Needed Gains in the College Education of Women.

Oberlin College, June 24, 1908.

Marion Talbot.

"Ought Women to learn the Alphabet" was the striking title of Thomas Wentworth Higginson's brilliant essay on the position of woman published in the Atlantic Monthly nearly fifty years ago. Oberlin College had given its answer twenty-five years before, when it was opened to "all worthy applicants without regard to sex or color." It is one of my great privileges to have known in a peculiarly personal way a notable woman on whom the College bestowed the degree of bachelor of arts in 1847 - Lucy Stone. The movement for the collegiate education of women thus generously and wisely and generously inaugurated made but slow progress and Col. Higginson wrote at a time when there was little to encourage those who believed that women should be given intellectual training. It was not until more than 10 years later that opportunities of advanced collegiate rank were opened to them, but from that time on the number of chances increased rapidly. The stronger universities of the west admitted women; the
women's colleges of the East were founded, and later the graduate schools of the East ventured to open their doors. One by one the objections which had been made were answered and difficulties which had arisen were met. The intellectual incapacity and inferiority which had been assumed were proved to be a chimera. The training which it was feared would result in physical break-down brought instead new vigor to hundreds of women who needed for their physical well-being the chance to use their mental powers. The opponents of what was in those days called the higher education of women were driven into their last ditch and argued that woman would become unsexed if they laid emphasis on intellectual training. This is typified by the story of the little boy and girl who were playing together. Robert, aged five, found a piece of bamboo which he began to play was a cigarette. Alice, aged three, attempted to do the same thing. "Stop smoking, Alice!" said Robert. Persistence on Alice's part. "Alice, I said 'Stop smoking.'"

Continued indifference on Alice's part to Robert's
commands. "Alice, you just stop smoking. I am doing it to play I am a man, and it's no fun if you do it too." The anticipated catastrophe did not occur. If women have gained in muscular strength, it has been due to the increased popularity of athletic games; if they show fewer of the attributes of the clinging vine, it is because of the greater economic and social freedom which has come to them. Miss Tickenor's clever and somewhat satirical sketch of the Steel Engraving Lady and the Gibson Girl shows contrasts not due wholly or even in slight measure to differences in mental training.

But the opposition was deep-rooted and at the time of the organization of the Association of Collegiate Alumnae, 25 years ago, in which several Oberlin graduates took a part, one of its objects was avowedly "to found a body ready to lend aid, counsel, and encouragement to all who desire to fit themselves by a sound education for the duties of life." A girl who undertook in those days to go to college was looked upon as quite eccentric and
was more or less socially ostracized. Through the influence of this Association and other agencies, the pathway to college was broadened and made easier and more and more girls followed it. Suddenly a cry of alarm was raised. The following true incident illustrates the new fear: "A little boy of six years, whom I knew, had five aunts older than he. Two of them were fitting for college, two were in college, one just graduated. A friend said: "Alfred, are you going to college?" The little fellow stood up very straight, with his hands in his pockets, and said: "No, I am going to be a man!" The little boy was not the only one frightened by the bogey of a complete transfer of collegiate resources from men to women. Boards of trustees, college faculties, university presidents took up the cry. One university amended its charter so that no matter how many men students it might have, the number of women should be perpetually limited to five hundred. Another limited the number of its women students to those who could live at home or be housed in college halls.
One form of limitation after another appeared, with the purpose, first, of stemming the tide of women seeking college training and, second, of protecting the men students from their feminizing influence. While it is undoubtedly true that the number of women who go to college has increased rapidly, the actual figures do not seem to justify any great alarm. In 1891, 46220 men were enrolled in the colleges of the United States and in 1906, 97738, a gain of 111 per cent. The corresponding figures for women were 12185 in 1891, 38096 in 1906, a gain of 212 per cent. But there were 51518 more men and only 25911 more women going to college in 1906 than in 1891. The proportion of women to men, increased it is true, has reached somewhat, women numbering 21\% of the total collegiate attendance in 1891 and 26\% in 1906, fifteen years later, but as there are now only four women in college to ten men it does seem not necessary to consider the limitation of numbers as a step to be generally adopted in the near future, as one of the needed gains in the college education of women nor of men. Those of
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CHICAGO
us who believe in education foresee peril only in having opportunities limited for either sexes, never in having as many educated women as men.

The second great dread of recent years has been that the assumed preponderance of women will frighten men away from certain courses and it is proposed therefore in certain institutions to eliminate this difficulty by providing separate instruction for the two sexes so that men may be free to take the studies they wish without having to compete with women—a striking change surely over the theories which prevailed once upon a time!

The University which I have the honor to represent has been experimenting with this system for the past five years and its experience may be of some value. Last year there were half as many men in the junior colleges taking the classical course as there were in 1894-5 and about the same number in the modern language course last year as in 1894-5. In both of these courses segregation or separate instruction prevails more than in the other courses, viz. science, where the number of men is more than
four times as large as it was in 1894-5 and commerce, which was introduced in 1898-9 and already last year numbered 184 freshmen and sophomore men. It would be easy to draw the conclusion from a superficial consideration of these facts, that segregation tends to drive men away rather than attract them. In my opinion, however, segregation has actually had no effect. It is pertinent to note that, coincident with the introduction of segregation, a men's gymnasium, a men's club, a men's commons, a men's dormitory were opened, a law school was established, courses specially attractive to men were offered and there was no corresponding increase in resources for women.

Attendance either of men or of women at the University of Chicago, other considerations have positively affected the attendance of men. It is interesting to note that in the last few years Chicago has gained more undergraduate men students than Amherst, Williams, Harvard and Yale, colleges for men alone, combined. The fact seems clear that though perhaps occasionally a man may not go
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into a class of French or of English because it is made up largely of women and on; the other hand, a woman may not go into a class in political economy or commercial geography because of the presence of large numbers of men, on the American student is going to study what he wants as he can get it, and needed gains in the college education of women are not to be looked for in the direction of forcing a choice of studies on the basis of sex isolation in the class room.
COLLEGIATE TRAINING FOR WOMEN? AND WHAT IT SHOULD MEAN.

The largeness of the subject and the brevity of the time will permit me to merely to touch upon a few aspects of the problem before us.

It seems to me that we should look upon collegiate training more as the natural right of every girl who wishes it than as a process which is distinct from the other educational influences of her life, tending to make her one of a special class. Many of the problems and difficulties which now exist are made, in my opinion, to appear unnecessarily serious, even if they are not actually created, by our failure to treat the subject of the systematic training of girls between the ages of seventeen and twenty one with the naturalness it deserves.

The method chosen for this training must still and in fact, always have in mind the needs of the "exceptional girl"; for otherwise our standards
and our results will both deteriorate.

We are asked what is the aim of the good American College? I believe that we seriously misjudge its purpose if we say, as has been said, "it aims to do little more than provide a foundation of general knowledge." If this were true, we as students of educational method, would at once reject the college as a medium for the accomplishment of our ideal. Even if it were possible, as I do not think it is, to define the common fund of knowledge which all must possess, I do not believe that the acquisition of it is the chief aim of a collegiate course. As my experience grows I realize more and more the impossibility of determining the actual value of any given bit of knowledge for any single individual, and I see every day cases where the judgment of one person is overthrown by the experience of another, with the result that it is almost impossible to reach an agreement if we pass out of the most limited field of knowledge.

Again, it is said that one of the chief ob-
jects of the higher training is discipline. To this I heartily assent; for it is true not only in theory, but in practice. But I must plead for a larger meaning of the term "discipline" than has been given to it. It must not be limited to the "mental powers--accuracy, agility, firmness and clearness of mind and keenness of observation"--it often does and always should include the training of the moral powers; truth, honor, justice, forbearance, self-control, patience, reverence.

Indeed there can be no better or higher aim for all educational effort than such all-inclusive discipline: and I believe that it not only now exists, but is growing to be more and more the chief end of the training during the four years with which we are dealing.

In my opinion this period of four years training is not intended to fit a young person to do something which will have a direct and definite market value. That function belongs rather to the trade, graduate, or professional school. But it is of
greater and greater importance under existing social conditions to train the women who are going to our colleges to spend wisely and to use their privileges and meet their responsibilities as members of the leisure class. For, after all, what is involved, an aim of securing the proper discipline of all the higher powers except that they be used as the tool in social service? The college, then, should give ample opportunity for the direction and expression of these powers as they develop.

It would be interesting to make an historical study of the change of motive in collegiate training from the individualistic need to the larger claims of society as a whole. Very, very much remains to be done in this direction, -- only a beginning has been made; but we are feeling the rush of the current, and it may be that sometime an appeal will have to be made again for the sacredness of individualism. But, taking things as they are today, I am convinced that as an Association we should gravely err if we should lay stress on the importance of using these four years in special
preparation for wife-hood and mother-hood. Important as this may be for an unknown 40% of our college girls, of greater importance for 100% of them is a training which will fit them to meet the obligations of membership in the larger body politic. That this training for a larger service is equally valuable for the 40% whose interests will lie within the family, has been suggested by Miss Jane Addams in a wise paper on "The College Woman and the Family Claim". She says "there is no doubt that he who finds the family life in its sweetness and strength is he alone who fulfills the larger claim, I. E. of race life; just as truly as he who finds the individual life is he who first loses it."

We need not be alarmed at the spectre of a "man-made system of education for women." It was inevitable that the college curriculum should have been devised by men; and I see no reason for resenting the fact or for overthrowing, because
of it, what has been gained for the higher education of women. If we attempt a woman-made scheme of education for women we shall make a serious blunder. We shall gain our end, the better training of women for life, much more surely if we join with men in developing the new theories and practice of education method. My reasons are these:

1. We find that in educational conferences dealing with the course of study in primary and secondary schools and colleges, certain principles are being evolved from the normal and fundamental phases of experience and that these are being adopted as the guiding principles in the training of those faculties and powers which are a common possession of the human race regardless of the individual and the sex.

2. There is no such thing as the college curriculum, a fixed course of study to which all must conform, in any of our best colleges at the present time. Men have outgrown that idea. On the contrary, we see rapidly increasing opportunity given to the development of the individual (which in-
cludes sex) gifts and traits.

3. Not only are forces at work leading to the enrichment of every particular branch of knowledge which has been proved to have value as a means of training, but new subjects are constantly showing themselves worthy of a place in the list. The time is easily within the memory of some of us when History and Modern Languages were first recognized as fit studies for the college. Biology, Hygiene, Sociology, Economics, and other subjects are now gradually making their way with quite as great rapidity as is warranted by the newness and uncertainty of the facts and theories they aim to present. But the recognition given to these new fields of knowledge, is a sure proof that educational leaders are seeking to adapt the college training, so far as it relates to the acquisition of facts, to the needs of the present conditions of life.

4. As the aim of bringing the disciplinary training into close relationship with the activities of
the individual in the family and in society is gradually taking shape, we see that teachers are relating all subjects of study more and more to domestic, social, and political interests. I could give many instances where large classes of men are studying topics whose interest under an older order of things would have seemed to be limited to women.

Bearing in mind these influences which are now at work and which I believe to be tending in the right direction, what shall we be justified in expecting the college to offer the young girl?

