipped this bright woman for advanced work. Miss Emory of Maine, last year's holder, will remain at Bryn Mawr a year as post-graduate before going abroad. Her special line is Greek and Latin.

What value have fellowships for women? It is only twenty years since it was possible for her to go to college. Why cannot she be content with B. A. and A. M.?

The Association of Collegiate Alumnæ, organised eleven years, and comprising one thousand four hundred and fifty-eight college-bred women representing fifteen institutions, has effectively answered the query by establishing in the past two years one home and two European fellow-

ships. Recently a scholarship in modern languages has been added. This is the gift of Mrs. Mary Bannister Willard, principal of the American Home School in Berlin. The scholarship, which includes board and tuition for one year in the American Home School in Berlin, is awarded by a joint committee consisting of the Committee on Fellowships of the Association of Collegiate Alumnæ and a committee composed of Miss Frances Willard and Mrs. Mary Huse Wilder. The candidate must be a graduate of not more than one year's standing of some college belonging to the Association of Collegiate Alumnæ. She must also have studied French or German at least one year under competent professors. Miss Helen Babcock now holds this scholarship. To open to women college professorships in all colleges irrespective of sex, says this formidable body of intellectual women, will raise woman's dignity as an educational factor, broaden her field, and improve the status of women in the lower grades of teaching. Since two-thirds of the

lower grade teachers of the United States are women, the status cannot be too quickly raised.

How can the coveted college professorships be opened to women in all colleges? Only by bringing forward women of attainments so distinguished, that not to offer them college work will reflect on man's critical acumen.

The Swedish University's offer of the professorship of mathematics to Madame Kovalewsky was a natural result of extraordinary attainments; and European fellowship will put the American woman in the way to acquire exceptional scholastic power and distinction.

Three women are already holding fellowships founded in 1890 by the Collegiate Association. Miss Gentry is studying mathematics at the University of Berlin; Miss Snow is at work at botany at the Zurich University, and Miss Carter is specialising at botany at Cornell University. The first two, probably, will remain abroad a second year in order to take the doctor's degree.

A graduate of Smith and Cornell University, Miss Alice Walton, holds the European fellowship of 1893, while a graduate of Bryn Mawr, Miss Susan B. Franklin, holds the American fellowship.

A fellowship of the Collegiate Association is awarded only to the candidate who gives promise of actual distinction in the field to which she is devoting herself. No competitive examination is required. The bestowal is based upon evidence of the candidate's ability, original gifts, previous training, energy, power of endurance, health, and her prospects of success in her chosen line of study. The holder receives five hundred dollars, which, in unusually promising cases, may be increased. One such case is now recorded. The foreign fellowship offered this year by the Woman's Education Association of Boston is important. Five hundred dollars is the sum provided and it is open upon the same conditions offered by the Association of Collegiate Alumnæ, with the exception that graduates of Harvard Annex are eligible.

This fellowship may be granted upon equal terms to anyone who is intending to take up the practice of any of the three learned professions, or who is looking forward to a position as teacher, professor or investigator, or to any other literary and scientific vocation. Miss Mary Buckingham, a Harvard Annex graduate, captured the fellowship and is now studying the classics at Cambridge University, England.

The advance of the present over the past is nowhere more convincingly evidenced perhaps than in the wide-spread and prompt response to the constantly increasing ambition of the college girl.

CHAPTER VI

AMERICA TO JAPAN

"THE naughty girl! How can she do it? Spoil those dear little angelic creatures!" remonstrated the witty essayist, Agnes Repplier, when told that Miss Ume Tsuda, Bryn Mawr's special Japanese student, contemplated an American scholarship for the women of her native land. Doubtless Miss Repplier's remonstrance against the higher education of Japanese women finds warm supporters in the readers of "Japonica" and Lafcadio Hearn. In the prose no less than the poetry of her native land, Miss Tsuda is probably as well versed as Sir Edwin Arnold and as worthy of a hearing.

Born in Tokio, Miss Tsuda was sent to this country at the age of seven by the government of Japan to be educated. Under the patronage of the Japanese

minister at Washington she was placed in a private family in that city, and on the completion of her education at the age of eighteen she returned to Tokio and taught in the Peeresses' school. Ambitious to pursue her studies further she returned three years ago and entered Bryn Mawr for a special course in biology. The course completed, she sailed last June for Japan to resume a higher position in the government schools.

Bright, intelligent and charming is this young Japanese. She speaks English without an accent, and wears the American costume which does not become her as does her native dress. She is small of stature, with the graceful swaying movements always so captivating to the foreigner within the Flowery Kingdom. Her small, soft brown hands evidence the manicure art in which Japan achieved perfection centuries ago.

Miss Tsuda numbers among her friends the most influential and cultivated women of Philadelphia, and to these she appealed some months ago, unfolding her plan of

an American scholarship for Japanese women. As a result, an organisation known as "The Committee of the Women's Scholarship for Japanese Women," was formed, and Miss Tsuda delivered an address at the Drexel Institute on the "Education of Japanese Women." Much interest was elicited, and a scholarship fund of ten thousand dollars was subsequently raised.

The scholarship will be controlled by a permanent board of Philadelphia women. The successful candidate will be under their personal care.

"Japan as a whole," says Miss Tsuda, "is well known to many Americans. One side of Japanese life, however, the needs of its women, has attracted little attention. It has been kept in the background."

During her stay in this country the young Japanese was particularly impressed by the position American women hold, the great influence they exercise for good, the power given them by education and training, the congenial intercourse be-

tween men and women, and the sympathy in the homes between brothers and sisters, husbands and wives. "Why cannot such things exist in my own country?" queried the foreigner. "Unlike many eastern countries Japan has never had any great prejudice against women. Women under Japan's ancient *régime* enjoyed much liberty, and were given an education almost equal to that of men. Customs of ages, long-protracted wars, the old feudal system, the introduction of the doctrines of Confucius from China, and the religion of Buddha from India, have all had their blighting influence. Yet the life of a Japanese woman is often a happy one," asserts Ume Tsuda. "Men are kind to their wives, and in many cases allow them much liberty. Nevertheless, neither law nor custom puts them on an equality with men of their own class. Then, a religion that tends to degrade rather than elevate can scarcely afford much consolation to a woman. Happily, the men are learning to look down on the superstitions and customs that once bound them. The last

twenty years have witnessed great changes. Universities, colleges and schools have sprung up. The wonderful inventions of America have been studied and introduced.

"Despite the advances of the nation and much progress among the men, no corresponding opportunities have been given to the women. Until six or seven years ago little had been done for their liberal education or toward helping them to meet the new conditions of life that new Japan brought with it. Real progress is impossible to Japan so long as her growth is all on one side: one half of the people are pushed forward, while the other half are kept back.

"I feel," said Miss Tsuda, her almond eyes sparkling, "that not until the women are elevated and educated can Japan really take a high stand. I long for good women to arise at this critical period in Japan's history to be helpers, co-workers with men. Two great things are needed, Christianity and education.

"Particularly is there need of educa-

tion for the women of the upper classes. Theirs is the greatest influence. Yet they are the most backward in the present progressive movement. Living in secluded homes, they are the hardest to reach by Christian missionaries or the advocates of new education like myself, who believe that a woman has a more serious part in the world than to be a mere ornament for the home or plaything for men. Unlike the women of the poorer classes, who work side by side with their husbands on terms of equality, the women of the higher classes live in the world of old Japan—in an atmosphere foreign to that of their husbands.

"To-day the men are out in the busy life of new Japan, the women are shut up at home, and the gap between them widens with the years. As it is they are not fit to be the companions of educated men, and there is danger that, unless some change takes place, modern Japan will be, if anything, worse off than under the old régime when men were less advanced than they are to-day.

"Among the poorest classes alone is there absolute equality."

When Ume Tsuda returned home after her first visit to America, and before any real movement had been made for the education of women, she was especially impressed with the difference between the sexes and the power men held in their hands. Women were often entirely dependent, having no means of self-support, since few honourable occupations were open to them except teaching, and for that they were not trained.

"The present witnesses many social and moral evils unknown to ancient Japan. Men have broken down the old barriers. They no longer feel the same restraint. With the new freedom and the throwing away of old standards of morality, will a better order of things prevail? Is it not time for the women of Japan to realise what their husbands and sons are doing?" asks this daughter of the West.

Indifference to the position and education of women began to disappear some six or seven years ago. Christian men

and men who had been abroad wished to marry cultivated women. They desired their daughters as well as their sons to be well educated. Education of women became a favourite theme, and arguments for and against it were constantly brought forward. Some truly noble movements were taken up, in one of which Ume Tsuda was especially interested,—the establishment of a school for the daughters of nobles by the Empress herself, who felt that something should be done for women of the aristocracy who were so difficult to reach.

Where are the teachers to train and help these eager students? is now the vital question. There are at present Japanese women anxious to prepare for the work of educating the girls of Japan. They are willing to devote their lives to it, if only they can have suitable preparation. Few of them have opportunities of study, such as men have; for none of the higher institutions are open to women, and they have not the means to go abroad for study. Yet they are better fitted

already than any foreigner could be to take up the work among the women, especially among those of the higher class who in their impenetrable reserve cannot be reached by a foreign woman.

Such are the facts that inspired Miss Tsuda to secure a permanent scholarship fund, the interest of which will enable a Japanese woman to take a four years' course of study in one of our institutions. The scholarship will be open to all Japanese women, as an incentive to advanced study; a free gift from American women, evidencing their interest in the condition of Japanese women, and the high value they attach to education.

The fellowship will be offered directly to the women of Japan by a competitive examination held in the different cities throughout the kingdom. The candidate will be examined not only in English, in such branches as would lead to a college course, but in Japanese language and literature.

Examinations for the scholarships are now progressing in the principal cities of

Japan, and Bryn Mawr expects the successful candidate in October.

The great need is the need of teachers of the higher education, of Japanese women fitted to enter at once into the government and private schools, to educate Japanese girls according to American methods, to teach them by example and precept the benefits of a Christian civilisation.

"I regard," said Miss Tsuda, "the intimate association with American girls and women, the glimpses obtained of woman's position in American homes and woman's work in the world, as one of the most important points of this higher education, and I hope that the ladies of the committee will endeavour to supply this need during the years of study."

In a preparatory school in the neighbourhood of Bryn Mawr a beautiful Japanese girl, the daughter of a wealthy noble, is now preparing for college. She clings to the native costume, and revels in sandal-wood chests and exquisite gowns, each designed to be worn during the blos-

soming of special flowers. She can scarcely speak English. She came to this country at the solicitation of a wealthy Quakeress, who visited her father's house in Japan.

Ume Tsuda is not the first Japanese maiden to avail herself of the higher educational advantages of the United States. Less than ten years ago, two dainty "Yum Yums" were enrolled at Vassar.

CHAPTER VII

HIGHER SPECIALISED WORK

AN erroneous impression prevails that the literary or the classical course leads in popularity in women's colleges. While able educators and many laymen would eliminate the scientific course entirely from these colleges' educational curriculum, facts substantiate the assertion that no study has gained there a stronger foothold in the past few years than biology. Our colleges for the most part are well equipped to pursue this specialty, both as regards instructors, laboratories, aquariums and libraries. So thorough is this course, that its successful completion is accepted at the Woman's Medical Schools of Philadelphia and New York and at various colleges and schools of medicine, as equal to one year's study in these institutions. The popularity of biology

adds largely to the number of post-graduate students yearly seeking the medical profession. The fascinating study of lower organic life will doubtless encourage many college-bred women to seek occupation in scientific horticulture and vegetable farming.

