

WOMEN IN AGRICULTURAL COLLEGES,

BY

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We are living in an age of unparalleled progress; the age of scientific inventions and discoveries, the age of the railroad, telegraph, steamship, telephone, electric light, electric transmission of power, and above all of the public school and the scientific college.

Every invention reacts upon the inventor and the whole circle of those who profit by it; every discovery is the mother of other discoveries, but if we examine the wonderful development which science and art have witnessed during the nineteenth century, we will find that they are evidently the legitimate results of one primary cause: public education. Former centuries witnessed slow progress because there were few persons educated and fit to work out problems that require systematic thinking. Higher education consisted chiefly in linguistic work and the study of sectarian theology. The present time has made school education the heritage of every civilized man or woman and placed higher education at the option of all who have talent and an inclination to acquire it.

About one-hundred and fifty years ago there were scarcely any schools in the United States. The Puritans had in Massachusetts and Connecticut established schools. The first public school being established at Boston in 1635. Near the middle of the century these states required every town of fifty families to support a school.

This advancement is not seen in the other colonies. In Virginia when the people petitioned for the government to support a school Governor Berkley said, "I thank God there are no free schools nor printing and I hope we shall not have them these hundred years." The other colonies were between these extremes.

These schools were for boys nothing being said about the education of the girls. Later the girls were allowed to go at noon when the boys were not there.

During the Revolutionary War most of the schools were closed.

After the war the common schools were reopened and high schools were established. In 1830 instead of the numerous colleges that we have now, there were only fifty. These taught Latin translating and parsing, nothing of the meaning of words nor grammatical forms and constructions. The college buildings were few, small and poor. The rooms were dilapidated except when furnished by the occupants. The laboratories and apparatus were nearly worthless.

The commencement of the modern epoch was in 1837 when Horace Mann was appointed first secretary. This age can be said to coincide with the Victorian Age in England. The common schools gradually increased, high schools were formed and Normals (State Institutions) were organized to teach the philosophy and methods of primary instructions.

Another evidence of progress of this period is the National Bureau of Education. During a period of fifty years the school system of New England spread over the ~~Southern~~, Western and Southern states.

It extended from ocean to ocean, and from the Lakes to the Gulf, influencing forty million people having nearly ten million pupils. Formerly four million slaves lived and died in ignorance, now seven hundred thousand are taught in public schools.

Until about 1840 women were not admitted to higher institutions of learning. Several objections were raised to their being highly educated. Some claimed that women were not strong enough to receive as good an education as the men, this has been proven false. President Bascon of the University of Wisconsin made a study of the question and found that women are even better students as a whole than men. He stated that more of the absences for ill-health are found to be by men. Out of one hundred and fifty-five absences only eighteen belonged to women. These absences are explained by the young men not being accustomed to confinement. Study is more congenial to women. Most of the

women's absences were in the freshman or sophomore classes while the men's were more evenly distributed, showing that the women were more healthful after being in college awhile.

The question of discipline on account of association of sexes has been decided and there is no occasion for complaint. Some claim that young men and women should not study together, but if this is true why should they be allowed to talk, sing and dance together?

It was also argued that women could not learn as rapidly as the men, but after investigation it was found that they were equals.

It is still a question of dispute whether women can learn higher mathematics as rapidly, but many good authorities claim that they can.

The women now have three classes of institutions, namely, co-educational colleges, women's colleges and colleges where women may become hospitants.

The co-educational is about the only system found in the west and it is becoming common in the south, while in the New England and Middle states both sexes receive separate higher educational training.

The first reason that the girls were educated with the boys was because there were not enough boys to form the school so they allowed the girls to attend also.

Another factor which has aided in producing this effect is the Civil War. Many schools were placed in the hands of women and they proved so competent that they have continued teaching and have become more numerous than the men.

Here are the names of colleges who first admitted women on an equality with men. Antioch 1853. Michigan University 1870. In only two instances where co-education has been adopted has it been repealed.