First, from one to two years devoted to studies which are fundamental in training, such as language and literature, Mathematics, Science, History, together with the cultural influences urged by Mrs. Smith, all presented in such a way as to furnish mental and moral enrichment, organized knowledge, love of learning, and the power to coordinate thought and action. Next, a period of free elective courses chosen under direction. During this period the individual needs of several different classes of students may be met. There
are those women who already feel sure of what their future destiny is to be and wish to continue laying the foundation for the special training which is to fit them to enter on their vocation, be it that of teacher, physician, wife. Second, there are those who have an eager thirst for some ente field of knowledge, purely theoretical, perhaps, and seemingly without any practical value, as Mathematics, Philosophy, Language. As I meet this intellectual need, and realize how often and how tragically it has failed of satisfaction in the past, I feel a sense of personal gratitude that the colleges are offering rich stores of learning so generously to women. Third, there are students slow of development, but with latent powers who may make this a period of pure experimentation, and, under wise and sympathetic guidance, feel their way in to the work for which they have hidden gifts. Fourth, is the constantly increasing class who are to prepare themselves for a life of general usefulness, and just here comes the need for such courses as Mrs Smith has suggested, whose value
for some students cannot be over-estimated.

In presenting this optimistic and conservative view of the subject, I realize fully how far the present collegiate training falls short of our ideals for women. I believe, however, that it will prove better for such an organization as this to lay hold on and foster the influences for good which are now at work, than to cast them aside and seek new and untried methods based on sex distinctions. In this way, we shall more surely hasten the day when our colleges will send forth students both men and women, with more effective equipment for a noble service in life.
Address of Miss Marion Talbot
of the
University of Chicago.  at dedication of Abraham Lincoln
School. Lexington, Ky. Nov. 30, 1912

I hope you have all had the delight of reading the diary of little ten year old Anna Green Winslow, written way back in 1771. She writes "I have spun thirty knots of lining yarn, and new footed a pair of stockings for Lucinda, read a part of The Pilgrim's Progress, copied part of my Text Journal, played some, tuck'd a great deal. (Aunt Deming says it is very true.) Laughed enough, and I tell Aunt it is all human nature if not human reason."

And an older woman, Abigail Foote, in 1775 described her doings:

"Fixed gown Linen- mend mothers riding hood, spun short thread- fixed two gowns for Welsh's girls- carded tow- spun linen- worked on cheese basket, hatcheld flax with Hannah, we did 51 lbs apiece- pleated and ironed, read a sermon of Doddridge's, spool'd a piece, milked the cows, spun linen. ...............yet a red dye - had two scholars from Mrs Taylor's- carded two pounds of whole wool- spun harness twine, scoured the pewter."
Conditions are so different that it seems as if more than 140 years must have passed. Industrial, economic and social life have completely changed, and as a result, the school has new duties and responsibilities. Many people think that this is a great pity. They believe that there is a distinct loss to all three, the child, the home and the community, of the home so curtailed and the influence of family life so lessened. It is however useless to bewail the loss. The change was inevitable. What we should do rather is to make a seeming loss a real gain. The home and family life are permanent institutions; they are bound to endure. Even if freed from tasks or duties, mechanical, industrial or educative in their nature, the home still remains as a place where the things of the spirit, where character, sympathy and affection have free play.

Far from being one of those who fear the destruction or at least the devitalizing of the home as a result of such educational principles as those on which the Abraham Lincoln School rests, I believe that it is possible for such principles to aid in making the home even more enduring and vital in its influence. This means however a conscious recognition both by home and by school of their common responsibility. Everything
done by the school must be with the realization that it is a joint
Agent with the family in the training of the child, that what the child
learns in school of personal cleanliness, manual dexterity, power of
observation, spirit of cooperation, must be constantly related to its
home life and to its broader civic life as well.

It may seem ungracious at this hour of successful achievement to
point out new contributions to social well being which may be made by
the devoted friends and fortunate children of this school, but that only
may be counted success which leads the way to further and better achiev-
ment. The promise is bright that children, parents, teachers and friends
of this school may be counted on to make a very large and important
contribution to our National welfare, if we who are somewhat on the
outside prove quick and ready to profit by the example set us.

I congratulate the school on its power to make this contribution
toward unifying the school and the home, a power which has been made
possible through rare and devoted leadership.
Experiences in dept. 14, N.D.
Relieve welfare of home by equitable
promotion and permanence of family
aided when men and women jointly
determine the conditions under which
these institutions are to exist.

N.Y. group. Children in the charge
of Irish orphans. French orphans
daughters in divorce courts, sons in
judiciary struggle for power, wealth,
all foes of highest reat in civilization.

Greatest enemy authority in all non-
subjects. Example.

Let us grant every word of this
Examples.

Let us eliminate all unmarred children
as abnormal and therefore to be
assumed as all women now are.

The conclusion we must reach is
that mothers of Chicago can
be better managers of the home and
the children if they can vote
not breathe upon bread.

Then not criticize for earning business
or class or vote, nor women for
League of Women.
Childish notions of Suffragist Characteristics
In spite of Mrs Stone, Mrs S.,
First change in woman's situation.
Second thought.

Denis important
To set forth views on voting. Why?
Reasons for change
1st experience in Boston

Urge for good of individual
Growth, self-respect, more important interests. Boy becoming voter.
Responsibility not wanted.

Dr. Abbott's experience in dept of 14. Ad.

FUTURE of the family.
more important for the family for the mother to vote than for the father. For upon her rests the training of the children and if she has the knowledge of what they need to be as citizens she can help them acquire it. She will speak with authority when she trains her boys in civic spirit, respect for laws and obedience. The right to vote will vastly increase the mother’s power as a moral teacher.

Suffrage in other places

Every reason to infer that men, e.g., for women will mean a better Chicago achieved through the ballot, but be that as it may, sure that it will mean stronger women, better homes in the true sense and what a Chicago but its people will have.
Extracts from
Things New and Old.
John Spencer

with preface by
Thomas Fuller

Jan. 10, 1657

for address at Lincoln
Centre March 5, 1915.

Tenth anniversary of
Frederick Douglass Center
627. The Danger of Loose Travel into Foreign Parts.

As it is said of one, who with more industry than judgment, frequented a college library, and commonly made use of the worst notes he met with in any authors, that he weeded the library. So it may be said of some loose travellers, that are got abroad too early, before they be well principled, that they weed foreign countries, bringing home Dutch drunkenness, Spanish pride, French wantonness, and Italian atheism; as for the good herbs, Dutch industry, Spanish loyalty, French courtesy, and Italian frugality, these they leave behind them.

J. Fuller's Holy State
It is true, I think, that as we go about among people, we should prefer to notice and adopt their virtues rather than their vices, but even this signifies what is to me not the best attitude of mind. I think that rather than search out differences we should look for like-nesses, for points of sympathy and understanding.

Illustration: Trip Street Mexican, Chinese, Japanese, Indian, Negro, American, children at Hope House Costume Baby with J.P.B. Brotherhood she emphasized.
689. The word Brother, how far Extended.

As the circles made by a stone cast into the water, not only multiply, but much enlarge themselves; the first is a narrow circle about the stone, the next fetcheth a bigger compass, the third a greater and more capacious that that, the fourth so large, that it toucheth the banks of the river. In like manner the first of brethren in Scripture is confined to one house and bed, [one womb] as Jacob and Esau were natural brethren; the second extendeth itself to all of one family or lineage, thus Christ and James were brethren and kinsmen; the third to the whole nation or country; the fourth and last, to all the utmost bounds of the earth, whether spiritually as all Christians, or carnally all men.

Dan Featly's Claris Mystica
576. Man to be Peaceable, and why so?

Man by nature seems to be a peaceable creature, fitter to handle the plough-share than the sword; fitter to deal with the pruning hook than the spear. All other creatures are naturally armed with some kind of weapon, wherewith, being offended, they are able to right and revenge themselves; the lion hath his paws, the bull his horns, the boar his tusks, the dog his fangs, the cock his spurs, the little bee his sting, habet et musca splenem. There is no creature so small, so contemptible, which hath not some weapon to fight withal; only man, he hath none of these, he comes naked, unarmed into the world, whereby (saith the poet) even nature itself teacheth us this lesson; that it is for brute beasts that have no understanding, to bite and tear and gore one another; as for men, they should be meek, gentle, helping, defending, comforting one another. God hath given them reason and speech, that they might delight to live, and converse together in cities and families, not to hunt and to worry, and to kill one another.

Joh. Pigot. a sermon London 1643
611. Great Engagements to Love one another

Plutarch, Greek biographer tells us:

Euclid showed in himself the true symptoms of brotherly affection, who, when his brother in his rage made a rash vow, saying, Let me not live, if I be not revenged on my brother; Euclid turns the speech contrary way, May, let me not live, if I be not reconciled to my brother; let me not live, if we be not as good friends as ever we were before. Shall a heathen thus outstrip us Christians?

Plutarch

Fealty Clarus Mystica
46. The Condonation of the Injured is a Conquest over the Injurious.

There is mention made of two famous philosophers falling at variance, Aristippus and AEschines. Aristippus comes to AEschines: Shall we be friends? Yes, with all my heart, says AEschines. Remember (saith Aristippus) that though I am your elder, yet I sought for peace. True, says Aeschines; and for this, I will always acknowledge you to be the more worthy man, for I began the strife, and you the peace.

Plutarch
Brotinhood and peace—there are what—Frederich
Douglas Centre claims for and I am glad to be here tonight and offer
my congratulations on its work.
98. A Peaceable Disposition is a God-like Disposition

By the laws of England, noblemen have this privilege, that none of them can be bound to the peace, because it is supposed that a noble disposition will never be engaged in brawls and contentions. It is supposed that the peace is always bound to them, and that of their own accord they will be always careful to preserve it.

Magna Charta Angliae
830. Spoilers of Church and State condemned.

When Augustus had beautified Rome, with setting up many fair buildings, he said, Inveni lateritiam, marmoream reliqui, I found it made of brick, but I leave it made of marble. Such was the inscription set upon the cathedral at Carlisle (as relating to Dr. Robinson, then bishop of that see), Invenit aestructum, reliquit extrectum, he found it ruined, but left it repaired. Here was a good exchange—marble for brick, reparation for ruin.

(Phil. Hepos in Vita Augusti)

this is what Frederick Douglas Center is working with your help to achieve
It is a slow process - what we must strive for.
Let us remember what Socrates said.

782. How to get into Heaven.

As Socrates told a lazy fellow, that would fain go up to the top of Olympus, but that it was so far off; why, said he, Walk but as far every day, as thou dost about thine own house, and in so many days thou shalt be sure to be at Olympus.

Erasmus Apothegm Lib III
Woman Suffrage Hearing
April 14, 3 p.m.
In House of Representatives, Springfield, Ill.