The demand for higher specialised work among women increases. More and more women are devoting themselves to study and research in special lines; in the cultivation of the literary faculty, in the thorough investigation of historic records and in various fields of science.

Few are the opportunities for work that these advanced lines offer men in this country. Rarer still are the openings for women. Higher specialised work is consequently largely confined at present to women of scholarly leisure and liberal income.

The best facilities for pursuing these specialised studies, perhaps, are to be found at Cambridge, Johns Hopkins, Cornell or Bryn Mawr. In the department of zoology under direction of Professor Mark

of Harvard, an Annex student, Miss Florence Mayo of Rockland, Maine, prepared a study of "The Superior Incisors and Canine Teeth of Sheep," which was published, with lithographic illustrations by Professor Agassiz, in the Bulletin of the Museum of Comparative Zoology of Harvard College, vol. xiii., No. 9. Miss Mayo has since graduated from the Woman's Medical College, Philadelphia.

In the same department Miss Julia B. Platt produced, under the direction of Dr. H. Ayers, a paper entitled, "Studies on the Primitive Axial Segmentation of the Chick," which was published as No. 4, of vol. xvii., of the Bulletin. Miss Platt has published also a paper in the *Zoolozischer Anzeiger* on "The Anterior Head Cavities of Acanthias."

Miss Annie Parker Henchman, another Annex girl, prepared a paper on "The Origin and Development of the Central Nervous System in Limax Maximus," which is to be found in the Bulletin of the Museum of Comparative Zoology.

A more important monograph on

American history than that recently prepared by Miss Marion Harwood Gleason (now Mrs. H. C. McDougall) has not been published in years. It treats of "Fugitive Slaves" (1619–1865). The author gives an account of the legislation respecting fugitives from service or labour, and of the principal fugitive slave cases, from early colonial times to the abolition of slavery in 1865. The work is based upon the literature of slavery contained in the collections of Harvard College and the great Boston libraries, and upon an examination of the colonial, state and national legislation on the subject. Mrs. McDougall spent much time in the libraries at Washington, where every facility was at her hand. In the judgment of the professor under whose direction the investigation was made, this monograph is "a careful and probably a final discussion of an interesting phase of the slavery question, heretofore little studied, and will be a storehouse for future historians." The more important cases are described in detail and others are grouped in an appen-

dix. There is also a valuable appendix of legislation, and another of bibliography. No efforts have been spared to make the work complete, and to treat the subject in a scientific manner. This invaluable work has occupied parts of three successive years.

Historical monographs of the same grade are being prepared by other women, and in several cases the instructor proposes recommending them for publication. Notable in this line of research is the monograph by an Annex girl, Miss Follet, on "The Speaker of the House." Valuable also is that historical study on the "Vetoing Power of the President," which established the reputation of Lucy Maynard Salmon, the able Professor of History in her alma mater, Vassar. All special works of the Annex in these lines are like the "Harvard Historical Monographs," and are to be carefully edited by Prof. Albert Bushnell Hart, who regards them as permanent contributions to the literature of American history.

The Publication Fund of Harvard An-

nex preserved the prize essay by Lucy Allen Paton, on the "Personal Character of Dante as revealed in his Writing." In regard to Miss Paton's work, Prof. Charles Eliot Norton, upon whose judgment the award was made, wrote: "It is the essay of a thoughtful and accomplished student, excellent alike in design and execution. It is full of sympathy and knowledge. It shows maturity of mind and gives evidence of more than youthful experience of feeling. It has the quietness and modesty of strength."

In scientific research two Vassar graduates, Mrs. Elizabeth Gifford Peckham and Anna Isabella Mulford, have gained honourable distinction. The former is the author of numerous papers contributed to higher specialised periodicals. Her work on the "Protective Resemblances in Spiders" is an authority. Mrs. Mulford is a professor of botany and the author of "A Study of Bacteria."

New results of considerable value in biology have been reached in the laboratory of Bryn Mawr by the investigations

of Harriet Randolph, a fellow in biology of that college. They were published in the *Zoolozischer Anzeiger* of Leipsic. Equally interesting is "The Parallelisms of the Anglo-Saxon Genesis," by Katharine Merrill, A.B. and a fellow in English at Bryn Mawr. This study appeared in the *Modern Language Notes*.

The highest honour in the gift of that conservative institution, Johns Hopkins University, the degree of Doctor of Philosophy, has been bestowed upon Miss Florence Bascom. When her case was presented to the board, there was not a dissenting voice in the faculty, which had at first strenuously opposed her admission to the University. Four degrees from the University of Wisconsin, of which her father was formerly president, preceded Miss Bascom's entrance to Johns Hopkins. Petrology, a comparatively new branch of geological science, is the specialty to which Miss Bascom will devote her energies. This is the subject of her thesis. Petrology is the only means of discovering by microscopic examina-

tion the past history of rocks that have been changed by heat. One of the finest pieces of field work ever accomplished in this country was done by Miss Bascom last summer in the South Mountain District of Pennsylvania. She made her headquarters alone at the only tavern in the district, and daily with hammer and chisel went forth to explore the neighbouring mountains. She made a map of the complicated mountain district. The result of her field-work was made the subject of an extended paper by Professor Williams in a recent number of the *American Journal of Science*. Miss Bascom's study in petrology began at the Wisconsin University under Professor Irving, a nephew of Washington Irving. A professorship at Bryn Mawr has been offered Miss Bascom on the condition that she devote two years more to study abroad. Although not yet thirty years old, she has decided to put her knowledge to a bread-winning test. To this end she has accepted the chair of petrology in connection with the geological department

of the Ohio State University, under the direction of the conscientious geologist and accomplished gentleman, Prof. Edwin Orton. All women colleges are in close communication with the meteorological bureaus and contribute largely to home and foreign astronomical journals. As has been stated elsewhere, college-bred women are employed as computers in the observatories at Harvard and Yale.

The facts that led to Professor Pickering's recent theory as to double stars were discovered by Miss Murray of Harvard. The sociological problems of the day are evoking specialised research in sanitation, domestic science and domestic service, the results of which belong more properly perhaps to the practical outcome of scientific training.

CHAPTER VIII

PRESIDENTIAL SILHOUETTES

THE colleges for women in America are the inspiration and the fruition of the herculean struggles of a hardy band of New England women who pined, in the sterile atmosphere of narrow traditions for a taste of the Tree of Knowledge. Poor in purse, rich in faith, they longed to widen their horizon by the cultivation of their minds, expecting to find in this larger culture broader opportunity for the development of the spiritual and for the independence of the material life. None knew better than Mary Lyon, the heroic founder of Mt. Holyoke, the struggles of the early women of New England to better their material condition by intellectual means. School teaching in the humblest way was then the only avenue open to women. Seventy-five cents a week and "board around" was the salary of the accepted

New England schoolmarm, when Mary Lyon resolved to found a school for "the middle class who have moderate means and large aspirations." Despite the fact that the higher education of to-day is solely the offspring of womanly longings and endeavours, two only of the foremost colleges are at present under the exclusive control of women.

Excepting Mt. Holyoke and Smith, all were founded and endowed chiefly by men. The faculty of Smith, Vassar and Bryn Mawr is composed about equally of men and women professors, while Mt. Holyoke and Wellesley still cling to women professors, although struggling to reach the healthier condition inseparable from a mixed faculty. Harvard Annex, basking in the wisdom of seventy-five Harvard professors, is not desirous of change.

The presidents of Vassar, Smith, Bryn Mawr and the Baltimore College are ministers, while the daughters of ministers control the fortunes of Mt. Holyoke and Wellesley. Unique again is Harvard An-

nex, in having for its able director an ex-banker and man of letters, the descendant of a long and illustrious line of educators.

Five ministers have presided at Vassar since its foundation. The present popular incumbent, Dr. James Monroe Taylor, has occupied the chair for five years. Descendant of a prolific family of Baptist ministers and educators, Dr. Taylor was born in Brooklyn in 1848. In the University and Seminary of Rochester, and by travel abroad, he equipped himself for practical ministerial work, and for the position he now holds.

Dr. Taylor is a frequent contributor to religious reviews, and active membership in the school boards of Connecticut and Rhode Island lends breadth to his present administration. A young man of attractive presence and magnetic manner, he is popular with faculty and students, and his judicious and politic measures have preserved the dignity of Vassar, once threatened by the not ill-natured caricaturing of the popular press.

The happy mediator between the president and the "fair Vassar girl," is the lady principal, Mrs. Kendrick, widow of a former president.

The presiding genius of Smith is its organiser, Dr. L. Clark Seelye, one of the ablest educators of America, as well as the most urbane and cautious if not progressive of men. Dr. Seelye is refreshingly simple and suggestive. The growth of Smith from fourteen to six hundred and fifty students in sixteen years is no less a marvel to its president than to the advocates of higher education.

Dr. Seelye is a brother of the former president of Amherst College. He was born in Connecticut in 1837, and educated at Union College, Andover Seminary, and the Universities of Berlin and Heidelberg. Ordained to the Congregational ministry he subsequently filled for eight years the chair of English and oratory at Amherst College, from which he resigned in 1875, to organise Smith College on the lines indicated by its donor, Sophia Smith, a spinster at Hatfield, Massachusetts.

Dr. Seelye is thoroughly in sympathy with woman's advancement on conservative lines and keenly alive and appreciative of her opportunities, and, while cautious as to establishing a precedent, he is ever ready to respond to healthy progress.

Personally he is the typical New England clergyman, with kindly eyes and a well-defined beardless mouth responsive to humour, and hair and whiskers of auburn hue. To a gentle voice is added an inviting manner.

"I have frequently been asked," said Dr. Seelye, "if higher education would not eventually engender in women a dislike or repugnance to marriage. One of my greatest difficulties has been to postpone marriage among our women faculty. No sooner do we get an exceptionally clever woman professor and congratulate ourselves on the possession, than she marries and leaves us. I recollect once citing this fact to an inquiring gentleman, and quoting the career of Miss Alice Freeman, then Wellesley's brilliant presi-

dent, as a possible case where a woman might become so absorbed in her work as to be incapable of disloyalty in this respect. Returning from Europe a couple of months after this declaration I met the same gentleman. 'Have you heard the news?' he asked. 'Miss Freeman has married Professor Palmer of Harvard!'"

This marriage of its president in 1888 was a loss to Wellesley, for she was a woman who united to broad scholarship and progressive views marked executive ability and a singularly attractive personality. But in the organiser of the mathematical department of Wellesley a fitting successor was found. Daughter of a minister, Miss Helen A. Shafer early distinguished herself at Oberlin College, from which she graduated in 1863. It is interesting to note that both of Wellesley's presidents were educated at co-educational institutions, Mrs. Palmer being a graduate of Michigan University. Miss Shafer taught in the high school of St. Louis a number of years before going to Wellesley, where she brought the un-

popular department of mathematics to a high level—no easy task, since feminine minds have always been suspected of a distaste for mathematics. This aversion is largely attributable to the ineffective teaching in the preparatory schools, and it pursues the girl into college. Under Miss Shafer's professorship, mathematics became the most popular study at Wellesley. Many brilliant girls elected it throughout their course and did exceptionally good work. As president Miss Shafer has done much to strengthen the internal organisation of the college. Strong in the respect and loyalty of her constituency, her high standards, fairness, breadth, and progressive ideas have stimulated Wellesley's later growth. Her administration is most democratic. Her policy with the students is liberal, for she believes that in this way alone can character be developed. Under her administration the cottage system has been extended, the graduate work of the college greatly developed, and the courses of study have become more elastic by the extension of the elective system.

