Higher Education of Women in the United States.

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I- Its Progess.

The higher education of women is progressing on a vast scale and in a variety of ways. Every phase of this great experiment, if experiment we wish to call it, may be studied almost simultaneously. Women are taking advantage of all the various forms of education offered them in great and increasing numbers.

1. Pioneers. Horace Mann, the first president of Antioch College, Ohio, was one of the most brilliant and energetic educational leaders in the United States and his ardent advocacy of co-education based on practical experience had great weight with the public. Under the presidency of Horace Mann, co-education in Antioch College met with marked success and other colleges and universities soon followed the action taken by Antioch.

Mary Lyon, the founder of Mt. Holyoke seminary, has given her life to the work of higher education of women. She has

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proved her ability for this work by the success of the seminary she founded. Among others who aided in the cause are Henry W. Sage who built and endowed a large hall of residence for women at Cornell University, and Mr and Mrs Gilman who were instrumental in the organization of Harvard Annex for women.

2. Co-education: Co-education is the prevailing system in the majority of the Colleges in United States. It is almost the only system in the west and is becoming such in the South; while in New England and Middle States the boys and girls are receiving separate College education in many instances.

One of the first foward movements in the education of American women occurred during the great school revival of 1830-1845, when elementary and secondary schools were established throughout New England; and, owing to the sparsely settled condition of the country, girls and boys were admitted on equal terms. Another factor in the education of American women was the Civil war which placed the

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majority of schools in the hands of women. Women taking charge of the schools was not temporary but has been permanent ever since. When the state universities of the west were founded they readily admitted girls as well as boys, for they had already been educated in the high schools together and it would have been to break with tradition not to admit them.

Co-education in Universities: The co-education of men and women in Colleges and at the same time the College education of women, began in Ohio, the earliest settled of the western states.

In 1833 Oberlin Collegiate institute was opened admitting from the first both men and women. It was the first institution of the kind in the United States where large numbers of men and women were educated together. The favorable testimony of its faculty had great influence on the side of Co-education.

In 1853 Antioch College, Ohio, was opened admitting men and women on equal terms. From this time on the

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state universities established in the west were opend to women from the beginning. The university of Utah, 1850; of Iowa, 1856; of Washington, 1862; of Kansas, 1866; of Minnesota, 1868; of Nebraska, 1871. When in 1870 the state university of Michigan opened its doors to women, they were for the first time in America admitted to instruction of true college grade. This example was followed by many other state universities: Illinois and California in 1870, and, in 1873, Ohio, the only remaining state university in the west closed to women. The southern states were slower in receiving women. West Virginia delayed the matter until 1897, while Virginia Louisiana and Georgia are still closed to them. Maine the one state existing outside the west and south admitted women in 1872.

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Co-education in Private Colleges: The greater part of the College education in the United States is carried on in private colleges. In 1897 over seventy per cent of all college students were studying in private Colleges; so that for women's higher education their admission to them is really a matter of great importance.

The part taken by Cornell university in New York state in opening private colleges to women is as significant as that taken by Michigan in opening state universities to them. After carefully investigating co-education in all the institutions in which it existed the trustees of Cornell admitted women in 1872. This example was followed very slowly by other private colleges in New England and the Middle States. In Massachusetts, Boston university opened its department of arts in 1873 and received women from the beginning; no college for men followed the example of Boston until 1883 when Massachusetts institute of technology, the most important scientific and

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technical school in the state, and one of the most important in United States, admitted women. Tufts College followed the example in 1892. In the west and south the case is different, as nearly all private colleges have been opened to women. Among the new coeducational institutions the most important are the Leland Stanford Junior university opened in 1891, and Chicago university in 1892. In the western States out of 195 colleges, 182 are co-educational; in the southern states out of 161 colleges, 125 are coeducational. Among those for men only are Johns Hopkins, Maryland; Universities of Georgia and Louisiana; Tulane University. In New England and the Middle States out of 64, only 29 are co-educational. Harvard, Yale, Columbia, Princeton, Pennsylvania, (their regular courses), are as yet closed to women; however some of them have Annexes or separate departments for them. Of 480 colleges for men, seventy per cent admit women. Johns Hopkins University maintains a coeducational medical school. Out of 58, which include all of the

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most important Colleges in the United States there are only ten, (Dartmouth, Amhurst, Williams, Clark, Princeton, Lehigh, Lafayette, Hamilton, Colgate, Virginia) to which women are not admitted in some of the departments. Princeton is the only one of the large universities that excludes women from any share whatsoever in its Advantages.