Introduction of the Speakers - Miss Jane Addams
Increasing Evidence that Women want the Ballot - Mrs. Ella S. Stewart
Changing Public Opinion towards Municipal Suffrage, Mrs. Elia W. Peattie
The Indirect Benefits of the Ballot - Miss Anna Nichols
The Ethics of Equal Suffrage - Prof. H. L. Willett
University of Chicago
The Lack of the Ballot the Handicap of the Working Girls, Miss Agnes Nestor
International Glove Workers Union
The Need of the Ballot for Working Women - Mrs. Raymond Robins
President Woman’s Trade Union League
The Farmer’s Wife and the Ballot - Mrs. Henry M. Dunlap, Savoy
The Professional Woman and the Ballot, Miss Marion Garmory, Rockford
The Foreign Woman and the Ballot - Miss Lillian Anderson, Evanston
The College Associations for Equal Suffrage - Miss Harriet Grim
University of Chicago
Church Interests and Suffrage for Women - Mrs. Eugenie Bacon
Ex-President Illinois Federation of Women’s Clubs, Decatur
A Man's View of Equal Suffrage - - - Hon. O. W. Stewart

The Ballot for Women and Progressive Legislation Miss Mary McDowell

Municipal Suffrage for Women and the Chicago Charter Convention Hon. T. C. MacMillan

President Men's Equal Suffrage League

The Experiences of the Chicago Municipal Suffrage Campaign Mrs. Wm. Hill

Improved Sanitary Legislation and the Ballot - - - Dr. Caroline Hedger

The Justice of Equal Suffrage - - - Rev. Kate Hughes, Table Grove

The Attitude of the Illinois Club Woman towards Equal Suffrage Mrs. Francis D. Everett

President Illinois Federation of Women's Clubs, Highland Park

The Ballot for the Householder - - - Prof. Marion Talbot

Dean of Women, Chicago University

The Ballot for Woman and Legal Protection for Children Mrs. W. I. Thomas

Field Secretary of the Juvenile Protective Association of Chicago.

Some Objections Answered - - - Mrs. F. G. Stubbs

The Attitude of Organized Labor toward Equal Suffrage, Mr. J. J. Sonsteby

The Woman Official and the Ballot Mrs. Catharine W. McCulloch, J. P.

The Need of the Ballot for Women with Property - Mrs. Chas. Henrotin

Twenty-five speakers—three minutes each—will occupy one and one-half hours.
Every one who is conversant with the social, economic, and industrial changes which have taken place in recent years knows that the functions of government have changed to correspond. The result is that the activities of the home are no longer controlled within its walls. What is true of other kinds of business is true in home keeping. The housekeeper cannot adequately and intelligently do her work unless she can share in deciding under what conditions it is to be done. All the health interests and control of disease, building regulations, police, fire protection, manufacture, sale of food and clothing, safeguarding of property, education, and morals, these are some of the interests which women ask the right to help direct for the sake of the home.

Moreover all of you who have taught know that one cannot teach what one does not know, whether it be English, chemistry, or history—honesty, courage, or patriotism.

So for the sake of the man-child who,
is to be trained in the qualities needed for good citizenship, she should be given a chance to learn through experience some of the duties which await her.

The interests which are determined by the ballot need the women. The women need the ballot.

Illinois is behind many states in some respects—notably in its libraries, and in some phases of its educational system. Give it a place among the foremost in the opportunities it grants to women.

Let them share with you in working for the glory of the State and the welfare of its homes. They deserve your confidence.
By Ellen H. Richards
and Marion Talbot
Account of buggy driven
this the White Mts in
June 1888
The adventures of Black Billy in the White Hills.

Just after I had ended my dinner on a bright day in June, my Mosler put on to me a good strong harness and hitched me to a new top buggy and drove me to that harried place they call a railroad station, just as an engine came puffing & moaning. I stooped with my head up & my feet very wide apart ready for a spring so that I did not see two women coming toward me with a lot of little bundles until I heard my mostt tell them my name & that I was kind and gentle & would take good care of them. He tried to make it easy for me by telling them that I had rheumatism & I would not mind so a little came but it would go off. He said somebody
might tell them I was not sound for I had a swelling but not to be alarmed for I had had it 8 years. As a parting word my Mother said I was to have the ground prepared 3 times a day.

When the looters got settled we started off very daily on the Nokomis road telling me I would not see Ashland again for 8 days. They talked me over and said "one white foot—buy him. Two white feet—try him three white feet deny him four white feet and a white nose take off his shirt throw him to the crowds." I have been wondering ever since what they meant. I am glory block all but three white feet and a white nose which I think very nice. I very soon found out that one of the women was very tender hearted so far as I was concerned so I call her my Slave and the
other my mistress. We went up hill and down for an hour & a half when we stopped and the lady's next in the house after a great noise & welcome by two dogs & a baby and a lot of people. They kept me standing there some hour or more & then my mistress went off in another carriage & a tall man got in with my slave. He took out the whip & gave me a smart cut right at the top of a hill. Now if there is anything I will not bear it is to be struck with a whip & so I just tore down the hill and I was very glad when we came back from the farm we went to see to find my mistress back again and I also thought I should not have a very good time of it. When my slave got out I walked up a long hill & my mistress told me to a cart nilead of the corner of the barn so I should not get rheumatism. When we got back to the place where they had dinner
We started on again at three o'clock and the ladies seemed just as ready to go as if they had it already travelled 23 miles. But I wasn't. The road was rather hard, but I was entertained hearing their talk over their experiences at the inn in Tamworth kept by old Joe Gilman, nominally and by his master's daughter in reality. The old gentlemen described the older days when the stage coaches used to run from Centre Harbor to North Conway and over a hundred
the ladies took my harness off and put my own hulks on & led me into the stable.

The next morning we started before my mistress went off in another carriage & my slave stood with till we got to Cente Harbor 6 miles

I followed the other carriage very closely all the way & so did not feel very tired although I got very warm as it was a bright sunny morning. My mistress then took charge of me & we went on over a very hot sandy road to Moultonboro. I did not see anything remarkable on the way though I kept a very sharp lookout on both sides of the road so that nothing shall come upon us unawares. I am very careful going down hill though & only just one foot before the other & that is why it takes us some time to get down these long hills.
people a day used to stop at the inn for dinner. He also told them about the "good help" he had. She weighed about 140, was 21 year old and "as good as the farmer cows in the family"! He told one of the ladies she was as nice as a Chad and kept questioning her about her consumption. Her physical condition distressed him a great deal, but he was even more concerned when he found she hadn't a husband! He said it would be good for her to have a man to take care of her, but the other lady spoke up and said
My slave walked up some of the hills and finally she trow the reins and shocked me very much by tattering out that handel whip. However she only kept me very uneasy with it. I think I liked better the front of Osmanda Cinnomen which my mistress used to stire me up. Going down a long hill a fly stuck on to my nose and in shaking my head to get it off I shook my ear out of my Realtor. I stopped, either, because my slave wanted me too, because I knew someth was wrong, right on the steep hill & let my mistress come & fix it up. Then my both got out & my slave led me down a very long & steep hill & I began to feel very hungry & pull my trill so I tried to stop at every barn we came to but my slave was no longer my Slave & she made me go on to Tamworth some 23 miles from our starting place. It was only half past twelve but I had been a long morning. The Caleb's heard the crying about the mountains but I cared not.
that sometimes it is the men
who have to be taken care of!
The post office was in the
term and the mail came
while the ladies were letting
me rest. There were two girls
who were very anxious to get
letters from some folks, they
called "him." The minister
came in, arrayed in a
suit of Quaker drab and a
broad brimmed straw hat
and put his paper and the
stonemason from across the
street called for the morning
"Globe." The old man is post-
master and went through the
ceremony of unlocking the
mail bag, but then transferred
the work to his daughter.
After an hour or so the ladies decided to go on the other side of Chorona Lake to call on a friend of one of them, and so risk not getting on so far that night. We went along a woods road by the side of the beautiful lake at the foot of Mt. Chorona whose peaks showed all the way framed in by the trees. Here I rested in a cool barn for a while and wished I could stay but the ladies made me go on and on many long miles more and though they were very good to walk up and down the bad hills I thought it a long way. I did keep a sharp lookout though and saw a large rabbit who ran across the road but I did not smell any bears or rattlesnakes though a speckled adder lay dead at one place. A little after half past seven we got to a house and stopped before the Peguaweak House and I was allowed to go to the stove, I thought I was sure of a good Sunday's rest but the next morning at half past one I was hurried up again. I think my mistress found her bed rather hard and the house a little weari some or else she having set her heart on a Sunday at Intenole could not give it up.
The drive from Conwy to N. Conway in early morning is most delightful. The mountains show their best and the higher ones are still partly covered with snow.

The road from N. Conway to Intervale should be taken very early or very late as although it is through tall pines the sun lies best in the south.
As we came to town I began to look about for a comfortable stable. We passed two or three new houses very large but the stable did not appear finally we followed the minister and his wife into a delightful green yard off a side door of an old fashioned white house and I was taken to a post a postcard in the most arranging way first so I could not reach the sweet green grass. The ladies got paid for it. However, for they were received very ungraciously by an elderly lady who on being asked if we could have a room disappeared to see. While she was out a woman dressed for church came into the room for her Bible and Sunday school papers. One of my ladies asked her if there was the service she answered very shortly "yes". I went out and she had to be followed to the door to get any further information as to locality. As the old lady took my profile to a room she said "ain't it rather peculiar for you ladies to be travelling alone?" My Slave and I my
I don't know what I should do if I didn't have a chance to hear those women talk and chatter, for I never saw such a stupid lot of barns. They don't have any oats or anything to make life interesting. One of the two boarders in the house was a friend, who when she was introduced to the author of "Chemistry of Cooking and Cleaning," exclaimed, "why, how do you do? I have your book!" Thereupon my ladies called upon her to vouch for their reputation and try and restore them to the favor of old Mrs. Solomon Pen Dexter, whose suspicions had been seriously aroused. Her good offices proved successful, for the ladies arranged to spend the night. They were greatly pleased
with the neat, attractive house and delightful veranda, from which they had a superb view of Mt. Washington flanked by his body guard. All the afternoon great masses of clouds passed in review, but there was neither flash nor roar, though the ladies were too apprehensive to keep in their journey. I think from the remarks I hear that milk and butter and cheese will soon be scarce if these women linger in this part of the world very long, and still worse I fear I shall soon have more of a load to haul than I can to do. It is bad enough now, goodness knows, but if they are going to eat so much - oh dear!
Mistress Both protested that it was no unkind thing. With them — my mistress engaged the old lady in a little chat; I found out the reason of the peculiar reception — a nephew had just died — was to be buried from the next house in the afternoon. Making 3changes in the family since March — so that the house was in general gloom. The ladies then asked pardon for unwittingly intruding as of course they did not know I proposed to go on without even consulting me. But the old woman got over her suspicions somehow & told them that the lady would have some dinner if they could go down when the bell rang. So they let me be put up and they went to get a nap.
Glen Home, June 11.

What a big world this is! Why, I travelled from five o'clock this morning till nearly one with the exception of a little time between seven and eight when my ladies went into Gray's Inn at Jackson. I judge they had breakfast there. They drove me round in a green wagon, asking the people they met if they knew where Prof. Crow boarded. I was glad when they found out and finally decided not to take the extra trip to the farmhouse where he was staying. We went on and on up a valley and they kept making exclamations about the mountains and the clouds and the river and I don't know what all. They seemed to think they saw about everything there was, but I know better. I saw even so many things that they didn't until I attracted their attention by jumping or jutting up my ears. I believe that between them they have six degrees, but I really don't our
At five o'clock it seemed as if it was like a bright day but the clouds kept rolling over the hills although the valley was clear. It was no use taking the hill road for nine to ten we kept to the valley road which is very good and through woods—sweet and fresh. Jackson seems rather short of it but perhaps if the clouds were away it would not seem so much to.