"I am encouraging our art students to follow architecture as a profession," said Miss Shafer. "Many take to it kindly. The success of women employed to design for the World's Fair building has awakened interest, and we have now three young women who, I hope, will become architects."

President James E. Rhoads of Bryn Mawr comes of a distinguished family of Philadelphia. Conservative, yet progressive, within the pale of the Friends' precepts, he enters heartily into all questions of the day, and the spirit of Bryn Mawr is delightfully unrestrained. The lever of the institution, however, is Miss M. Carey Thomas, the Dean. Bryn Mawr is the only woman's college that has a dean, and she is a Ph. D. At Cornell University, Johns Hopkins, Leipsic, Zurich and the Sorbonne, Miss Thomas took degrees before assuming her position at Bryn Mawr. She is of medium size, a dark-haired, dark-eyed, handsome woman, in whom every student has a counsellor and friend. At the opening of the Uni-

versity of Pennsylvania to women, Miss Thomas made the address; an exceptional honour to an exceptional woman.

Mr. Arthur Gilman, the originator and active promoter of the Harvard Annex, and his wife, formerly principal of Bradford Academy, which was established in 1803 and is the oldest institution for women in Massachusetts, embody the spirit of this remarkable seat of learning. The Annex is under the control of a board of women managers, of which Mrs. Professor Agassiz is the distinguished president.

Professor Gilman was born in Illinois and educated at St. Louis and New York. Impaired health compelled him to turn from banking to philanthropic and educational work. Removing to Cambridge in 1870, he connected himself with the Riverside Press, and six years later, with his wife, devised the plan of Harvard Annex. From the most primitive beginning this dream of their life has developed with a success unparalleled in its way. Professor Gilman retains the enthusiasm of his earliest days. His special line of

study is literature and history, and his contributions to the periodic press and the bookmaking world are extensive. His best-known works are a "History of the American People," "Shakespeare's Morals," "The Poetical Works of Geoffry Chaucer," and contributions to "The Story of the Nations" series. Many members of the Gilman family have been identified with Harvard College, and in Fay House, the seat of the Annex, hangs the original copy of the song "Fair Harvard," composed by the Rev. Samuel Gilman on the two hundredth anniversary of the founding of Harvard University. Professor Gilman is low-voiced, dark-eyed, graceful, and an able educator. No less interesting are the seven ladies who assist him in the direction of the Annex, Mrs. Louise Agassiz, Mrs. E.W. Gurney, Mrs. J. P. Cooke, Mrs. J. B. Green, Mrs. Arthur Gilman, Miss Alice M. Longfellow (daughter of the poet) and Miss Lillian Horsford.

Last but not least is the accomplished president of Mt. Holyoke, Mrs. Elizabeth

Storrs Meade, who presided last year at the first commencement since this pioneer seminary obtained its charter of collegiate dignity. She is the daughter of a minister and the widow of a minister, and for four years was a successful professor at Oberlin College. All her earliest surroundings were marked by culture and refinement, and extended visits abroad gave her the air of the well-bred woman of the world. She is quick to sympathise, and ready to mould the character of the young women in her charge. Woman's higher advancement is near to her heart.

A dark-eyed, dark-haired woman she has the *savoir-faire* that lends superior charm to superior character. In her keeping Mt. Holyoke as a college can scarcely fail to increase the influence of its fifty years, which made possible the birth of Vassar, Smith, Wellesley and Bryn Mawr.

CHAPTER IX

CO-EDUCATION

WHILE the higher education for the American girl is a recognised demand, the best means to its attainment remains a mooted question. The solution it would seem lies chiefly in the temperament and environment of the individual seeking collegiate training.

Advanced educators at home and abroad recognise as a radical defect in our whole educational system the tendency to overcharge the mind, at the expense of training it to think and act for itself. The corner-stone of the structure being defective, it behooves the cautious girl to consider well her individual wants, before assuming collegiate dignity. If a girl has a college bent it is a serious question, whether she should seek higher intellectual development in a woman's college or at a co-educational institution.

A strictly feminine atmosphere is irrefutably a vital essential to the best physical and mental development of many girls. In the close companionship of their kind they find the stimulus to work out the best that is in them to their individual satisfaction and happiness. Especially indispensable is this feminine atmosphere to girls to whom public-school association is unknown. To all such temperaments, and they are by no means rare or unhealthy, a woman's college is indispensable. On the other hand, it is thought that the vigour and the competition of co-educational training meet the inner wants and the outer demands of a large number of American girls, as the attendance at these institutions seems to attest. The United States has three hundred and fifty-seven colleges of liberal arts. Of these two hundred and seventeen admit women, while of thirty-two independent colleges endowed with national land grants, twenty report students of both sexes, thus giving a total of two hundred and thirty-seven co-educational colleges. The grand total of

women students enrolled in all institutions in the United States affording a higher education to women is, according to the latest unpublished statistics, thirty-six thousand three hundred and twenty-nine. Our State universities are but the higher extension of the public-school system. Despite their close relation to the State, they have developed a distinct organism as well as a distinct character. The whole policy originated in the ordinance of 1787 which gave to the Ohio Company large land grants as a public educational trust. It remained, however, for the Morrill Act of 1862, which gave thirty thousand acres of land to each State, for the purpose of endowing at least one college, to precipitate the present unparalleled educational activity. This magnificent gift not only aided fifty colleges and universities but gave birth to at least thirty-three. The State universities are the inevitable channels through which a large number of women strive to attain a higher education. Later statistics show that there are eleven thousand seven

hundred and eighteen women students enrolled in the co-educational universities and colleges in the United States. The most conservative institutions—Yale, Harvard, the University of Pennsylvania, Johns Hopkins, etc., have opened their degrees to women on equal footing with men, as quickly as the girls developed the disposition and proved the capacity to meet the requirements of the university curriculum.

The reasons advanced at home and abroad for and against co-educational institutions are numerous, and many of them unreasonable and absurd. Time will doubtless develop for America the best means to the desired end. Meanwhile, it is well to consider facts at hand. Two educational methods prevail in our co-educational institutions. Collegiate co-education was first introduced in the United States at Oberlin College in 1833. It had not its origin in any radically new idea of the sphere and work of women. The movement in this direction is a later development. The

work at Oberlin, however, has been more or less modified since by the general change of view upon this subject. The original idea was to bring young men and young women together in the college after the fashion of the New England Academy. It began with a female department under the supervision of a lady principal. Preparatory classes composed of boys and girls continued, to quote the president, "because it was more economical and interesting." The basis of woman's creation was economy. Every advance since made by her has been, if history and observation are to be trusted, the result of economic measures. Simultaneous with the establishment of preparatory classes, a "Ladies' Course" was introduced to give young women the privilege of higher education.

Inevitably they found their way as early as 1837 to regular college classes. Without definite intention the system of co-education was thus established at Oberlin. There was no flourish of trumpets over the achievement. In 1875

"Female" and "Ladies' Department" disappeared from the college catalogues. The identity of the Ladies' Department was lost in the Literary Course opened to young men, which tended to dispel from the public mind the idea that Oberlin had a young ladies' seminary more or less connected with the college. Oberlin asserts that it has not and never had a special ladies' department as far as classes and courses of study are concerned. It still retains, however, what it has always had, a special department for the government of the young ladies. Since 1836, this department has been under the charge of a lady principal and a lady board of managers. No woman student is ever summoned before the general faculty in matters of discipline. No appeal from the lady board to the faculty has ever been made nor has there ever been a conflict of authority. While Oberlin has influenced the extension of this system of instruction, co-education as now pursued in many of the large schools, especially the State universities, is

not identical with that which Oberlin has maintained for more than a half-century.

Oberlin has never maintained, as have some latter co-educational institutions, that men and women were just alike and have the same outlook or duties in life, or that consequently they should be trained for the same careers.

It assumes, however, that the same book knowledge is good for both sexes, and that it is good for them to receive it in the same classes, on the principle that the sexes at home and abroad receive bread in common from a common table. On the other hand, it imposes limitations upon the associations of young men and women not found in many co-educational schools. For instance, students are never permitted to meet in literary societies or other voluntary associations without the presence of a teacher. Competition is never stimulated by publishing students' marks. Young women are not permitted to receive social calls from young men, students or non-students, after eight o'clock. Women students must retire not

later than nine, while men may stay up until ten P.M. Some seven hundred and fifty women students have quarters in the college hall or among families of the town, between whom and the lady principal there is hearty sympathy and co-operation. Primitive as these restrictions appear on the face, the type of men and women Oberlin has equipped, a large proportion of whom are distinguished in the industries and the arts, and the high moral tone of the community it has generated and still fosters in the town of Oberlin, together with the large number of successful educational institutions for which it has served as a model, eloquently demonstrate the efficacy of its policy.

The second system of co-education is embodied in the State university. It seems to recognise no difference in the needs of men and women. The doors are open alike to all. Ann Arbor makes a distinction solely in its medical school. In anatomy, lectures and the dissecting room there is a separation of the sexes. Opened in 1870 to women, Ann Arbor is

largely credited with the liberalising of the higher education in the United States, since it was first to accredit high schools by accepting their diplomas as sufficient for admission.

Women like men prefer those colleges which supply their special needs most agreeably and at the least expense. That thousands find this in co-educational colleges, the constantly increasing number of women attending these institutions proves. Women's colleges thrive most in the East, where co-educational institutions of equal merit, until a quite recent date, did not exist.

It is a curious fact, that of the five foremost women colleges only two have women presidents, and these, Mt. Holyoke and Wellesley, have always been under the authority of women—women in both instances who received their training at co-educational colleges. Men are now being added rapidly to the faculties of women's colleges. The wisdom of the movement is already discernible. It cannot fail to produce a healthier, more nat-

ural and independent tone, and to broaden the mental horizon, enabling the B. A. and M. A. of the future to counteract many unfavourable impressions made by earlier college-bred women upon the observant and the thoughtful. To accept or discuss a fact or observation advanced or deduced from a natural or ethical standpoint not in strict accordance with the teaching of their respective colleges was exceptional if not impossible to some of the earliest graduates of our women's schools. Large and liberal culture, the best corrective perhaps of the tendency to take petty views of things, —a culture especially to be desired for women on whom it devolves to give the tone to society,—was not characteristic of our early exponents of higher education.

"Since in the conventional manner of the transmission of science, in its preparatory studies in the entire range of universities," wisely argues Miss E. Davis, advocating the higher education of women in England, "there are, accord-

ing to a common judgment, so many points in which reforms are needed, it is pitiable to think that women will have to walk the old, wornout, roundabout roads when shorter and much better paved roads might pleasantly lead them to their goal." To America the old world looks to-day for the discovery of the short cut to this desired Mecca. The most healthful and prophetic stimulus, in this great transitory period through which we are passing, dimly conscious of its import to the future, is the eagerness and the liberality with which all our educational institutions consider and test new methods and ideas.

Present indications point to Vassar, Wellesley, Smith, Bryn Mawr or the University of Chicago, as the possible site of the perfect fruition of woman's higher education. A veritable modern Jupiter is this latest and most stupendous expression of the educational impulse of the day, —the Chicago University. It is the only university in the history of the world that included in its very conception the equal

educational rights and privileges of woman.

Unhampered by tradition or precedent, with a wealth unknown to classic times, and an enterprise, energy, and catholicity inseparable from the age and the locality, it embraces in its faculty savants gathered from many countries, and it is confidently expected to cut the modern educational Gordian knot. The University is organised into four distinct divisions, the University Proper, the University Extension Division, the University Libraries and Museums, and the University Press.

The University Proper includes schools, academies and colleges.