All the arguments against co-education have been met and answered satisfactorily by experience. That of health has also been similarly

dispensed with. The only objection men can point to is that the proportion of women students is increasing rapidly and from every appearance will continue to increase. The increase of men has been more rapid in the co-educational colleges than in the separate, while women show a preference for the separate colleges.

The independent colleges for women first thought that they must be very strict and monasterial but they have abandoned these regulations. At Vassar they now have a "limited self-government".

Ten years ago few women studied pharmacy, veterinary science, techenology, and agriculture, but the number has rapidly increased until a large percent of the students of these branches are women. In all of these branches the co-educative method has been adopted.

The railroad, steamship, and the telegraph lines have almost destroyed industrial isolation, and all skilled labor is now subject to the laws of competition. The day of the muscle is passed and the mind coupled with the skill of eye and hand rules.

When the first settlers came to America, they gave no attention to the conservation of the soil, for as soon as a field would become "worn out" they would clear another, but where the country became more thickly settled, about the close of the eighteenth century, they began to study agriculture. Lavisier's discoveries and teachings had given the hope of chemistry advancing farming. The Americans began to notice the disadvantage they were at compared with the Europeans and began to seek better implements and methods of work.

The state has an undoubted right to teach anything that will promote the public welfare. This does not mean that it is the duty of the state to teach all persons all knowledge, but to be limited by its ability to give attention to the most important and useful. They cannot monopolize education. The church, family and individual has a right to have schools and teach. The state is to give the knowledge

of general application and utility.

Agricultural societies were formed. George Washington was very much interested in this work. He had the best technical education of any American. He knew the needs of the people and realized the need of a school to educate the people in this line. He wrote papers advocating the necessity of an Agricultural department.

One objection was that higher education would be partially substituted by this manual training. Men thought that higher education was hurtful because graduates would not like to do manual labor, but if this is taught in the school it will overcome this tendency.

Institutions of higher education and manual training will of necessity keep pupils in school longer, it will produce a better class of people for they will be kept busy and in good health. The girls will learn to do useful things. One objection which is raised is that it teaches occupations that will not be used. But who knows what pupils will need in life? It should be clear to the observer that this influence will check many evils.

The United States seeing the need of Agricultural Colleges passed an act known as the "Morrill Act." This act was introduced by Senator Morrill in April 1858, and was passed four years later May 1862 and became a law. It was the turning point for progressive agriculture. The first bill passed the House and the Senate but was vetoed by President Buchanan. He stated as his objection that it would cut off five million dollars revenue of the expenses of the government, that it would be injurious to new states in enabling speculators to run up the price to the actual settler, that the government had no power to follow into the state to see it properly executed and lastly that it would interfere with the growth of established colleges.

The bill was again introduced and found a champion in the sen-

ate in Senator Wade of Ohio. It was delayed in various ways. Our Senator (Senator Jim Lane of Leavenworth) objected to it because he said all of the people from New Jersey to Illinois would rush to Kansas and take up all of our beautiful prairies. Hence the amendment made by him-- "That not more than 1,000,000 acres shall be located by such assignees in any one of the states."

The bill as amended passed and was signed by Abraham Lincoln. This bill granted to the several states 30,000 acres for each Senator and Representative in Congress to which the states were entitled under the census of 1860.

Kansas was among the first to accept this gift February 1863. Forty-five State Agricultural Colleges now exist all of which receive the endowment. There is one, the Bussey Institution (Harvard University) which is not endowed.

These colleges had a confused and uncertain existence and were virtually inferior to the high schools, but were obliged, under this endowment, to develop a new education. They were the target of public censors who saw in them operations to keep up appearances and pocket a dowry. Only a few friends saw the guaranty of future growth and usefulness.