The good roads have surprised us all the way—no bad hills such as parts of Maine stone.
see the use in going to college or the Institute. if that is the result. 
We nearly ran over two cartridges.
I never was so near any in my life. And we saw a lot of small violet blue butterflies that were very pretty. I stayed hitched to a post while the ladies visited Glen Ellis Fall, which is said to be the finest in the mountains. All the way along something they called Mt. Washington attracted their attention and they kept getting out to pick things which they studied about in a book.
After a long, long hill where the road was very rough, we went down and at one place saw a big pile of snow near the road. There was quite a lot of snow on the mountains. I thought I should die of hunger, but at last we came in sight of a big house and three great barns. The ladies found a lot
It is rather good fun hiring the whole price of a big boat at your command. You are not lost in the crowd here and you only pay $200 a day instead of five.

The rain came down right smart all the afternoon of Monday and it only cleared at sunset. The clouds did not leave Mt. Washington until after dark. The colors were good but on Monday morning at half past three the morning light on the five mountains was something to be remembered. At three forty five the sun touched Mt. Washington & Adams. Then tinged Madison, Jefferson, Clay. At four o'clock there was sun light about halfway down and the coloring was something I dream of accordingly the observer turned it again to slow until seven o'clock. The morning was so cold however that the loss of an hour was not much to be reckoned.

Billy comes out looking very much the better for Glen House oats & grooms.
of people cleaning the house and they talked about feeding me and then going on to a place that was open, but Mrs. Roberts the wife of the manager told them they might stay if they would accept the fare of the hired help. They heard that the road beyond was very bad and as the clouds grew more and more threatening they decided to accept Miss Roberts offer of work in the big house all alone and meals in the cottage. So I was put up in the barn where there are 102 other horses. That is a kind of stables that makes me feel like a very little toad. I hear there are 60 head of cattle in another barn. Three six horse teams went out to haul provisions and an eight horse team went with a road plough to get the road nice and soft for us to go over tomorrow. I am learning lots.
8 miles from the Glen House 1st the Rome House through Pinklawm Woods but such a road 1st two miles all the turf had been ploughed up & put in the middle then about two miles had not been touched - stone holes & steep pitches - then the road had just been piped - woods soil sticks leaves & piled in all soft & spring - a can of men by the road side with a fire nearly frightened me out of my wits.

A man with a cart had 1st got out of the road & two men a little further on had rolled big stones out of the way. It did not make much difference for it was stones a turf a hole all the way - and the way down a long hill we came to a dead stop - the bridge had been torn up entirely and four or five men had to lay a lot of planks before we could get over.

It was just as well we did not try to take that road in the hot afternoon and in the rain - it took 3½ hours to get over the 8 miles - the last mile was a good road - People ought to know this side of the Mile better - they are very fine from the north. Mr. Watson of the Ramine house lives here and I am 1st to stay in Glen while my friends live themselves elsewhere. Mr. Adams.
Black Billy having been left in the stable with all the heavy oats he could eat— from Tuesday at 12.30 until Wednesday 5.45— he had to get the record of the travelling dog and from Bruce the Collie belonging to Mr. Cowe, the guide who went up Mt. Adams with them—

A preliminary trial of strength was made by ascending Randolph Hill by a path thru the woods 1½ miles and then descending by the road 3 miles. The latter was accomplished in 1 hour 15 minutes. Madame selected a house lot on the hill and she declined she had never seen so fine a view of the mts. At six o’clock on Wednesday morning the party had had breakfast & been carried by Mr. Nelson of the Ravine house some 3 miles to the house where Bruce & his master lived. Bruce is only a little more than a year old & had only once been up the mts. The trail, for that is all that the so-called path is, at first runs through a meadow across Goose River on slippery stones then through heavy
Wood when considerable logging had been done so that the quick coniferous fried his own path. The bushes were very wet, but after climbing through many fallen trees and wading several deep a more solid ground was reached then every step was up, here 18 in. 4 1/4 miles means a rise of every foot. Some of the way steeper than old fashioned rock stairs. Madame with her 153 lbs. weight & carry took frequent occasion to admire the trees & moss and abundant spring flowers when there was no view & explain one or no spring of clear cold water & leaf.

Four hours brought the party out on a rock where the tall trees & alpine flowers did not obstruct the view. Fortunately clouds tempered the heat of the sun without obstructing my the view. Specimen of plants had to be gathered and 12 o'clock found the party camped near Lichen at the foot of an immense snow bank which furnished a small river of cold water. The sharp stony peaks looked off.
A sharp scramble lower down and on the top most stones the 
eye commands a view not to be 
described. Bruce curled up & went 
"asleep so he can not tell what 
was the result of the half hours med 
itation in which the absence of wind 
made possible. Then came the 
descent first a jump from rock to 
rock then a carpet of pumice then 
a narrow ridge between two precipices 
then the walls steeper than the roof 
of a house with little roots just right 
to catch the foot & send one headlong 
and with moss filled crevices so 
that the unwary foot coming down 
with force would through. Maelam 
measured her length several times 
& Madisonville in Burrusel rubber 
tied on with a string had a struggle 
to escape all the snares. At one place 
the woods are yet full of snow 
great piles 3 ft. deep mostly hard 
but now & then soft.

The day was a perfect scene of 
delight all through - after a warm
... both dry cloths & stuff. — Black Billy was taken out first at his supper time & put to his paws over a level good road to Jefferson Hill 10 miles distant. At first he thought he was never going to home but supper for one woman was sick & could not take any one. At the Wambech they had already turned away a young man but two polar females at half past eight was too much for the Plummer kind heart. & perhaps wanting just some up from Bake whenel he was glad of company in this wilderness. So Billy had his supper & the lady, a red dress, made but very good for their weary bones.

Thursday morning Billy was brought around about 9 o'clock and started off in the rain a gentle sort of a sprinkle not enough to lay the clods. Three miles to Jefferson Slatin and two miles beyond on the Cherry Mt road the way was smooth.
but over Cherry Mt.!!
first men & teams repairing turf in the middle stones at the side then further up such a long story ascent & when one was surrounded there was another ahead then coming down folks had washed the earth all way & logs sticks rocks & what not thrown in to mend the bad places stuck out. Great rules in places & a steep descent made progress slow. Billy was brave henn & brought his friends safely down so that they were not affalled even at the sight of dozens of trees which the tornado had thrown down the road & who had been cut pie's as to allow the passage of a team about 12 o'clock Fabyans came in sight but the Mt's tops were safely wrapped in clouds - here a good clin ammunitions & letters gladness
the hearts of the farm.

No more elahen for bears - rather much civilization hereafter and to probably no more exciting adventure. The party are to stay at Bethel and go or through Franconia.
Black Billy's homeward journey.
From Falgarw to Bethlehem I had a very
good road only where the road machine
had ploughed it. On some two miles.
I put very briskly and jumped about a good
deal of my close observation of things in
the stable attracted Mrs. Turner's attention
we are opening the season everywhere
but I am getting excellent care.
On Friday morning we left Bethlehem
about 8 o'clock. The fog had not cleared
but later it was pretty clear. Such
a day of hills I never had in all my
life. The long steep hill down into Fran
conia seemed endless and nothing would
suit my ladies but the top of Sugar
Hill in Boston. They seemed to take
great satisfaction in the view of both
ranges of Mrs. But although one of the
old folks down the hills they did not
know the bugsy at thin hills. I found
out, though why they did not walk more
they were so stiff and lame from their climb
that they could hardly move. After a
nice road through Franconia we went up
and up to the Propice House where we all had lunch. Then over a fine road like a private avenue to the Flame House, 3 miles. Then the ladies had to go in to the Flame another hilly road hill. Then we had 3 miles of ploughed road. Great blocks of turf small trees filled the road so that one would not know it for a road. 4 yoke of oxen & a pair of horses were drawing one of the new plows. Just before a heavy thunder shower we pulled up at North Woodstock. Then once I got my supper at 6 o'clock Sat. morning we trotted down the Pemigewasset Valley going over 1 Campion Village. The ladies coming home some errands then to Plymouth. When I began to feel happy & now I am in sight of my own stables after a long journey of 180 miles. I will say that I have been on the whole well treated. I have not been cold in the rain & in the dark & I have been really treated budge & I have seen a good many things.
Black Billy's Panegyric upon Himself.

My mistress was asked to pronounce a panegyric upon me, but for some unaccountable reason she didn't seem to care to do it, and so I must myself. I think she has missed the great opportunity of her life. But perhaps it is better for the world to have me do it. I am perfectly impartial, and then I am better posted than she is, for she only knew me a few days. My statement will be very brief, because I am busy doing some odd jobbing about town. This is to be a panegyric, but as it is also to have the element of impartiality, I must begin with the statement of my defects. I have a swelling on my side, my right shoulder is then matrissy and my right hind ankle is decidedly weak. These however are merely
physical infirmities which serve to bring into relief the real strength and force of my character and mind. I am a horse of strong will, and, by the way, I never had a chance to have my own way than during the past week. It was great fun. I can be tender-lipped and hard-lipped by turns, so as to keep my drives in a state of perpetual indecision as to which, I really and truly am. I am an intelligent horse. I know for example just the kind of place where bears ought to be seen. If they are not it is no fault of mine. I also know that in going over a road resembling a ploughed field it is important to choose the convoluted spots for my feet. It is of course a matter of indifference to the wheels where they go. In short I am kind, patient, curious, and susceptible to educational influences, and that is more than most horses or men in this part of the state can say. I themselves...
June 1, 1908.

Dear Sir: -

Since you attended the National Republican Convention four years ago in Chicago, many countries have been moving towards the extension of full suffrage rights to women.

Finland and Norway have completed women's enfranchisement. Sweden, Denmark, Natal in South Africa, Russia, Queensland, Cape Colony, and Oklahoma have extended important suffrage rights to women. Even before this, women had enjoyed full suffrage in Wyoming, Colorado, Utah, Idaho, New Zealand, Tasmania, Isle of Man, and throughout the most of Australia; municipal suffrage in the British Isles, Kansas, Sweden, Iceland, and British America, and smaller fragments of suffrage in some thirty other States and countries.

This movement in the United States for the enfranchisement of women would be helped greatly if the National Republican Convention would pass a resolu-
Suffrage

C. Dec. 9, 1905

For the Protection of American Women

Suffrage Association

RESOLUTION

The preservation, integrity and protection of the women of our nation should be the goal of our political institutions. We urge the support of Congress to the adoption of a national amendment to the United States Constitution that will provide for the enfranchisement of women.

C. Woman Suffrage
Needed Gains in the College Education of Women.

Oberlin College, June 24, 1908.

Marion Talbot.