It is the first university to call to its regular faculty a woman professor, with the equal duties and rights of a man professor. Mrs. Alice Freeman Palmer, the ex-president of Wellesley College, a woman of varied and unique power, holds the chair of history and is Dean of women in the graduate schools and colleges. Professor Palmer resides at the University twelve weeks of the year, and in her ab-

sence retains an active share in the administration.

Three women hold assistant professorships: Julia E. Buckley, Assistant Professor of Pedagogy, and Dean (of women) in the academic colleges (ordinarily known as Freshman and Sophomore), Martha Foote Crow, Ph. D., Assistant Professor of English Literature, and Marion Talbot, A. M., Professor of Sanitary Science and Dean (of women) in the university colleges, which embrace the Junior and Senior classes. Two women as tutors in German and in Physical Culture, one University Extension reader in Latin, a cataloguer and a librarian complete the women instructors and officers. In the Deans, students find directors and counsellors identical with the Lady Principal or President. Two dormitory halls presided over by ladies provide respectively a home for two hundred women. One of these structures enjoys the distinction of being the only institution of this kind in the world erected by women for women. It is the gift of the women of

Chicago and was erected at a cost of two hundred thousand dollars. Public interest was incited and the fund raised through the editorial efforts of Mrs. Margaret F. Sullivan of the staff of the Chicago *Herald.* Her vigorous, scholarly editorials, showing the large sums of money bequeathed to men's colleges in all ages by women, while institutions for their own sex languished for the want of financial aid, appealed to that aggressive and progressive body, the Woman's Club. Heading the subscription list with one thousand dollars, its president, with Margaret Sullivan's hearty co-operation, raised in less than two weeks the funds required for the erection and equipment of the splendid structure which will ever be a substantial refutation of the charge that women never do anything practical for their own institutions. Of forty-three fellows enrolled at the University, in this the second year of its existence, for extended University study, five are women, graduates of Vassar, Wellesley, Smith and two co-educational institutions. Among fifteen hono-

rary fellows are four women, students of Harvard Annex, Bryn Mawr, Wellesley, Antioch College and the University of Wisconsin. Greater than the interest, is the responsibility that rests on the women associated either as professors or students with this unique educational institution. Fully equipped by the age which made possible the conception and execution of such an institution as the University of Chicago, Alice Freeman Palmer, Martha Foote Crow and Marion Talbot,—will not fail to rise to the opportunity so signally extended to them to help the American girl achieve by the simplest and most effective means the higher development of her higher self.

CHAPTER X

RELATIVE COST

THE moral and financial responsibility involved in the education of a family of modern girls cannot be overestimated. "Educate a woman and you educate a nation." More conscientious, indulgent parents do not exist, perhaps, than those in the average American home. Conscience prompts the education of their children at all hazards, while pride and love urge them to secure such training under the most favourable circumstances. Despite liberal or modest income, however, prudence gives the matter of expense precedence over the course of studies in selecting a college for the modern daughter. Deplorable as this materialism may be, the fact is irrefutable. Facts are stubborn things and in this instance demand stubborn handling if practical value is to

be derived from a consideration of the relative cost of higher education. The girl ambitious of college training generally has, when the time arrives to decide on a college, some definite idea of the course she wishes to pursue. Naturally courses of study in women colleges and co-educational institutions vary in breadth and merit. A careful study of college catalogues gives a tolerably clear idea of the extent and strength of each department. Expenses as foretold in the catalogues, however, are scarcely less delusive than similar estimates in Guides to Europe. Not unlike the latter they delight in round numbers.

Extras unhappily swell the outlay of a college year no less than the cost of a Continental outing. The sincerity of college catalogues is not questioned. All aim to give information within their official power, but such power has its limitations. It falls short this side of extras. So various are individual tastes, desires and limitations, that experience alone can give the exact cost of a college course;

for only experience can initiate a student into the possibilities of extras—the rock upon which more than one allowance has met shipwreck. Each college has a distinctive tone, sustained more or less in a distinctive manner. This can only be learned by contact. So much depends upon the taste, wants, exigencies of the student as well as the independence of will and absorption of aim, that it is impossible to state fairly or definitely the relative cost of a college year at any particular institution. From a comparative study of the catalogues of Vassar, Wellesley, Smith, Bryn Mawr, Harvard Annex, Mt. Holyoke and The Woman's College, personal interviews with college authorities, chats with students and graduates and peeps into their account books, the facts here stated have been collected.

The term bill of the colleges cited averages about the same per annum. Only in a comparison of the extras and the incidentals is there a perceptible difference. Mt. Holyoke, sustaining the economic basis upon which it was founded, offers the

lowest annual tuition, seventy-five dollars. Smith, Bryn Mawr and The Woman's College each charge one hundred dollars, Vassar one hundred and fifteen dollars, Wellesley one hundred and fifty dollars, while the Annex charges two hundred dollars. Co-educational tuition averages from nothing to two hundred dollars, reaching the highest point at the Massachusetts Institution of Technology and the lowest at the State Universities of California, Kansas and Wisconsin. Reductions are made for special students at Vassar, Mt. Holyoke, the Woman's College and Bryn Mawr. It is in board, lodging, and laundry, and the use of laboratory and library that the greatest variation of expenses is noted. Vassar aims to avoid all extra charges in its regular work. With that purpose in view, the charge to all students, who reside in the college, is four hundred dollars. This includes tuition in all college studies, board and the washing of one dozen plain pieces weekly. This sum also provides board during the vacations, which at

Wellesley, Smith, Bryn Mawr and the Woman's College involves an additional expense at the rate of from six to eight and a half dollars per week. This item, to a student who comes a long distance and is obliged to remain at the college during vacations, is not without importance. Use of chemicals, breakage in the laboratory, the use of the library and admission to all concerts and lectures are also included in the four hundred dollars, while chemicals and laboratory breakages are extras at Wellesley, Smith, Bryn Mawr and the Woman's College. An extra nominal charge is made at Vassar for medical attendance, both for office and private consultation. Office consultation is free at all other colleges. A student in the Infirmary at Vassar is charged at the extra rate of a dollar and a half per day, which includes regular medical attendance, medicine, the services of nurse, and meals. Every meal taken to a student's room for whatever cause is charged extra. This rule prevails at all colleges except at Bryn Mawr, where the order of physician

or mistress exempts the student from further indebtedness. Vassar students supply their own towels and napkins for the table, and this is required by all other colleges except Bryn Mawr and the Harvard Annex. Text-books, stationery, drawing utensils, etc., are to be had at current rates here as elsewhere. Music and painting and the use of instruments are the luxuries of all colleges, and involve an average additional cost of one hundred dollars per year. Having neither music nor painting schools these extras do not exist in Bryn Mawr or the Harvard Annex.

No college makes deduction for absence during the year except in the case of illness which renders a student's departure imperative. In such cases charges for board, varying from six to eight dollars a week, are made at all colleges until formal notice is given by parent or guardian that the student has relinquished her room.

No difference is made in the charge for rooms at Vassar, Wellesley, Smith, Mt. Holyoke or the Woman's College. The cottage plan prevails at Smith and Welles-

ley, and owing to its popularity and the insufficient number of cottages to accommodate all, students are permitted to seek lodgings in the towns of Northampton and Wellesley. Bryn Mawr and the Woman's College also allow students to live outside the college halls. Whether residence outside the college campus deprives a student of the college spirit or atmosphere is disputed. Certain it is, that outside residents impatiently wait a vacancy in the cottages. The cost of board and furnished room in the cottages at Smith and Wellesley is two hundred and fifty dollars per annum. Board and lodging may be had in private families at Northampton at rates varying from four to nine dollars a week. In special cases lower rates may be secured. Six dollars is the average price paid by students who live in private families. Board and lodging outside the dormitories and cottages at Wellesley varies from five to seven dollars a week. Prices vary at Bryn Mawr according to location. The lowest amount for board and residence in the college halls is two hun-

dred and seventy-five dollars, the highest four hundred dollars. Residence, exclusive of board in the college halls, which number three, is from one hundred and twenty-five to two hundred and fifty dollars a year according to location. Bryn Mawr does not allow its students to share rooms. The cost of board alone is one hundred and fifty dollars.

The Annex has no dormitory nor cottages. The unrestrained privilege of co-educational colleges reigns there, leaving the student to seek at pleasure "high thinking and plain living" at rates ranging from six to twelve and fifteen dollars a week.

At the Woman's College two hundred dollars covers board, furnished room, light, service and laundry. Quarters may be had in private families of Baltimore at prices varying from three to seven dollars per week.

While a student is perfectly independent everywhere in the matter of special decoration for her room, and the sum spent in this way need not be large,

woman's innate æsthetic sense stimulated by the inevitable rivalry makes the average student's room a source of expense rarely, if ever, considered by a girl contemplating a college course. The outlay in room decoration runs from five to one hundred dollars in the four years. It depends entirely upon the student's allowance. In these days of draperies, cushions, divans and the indispensable tea-table there is no limit to the possibilities in this direction. The account book of a Vassar graduate of 1893 discloses the fact that the decoration of her room outside of pictures cost seventy-five dollars, but she adds that many of her class have scarcely expended ten dollars throughout the course. This same account book reveals, under the head of sundries, ninety-seven dollars and seventy-five cents for one year's extra laundry, stationery and books. The expense in room decoration has greatly decreased at Vassar since the refurnishing of the house last year. The new hall opened in January is so completely furnished by the college that a

student needs only a desk and hangings to make her "den" complete. The rooms at Bryn Mawr are complete in the comforts and the luxuries of the most fastidious taste. No lamp, desk, table, armchair, nor supplies of any kind need be brought by the student. While all the rooms are sufficiently heated by steam, an open fire-place, with which all high-priced rooms are provided, may impart a home glow at an additional cost.

No service is required from students at Vassar or Bryn Mawr. Coloured maids are at the students' command. Smith exacts from each student the care of her room. Students wait on the tables at Wellesley and assist in various clerical and household duties not to exceed forty minutes per day. Division of service at Wellesley tends to lower the expenses of students who reside in the cottages.

Another unexpected extra is class and society fees. The average sum expended at most colleges is fifteen dollars. The amount depends altogether upon how deeply a girl goes into this modern devel-

opment of college life, for there is no limit to the number of societies. Society organisations at Smith, however, are restricted in number, and to one only is a student permitted membership. The initiation fee is one dollar; the yearly tax an additional dollar. The cost of entertainments given by the different classes which make up the social life is defrayed by the class taxes. These vary from Freshman to Senior year. From twelve to fifteen dollars is the estimated amount expended during the four years. The parties given by the various cottages throughout the year are simple affairs involving a trifling expense. Individual taxes for house dramatic performances and tennis courts scarcely exceed two dollars a year. While there are a number of lectures and concerts throughout the course free to students, there are as many more to which admission is charged. Fewer temptations in this respect prevail at Smith, perhaps, than at Vassar or Wellesley.

Occasional concerts, lectures and plays are irresistible temptations to Vassar,

Wellesley or Bryn Mawr girls, whose close proximity to New York, Boston and Philadelphia renders this indulgence easy while it has no tendency to decrease the extras. Railroad fares enter largely into a student's expense, especially if the distance is great and vacations find her homeward bound. A Vassar girl living within seven hundred miles of Poughkeepsie, who spends the Christmas holidays at home, estimates her travelling expenses at one hundred dollars a year.