All arguments against Coeducation have been met and answered by experience. This experience goes to show that the average standing of women is slightly higher than the average standing of men. The number of women relatively to the number of men is rapidly increasing. Between 1890 and 1897 men in Co-educational Colleges have increased 70 per cent; but women have increased 105 per cent. However, women have increased more rapidly in separate colleges for women than in Co-educational institutions.

3. Independent Colleges.

The independent colleges for women are divided into three groups.

The first includes the so-called "four great Colleges for women," Vassar, Smith, Wellesley, and Bryn Mawr. The first three rank among the twenty-three largest under-graduate Colleges in United States.

(1) Vassar College, Poughkeepsie, New York. Founded by Matthew Vassar; intention, "to found and equip an institution which should accomplish for young women what our Colleges are accomplishing for young men"; It was opened in 1865; presidents three (men); forty-five instructors, 35 of which are women; very fine scientific and technical instruction; music and arts not leading to a B. A. degree; productive fund $1,050,000; main building accommodation for 345 students; Museum and gymnasium; total cost of buildings $1,044,365; volumes in library 30,000; laboratory equipment $83,382; lowest charge, including tuition board room, etc. $400.

(2) Wellesley College, Wellesley, Massachusetts. Founded by Henry F. Durant: intention, "to found a college for the glory of God by the education and culture of women"; opened in 1875; presidents five (women); 69 instructors of which 64 are women; scientific and technical instruction; music and art may be taken as extra or special work but they are not included in the regular course; productive fund $70000; total cost of buildings $1,106,5-00; volumes in library 49,970; laboratory equipment $30,000; lowest charge, $400.

(3) Smith College, Northampton, Massachusetts. Founded by Sophia Smith: intention, to provide "means and facilities for the education of young women equal to those which are afforded in our colleges for young men"; opened in 1875; presidents one (man); 49 instructors; three courses viz: classical leading to degree of B. A., scientific leading to degree of B. S., literary leading to degree of B.L.; art and music also studied; electives are allowed especially in the later years; productive fund $900,000; total cost of buildings $786,000; volumes

in library 8,000 and students also have the use of Northampton library; equipment $2,500; lowest charge $400.

(4) Bryn Mawr College, Bryn Mawr, Pennsylvania. Founded by Joseph W. Taylor; intention, to provide "an institution of learning for the advanced education of women which should afford them all the advantages of college education, which are so freely offered to men"; opened in 1885; presidents two (one man and one woman); 38 instructors; scientific and technical training similar to above institutions; productive fund $1,000,000; total cost of buildings $718,800; volumes in library 82,000; laboratory equipment $47,998; lowest charge $400.

In the second group are three high institutions of learning for women not included with the "four great colleges."

(1) Mt. Holyoke College, South Hadley, Massachusetts. Founded by Mary Lyon; seminary opened 1837; true college organized 1893; presidents two; 37 instructors; productive fund $300,000; total cost of buildings $625,000; volumes in library 17,700; laboratory equipment $33,000; music

and arts departments, technical work in both may be counted toward a bachelors degree; lowest charges $200.

(2) Woman's College of Baltimore, Maryland. Founded and controlled by Methodist Episcopal Church; opened in 1888; essentially the same as Mt. Holyoke, however technical work in neither music nor arts departments is not counted toward bachelors degree.

(3) Wells College, Aurora, New York. Founded by Henry Wells and E. B. Morgan; opened 1868; presidents two; 13 instructors; scientific and technical training; music and arts departments; productive fund $200,000; total cost of buildings $193,000; Volumes in library 7,300; laboratory equipment $20,200; lowest charge $400.

The third group contains Elmira College, Randolph-Macon Woman's College, Rockford College, and Mills College. Their endowment is wholly inadequate averaging less than $50,000 each. Nevertheless they are considered excellent colleges and give very thorough scientific training.