"Ought Woman to learn the Alphabet" was the striking title of Thomas Wentworth Higginson's brilliant essay on the position of women published in the Atlantic Monthly nearly fifty years ago. Oberlin College had given its answer 25 years before, when it was opened to "all worthy applicants without regard to sex or color." It is one of my great privileges to have known in a peculiarly personal way a notable woman on whom the College bestowed the degree of bachelor of arts in 1847 — Lucy Stone. The movement for the collegiate education of women thus generously and wisely and generously inaugurated made but slow progress and Col. Higginson wrote at a time when there was little to encourage those who believed that women should be given intellectual training. It was not until more than 16 years later that opportunities of advanced collegiate rank were opened to them, but from that time on the number of chances increased rapidly. The stronger universities of the west admitted women; the
THE FACULTIES OF
ARTS, LITERATURE, AND SCIENCE
OFFICE OF
THE DEAN OF WOMEN

The University of Chicago
FOUNDED BY JOHN D. ROCKEFELLER

CHICAGO
women's colleges of the East were founded, and later the graduate schools of the East ventured to open their doors. One by one the objections answered which had been made were answered and difficulties which had arisen were met. The intellectual incapacity and inferiority which had been assumed were proved to be a chimera. The training which it was feared would result in physical break down brought instead new vigor to hundreds of women who needed for their physical well-being the chance to use their mental powers. The opponents of what was in those days called the higher education of women were driven into their last ditch and argued that woman would become unsexed if they laid emphasis on intellectual training. This is typified by the story of the little boy and girl who were playing together. Robert, aged five, found a piece of bamboo which he began to play was a cigarette. Alice, aged three, attempted to do the same thing. "Stop smoking, Alice!" said Robert. Persistence on Alice's part. "Alice, I said 'Stop smoking.'" Continued indifference on Alice's part to Robert's
commands. "Alice, you just stop smoking. I am doing it to play I am a man, and it's no fun if you do it too." The anticipated catastrophe did not occur. If women have gained in muscular strength it has been due to the increased popularity of athletic games; if they show fewer of the attributes of the clinging vine it is because of the greater economic and social freedom which has come to them. Miss Tichnor's eleven and somewhat satirical sketch of the Steel Engraving Lady and the Gibson Girl shows contrasts not due wholly or even in slight measure to differences in mental training.

But the opposition was deep-rooted and at the time of the organization of the Association of Collegiate Alumnae, 25 years ago, in which several Oberlin graduates took a part, one of its objects was avowedly "to found a body ready to lend aid, counsel, and encouragement to all who desire to fit themselves by a sound education for the duties of life." A girl who undertook in those days to go to college was looked upon as quite eccentric and
was more or less socially ostracized. Through the influence of this Association and other influ-
agencies the pathway to college was broadened and made easier and more and more girls followed it. Suddenly a cry of alarm was raised. The following true incident illustrates the new fear: "A little boy of six years, whom I knew, had five sisters older than he. Two of them were fitting for college, two were in college, one just graduated. A friend said: "Alfred, are you going to college?" The little fellow stood up very straight, with his hands in his pockets, and said: "No, I am going to be a man!" The little boy was not the only one frightened by the bogy of a complete transfer of collegiate resources from men to women. Boards of trustees, college faculties, university presidents took up the cry. One university amended its charter so that no matter how many men students it might have the number of women should be perpetually limited to five hundred. Another limited the number of its women students to those who could live at home or be housed in college halls.
increased knowledge their moral natures would
be aroused and strengthened and the difficul-
ties by which all teachers who deal with young
boys are baffled would largely disappear.
Otherwise we cannot expect that even those
Good mothers are not the product of con-
ditions for which Mrs. Gilman pleads will
necessarily produce good mothers. In a con-
dition of economic independence and intel-
lectual and social freedom, maternity will claim
its just place in the interests of a liberated
woman only if as a child she is made to under-
stand what the end of this function is and
its dignity has been impressed upon her mind.
Wifehood and motherhood are too often now the
price of escape from a certain kind of slav-
ery to parents and from bondage to conven-
tionality. It is needless to say that I re-
alize how wise and sympathetic the parents
and teachers who give this knowledge must
be and sympathetic.

It is time, however, for the student of
the family to say to the educator that the data
for this kind of instruction are available and must be put to use. It is no longer sufficient to think of the boy in the light of his future trade or profession or even as a citizen, nor of the girl simply as a married woman, or even trained in some independent vocation. Throughout all their training must run the idea of their ultimate and highest function which all others must subserve—that of parenthood.
I Will
or I Wish
The strong "I will" figure typifying Chicago, is that of a woman. She represents the ideal, not the real Chicago, for Chicago women at present are not able to make their will felt in Chicago's government, but are merely able to wish for good things. Chicago women cannot vote for Chicago officials or measures.

In all the great English speaking cities of the world outside of the United States, women are voting. They vote on municipal affairs in the cities of England, Scotland, Ireland, British America, New Zealand, Australia, Tasmania, Norway and Sweden, and soon may vote in Russia. They also vote now in cities of Kansas, Wyoming, Utah, Idaho and Colorado.

Among the cities which no longer deprive women of the municipal ballot are London, Liverpool, Manchester, Birmingham, Glasgow, Edinburgh, Dundee, Aberdeen, Dublin, Belfast, Cork, Vancouver, Victoria, Winnipeg, Ottawa, Toronto, Montreal, Quebec, Wellington, Auckland, Melbourne, Adelaide, Brisbane, Perth, Sydney, Christiania, Bergen, Stockholm, Gottenberg, Kansas City, Leavenworth, Wichita, Fort Scott, Atchison, Cheyenne, Laramie, Salt Lake City, Ogden, Boise, Colorado Springs, Leadville, Pueblo and Denver. Even the towns and villages of New York and the cities of Louisiana allow tax-paying women to vote on all matters relating to taxation.

Chicago women are as fully deserving of the municipal ballot as are women in these other cities. Their municipal activity in charities, in sanitary reforms, in securing and beautifying parks, in supporting vacation schools, in cleaning streets, in paying the salaries of probation officers, their work as teachers in training future citizens, their property interests, their responsibility concerning Chicago's children, their well-known integrity, thrift and attention to details, their honesty in declaring their property subject to taxation, prove they are worthy of this high privilege, the insignia of freedom, the ballot.

Chicago women's money invested in the stock of corporations brings them a vote to help control this property interest. Their financial interest in real estate in this great municipal corporation, Chicago, should be similarly recognized.

Chicago herself needs the help of enlightened women in her efforts toward a clean city administration. She is weakened now by the absence from the electorate of the most moral, most law-abiding and most nearly unpurchasable of her citizens.
The charter convention which will meet December 12th, should provide for woman suffrage in the new charter.

Chicago's "I will" girl has been largely advertised as needing a new dress. Now call to her rescue the women, the only sex among whom dressmaking is generally an applied art.

Let the "I will" girl no longer represent disfranchised women on a level with the foot-bound women and the women of harems and zenanas, but capable, dauntless, free, voting women. Then Chicago women need no longer merely wish for good things in their beloved city, but may will them to come to pass.

Every Chicago woman's organization is requested to appoint some member to cooperate with members of other organizations in planning the proper method of presenting to the Charter Commission and to the people of Chicago the question of woman suffrage in the new Charter.

Will all such organizations send the names of their committee members to Mrs. Ellen M. Henrotin, 251 Goethe Street, or Mrs. Ella S. Stewart, 5338 Madison Avenue, or Mrs. C. W. McCulloch, Evanston. These three will act as a preliminary committee to call together the women's representatives.
It is difficult to realize the youth of the University as we assemble in this beautiful hall. Yet it is but thirteen years since the first official exercises of the University were held in an unfinished room with the sound of saw and hammer silenced during the service.

On the platform sat Alice Freeman Palmer who not only contributed largely to the general work of organizing the University, but set standards for the intellectual and
social life of the women and
an example of personal character
whose impress will always be felt.
In these thirteen years many
problems have been settled, many
traditions have been established.
nevertheless today the University
is still in the making, so in
fact it always will be as long
as it has true vitality. What
needs in its life can the women
especially serve at this time?
There is no question but that
they will maintain the high
standards of scholarship and
the courteous and dignified
bearing which have thus far
marked them. Can they in
addition, promote honesty and simplicity in University life? Can they be honest with themselves, freely express their enthusiasms, openly discom.
tenance sham and pretence, do and say the true thing, even if it is not the popular thing, frankly admit that this or that expense is beyond their power to meet, fearlessly claim freedom from inter-
ruption for the duties they actively have undertaken, stand for the essentials of noble and generous character as against the smartness and cleverness which are so misleading as
they are allowing? Can they be so wise as to secure the things of real and lasting value, the friendship, the discipline, the health, the culture, the beauty, the pleasure, and eliminate the tawdry, the showy and the intrusive from their physical, intellectual, aesthetic and social life? Can they so plan their days as to have time for solitude, time for thinking, time for meditation on the eternal verities?

These are among the greatest needs of American life of today. Whence are the great streams of influence...
to flow if not from our universities and where is their power to be most widely felt if not in the homes and the schools where University women have their greatest work to do.

I am sure that I can speak for the women of the University in pleading their help in making the life of the coming year a well. spring of those forces without which no prosperity or success is really great.
People are beginning to talk a good deal nowadays about Domestic Science. Women's Clubs are discussing it; the newspapers are writing about it; and efforts are being made to introduce it into the schools. A great many students of social reform are trying to see in this new movement a force which will bring good results to home and family. Unfortunately the subject is not being taken up in the bread and progressive spirit which should characterize it. Much of this so-called Domestic Science is really only cooking, or perhaps cooking and sewing. The cooking is frequently taught in a very mechanical way and amounts to little more than an extensive series of elaborate recipes and thus does harm by developing the tendency which already exists toward over-elaboration and costliness of food, instead of leading the taste of the people in the direction of simplicity, wholesomeness, and economy. The same thing may be said of the methods too often used in the teaching of sewing. Many of the stitches taught and articles sewed have no practical or even artistic worth, and the instruction does not compare in value with that which was given at home in what
some are pleased to call the "good old times" when the
daughters of the household were trained by the mother her
self in all the household arts.

Those days have passed in some parts of our land,
where the economic and social conditions have greatly c
changed with the growth of towns and cities, and it is
undoubtedly good that some effort is being made to replace
this instruction, even though the methods are faulty.
It is surely well for such an organization as this to
think about the subject and try to devise ways and means
of procuring better results and putting them into prac-
tice. 

In the large as well as true sense, Domestic Science
means all knowledge which pertains to the administration
of the house, and of this knowledge cooking and sewing,
even of the best kind, form but a small part.

It is a rather curious and significant fact that the
bulk of the new knowledge we possess in regard to the pro-
per administration has come from the investigations of
men,-students in different fields of science; and a great
mass of facts have been discovered which are waiting to
be put into practice by the women who have the adminis-
istration and care of houses in their keeping.

This larger view of domestic science looks upon the house as the unit of health in the community and all the agencies which affect health in a broad sense must be included in it. The first of these is Hygiene or Sanitation.

All over the world, in libraries and laboratories, in hospitals and other institutions, men are studying the conditions under which disease is fostered and spread, and learning how it may be controlled or stamped out. And there should be a great body of women working with them, testing their theories in such a way as can be done only in households and making known as broadly as possible such conclusions as are proved to be sound. This is so true that it has even been said by a distinguished Sanitarian that "the future of sanitary science depends for its development and applications on the intelligent cooperation of the women of the country."

This is particularly true of those parts of the country where the people live in scattered houses and where their healthfulness depends entirely on the intelligent care of the individual householders, rather than in part on such combined efforts as towns and cities can make through the authority of sanitary laws and boards.
The principles which should be followed and yet people are so often the creatures of custom that it is difficult to get put into practice the conditions which science shows can alone do away with the distress and suffering whose cause has only recently seemed beyond the control of human power.