The total charge at Mt. Holyoke is two hundred dollars. This college leads in economy of outlay, followed closely by the Woman's College. Bryn Mawr and the Harvard Annex are the most expensive, with Vassar in close proximity. An Annex girl confesses that by the most rigid economy she pulled through one year on eight hundred dollars. Wellesley and Smith are about equal, with economic margin, if any, in favour of the latter. A Wellesley student states that five hundred dollars covered her entire expenses last year. Eight hundred dollars is the

average at Vassar, while from eight hundred to one thousand dollars and often fifteen hundred dollars make life delightful at Bryn Mawr.

Debarring extras and incidentals this is the ratio at the women's colleges in round numbers:

Mt. Holyoke	$200.00
Woman's College	300.00
Wellesley	380.00
Smith	350.00
Vassar	400.00
Bryn Mawr	475.00

CO-EDUCATIONAL.

	Tuition.
Boston University	$100.00
Cornell	100.00
University of Michigan	20.00
Northwestern University	40.00
Oberlin College	45.00
Syracuse	60.00
Wesleyan	75.00

A subject which often confronts the student with embarrassment is the toilet.

At Bryn Mawr and the Woman's College, the gown and mortar board are obligatory, while at the other colleges, with

the exception of the Seniors who wear them on special occasions, as Tree Day at Wellesley, or Commencement at Harvard Annex, the greatest independence prevails in dress. This very independence is misleading to a Freshman. College authorities and graduates are wont to reiterate that a girl requires no more or less dress at college than at home. No less sweeping than unsatisfactory is this assertion, since students come now from fashionable homes as frequently as country firesides. Elaborate dressing is not encouraged, and as the tendency up to date has not been in that direction, a happy medium prevails in most colleges. The girl who leaves a luxuriant home and fashionable social circles will do well to judiciously weed out of her college wardrobe all gowns of ceremony or pronounced ball-room type. On the other hand, the country or city bred girl to whom a ball or party is a memory or an anticipation, and an "at home" in other than the plainest street gowns is an unknown indulgence, will not fail to provide herself at the outset with at

least two light-tinted gala robes. Remembering that taste rather than purse gives the charm to a toilet, the prevalence of inexpensive pretty stuffs now makes a gala gown possible to the most modest allowance. Consider the social occasions of college life, then trust to common sense and individual taste in preparing the Freshman wardrobe. One year's assimilation of the college atmosphere will be a safe guide in matters of dress for the remaining college course.

Vassar gives two annual balls which require full dress. Whether a girl wears the same gown to both balls depends upon her purse. Friday, Saturday and Sunday evenings generally find the students in pretty dinner or reception gowns. "Three gowns for recitation will last me a year," writes a Vassar girl of liberal income. "One needs also a good winter street suit, and in the spring a similar gown of lighter weight. I have besides these three or four dinner gowns that vary the evening 'at home' and serve for club entertainments or concert outings in the town."

Light dresses are worn a great deal at Wellesley. More variety of toilet prevails there than elsewhere. The greater number in attendance emphasises perhaps this refreshing feature of the college *ensemble*. The chapel and concert hall being under the same roof that shelters a large portion of the community, mid-winter permits students, especially on Sunday and Monday evenings, to assume pretty festive gowns. Numerous are the occasions when the college blossoms like a huge flower-garden. Elaborate society costumes are rarely seen. Æsthetic individual gowns predominate, often of the wearer's own design and fabrication, representing but a modest expenditure of money. The Junior Promenade or Garden Party is Wellesley's great dress occasion. The first fête of college life here as at Smith is the Sophomores' reception to the Freshmen. Later the Juniors entertain their younger sisters. "Tree Day" is another gala occasion of the Freshman year that calls forth pretty toilets. The Freshmen are initiated into college social tactics

by serving as ushers, etc., at upper class receptions. With the Sophomore year college life begins to take on a distinctive social aroma. On Saturday evenings, class-room dresses are discarded for pretty house robes in which students attend the meetings of Greek letter, literary, political economy or sociological clubs held in the rooms allotted to them. Commencement week at all colleges involves more or less additional expense of toilet. A gymnasium suit is now imperative at all colleges, while tennis suits are indispensable. A Wellesley senior, whose gowns always bespoke the lady, says that fifty dollars represented the cost of her last year's college wardrobe. While economy in the toilet has little or no tendency to detract from the student's popularity or esteem, expenditure in dress will naturally increase in proportion as daughters of wealth aspire to the collegiate training now so auspiciously opened to them by the pioneer efforts of the daughters of the poor.

The first dress affair at Smith occurs in October when the Sophomores tender the

Freshmen a reception. The latter are escorted by the former in carriages, deluged with flowers and bestow and receive the flattering attentions so long the privilege of the masculine gallant. The great full-dress affair, the only one to which men are invited, is reserved for Washington's birthday. Numerous informal entertainments in the cottages have popularised at Smith light-tinted, inexpensive gowns.

Cap and gown at Bryn Mawr and the Woman's College make unnecessary the special dress for commencement and all formal class gatherings. Most of the occasions that receive special toilet consideration at Bryn Mawr are independent of college life proper. The proximity of Philadelphia and the freedom with which gentlemen are permitted to call at the cottages give a larger and more varied scope to social life, if a student be socially inclined. No girl can afford to neglect her toilet in or out of college. It is not only a personal but a public duty to present at all times the most pleasing and attractive appearance.

Relative Cost

When nature has not given a woman taste in dress it is the duty of education to supply it. The college that overlooks it does not discharge its whole duty. Now that higher education is turning tardy attention to the development of the physique let not its decoration be neglected. Brain-workers are proverbially inclined to run down at the heels. Intellect and artistic dressing have rarely if ever been synonymous. A well-dressed woman, however, is always an art-educator. Boston possesses, and New York agitates for a committee to sit in judgment with the municipal authorities on the art works proposed for the decoration of the respective cities, trusting in this manner to preserve the city from bad architecture, painting or statuary and consequently to cultivate the public taste. Might not a similar committee in our women colleges to direct the toilet indulgences of students, in whom the æsthetic sense as regards their own personality is dead or dormant, serve as good purpose as the self-governing societies of Vassar and Bryn Mawr? Does the

American girl live who would yield to a surveillance of dress? American women are said to be the best-dressed women in the world.

A glance at a gathering of college-bred women, however, rarely fails to reveal how little higher education has contributed to this international repute.

CHAPTER XI

SELF-HELP

WANT of energy, ambition or health may now deprive the American girl of a collegiate training; but not want of means to defray the expense involved. Not unlike that of Yale, Harvard and kindred universities, the history of our woman colleges is inseparable from the struggles and sacrifices of increasing numbers of students seeking higher education, despite the lack of means on their part or that of their families. Comparatively little has been said and less is known of this phase of the development, owing largely to woman's inherent delicacy and pride. Long discipline as a dependent has given her experience in personal sacrifices and petty economies unknown to man, and taught her the value of secretiveness. That a half-century has quickened and broadened the spirit that animated

Mary Lyon and her sturdy followers, the correspondence files of all our women colleges attest.

The eagerness of these aspirants to learn how they may earn their way to college and through it, and their readiness to borrow the necessary funds and assume a debt which they know they will be years in paying, are convincing proof of the high value put upon education by the modern woman. Aside from scholarships and fellowships which are multiplying on every side, and yet are inadequate to meet the demands or wholly defray the cost of a course, colleges offer various opportunities to the industrious, deserving student to reduce her expenses; while the clever, ingenious girl is always devising original schemes to accomplish the desired end. Almost tragic and always pathetic are the secret deprivations endured by many students who enter college and persevere to the end, dependent solely upon their own exertions to defray the necessary expense. Such efforts are possible only to the enthusiast.

The physical and mental strain upon the student who undertakes to earn half the cost of a college course frequently entails evils which all the scientific training acquired is powerless to compensate. The wisdom or the folly of these self-imposed sacrifices in the pursuit of knowledge will always be debatable, though they are the means by which many have achieved distinction. The fact remains, that the number of women without means, determined to avail themselves of a college training, increases each year.

"Time cannot wither nor custom stale" woman's first marketable talent, the faculty for teaching. It remains the commonest resource of those who are striving to save a little money to enter college. Teaching, in the highest sense, is one of the least remunerative of the professions. As higher education spreads, the standard of teaching will advance until desirable positions will be open only to women holding a degree.

Happily at this crisis stenography and typewriting open a new and promising

field, enabling many women not only to enter college but to largely defray the expenses of a course.

Not unlike other pursuits, however, they require great economy if anything is to be saved. Less onerous than teaching, they offer greater opportunity and afford more leisure for study, while the compensation is better. Interesting in this line is the success of a clergyman's daughter from the interior of New York State. When financial reverses overtook the family great was the solicitude as to the future of this daughter, the least competent and most dependent member of the household, and the only one for whose education no provision had been made. Reading in the *Century* magazine the advertisement of a firm offering to teach stenography by correspondence, the minister's daughter applied for instruction. In less than three months the firm wrote that their pupil's skill had outrun their own, and that if she would come to New York they would secure her a lucrative position. The proposition was eagerly accepted and the happy

girl was installed as secretary to a clergyman, and her collegiate training was subsequently secured entirely by her own exertions.

Canvassing for subscriptions for papers and periodicals which offer prizes, in some cases money and in others the direct offer of an education at some college for a part or the whole of a course, is a recent novel method eagerly grasped by a number of young women. The vantage-ground of the present over the past is conclusively shown in the biography of Mary Lyon:

"With two blue and white coverlets spun, dyed and woven by her own hands, she paid a winter's board while at Ashfield Academy, and the blue fulled cloth habit she wore while in Ipswich and Derry was the product of her own spinning-wheel and loom."

Invention has long since silenced spinning-wheel and loom to quicken woman's skill in more æsthetic crafts, artistic needle-work, china painting, the decoration of menu cards, german favours and kindred arts. A market for such handiwork is read-

ily found through the "Woman's Exchange," established now in all our leading cities. In this manner many industrious girls not only earn enough above living expenses to pursue the preparatory course for college, but largely defray their expenses, by the direct sale of their work to fellow-students. There is always a sufficient number of wealthy and liberal students ready to invest in the skill of a classmate. Comparatively few girls, if living at home, are unable to obtain even a full preparation for our best colleges without cost to themselves.

The means of self-help cited refer particularly to the exceptional young woman who has no home, or whose lot is cast in a town which possesses no extended school facilities. Once in college the problem of self-help assumes a graver aspect. Not only is the expense of tuition to be met, but provision must be made for board, travelling expenses and incidental things, inseparable from a large community and rarely if ever mentioned in college catalogues. It is to enable students to meet

these imperative demands, that scholarships have been and continue to be supported, but, as has been stated, they are insufficient in number and amount of money, to supply the demand.

Vassar, Wellesley and other colleges have societies of alumnæ and friends who offer scholarships in the form of loans. These loans as a rule draw no interest and are awarded on examination to the successful competing candidate. In amount they vary in different localities from one hundred to four hundred dollars.

A most independent, if not congenial means of self-help, which brings a fair monetary return, is now offered by many colleges for certain services performed. The distribution of mail through a large college is work easily committed to a student. It absorbs a comparatively small portion of her time, and the money thus earned is a substantial aid.

Another fruitful service is found in the line of messenger work: the doing of errands between the various departments of the college or between them and the

officers of the administration. Personal remuneration is also offered students willing to copy lists, do other writing and various minor duties, inseparable from the business of a large college.

True, these resources are somewhat precarious, but in the end they amount to a very important contribution toward a student's expenses. Many young women have been known to earn as much as a hundred dollars from such occasional services. Private tutoring, however, offers to the capable student the most natural and congenial means of money-making. There are always students who are behind in their work and who need outside the class room an assistance which the college does not provide. The competent student has here plenty of congenial work, paid for at the rate of fifty cents an hour. If the present indications that it will be fashionable for stupid daughters of wealth to seek higher education, are to be trusted, tutoring as a means of self-help is likely to become as remunerative if not as dignified as a professorship itself.