It is often assumed by the adversaries

of Co-education that independent colleges for women may be trusted to introduce a course of study modified especially for women, but the experience both of co-educational colleges that have devised women's courses and of women's colleges shows conclusively that women themselves refuse to regard as satisfactory any modification whatsoever of the usual academic courses. At the opening of the most of the independent Colleges for women the trustees and faculties attempted to discover and introduce certain modifications in intellectual training then in men's colleges; especially to give much time to the accomplishments - Music, painting and drawing. These accomplishments have gradually fallen out of the courses. The admission of special students, that is students interested in special subjects, but without sufficient general training to be able to matriculate as college students, was necessary in the beginning, but it has proven disadvantageous and has gradually been restricted. Also the preparatory departments which were

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organized at the opening of the schools, have been closed as it tended to turn the Colleges into boarding schools.

It seems to have been supposed that the same standards of scholarships need not be applied in the choice of instructors to teach women as in that of instructors to teach men, that women were fitted to teach women and that the personal character and influence of the woman instructor in some mysterious way supplied the deficiency in academic training on her part. But it has been found that systematic mental training is best imparted by those who have themselves received it; the number of well-trained women is increasing; and the prejudice against the appointment of men where men are best qualified has almost disappeared. It has been recognized that the work done in women's Colleges is most satisfactory to women when it is the same in quality and quantity as that done in Colleges for men; and it has been recognized also that they need the same time for its

performance.

In matters of discipline the tendency has been toward ever diminishing supervision by the college authorities. Vassar and Wellesley began with the strict regulations of a boarding school. Smith from the first allowed more liberty. In all three of the colleges the restrictions laid upon the students have been gradually lessened; and at Vassar there is at present a well developed system of what is known as "limited self-government," according to which many matters of discipline are intrusted to the whole body of students. Bryn Mawr was organized with a system of self-government; the necessary rules are made by the student association which includes all undergraduates and graduate students and enforced by an executive committee of students.

4. Annexes or Affiliated Colleges.

There are five affiliated colleges in the United States - Radcliffe, Barnard College, the Women's College of Brown University, the College for women of Western Reserve University,

and the H. Sophie Newcomb Memorial College, Tulane University.

Radcliffe College, Cambridge Massachusetts. Affiliated to Harvard university; After much deliberation and consultation with some of the Harvard professors, a plan was formed. Chiefly through the efforts of Mr and Mrs. Gilman, and a directing body, (now termed the Society for the Collegiate Instruction of Women), was formed consisting of seven ladies and a secretary. It was opened in 1879, the examinations for admission being the same as those of Harvard, and the first year began with twenty-five students. The board of trustees and financial management are separate from those of Harvard; under graduate instruction given at Harvard is repeated at Radcliffe at the discretion of instructors; since 1893 women are admitted to graduate and semi-graduate courses given in Harvard at the discretion of the instructor subject to the approval of Harvard faculty. In 1899, 64 such courses were open to Radcliffe students; productive fund $430,000; access to Harvard library and

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collections; scientific laboratories not available.

Barnard College, New York City.

Affiliated to Columbia; opened in 1889; status very much like that of Radcliffe until January 1900 when women graduates were admitted without restrictions to the graduate school of Columbia, registering there, and Barnard was incorporated as an undergraduate women's college of the university, its dean voting in the university council and the president of Columbia becoming its president and a member of its board of trustees; courses for B.A. degrees and all examinations conducted by Barnard faculty subject to provisions of the university council; All degrees conferred by Columbia; After July 1, 1904 no under graduate courses in Columbia, except in the Teacher's College will be open to Barnard seniors as heretofore.

The ideal in view for annexes is a complete identity of instructors and instruction and the law of economy of force forbids attaining this ideal by duplication of the whole instruction given. In the Women's College of Brown we find the closest

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affiliation and accordingly the nearest approach to co-education. This ideal can only be reached by a perfect unity between the university and the annex.

Professional Education.

Theology, law, medicine, dentistry, pharmacy veterinary science, schools of technology and agriculture - ten years ago there were very few women studying in any of these schools the increase has been wonderful.

Co-education is the method in professional schools. Except for medicine no important professional schools excluding women have been founded and this prejudice has recently been done away with.

II Its Effects.