These principles can be summed up in the one word Cleanliness. A study of the meaning of that word leads into one of the most fascinating realms of modern science—Bacteriology. We are learning that the life of the tiny plants which we used to look on with horror may be controlled, and, while those which produce disease may be destroyed, others may be made to serve very useful ends by producing the flavors we prize in butter and cheese, or by enriching the soil, or by converting dead waste matter into harmless substances. With this knowledge, we have learned to place very decided limits on the use of disinfectants and quarantine, and to attempt instead to secure in our households those conditions which will make them most unfavorable for the growth and development of harmful germs.
Every housewife knows that if she wants to keep her milk sour, she must not only scald them but keep them in the sun as much as possible; but how many apply the same principle to the care of their houses and let the sunshine enter freely into every nook and cranny that is possible? Every housewife knows that in order to keep apples and other fruits after they have once been dried they must be kept in a dry place; but how many see to it that the ground around their houses and their cellars are free from dampness?

Modern Science is teaching that the very conditions which, as nearly every body knows, prevent food from keeping are also those under which disease germs thrive and that sunlight and dry pure air are their greatest foes. Moreover, students of the laws of health are finding out that these very agencies, sunlight and air, which destroy germs, also act on the human system in such a way as to give it greater power to resist disease.

So, for the two-fold purpose of giving the members of a family vigorous bodies and of preventing the development and the growth of all kinds of harmful germs in the house, every housekeeper should see to it that damp cell-


lars, dark, shut-up rooms, and unventilated closets should not be tolerated; but a cordial welcome given instead to Nature's health-givers, even if parlor carpets have to be chosen of a color that will not fade, the window draperies be made of lighter fabric, and the dark, inaccessible closet under the kitchen sink be laid open to the light.

If such knowledge as this principle indicates can be put into intelligent practice, much of the horror and dread and sense of mystery with which people now regard such diseases as consumption will vanish.

Modern science sometimes seems very abstruse and unp practical, but it is teaching methods of cleaning which are not only more effective but easier than some of the old methods to which many women are blind slaves. The progressive housekeeper has already banished the feather-duster, which merely makes the dust fly instead of removing it. She knows how to keep her house clean all the time in a quiet efficient way, instead of allowing the dirt to accumulate until spring-cleaning time, and then making every one uncomfortable, to the verge of insanity.

It is impossible in so brief a sketch even to out-
line all the new knowledge which women should have and practice in their homes. There is, however, one more department of domestic science which directly affects the physical health and which all householders should study and think about in a much more rational way than they do at present, and that is the food supply.

Farmers know much more about what kind of food to give to their horses and cows and hens so as to get the most profit from them that they do about what they themselves should eat to have the greatest possible power of work and enjoyment of life. And their wives, who really have the most of the responsibility in this matter, know still less. The feeding of a growing child is frequently not given half the attention that is devoted to the chickens and pigs; and, yet, there can be no comparison as to his greater value in the world if his body is properly cared for, or as to his greater burden to the community if he is bodily infirm. Every housewife should know about the discussions in regard to pure food which are going on, being on her guard, however, not to be misled by misleading statements made for the sake of promoting certain commercial interests.
against efforts to secure legislation in the interest of
certain commercial industries, rather than to obtain
pure food for the people as is pretended. She should
know that the price paid for a food is not a measure of
its nutritive value. She should know how to combine dif-
ferent food materials in such a way as to meet the real
needs of the body and not merely the whims of a perver-
ted palate. And she should know how to apply heat to
the raw materials so as to make them more digestible ra-
ther than less so, as is unfortunately characteristic of
our cooking. Fried beefsteak and good flour spoiled
with soda are among our national sins.

If attention is paid to such phases of domestic ac-
tivity as these, housekeeping will be given the position
which inherently belongs to it. The truth will be re-
cognized that on the hygienic conditions of the house
and on the intelligent way in which it is administered
the welfare of the community will largely rest and house
keeping will be seen to be, not an unending round of
most efficient

progress.
sacred on the public relations to the secret

secretary of the interior, President Van der Veen.

been too long to be there, as it is, therefore.

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Thackeray.
Address by Dean Marion Talbot at the
Laying of the Corner Stone of Ida Noyes
Hall on Saturday, April 17, 1915

The corner stone as you know was formerly
a very important part i.e., the construction of a
building. It bound together two walls at the
base and was counted on to give strength and
solidity to the structure.

It was easy to use the term metaphorically
in speaking of anything of fundamental importance
and it was natural that there should grow up grad-
ually a ceremony designed to call attention to
the significance of the building.

Those of us who have watched with amazement
and delight as the work on this building has pro-
gressed since last November realize that with
changes in methods of construction the corner stone
no longer serves its original function. Its figu-
rative meaning remains, however, and we ask ourselves
to day what does this stone which we have just
laid represent.

First we note that it is at the main portal
of the building. This is a significant thing in
itself. Here it will be a constant reminder to the
generations who pass within, as it would not be in
a far corner, that not only stone and steel and
concrete, but aspirations, hopes and ideals have
been built into the structure and that it is for us
of today and for those who come after to use it
worthily.

And there is significance in the fact that
this portal unifies many human interests which are
often unfortunately kept separate. Here under one
roof are gymnasium, refectory, medical and hygienic
quarters, rooms for song and dancing and fun and for
quiet reading and business conference—all the dif-
f erent phases of physical and social life are rec-
ognized as essential parts of the larger education
for life.
Again we note that this building overlooking this broad avenue through which ever increasing streams of humanity will pass forms an integral part of the main facade of the University. It is out in the open, this Woman's Building, and my thoughts go back to my friend and contemporary who was the first girl to take the Harvard entrance examinations for women, at that time the only intellectual test offered to young men in New England which young women could share, and I think too of the Society for the Collegiate Instruction of Women, familiarly known as "The Annex" which in a delicate and lady-like way provided that those instructors of Harvard College who were willing to increase their stipends by extra teaching or those who would give their services in the interests of fair play might repeat their courses of instruction to eager young women students. The back-door stage of the education of women has passed and this great University which from the first has offered its advantages freely to women and recognizes them jointly with men in every relation except on the board of trustees now publicly proclaims that its women enter by the front door.

On this occasion which is so solemn and yet so joyous in that it promises the fruition of nearly a quarter of a century of eager hopes, thoughts of two women come vividly into our minds, Alice Freeman Palmer, in whose memory the chimes ring forth, gave richly to the early life of the University and built into it not only ideals of high scholarship, but standards of refined and hospitable living and of noble and gracious womanhood which will never perish and which now at last are on the point of finding fitting expression in the comfort and charm of this wonderful building.

And of Ida Noyes what shall I say? I counted her among my friends. I knew from personal experience of her kindly presence and thoughtful act. This building is a memorial to her. I speak not only for myself but for all the women of the University when I assure you, Mr. Noyes, and you, Mr. President, that this corner
stone means a mighty impulse toward the truly great things of life. Here self discovery and self control will lead to social cooperation and mutual understanding. The weak will learn from the strong and the strong will learn from the weak. Tolerance, sympathy, kindness, the generous word and the helpful act, all typical of the woman we commemorate will be the contribution of the women who go forth from Ida Noyes Hall to take part in the upbuilding of the new civilization which is to come.
Read at the N.Y.A.C.A. March 19, 1877

[New York Branch of the Association of Collegiate Alumni]

Most college students have had in their philological work a glimpse of the charm that lies in tracing the adjustment of definitions to the varying conditions of civilization. Some words have passed through so many changes that they fairly serve as an index to a chapter of history.

Among these few have wandered further from their original meaning than "charity". Its general synonym may be "liberality"; but in our day the narrowest form of this word even, namely almsgiving, is the one which first suggests
itself to us while the larger and fuller conception, "good-will," does not seem to be widely accepted.

The same may be said of philanthropy whose place in men's minds is largely influenced by the conditions of our great material prosperity. This is an age which has devoted much of its best effort to the conquest of outward circumstances and values its material wealth proportionately. It is a natural result that the philanthropy which consists in bestowal of riches is the one which we especially delight to applaud.

It is therefore timely that an Association like this should...
seriously discuss the idea in its broader sense, emphasize some phases less frequently considered, and aid not only in checking this exclusively materialistic tendency but in giving to the word a new meaning and one equally in accordance with the growing spirit of the age.

In order to accomplish the best results, help must be sought and offered from many quarters and the members of the Sanitary Science Club. Association who are interested in the study of sanitary science are convinced from their experience that this subject...
will doubtless prove a very efficient factor in the scientific and Christian philanthropy which all wish to develop and foster.

The work of the Sanitary Science Club has been confined to home and school sanitation. The members have had no ambition to become sanitary engineers or plumbers, but they have felt that within the home women are largely responsible for the physical as well as the mental, moral and aesthetic well-being of the family, and must therefore have a training which will prevent them from becoming alarmists in sanitary matters or the ignorant dupes of mechanics and work people.
It is however only that part of their work which shows the possible bonds between sanitation and philanthropy which should be discussed here. A few practical illustrations may be suggestive.

A young and enthusiastic minister, recently placed in charge of a mission chapel by the fraternity of churches which gives it financial support, desires the aid of a small board of directors. He wishes them to serve as censors and critics of his somewhat bold and novel plans for the education of the people whose physical and mental as well as spiritual life is largely under his control. This being his aim the board is to be made up of half a
dozen men and women who have a practical knowledge of special lines of work and it will include a physician, an expert in manual training and a musician. A member of the Sanitary Science Club has been asked to join the board. The first work which will come under her special supervision will be the adaptation of certain passage ways and closets for toilette purposes in connection with a gymnasium soon to be organized. Important as are proper facilities for bathing and dressing, they may be sometimes too dearly bought. It is a great temptation to say, we will have a bowl here and a bath tub there, for it is always easy and safe to carry fresh water about a building. The danger and difficulty comes in
removing the waste water. Then too the necessity of providing fresh air, light and heat to such rooms often demands some thought and special knowledge and attitude in combining safety and convenience when the resources are very limited.

Again a member of the Club has consented to serve as an incorporator of a new institution for girls which is to combine the features of a home hospital, and an industrial school. In all these departments she is to be the councillor in hygiene and sanitation, aiding the matron in frequent inspections of the drainage system and water supply, reinforcing the professional skill of physicians and nurses by se-
curing general sanitary conditions and indicating in the scheme for instruction in domestic economy the sanitary reasons why rooms should be carefully dusted and beds thoroughly aired and in brief show the principles which underlie the warfare on dust and foul air.

The lectures on home and school sanitation given recently by a member of the Club to the older students in one of our colleges were so arranged as to present many hints which could be practically applied to any department of philanthropic work. It is needless to dwell on the more evident phases of this subject. All who have had any
active experience in helping to uplift the poor and degraded classes must realize how mighty a weapon is some knowledge of hygiene and sanitation. Indeed it seems at times hopeless and useless to expend effort except on purely physical conditions as a basis at least for further work.