Notwithstanding the popularity of tutoring, it is a time consumer, and this fact should not be overlooked by the student who contemplates depending largely upon it as a help, for not only is time sacrificed in teaching but in preparing for the work. The student who intends to support herself should prepare to give more than four years to her college study, for more or less time is consumed by any scheme devised as a help to the end. While all college libraries are in charge of a skilful officer, many opportunities arise necessitating the employment of aids in copying lists, putting up books and taking care of the library during certain hours of the day.

These congenial duties are definite in time and nature, and the compensation offered is sufficient in most colleges to help several young women to meet their incidental expenses.

More successful than the heroine of "A Woman's Reason," was the Vassar girl who paid her way to the end by making bonnets. So rapidly did her custom

increase, that she was only able to devote half a year at a time to her studies. Blessed with the requisite courage and persistence, however, she captured the coveted degree.

A lucrative field, yet unopened, lies before the girl clever in mending and touching up the odds and ends of a toilet. Students' wardrobes are always requiring mending and remodelling, and they are always ready to employ the assistance of the skilful needlewoman.

Where health and strength suffice for continued labour, the summer vacation offers varied money-making opportunities. The summer hotel invites clerks and waitresses. It is questionable whether such positions are desirable for a college student. It depends largely upon the choice of hotel and the temperament of the woman. The position of waitress is an old crutch to the collegiate aspirant. Among women it originated at Mount Holyoke, where, coupled with other household duties, it was the chief means by which pioneer students reduced their ex-

penses. So extensively was it pursued that Mount Holyoke became known as a school where household arts were practically taught, and to the present day this erroneous impression prevails in many localities.

The rôle of waitress has long been popular at Wellesley.

Several young women have successfully facilitated their way through college by having their lives insured. Many capitalists lend largely on insurance policies, a life insurance policy being accepted as security for certain sums loaned, until such a time as the insured can repay the loan.

Struggles and sacrifices in the course of higher education are not confined solely to the children of the poor.

Daughters frequently come, from wealthy homes, who have not their families' sympathy, and who are forced to resort to work to supply the money withheld by their parents. Instances are known of such girls who have taught music, worked embroidery, canned fruits, made jellies and sold them directly or through

agencies, until the desired funds were secured.

A favourite device of the romancer finds practical illustration in the college girl who worked her way through the course to find at the eleventh hour that she had not the wherewithal to pay her graduation fees; off went her splendid head of hair, and the coiffeur's ducats sent her into the world an independent bachelor of science. A college training is worth a struggle. It is an investment above fluctuating fortune, and in its possession one can never be poor.

Nevertheless it behooves the practical, no less than the enthusiastic and the inexperienced girl to count well the cost in advance. Few things in life vex the spirit, or eat into the very warp and woof of one's being, so mercilessly as the petty anxieties inseparable from an empty purse or a precarious way of replenishing it.

CHAPTER XII

PRACTICAL OUTCOME

PROBABLY the college-bred woman is the most observed woman of the present day. After twenty years of intellectual gestation she begins to impress her individuality on the community. Discussions of eminent men as to women's mental ability, moral and physical status, predilection for matrimony or fitness for voting have been going on for a quarter of a century.

Meanwhile maiden Bachelors of Arts and Science have multiplied, until now there are some three thousand mature women who have had college training, and as many more in the heyday of youth, all of whom fall under the surveillance of a public that ceases not to question the practical outcome of this modern innovation. One by one objections raised from

the intellectual, moral, physical or matrimonial standpoint, have disappeared in the light of statistics. To one tangible phase, however, the masses cling with a covert desire to find in it sufficient evidence to outweigh the favourable testimony already adduced.

Of what avail to woman is scientific training? What is the practical outcome of higher education? These are questions whose reiteration invites deeper investigation. The marriage ratio, health statistics, number and physique of the offspring of college-bred women attest that, if scientific training does not facilitate, it certainly does not interfere with the radical function of her being. That higher education enlarges her opportunities as a bread-winner is irrefutable.

In proportion as the price of skilled labour advances, the college-bred woman's earnings will undoubtedly increase. Unhappily nothing short of an audited account in dollars and cents of the earnings of every college woman in the bread-winning world,—earnings the direct out-

come of knowledge garnered within the walls of their *alma mater*,—will satisfy a large portion of the community that higher education has a *raison d'etre*.

Coming as it does at an epoch when women are largely a factor in the industrial prosperity of the country, the desire to know the practical end to which the college-bred woman is able to put her superior training, when thrown upon her own resources for a livelihood, is under the circumstances natural and consequently wholesome.

Results alone justify innovations. To define at present the practical outcome of higher education, is nevertheless as impossible as would be an exhibit of philanthropy or religion. To estimate the work of the present demands the eyes of a future age. As women colleges are said to have been founded on the Hellenic idea of "culture for culture's sake,"—authorities have not found it incumbent to follow the material fortunes of the alumnæ. Masculine colleges or universities do not anticipate or define the careers

of the young men they annually set adrift. Why then should women be required to render an account of their stewardship? logically argue the official heads. But public interest in tangible results is persistent and insatiable. Colleges are now beginning to gather data to satisfy this prevalent desire. The Vassar and Wellesley Calendars of 1891 and the Souvenir of the Mt. Holyoke Semi-Centennial throw interesting light upon the varied pursuits in which their alumnæ have found practical activity. Smith, Harvard Annex, and Bryn Mawr have no record, nor has any been kept by the co-educational institutions. Nevertheless, all are more or less rich in individual recollection of exceptional careers. The evidence that higher education has elevated and broadened the opportunity and raised the monetary value of women in the first field in which she found a marketable outlet for her intellect is conclusive. Teaching with increasing equipment and ripening sense of responsibility retains its hold on college women. One-fourth of the women who go to col-

lege go with teaching as the end in view. In keeping with the growth of colleges, preparatory schools have multiplied, until now there is scarcely a town of importance from the Atlantic to the Pacific, that has not a preparatory school in the keeping of a B. A. or an A. M. of Vassar, Wellesley, Smith, Bryn Mawr, the Annex or some co-educational university. The insufficient preparation of students who applied for admission retarded the growth of women's colleges. So few in number and incompetent in faculty were girls' preparatory schools, that Vassar and Wellesley were forced for some years to sustain academic or preparatory departments. This is now obviated, thanks to the number of skilled women sent forth yearly by the colleges to successfully conduct private enterprises, the certificates of many of which are recognised by Harvard and other leading colleges. In higher and special fields of instruction, in many conservative seats of learning, the college woman now stands on equal footing mentally and financially with the men profes-

sors. It was not so much intolerance of sex as want of higher training that debarred her formerly. Previous to the spread of higher education would such recognition have been possible as has been given to Miss Abby Leach, Vassar's Greek professor, recently invited to a chair in the Leland Stanford, Jr. University; to Miss Thomas, Dean of the Faculty and Professor of English at Bryn Mawr; or to the brilliant Mrs. Palmer, Dean and Professor of English History in the University of Chicago?

Teaching is to woman what the practice of law is to man,—a stepping-stone to broadening opportunity. Hardly a woman, regardless of the source or the manner of her intellectual training, has made a distinctive place for herself in the world of thought or action without a previous apprenticeship in the pedagogic chair. Most of the women experts in the United States Government service, and their number grows apace, came from the teacher's desk. Current literature and the book-making world are constantly

enriched by college women, especially in educational matters within their line of work. So advanced is much of this research that it comes more properly under higher specialised work. Consider for instance the literary contributions of Mrs. Ellen Richards, a Vassar M. A., whose effective work in the Woman's Laboratory of the Massachusetts Institute of Technology tends to revolutionise modern housekeeping by familiarising women with nature's law. In 1875 her first work appeared, "The Analysis of Samarskite," followed by "The Occurrence of Boracic Acid in Mineral Waters," "Chemical Composition of some Mineral Species from Newburyport Lead Ore;" (with M. S. Cheney) "A New and Ready Method for the Estimation of Nickel in Pyrrotites and Mattes;" (with Alice F. Palmer) "Notes on Antimony Tannate," "Naphtha Process for Cleaning Wool," "On the Adulteration of Groceries," "The Chemistry of Cooking and Cleaning," "A Manual for Housekeepers," "Lessons on Minerals," "Notes on Some Reactions of Titanium," "Science

in Common Schools," "Notes on the Determination of Carbon Monoxide," "Food Materials and their Adulteration;" (with Marion Talbot) "Home Sanitation."

Not less noticeable are the contributions of Mrs. Christian Ladd Franklin: "The Pascal Hexagram," "On De Morgan's Extension of the Algebraic Processes," "Note on Segments Made on Lines by Curves," "A Method for the Experimental Determination of the Horopter," "On Some Characteristics of Symbolic Logic," "Some Proposed Reforms in Common Logic," "On Natural Kinds," "On the Algebra of Logic" by Members of the Johns Hopkins University, 1883; articles and reviews in the *Nation*, the *Critic* and *Science*.

"Birds through an Opera Glass," by Florence Marion, "The Philosophical Studies" of Julia Gulliver, and the admirable translations of Henrietta Lilly, enrich Smith's literary contributions. Much of the philosophical work issued by Johns Hopkins University was the translation of Miss Lilly. The contributions

to fiction are large and varied. Mrs. J. Wells Champney's "Three Vassar Girls Abroad" leads in popularity, followed by several novels, eighteen children's stories and some seventy magazine articles. Miss Katherine Bates and Miss Vida Scudder of Wellesley are familiar to readers of current periodicals. Journalism opens a profitable field which college women are rapidly cultivating. The business manager and sub-editor of Kate Field's "Washington" are Vassar girls. From Vassar also came Miss Caroline Gray Tingle and Miss Leonard, who previously conducted a country weekly in a little New Jersey town for five years and made money; the editor of the "Ohio W. C. T. U. Messenger" and the assistant editors on the work of the Century and Webster revised dictionaries.

Wellesley and Harvard Annex girls are active as editors, proof-readers and translators in leading publishing houses of New York, Boston and Philadelphia. As yet, however, journalism more strongly attracts women of co-educational training. Not the least successful are Eliza Archard

Conner, of Antioch College, scientific and agricultural editor of the American Press Association; Eliza Putnam Heaton of the Boston University, editor of the Sunday *Recorder;* Elizabeth Jordan of the Wisconsin University, editor of "The Woman's Page" of the New York *World*, or Helen Watterson Moody of Wooster University, who as the "Woman About Town" made in the New York *Evening Sun*, less than three years ago, a distinctive journalistic innovation. Foreign missionary work continues to draw largely upon college women. Vassar and Wellesley send equipped women every year to obscure regions. The first profession to attract the early college women was medicine, which grows yearly in popularity. The God-given art to soothe and heal is essentially woman's birthright. It was in the natural order of things that the first taste of scientific training should send, as it continues to do, increasing numbers into medicine. As early as 1868 a Vassar graduate is found in the medical school, and more than twenty of its alumnæ are

now practising physicians in receipt of comfortable incomes. Next to teaching, medicine receives a large number of Smith graduates. The most distinguished, perhaps, is Dr. Caroline Hamilton, whose skill in surgery is recognised in New York, where she was the resident physician of the College Settlement until called to the practice of surgery in Turkey. Wellesley also contributes largely to the medical profession. One of its graduates is a practising physician in charge of a leper hospital in India. Ann Arbor and Johns Hopkins, together with the Woman's Medical Colleges of Philadelphia and New York, are constantly being recruited by students who have previously won college degrees.