1. Socially. The effects of the higher education of women socially has been wonderful. First take the women in the in the aristocratic classes or those of higher society - this education has given them a greater capability of meeting and mingling with the educated men. Instead of the men exclusively talking with each-other on intellectual and educational subjects they converse with the women and often receive a solution for some difficult problems. Instead of a ball every night with frivolous talk, clubs are formed and many matters of interest and importance are discussed and also a social time is had. The need, end, and aim of social life are better understood and followed out since women receive a higher education.

The women (also the men) are fast giving up the idea that they are mere dolls or fashion plates to be petted and spoiled and are becoming more capable of meeting the men on equal intellectual footing and of proving a true help-mate to

him. The women who have received an education and whose husbands are officials of the government are more capable of meeting and entertaining guests than she otherwise would be.

Then take the woman of the middle classes- she is competent intellectually to meet men and women of the richer classes. Although she has not the wealth that they possess yet her golden intellect will admit her equally with them in a social way, which was not always the case. People have learned to recognize the wealth of her mind and pay little heed to her material wealth.

In the case of the working woman, her social life is not equal to that of the other classes but it has been found that she who has the higher education, at least to some extent enjoys her life better, and her life among her fellow-workers is more helpful and influential for good; and a higher atmosphere of moral and social intercourse is the result. Women are really the leaders in social life and in order

to be the most helpful and successful they must have received this education. When the value of higher education in social life is recognized in full, then will its atmosphere be on a very high standard and men and women will be recognized as equal, especially intellectually.

2. Politically. The effect of higher education of women in politics has as yet been indirect. Nevertheless she has has had greater influence than she realizes. An educated woman in the home has a great influence over the head of the house in regard to politics if she uses it tactfully. What honest man who loves his wife and children, would do anything that would bring reproach upon them or in any way injure them? None such would not do it. He would give due regard to their suggestions on a political matter and in all probability follow their advice. It is true some women do not exercise this influence but it is because they have not received the proper training.

Higher education gives women a keener

insight into such matters than she otherwise would have. By means of this woman sees her true element in politics. The effect is that she wields a gentle influence in the home; and thus, in an indirect way, she helps to form the government of the United States and to create a patriotism in the boys, of which they are forever proud. Thus does the higher education of women effect our nation in a very marked degree helping to make it the wealthy, progressive, common wealth that it is.

3. Religiously. Woman has had a great deal more influence in a religious way than in a political way. Her education has enabled her to solve some of the most difficult problems in religious life. On questions of importance in Church discussions, her opinion is given much weight, and she is fast becoming a leader in Church affairs instead of men. Women have learned the worth and value of religion

and they are living up to its teachings. They are becoming missionaries, preachers, and teachers. In fact there are more women in the field as missionaries and teachers than men. They have more time to devote to such matters, so it is thought; and, consequently, a large part of the work is left in their hands. This they are entirely capable of doing after having received the education that every woman should desire and strive after.

Woman's true worth has been found out in her religious life and it is the effect of her having received an education that she is capable of showing it to the world.

4. On Posterity. The effects of the higher education of women on posterity is very great. Women are stronger physically and intellectually and their descendants will naturally be of a hardier type of humanity. It has been found true that women who have received a higher education produce

children with better capabilities of receiving instruction, with stronger minds for intellectual development. A strong, intelligent woman is far more capable of training her children and of setting before them the right kind of example than is the woman who is weak both mentally and physically. Posterity will never receive a greater gift than that which the higher education of women furnishes it.

III- Its Promises.

The higher education of women is full of promises for the future. Great will be the benefits it will bestow upon us.

1. There will be a readjustment of business affairs. The affairs will have to be adjusted so as to fit the needs of the time, and women will be a chief factor in this readjustment. Her education will have taught her the ways of business and she will demand that it be conducted according to the high standard which (if she be a true woman) she must always uphold.

2. It promises a higher type of humanity. This will doubtless be the case. The human race will be a stronger one physically, intellectually, morally, and spiritually in generations to come than it has ever been before. By this means will men come to recognize more and more the idea of a common brotherhood; and they will approach the ideal of humanity nearer and nearer. Thus we see that the

promises of the higher education of women are far-reaching and much yet is to be accomplished.

In conclusion let me add that in America the higher education of women has assumed the part of a national monument still in progress. We may perhaps be able to guide in some degree its future development, but it has passed the experimental stage and can no longer be opposed with any hope of success. Its good results are already in evidence on every hand.