The constantly growing insight which the members of the Sanitary Science Club are gaining into some of the social problems of the age leads them to emphasize the value of this study and to urge other college women to share in their interests.
I have thus far called your attention to proposed modifications in the college education of women which are distinctly negative in their character, as far as women are concerned, if my impression is correct that, in the public utterance of their advocates, the keynote has been the welfare of young men. If perchance it should be claimed that through such measures there will be gain to women as well as to men, I would emphatically deny both assumptions. Future gains must rest in the first place in throwing wide open to women every portal of learning. In the intellectual realm there should be no sex consciousness or bondage. If a woman's greatest intellectual strength and joy lead her to mathematics or philosophy, let her walk freely thither, unhampered by questionings as to conventions. If a man feels within himself a sense of power and delight in the artistic realm let him also walk steadily on to the
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OFFICE OF THE DEAN OF WOMEN

The University of Chicago
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Chicago
fullest development of his powers.

It may be thought that women have now this intellectual freedom, but they have not. As I sit at my desk or by my friends and talk with women, sometimes on the threshold of life and sometimes with years of experience behind them, I am often painfully conscious of the disappointments and sacrifices which the social and academic standards of our time impose and I long to raise my voice for true intellectual liberty for every one of these young minds. There will not be many who will wander far from the conventional road—the few who do will work no harm to the world. I am indeed convinced that the world is often the poorer for the limitations it imposes. I would urge as a further gain that we keep in mind the fact that men and women are more and more to do the work of the world together, not separately. Women are taking a constantly larger part in the great social and industrial activities of mankind, men and women together are responsible for the family and the
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home. There will be no gain in giving them separate points of view. They will work with harmony and power toward a common good when training and discipline have been received by them through learning and thinking and discussing in intellectual companionship.

Looking now to the more positive gains to be made I would suggest first some modifications in the curriculum which will recognize the changed conditions in our social system and consequently the new body of knowledge which the college trained woman needs. In doing this I beg not to be misunderstood in regard to the value of the older body of knowledge which formed for so many years the major part of the college curriculum. The classical and philosophy will always tempt the scholar, will always be recognized as means of intellectual, yes even spiritual enrichment, and if the intellectual freedom for which I have pleaded is granted there will always be women ready to drink deep at these springs of human culture. At this time I can
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Office of The Dean of Women

The University of Chicago
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Chicago
but briefly indicate the lines which the modifications I have in mind would follow. The college course is for liberal, not for professional or technical training. This does not mean however that the body of knowledge used as the medium for training shall have no relation to the life interests of the student. It may be admitted that the majority of women will use their training in the administration of the home and the care of children. The changes in the industrial and social system which have come about in recent years have completely revolutionized the form of woman’s activities in the home, and the changes in hygienic theory and practice and in educational agencies have wrought signal modifications in the bringing up of children. I know that there are many who doubt and some who scoff, especially among those who direct the policy of the women’s colleges, but I am sure that some of the gains in human knowledge in this
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direction which have come to us in recent years can be used both for liberal culture and later for the welfare of the home and the family. Moreover all these changes mean that the woman in her home is no longer isolated. In all her activities, the purchase of food and clothing, the construction of her house, the disposal of wastes, the care of contagious diseases, the hand of the state rests upon her and the well-being of the community is largely in her keeping. I would therefore urge that courses in economics, in civics, in law of property and of person be more freely offered to those who care well to use them, as they may well be, both as a means of culture and as resources for future usefulness. We do not yet fully realize that the time when Sovereignty expressed itself through physical force has nearly passed and that in the new order in which Sovereignty will rest on voluntary intellectual, social and moral effort, the part of women will be at
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least as great as that of men. I am anticipating with much pleasure the conference of this afternoon and I shall note with interest the place given by the distinguished speakers to women in the development of civic conscience and national ideals. The American college must be true to its trust, must rise to its opportunity, and give to a needy world not only brave, strong young leaders, but troops of men and women in the ranks who shall champion in these coming years the substitution of right for might.

I must pass by with bare mention the gains which I think are needed through a more intelligent and general use of material resources for physical health and for domestic and social training. Our physical training departments, our gymnasiums and athletic fields, our halls of residence and all our social machinery should be used far more effectively than they are.

The final point which I wish to emphasize
is that after all the great need of the college to-day is rather a matter of method than of curriculum. The effort to make education a process of gaining mastery over facts has led to what has been aptly called "mental astigmatism." What the college youth of to-day need is a process of gaining mastery over themselves. The general conditions of American life, the decay of parental authority, the disappearance of the "chore," as President King has so wisely pointed out, the liberty running even to license which pervades many homes and schools, are conditions which account for the fact that youths and maidens who go to college are often characterized more by frivolity than by seriousness of purpose. They go openly and avowedly for a good time." They and their parents talk as if these years in college from 18 to 22 were a respite granted to a convict before entering upon a term of penal servitude, instead of years to be spent in training intellect and character, all daily life to the learning to order the highest ends. However
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much the College may charge the schools and the homes with the responsibility of turning out students marked with mental and moral flabbybness rather than with capacity for sustained and well-directed effort, the College is not doing its part to set matters right and remodel this plastic material. Faculty and friends eagerly present the gay and the social side of college life, sports and pastimes rather than libraries and laboratories are often used to allure, the standard "good time" is frequently that of the inexperienced and uncultivated, college esteem is granted on a basis of social boisterousness, and morals and manners are judged by the measure of the phrase "boys will be boys" and "girls will be girls"—these boys and girls whose grandfathers and grandmothers at their age were carrying heavy responsibilities in the home and the community. The college I maintain is largely to blame that there is a growing doubt in the public mind as to the value of this great educational machinery which turns out so many weak-
lings. The evil is greater among young men than among young women. In my own institution there are four men reported for poor work to one woman. But the tendency exists and must be checked. I am sure that much of it is fictitious. A young woman often would take more pleasure in doing her college work than in going to a dance or a sorority meeting, a young man under the pressure of public opinion cuts his recitation for a football rally, and all this in the name of college spirit or an effort to be popular or to try to meet the standard for a "good time" which is recognized by college sentiment.

Wealth of resources and equipment, enlargement of the curriculum, inaptitude of the teaching force, these are not among the gains needed in the college education of women. Greek studied in the right way will make a better housewife than dietetics or child study badly taught. The acquisition of
mental and moral power, of standards of beauty, of generous conduct, of sense of civic responsibility, of social efficiency, of simple and honest living, these rather than the more adventitious aims which have been of late creeping into college life must be fostered in the college education of women.
women might be very valuable to those who are looking, as I have said, to the work of extension representative in Home Economics. This plan would be similar to the plan now being used by many of our land-grant colleges in giving city boys farm experience with accredited progressive farmers during the summer vacations. I do not know that anything just exactly like this has been attempted, but I am certainly interested in the experiment and I am, further, sure that a great many of our girls that are being graduated from departments of Home Economics are woefully inexperienced so far as the practical side of running homes is concerned and also in regard to the needs of extension workers when it comes to talking to women who have been in charge of homes in the country for many years.

A STUDY OF STUDENT DIET
MARION TALBOT
Dean of Women, University of Chicago

There was published by the University of Chicago in July, 1894, a little pamphlet entitled Food as a Factor in Student Life. It has been for some years out of print, but there are so many calls for it that a reprint in condensed form seems desirable. The study is of present interest not merely from the historical standpoint, but because the methods and principles it sets forth are suggestive and sound even after the lapse of over twenty years.

The study was the result of an experiment undertaken at the time of the opening of the Women's Halls of the University of Chicago. The carrying out of the experiment was entrusted to the Deans, Mrs. Alice Freeman Palmer and Miss Marion Talbot, with Mrs. Ellen H. Richards, of the Massachusetts Institute of Technology, as expert adviser, and Miss Maria Daniell as manager. Their efforts were ably seconded in a technical way by Miss S. E. Wentworth, of the New England Kitchen, Miss Antoinette Cary, Mrs. Biggers, Miss Knapp and Miss Yeomans. A large measure of the success of the plan and its establishment on a firm foundation was due to the Heads of the Houses, Miss Myra Reynolds, Miss Elizabeth Wallace, and Miss F. C. Brown.

The report begins with a presentation of the Social and Domestic Conditions of the Investigation introduced with the following paragraph:
It has seemed fitting to many students of sociology that there should be exemplified in some college or other educational institution the possibilities of healthful physical and mental life, as they have been made known by recent advances in both social and physiological science. Under the auspices of the University of Chicago, a practical study of the subject has been made. Its results seem of sufficient value and interest to warrant the presentation of a brief account of them.

After a brief description of the fundamental principles of nutrition and a protest against the prevalent disregard of human dietetics in connection with the life of students, the report continues as follows:

It was the privilege of the University of Chicago to take the first step toward remedying this condition, undaunted by the evident difficulties which, owing to the apathy of the community in regard to such matters, seemed almost insurmountable.

To make the experiment in a college was eminently suitable, and as young women are proverbially more exacting and critical as to the table than young men, and at the same time more conversant with household matters, it was quite appropriate to make the first trial in a women's dormitory.

The conditions existing at the University of Chicago were very favorable for an experiment of this kind. The authorities were in sympathy with the movement and the students coming from all parts of the world formed a cosmopolitan community.

Three well-appointed, adjoining buildings, each providing accommodations for about forty students, were ready or nearly ready for occupancy. Each hall had its well-equipped dining room and serving room. Supplementary cooking apparatus only was placed in the two end buildings, the central kitchen, in which the bulk of the cooking was done, being placed in the central building, Kelly Hall. From this the food, ready cooked, was carried to the dining rooms. To these were admitted only the officers and students living in the houses and their guests or the guests of the University.

It was also at this time possible to secure not only the apparatus used in the widely known Rumford Kitchen at the World's Fair but also the invaluable services of its manager.

The three halls were organized with the aim in view of establishing healthful mental and physical life for the 100 or more women who should live in them. In order to help secure the latter end, it was decided to provide a limited variety of food of the best attainable quality, prepared in the best manner, and selected so as to give sufficient nutriment in the right
proportion. The low sum of three dollars and a half per week was the price tentatively fixed for board, in the hope that the advantages of life in the halls might thus be made possible to a large number of students. This theoretical plan was held very elastic in order to make it possible to adapt instantaneously the results of the study to the existing conditions. A working scheme having been established, it was hoped that the details might give others a basis for further accomplishment.

The time assigned to the experiment was from October 1, 1893 to April 1, 1894. Owing to delays in obtaining possession of the halls, and to the difficulty in securing workmen or service during the last month of the World's Fair, the whole plant was not in full working order until nearly the end of the first quarter, so that in reality, the plan as perfected was in operation only three months. During that time the average number of students occupying the halls was 106.

The entire staff of service for the three halls included, besides the director of the experiment, three housekeepers—one for each hall—two indoor men, three cooks, one kitchen maid, seven waitresses, seven chambermaids, one scrubbing woman, one laundress, twenty-five persons in all.

The life in the Women's Quadrangle began without any fixed traditions save those which had been forming gradually while the women students were temporarily residing in an apartment house during the first year of the University.