Wellesley sends the first contribution to the legal profession in the person of Miss Sophia Breckinridge, the daughter of Kentucky's silver-tongued orator. Miss Breckinridge has been admitted to practise at the bar and purposes pursuing the profession. Of ten thousand three hundred and ninety women students enrolled at present in

co-educational universities and colleges, five hundred and thirty students are in the professional departments of these institutions. To these latter may be added seven hundred and ninety-eight women students enrolled in the colleges endowed by the Land Grant of 1862, making a total of eleven thousand seven hundred and eighteen students enrolled in the co-educational universities and colleges in the United States. Training schools for nurses, schools of cooking and physical culture are attracting later college graduates. Being as yet uncrowded fields, they afford sure and substantial return and wide active scope. Aside from recognised professions, various other bread-winning avenues welcome the college woman. Vassar has a dairy farmer, and a former editor is now proprietor of Kingwood Herd of Jersey and preparer of sterilised milk. Wellesley glories in a B. A. who pre-empted and received a patent for a quarter-section of land in Florida, while another graduate is a bank cashier.

But not to all is given a profession,

nor are all called to the wage earning world. Of what avail is this superior training to the vast numbers destined to be "breeders of sinners," or who in unmarried bliss are content to put B. A. or M. A. after their names?

Among the young women who sought Harvard's classic shades in the embryo days of the Annex was a Knickerbocker, the prospective heiress of half a million. As her purpose in seeking higher education, unlike that of her companions, could scarcely be objectively practical, and as fashionable life and superior mental training were not then on as familiar terms as they are likely to be, the motive of this apparently frivolous girl was variously conjectured. Without developing any special predilection for study, she was a conscientious student, whose maid and coupé always waited her command and whose toilets were the marvel and the envy of her poor, plodding and often threadbare companions. Her eccentricities as they were termed culminated one day in her quitting the Annex with a Harvard certifi-

cate. The young M. A. then returned to society, for a couple of seasons. Subsequently her disciplined mind discovered financial breakers ahead, threatening the demolition of her prospective fortune. Then her higher education became of use. If the worst came to the worse could she not earn her own living? Was there no market for her exceptional knowledge of the classics? Shadows darkened. Without a family consultation, she sought several publishing houses in quest of employment. None were eager to utilise her superior knowledge. Finally a well-known firm dismissed her with the equivocal request for her address in case there was a vacancy. Spring came. The summer home on the Hudson filled up with the usual quota of guests. In the midst of the summer gayety, six months after her application was filed, she received a letter from the publisher requesting her to call. She went to the city to learn that she could have a position at a salary of fifty dollars a month. In a dingy office on lower Broadway the monotonous grind of the

working-woman's world opened up to this daughter of luxury. On a high stool from eight o'clock in the morning until five in the evening she sat dissecting Greek and Latin roots, to have the door opened on her return home by a butler in livery and her toilet prepared by a maid. Foolish mother-pride concealed from servants and friends the cause of her daily absence, until, irritated by the duality of the farce, she explained herself that she had joined the labouring class. Shortly the crisis came: her father died, bank failures ensued, and the heiress of half a million had but ten thousand dollars in government bonds. Brown-stone house, footman, maid and livery vanished, and the fifty-dollar drudge was relegated to a boarding-house, rejoicing in the wisdom that had directed her to garner that which is above fluctuating fortune, a solid rounded education. She advanced steadily until to-day she is sub-editor of a classical dictionary, with an enviable salary and a reputation for clear-headed, conscientious, irreproachable work. Grate-

ful to a parent who made possible the intellectual advantages she enjoyed in her girlhood, she is educating his son at college, trusting to give him through her own earnings the education that would have been his, had his father's life and fortune been spared. To achieve this noble end, a lover has been sacrificed by this eccentric maiden Master of Arts.

That that "which in woman is noble and tender can never be injured by genuine true education and its resultant, the highest culture known"—finds subtle, intangible confirmation in the influence of the home-keeping, college-bred woman. "The chief educational influence of the family is nurture. The fact that the special vocation of woman, in so far as determined by sex, involves this special feature of nurture, furnishes a significant point to be considered in the discussion of her higher education," says Dr. W. T. Harris in a vigorous preface. "It indicates that as governments come to be less a matter of abstract justice and more a matter of providing for the people that

which will enhance their capacity for self-activity, woman's aid will be more and more needed in political affairs. Woman is by nature adapted to provide nurture for the weaklings of a community in the shape of educational and other restraining and directing influence, and there awaits her a very important field of activity in the phase of municipal government."

"The trend of the present social evolution proclaims," concludes this same eminent and far-seeing educator, "that the equal education of woman with man is certain to prevail in the future." Responsive to the social problems confronting the age, political economy, domestic science, sanitation—sociology in all its phases as theorised at colleges begins already to find a practical outlet in the individual no less than in the concerted action of college women irrespective of their positions as bread-winners, wives, mothers or property holders. The interest fostered in sanitary, and sociological science and political economy by local college clubs culminated four years ago in a philanthropic experi-

ment in New York City, known as the College Settlement. The movement originated with three Smith girls, Miss Vida Scudder, Miss Jean Fine, and Miss Helen Rand, whose interest and enthusiasm were roused by a visit to Toynbee Hall in London. Believing that only by the contact of one human life with another can permanent and satisfactory influence be exerted, the college alumnæ rented a house in the most densely populated tenement quarter of the metropolis. Assisted by four other college girls, the original trio made there such a home as is possible to seven refined and active women inspired by sympathy and kindness. Into their family life they invited their neighbours and friends, bidding them enjoy what years of opportunity for study and culture had given these women and made them capable of imparting to starved, stunted minds. The landlord of a vacant roomy old-fashioned mansion in Rivington Street responded to the college women's enthusiasm and put the quarters into thorough sanitary and habitable condition, making it possible for

them in the midst of dirt and squalor to establish a home healthy and pleasant, despite unfavourable surroundings. Here resident college women live their lives as elsewhere and show by their activity how high a value they place on industry. The settlement is so ordered that it can accommodate itself to permanent and transient residents. A certain number of its inmates, sufficient to insure the stability of whatever scheme may be undertaken, pledge themselves to become boarders for at least a year; others may come for a few weeks only. The most practical means of securing a hold on their neighbours so far, has been the organisation of clubs for the girls and boys. The aim of this work is to exert a quiet but wholesome influence upon the neighbourhood that will raise the moral and social standard and bring about true practical social democracy. There is no charitable work in the sense of almsgiving, nor a suggestion of the "Mission," yet the action of the settlement in establishing free libraries, clubs for children and young people in which instruction is given

to help them to opportunities for increased wages, social reunions for the mothers, saving banks, and guilds for self-improvement exerts a valuable influence for good. The whole work is quietly conducted. The clever educated women and the neighbours alike shun publicity. Indeed the only serious drawback the movement has met was the injudicious publicity given to it by the daily and periodic press, which thoughtlessly revealed names and incidents in the lives of many who had learned to give the settlement women their confidence, recognising in them no disparity of social condition but fellow-workers in the daily struggle for better living. The College Settlement is largely sustained by an Association made up of chapters from various colleges. Mrs. Frances Folsom Cleveland, wife of the President of the United States, is president of the chapter established at Wells College. So progressive is the work in Rivington Street that a second house has been rented this year and eighty college women have filed applications to become resident workers in the

Settlement. The men of the neighbourhood, mostly husbands of the women who belong to the Home Improvement Club, have requested that they be permitted to organise a club, while older boys now delight to assist the young women in attracting their younger companions to the library and clubs of the Settlement.

Many people of the neighbourhood have become shareholders in a co-operative dairy about to be opened in the vicinity at the instigation of the University Settlement in charge of university men. This movement grew out of a young men's guild in the neighbourhood and was suggested by the success of the College Settlement. Both movements are in harmonious and active sympathy. College Settlements are now established at Philadelphia and Boston. Hull House, in Chicago, an independent social settlement carrying out the same broad humanitarian scheme of work, is largely aided in its activities by college women, although in no way a college outgrowth.

The first effort to bring the domestic

problem, mistress *versus* maid, to the scrutiny of statistics is the work of post-graduates of Vassar under the supervision of Prof. Lucy M. Salmon of the Historical Department. Untried in the mysteries of domestic management, these young women are endeavouring to secure evidence in order to discover where the root of the evil lies. Three sets of schedules containing direct, practical questions were distributed. The first, addressed to housekeepers, gives that class an opportunity to state their grievances from the standpoint of employers, the second furnished the servants a similar outlet for their experiences and opinions, while the third paper aimed to give full information as to how widely and successfully co-operative experiments in housekeeping have been attempted. One of the most striking conditions of the domestic service, as revealed by the statistics thus collected, in view of the unwillingness of many to enter it, is the fact that the wages received are relatively and sometimes absolutely higher than the

average wages received in other occupations open to women.

Many attempts have been made by sanitary cranks to induce people to eat what was good for them; there have been many schemes on the part of business men to utilise some hygienic theory for their own profit; but to strive to educate the people to like what is good and nutritious by serving it day by day was unknown until college women undertook the work in Boston.

A veritable scientific College Settlement is the New England Kitchen. The cooking is done on scientific principles, and in sight of the customers, as an object-lesson in methods and cleanliness. It is also a sort of household experiment station, where new apparatus may be tested and frank opinions expressed; a place to which many perplexed housekeepers bring their problems, to find comfort in their despair if not relief in their trouble. The Kitchen was started primarily in order to learn how the people really live, and to discover their peculiar tastes and prejudices.

As a means to this end it was determined to study the methods of cooking two things —the cheaper cuts of beef and cereals— and to offer for sale the results of the experiments, the proof of this pudding being the selling. The successful issue was not brought about without the expenditure of time and labour. Each dish was perfected only by the co-operation of the whole neighbourhood, after repeated tasting and commenting, so that finally what might be called a cosmopolitan flavour was obtained. For eight months, at the noon hour, processions of pitchers, pails and cans brought by men, women and children of varied nationalities for pea soup or beef stew demonstrated that really good food is appreciated and will be purchased. May not the college woman have discovered at last a possible rival to the saloon? When food can be as easily obtained as drink, may not men take food in preference? The training of the college women is discernible in this experiment. No mere enthusiasm could have sustained the patience required to persevere until

success was attained. The ease with which these ladies disseminate practical knowledge over the business counter, the readiness of the people to learn when once they are convinced that business and not charity rules the establishment, prove that this is one way at least to reach the masses. The people of our cities best worth helping are the most self-respecting and least willing to receive anything in the way of charity. A duplicate of the New England Kitchen has been established during the past year in New York City.

Miss K. B. Davis, a Vassar girl of '92, under the supervision of Mr. John Boyd Thatcher of the State Board of New York, exhibits at the World's Fair the possibilities of domestic economy as a science rather than a trade, in the shape of a workingman's cottage equipped with home comforts in keeping with the wages of the average labourer or mechanic who has a wife and two children to support. Domestic science as taught by Mrs. Ellen H. Richards at the Massachusetts Institute of Technology and embodied in the New

England Kitchen movement was introduced at Wellesley College two years ago under the instruction of Miss Marion Talbot. So effective was the work, that Miss Talbot was summoned to an assistant professorship of sanitation at the University of Chicago. Domestic science has also been introduced into the State University of Nebraska. Not until its place in the college curriculum is on a level with the other sciences, summing up as it does all the science teaching of the course—chemistry, physics, physiology, biology and bacteriology—will the graduate be fully equipped to effectively grasp the variety of practical work opening up so auspiciously under the present social conditions. The difference between domestic work as a trade and domestic work as a science finds conclusive demonstration in the schedule of study, which provides four hours' practical work and two lectures weekly on the following subjects:

1. The house and its foundations and surroundings from a sanitary as well as from an architectural standpoint.

2. The mechanical apparatus of the house, heating, lighting, ventilation, drainage, etc., including methods of testing their efficiency.