In 1874 Congress inquired into the condition of the schools. They gave practise suggestions for the organization of departments of Agriculture and Mechanic arts, twenty-one experimental farms were reported. Since this there has been specializing, practise farms and gardens and training in different branches, horticulture, care of forests, of stock, of poultry, bees, dairying, etc.

The president of the Michigan College explained the idea of the college somewhat in this way. They try to give an intellectual character to manual labor and make it illustrate the principles and show the beauties of the natural world.

The growth of the Agricultural College has had much to do with the question of woman's higher education. It has been the chief agency in elevating her position. The following table shows the advancement of the higher education of women, for in 1850 there were practically no women in such schools. When the Agricultural Colleges were founded women were admitted with the men and now there are a large number of women in many of the faculties of the colleges. The given numbers represent the respective boards of instruction of the Land Grant Colleges in America. It will also be seen from these figures that in the western states women are occupying relatively more chairs of instruction than they do in the eastern states and that Kansas is near the top of the column recognizing the right and fitness of women to teach. In the country at large there is one woman instructor to every five men; in Kansas there are four to every eleven men. In the country at large the women occupy about 20% of the chairs of instruction; in Kansas they occupy over 36%.

College.		In Agri. & Mech. Depts.		In all Depts.	
		Men	Women	Men	Women
1. Georgia Industural College for Colored Youths,	Ga.	13	1	13	1
2. Iowa Agricultural College,	Ames, Iowa.	50	17	50	17
3. Kansas State Agricultural College,	Manhattan, Kan.	33	12	33	12
4. Kentucky Agricultural and Mechanical College,	Lexington, Ky.	18	0	24	1
5. Louisiana University and Agricultural and Mechanical College,	Baton Rouge, La.	19	0	19	0
6. Maryland Agricultural College,	College Park, Md.	20	0	20	0
7. Mass. Agricultural College,	Mass.	19	0	19	0
8. Michigan Agricultural College,	Mich.	37	6	37	6
9. Miss. Agricultural College,	Miss.	20	0	29	0
10. Alcorn Agricultural and Mechanical College,	Westside, Miss.	20	0	20	0
11. Montana Agricultural and Mechanical College,	Bozeman, Mont.	11	8	11	8
12. New Hampshire Agricultural, Mech. & Art,	Durham, N. H.	21	0	21	0

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13. New Mexico Agricultural and Mechanical College,				
Mesilla Park, N. M.	13	5	15	6
14. North Carolina Agricultural and Mechanical College,				
Raleigh, N. C.	27	0	27	0
15. Agricultural and Mechanical College for Colored Race,				
Greensboro, N. C.	10	2	10	2
16. North Dakota Agricultural College,				
North Dakota.	20	3	20	3
17. Oklahoma Agricultural and Mechanical College,				
Stillwater, Okla.	13	3	14	3
18. Oregon Agricultural College,				
Cornwallis, Ore.	19	5	19	9
19. Pennsylvania State College,				
College, Penn.	42	3	42	3
20. Rhode Island Agricultural and Mechanical College,				
Kingston, R. I.	16	7	16	7
21. Clemson Agricultural College,				
Clemson College, S. C.	29	0	29	0
22. Colored Normal Industrial, Agricultural & Mechanical College,				
College Orangeburg, S. C.	9	4	21	4
23. South Dakota Agricultural College,				
Brookings, S. D.	16	4	16	4
24. Agricultural and Mechanical College,				
College Station, Texas.	21	0	21	0

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25. Agricultural College,				
Logan, Utah	20	5	20	3
26. University and Agricultural				
College, Burlington, Vermont..	27	0	60	0
27. Hampton Normal and Agricultural				
Institute, Hampton, Virginia.	34	44	34	44
28. Virginia Agricultural and				
Mechanical College,				
Blackburg, Va.	29	0	29	0
29. Washington Agricultural and				
School of Science,				
Pullman, Wash.	<u>25</u>	<u>4</u>	<u>23</u>	<u>5</u>
Total	649	131	712	134