3. Furnishing and general care of a house, including what might be called applied physiology, chemistry of food, nutrition, and the chemistry of cleaning.

4. Food and clothing of a family.

5. Relation of domestic service to the general question of labour, with a discussion of present conditions and proposed reforms.

The practical work includes:—

1. Visits of inspection, accompanied by the instructor, to houses in process of construction, of good and bad types, both old and new.

2. Visits to homes where the housekeeper has put in practice some or all of the theories of modern sanitary and economic living.

3. Conferences with successful and progressive housekeepers.

4. Practical work and original inves-

tigation in the laboratory of sanitary chemistry.

Classes are divided into sections. Each section has a topic assigned, on which a report is presented monthly, and a thesis written at the end of the year, based on the results of observation, investigation, and the reading of current scientific literature. From time to time the best of these are given to the general body of students through society chapters or the college papers.

"Think you," asks Mrs. Ellen H. Richards, one of the most advanced woman scientists of America, "that young women after a year of this study will be less fitted to manage a modern household than one who has made beds, washed dishes, or learned darning all through her college course?"

CHAPTER XIII

THE ASSOCIATION OF COLLEGIATE ALUMNÆ

NO more vital working force has been evolved from the educational movement of the last decade than the Association of Collegiate Alumnæ. It embodies much of the varied, suggestive and practical results of higher education. Organised in 1882 to unite alumnæ of different institutions for practical educational work, this earnest, progressive band of women has succeeded not only in broadening the scope and raising the scholastic standard of colleges, but has consolidated and vitalised the aim and the influence of college-bred women at home and abroad.

The idea originated in the brain of a clever non-collegiate woman, Mrs. Dr.

Talbot of Boston, whose interest in educational matters was then stimulated by her daughter, Miss Marion Talbot, who had just taken a degree at the Boston University. Responsive to the suggestion that great advantages would accrue to higher education through personal sympathy and identity of aim among women imbued with the true college spirit, representatives of nine colleges joined in devising the initial plan of organisation. At the outset there was a division of sentiment as to whether the association should embrace all women's colleges or limit its membership to a definite scholastic standard. Though the conservative element was in the minority at first, the association at length unanimously yielded to the wisdom of a restricted standard of admission; and to this is largely due the recognition it has received as a strong progressive yet conservative organisation with high aims and unselfish devotion to the best interests of women. The prejudice against the advanced education of women prevalent when Vassar opened its doors in 1865 had

given way, and the time was ripe for the consolidation of the women who had destroyed it.

Convinced by the official reports of the National Bureau of Education of the impossibility, for political and other reasons, to discriminate between the claims of universities and colleges properly so called, the association early resolved to state the precise terms of its membership. This step was necessary because a strong motive toward striving for the best education was lacking, owing to the fact that a degree won by patient and persistent study at one of the better colleges had then no more publicly recognised worth than one conferred with a flourish by some self-dubbed university of questionable grade.

Briefly the terms of membership are:

1. The Faculty of a college applying for admission to the association must not be called upon to give instruction in preparatory studies.

2. The requirements for admission to such colleges must be equal to those

adopted by the colleges already belonging to the association. (It is assumed that the colleges admitted require in their entrance examinations an equivalent to the English studies agreed upon by the commission of colleges in New England. The classical and mathematical requirements are similar to those adopted by the men's colleges of the better grade.)

3. The college must have conferred degrees in arts, philosophy, science or literature on twenty-five women prior to its application for admission.

The Harvard Annex conferring no degrees but only a certified statement of studies, equivalent to a Harvard College degree, is debarred from membership, but as it is now only a question of finance that retards its consolidation with Harvard College proper, the time is near at hand when the Annex will be eligible. Mount Holyoke dispenses this year with its preparatory department, as do other colleges solicitous to be recognised by the association. Any woman holding a degree in arts, philosophy, literature or

science conferred by any college or scientific school belonging to the association is entitled to individual membership. Fifteen institutions are enrolled at present: Boston University, Bryn Mawr College, University of California, Cornell University, University of Kansas, Institute of Technology, University of Michigan, Northwestern University, Oberlin College, Smith College, Syracuse University, Vassar College, Wellesley College, Wesleyan University and the University of Wisconsin. The membership includes fourteen hundred and fifty-eight women representing thirty-seven of the United States and seven foreign countries. This number by no means includes all the alumnæ of the constituent colleges enrolled in the association. One hundred and seventy-five of the present membership, fifty-five of whom are married, have received Master's or Doctor's degrees, while thirty-one have held fellowships.

The organisation of the association, crystallising as it now does so many forms

of work, is no less refreshing than suggestive.

The officers of the association, subject to yearly change, are representatives of the various colleges enrolled. The regular meetings are held each autumn in various centres of local and educational activity. Thirteen branch associations subject to their own by-laws have been established in New York, Boston, Washington, Philadelphia, Chicago, Detroit, Minnesota, Indiana, California, and central and western New York. The branches meet four times a year. Each State has its Director, who convenes its forces from time to time. The efficiency of the association was early demonstrated by the vigorous and comprehensive manner in which it set out to investigate the most vital matter raised in relation to the higher education of women: Does such education tend to injure their health? The medical profession from the outset of the experiment had constantly sounded a note of warning and alarm, which awakened fears in the minds of prudent parents

and restrained the college movement among women to narrower limits than natural inclination prompted. Facts had not been gathered in sufficient numbers to warrant positive statements, yet some of the most influential of the profession did not hesitate to base an adverse argument upon the limited testimony of their individual note-books. The association recognised its opportunity to bring ampler testimony than could be secured otherwise, counting as it did among its members representatives of so many institutions. The usual programme of committee work was adopted, and an investigation begun which resulted in securing detailed evidence from nearly seven hundred and fifty college women, graduates of at least two years' standing, a number which at the time represented more than one-half of the women who had received degrees from the higher colleges. To guard against the charge of unfairness, the association placed its accumulation of facts in charge of the Massachusetts Bureau of Labour Statistics which

through the courtesy of its chief, Colonel Carroll D. Wright, agreed to do the work of compilation. So strong was the evidence in favour of the beneficial results of a college life that it settled completely the doubts of those investigating, and led them to continue their advocacy of a higher education without misgivings as to its physical consequences. This admirable work, which elicited the praise of the chief of the Bureau of Labour Statistics, was largely due to the executive force and liberal scholarship of Mrs. Annie Howes Barns, who has been prominently identified with the association since its organisation. This investigation with regard to the health of college women naturally led to the introduction of the scientific physical training, conducted now in all our colleges. The chief means adopted to bring members at large into closer union are the publication and distribution of papers prepared by members of the various committees, which embrace Bureau of Collegiate Information, Endowment of Colleges, Withdrawals from College, Ad-

mission of Colleges, Educational Progress, Collegiate Administration, Study of the Wage Question, Study of the Development of Children and a Bureau of Occupations.

Last year seven papers covering one hundred and thirty-nine pages and coming under these various heads were issued to the number of eleven thousand four hundred copies. Branches also co-operated to secure publication in the current press of items relating to higher education of women.

To the establishment of home and foreign fellowships the association has given an impetus which has resulted in the increase of fellowships in various colleges of the association. The movement in this direction was stimulated by the fact that in recent years the opponents of higher education, having reluctantly yielded the right to undergraduate instruction, have concentrated their forces against the opportunity for advanced study. The foreign fellowship offered by the Women's Education Association of Boston and the

scholarship of Modern Languages in the American Home School in Berlin both stipulate that the applicant must be a graduate of colleges enrolled in the collegiate association. Similar recognition of the efficacy of its standard is given by Oxford, which opens its honour examinations without further conditions to graduates of colleges included in the Association of Collegiate Alumnæ.

Interesting are the methods and results of the Bureau of Occupations. To make known to as many people as possible that a Bureau exists, through which may be found college women who are prepared to act as teachers, librarians, laboratory assistants, etc., fourteen hundred circulars were sent out to principals of schools which employed women as teachers, and whose general standing made it probable that fair salaries would be assured. Librarians and art schools were also notified. The greatest demand, in response, was for teachers, especially for private schools in the vicinity of Philadelphia, while applications have been received from Bal-

timore, Scranton, Reading, Brooklyn, Rochester, Minneapolis, Kalamazoo, New York, St. Louis, California, Iowa and Nebraska. Various salaries were offered and specific requirements often emphasised. A flourishing academy offered sixty dollars a school month for a lady principal who must be a college graduate, experienced teacher, thoroughly prepared to conduct classes in German and higher English branches!

A well-known Teachers' Bureau applied for a college woman to take a position in an educational publishing house. The best position in point of salary, two thousand dollars per annum, was offered by an insurance company for a private secretary of high attainments in stenography and higher mathematics. One hundred applications for positions are now on the roll of the Bureau. Not the least important work undertaken by the association is the wage question as it affects educated women as factors in industrial competition. The sentiment and the efforts of the Association in this direction

are comprehensively expressed in Dr. Walker's chapter on "Woman's Wages":

"Let gifted women continue, as in the past, to appeal for public respect and sympathy for their sisters in their work; let the schools teach that public opinion may powerfully affect wages and that nothing which depends on human volition is 'inexorable': let the statistics of women's wages be carefully gathered and persistently held up to view. Efforts like these will not fail to strengthen and support woman in her resort to the market, thus enabling her the better to realise the highest wages the existing state of industry will allow."

The expenditures involved in the direct work of the association are small in proportion to its scope. A nominal yearly fee paid by each member defrays the cost of printing and postage; the expenses of meetings are reduced to the minimum through the energy of local committees, and the voluntary contributions of time and money have thus far met other needs Nearly every member is also a contributor

to special alumnæ work for her own college; and various branches raise and disburse funds according to plans of their own devising. Boston and New York have given much aid to the college settlement, and the publication by the former of the treatise on "Home Sanitation" opened up a new line of work. The Woman's University Club of the metropolis owes its origin to members of the New York Branch; Philadelphia has organised a Teachers' Bureau, and Washington maintains courses of lectures, while other branches have engaged in social and philanthropic work. The business routine of all meetings finds happy diversion in a round of teas, lunches, receptions and excursion parties, which promote personal acquaintance among the members and their friends. Including as it does much of the grace as well as the intellect of the best American womanhood, the social affairs of the Association have a distinctive and delightful atmosphere. Names familiar to many American households are found in its Register. Much of

its prosperity is due to the broad and liberal counsel of Mrs. Ellen H. Richards, Miss Florence M. Cushing, Mrs. Annie Howes Barns, Mrs. Alice Freeman Palmer, Miss Lucy M. Salmon and Mrs. Helen Hiscock Backus, supplemented by such progressive educators and active workers as Miss Marion Talbot, the able secretary, Miss Martha Carey Thomas, Christine Ladd Franklin, Jane Bancroft, Frances E. Willard, Sarah Dix Hamlin, Heloise E. Hersey, May Wright Sewall, Vida D. Scudder, Helen Dawes Brown, Martha Foote Crow, Eleanor Louise Lord, and Elizabeth Deering Hanscom.

"To see near things as comprehensively as if afar they took their point of sight," is the gift of the poet. Yet in the light of the facts presented in these pages, it requires no poet's vision to perceive or comprehend, that the steps already taken will never be retraced by the American girl at college.

THE END