It was the desire of the Deans that the new life should have as far as possible the simple quiet attractions of a home, and be freed from the objectionable features of an ordinary students' boarding house. Hence it was attempted to adopt the standard of living which prevails in good American homes, and it was deemed an economy of mental power, as well as of physical strength, to secure the relief of the students from duties which could be performed by others. The saving of time and potential energy which was thus effected, although involving considerable outlay for service, was believed to outweigh the advantages which have been claimed for domestic work done by students themselves. The possibilities of the social side of the life were not overlooked. An element of educational value is added to a college home when hospitality may be extended with freedom and ease, and in the new University the contribution of the Women's Halls to the general social life seemed of significance, apart from the direct benefit to those partaking in it. At best the life of any student living in a dormitory has a monastic tinge, a selfish or self-absorbed side unfavorable to the best development of character. Provision was therefore made not only for the occasional entertainment of guests privately, but for weekly receptions to members of the University and their friends, the
expense of which should not be met by any special tax, but which should be included in the general price for board. This hospitality increased the expense of service far more than that of food, and it should be taken into consideration in comparing the cost of this experiment with that of any other institution.

To secure this amount of service and this freedom and dignity in the dining rooms for the limited sum of three and one-half dollars a week would have been difficult with full numbers of paying members and with years of experience; with two-thirds the maximum number and with little or no precedent, it was not an easy task. It was evident that the outlay for food materials must be kept as low as possible, but it was believed that inexpensive food, if it were at the same time wholesome and nutritious, would be eventually, if not at first, acceptable to the majority, provided that it could be made perfect of its kind, and could be served attractively. Special attention was therefore given to the choice of table ware, to the quality and freshness of the table linen, and to serving the food in courses and so quickly that it would be quite hot on reaching the table. The closest attention was paid to securing the greatest attainable digestibility of the food material by means of the best known methods of cookery. It seems to be true that for this purpose a low degree of heat applied for a greater length of time is in general more effective than a high degree applied for a shorter time; hence the largest part of the cooking has been done with apparatus designed according to this idea. Coal, gas, steam and kerosene were all used as fuel, each in the most efficient form.

It is, however, true that even the best methods of cookery will not always make an article of inferior grade equal to one of superior grade; therefore special attention was given to securing the best quality of the food material bought. Even after the standard of quality was once set, constant vigilance was needed to maintain it, as is the common experience. Excellent cold storage facilities added greatly to the possibilities of economical buying at wholesale rates.

The financial results were very satisfactory. By unremitting attention to every detail of expenditure and administration, the income was made to meet the entire cost of the experiment, although it had not been thought probable that, in addition to the current expenses, the extra items of the cost of the inauguration and the salary of the director of the experiment could be met within so short a time. These last expenses once incurred will not be needed again, and the sum thus saved can go in future for greater variety in food, repairs, replacement, etc.

Since detailed records were kept of each item and of the time of service required for each part of the work, it has been possible to gain valuable information for future use.
For instance, the following facts were learned as to the apportionment of the $3.50 received per week, per person:

| Description                              | Amount  
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<td>For food</td>
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<td>For condiments, tea, coffee.</td>
<td>0.105</td>
</tr>
<tr>
<td>For food for servants.</td>
<td>0.385</td>
</tr>
<tr>
<td>For cooking food</td>
<td>0.35</td>
</tr>
<tr>
<td>For serving food</td>
<td>0.50</td>
</tr>
<tr>
<td>Extra service in cleaning, laundry, and small expenses</td>
<td>0.39</td>
</tr>
<tr>
<td>For expense of inauguration</td>
<td>0.18</td>
</tr>
<tr>
<td>Balance reserve for depreciation of equipment</td>
<td>0.05</td>
</tr>
</tbody>
</table>

$3.50

The scientific results may be summed up as follows: The family was well fed, having, after all allowances for waste and refuse, a ration of equal food value to that furnished to the American soldier, if the relative weights of the man and woman are taken into consideration. The proportion of the several ingredients was also closely corresponding to the theoretical.

An additional proof of the sufficiency of the food was the fact that nearly all of the students gained in weight and in general physical condition, and were able to work with less headache than usual, in spite of the fact that fundamental principles of right living were occasionally ignored, as is unfortunately too frequently the case when the liberty of the individual is unrestricted.

In order to indicate the liberality of the diet, there is given in the following pages a comparison of the quantity and cost of each class of food with that of the most economical dietary known to us, that of the Normal School and Business Institute at Valparaiso, Indiana, kindly furnished by Mr. O. P. Kinsey.

Many other results of value from a scientific point of view might be deduced from the tables, notably the large proportion of food purchased which never reaches the table, and the large proportion of that so prepared which is not eaten.

This is due in part to the method in vogue in the market of selling without trimming, so that each household has much garbage, in part to careless ways of providing, and in part to the fact that service costs more than food, and that it is cheaper to lose one-third of a bushel of potatoes by paring than to pay for careful peeling.

As to the readiness with which the students accepted the diet, there is less assurance of complete success. So many people are in the habit of finding fault with whatever food is provided, and expect, usually with good reason, to have a choice of a dozen dishes, out of which number one or two may suit, that it would be unreasonable to expect that a simple, nourishing diet, known to be of low cost, would be entirely pleasing to every one, especially in a household made up of people used to the most varied stand-
ards of living. It is not too much to say, however, that while a few of the college women failed to enter into the experiment with sympathy, the general body of students were pleased, and made frequent expressions of their interest and approval.

The first series of tables gives in detail the quantities and prices and nutrients of the food material purchased and sent to the kitchen and shows that each person fed was furnished with five pounds of food per day at a cost of twenty-five cents and with nutrients, after deducting actual wastes, of 108 grams protein, 102 grams fat, and 381 grams carbohydrate and 2953 calories per day. It may be readily believed that these results proved somewhat startling.

Table III gives bills of fare for a period of three consecutive weeks. These are presented with a view to showing the variety secured and the daily apportionment of expense. The proposed limit of expenditure was fixed at $29 per day, or $0.223 per day per person for 130 persons fed. Any sum spent in excess of this on one day was necessarily offset by the choice of some less expensive articles of food on a following day. After some careful study it was learned that nearly the same amount of certain articles (constants) was used daily. Their value (13.51) deducted from the day’s appropriation of $29 gave the sum to be spent on variables.

It will be noted that the season when these bills were given, i.e., March, is one when it is difficult to secure much variety. With the advance of spring many articles can be procured which add to the variety and relish.

The constants furnished daily were:

<table>
<thead>
<tr>
<th>Item</th>
<th>Quantity</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 lbs. butter</td>
<td></td>
<td>$3.50</td>
</tr>
<tr>
<td>Coffee, cocoa, tea</td>
<td></td>
<td>1.50</td>
</tr>
<tr>
<td>15 lbs. sugar</td>
<td></td>
<td>0.75</td>
</tr>
<tr>
<td>12.5 lbs. flour</td>
<td></td>
<td>0.25</td>
</tr>
<tr>
<td>24 gals. milk</td>
<td></td>
<td>4.32</td>
</tr>
<tr>
<td>1.6 gals. cream</td>
<td></td>
<td>1.14</td>
</tr>
<tr>
<td>25 loaves home-made bread</td>
<td></td>
<td>1.25</td>
</tr>
<tr>
<td>10 doz. rolls</td>
<td></td>
<td>0.80</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>$13.51</strong></td>
</tr>
</tbody>
</table>

Table IV shows one day’s food calculated to determine the amounts and proportions of the various constituents and their comparison with the general average.

Table V is a comparison of a school dietary with the University of Chicago dietary. Several significant and interesting facts are shown
by an examination of this table and a comparison of a wholesome and sufficient dietary of a school in Indiana, where 600 students were boarded at $1.40 per week, with that of the University of Chicago, where 106 students were boarded at $3.50 per week. One source of advantage on the side of the school is that a much larger number of persons are fed and certain expenses are proportionately reduced. In the second place, very little service besides student help is furnished at the school, and a large item of expense is thus removed. Another difference is seen in the substitution at the school of cheaper foods, such as cereals, vegetables, syrup, and butterine, for meat, cream, fruits, and other more expensive foods, though the actual amount of nourishment furnished was practically the same in both cases.

**TABLE V**

<table>
<thead>
<tr>
<th></th>
<th>QUANTITY PER PERSON PER DAY</th>
<th>PERCENTAGE OF TOTAL COST OF EACH ARTICLE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Indiana</td>
<td>Chicago</td>
</tr>
<tr>
<td>Beef</td>
<td>0.476 lbs.</td>
<td>0.442 lbs.</td>
</tr>
<tr>
<td>Other meats</td>
<td></td>
<td>0.401 lbs.</td>
</tr>
<tr>
<td>Fish</td>
<td>0.119 lbs.</td>
<td>0.052 lbs.</td>
</tr>
<tr>
<td>Flour and grain</td>
<td>0.785 lbs.</td>
<td>0.437 lbs.</td>
</tr>
<tr>
<td>Potatoes</td>
<td>1.085 lbs.</td>
<td>0.680 lbs.</td>
</tr>
<tr>
<td>Vegetables (other than potatoes)</td>
<td>0.490 lbs.</td>
<td>0.219 lbs.</td>
</tr>
<tr>
<td>Beans</td>
<td>0.057 lbs.</td>
<td>0.015 lbs.</td>
</tr>
<tr>
<td>Milk</td>
<td>0.666 lbs.</td>
<td>1.295 lbs.</td>
</tr>
<tr>
<td>Cream</td>
<td></td>
<td>0.120 lbs.</td>
</tr>
<tr>
<td>Sugar</td>
<td>0.135 lbs.</td>
<td>0.140 lbs.</td>
</tr>
<tr>
<td>Syrup</td>
<td>0.095 lbs.</td>
<td>0.017 lbs.</td>
</tr>
<tr>
<td>Butter</td>
<td></td>
<td>0.089 lbs.</td>
</tr>
<tr>
<td>Butterine</td>
<td>0.119 lbs.</td>
<td>0.014 lbs.</td>
</tr>
<tr>
<td>Dried fruits</td>
<td>0.171 lbs.</td>
<td>0.090 lbs.</td>
</tr>
<tr>
<td>Fresh fruits</td>
<td>0.259 lbs.</td>
<td>0.508 lbs.</td>
</tr>
<tr>
<td>Canned fruits</td>
<td></td>
<td>0.022 lbs.</td>
</tr>
<tr>
<td>Tea, coffee</td>
<td>0.026 lbs.</td>
<td>0.020 lbs.</td>
</tr>
<tr>
<td>Cocoa, chocolate</td>
<td></td>
<td>0.006 lbs.</td>
</tr>
<tr>
<td>Eggs and cheese</td>
<td></td>
<td>0.043 lbs.</td>
</tr>
<tr>
<td>Unclassified groceries</td>
<td>0.095 lbs.</td>
<td>0.020 lbs.</td>
</tr>
</tbody>
</table>

Table VI presents a number of standard and actual dietaries for comparison with the one which had resulted from the experiment.

Table VII shows that the amount of waste usually allowed, viz., 10 per cent, is much less than the actual amount usually is.
The pamphlet closes with a bibliography.

It was followed by a brief article published in the *Review of Reviews*, March, 1896, which gave some conclusions and suggestions from a comparative study of the results obtained later in the course of the experiment. It was found that, (1) the actual weight of the food supplied was greater per person, (2) the cost was less, (3) the nutrients were somewhat higher, though not proportionately so. The error in the popular belief that the amount of nourishment obtained is measured by the amount of money spent for food was clearly shown.

It seems unfortunate that in spite of the wider knowledge of dietetic principles which prevails at the present time, this early example of the practical application of scientific theory still remains almost unique in educational institutions.

**DICKENS, AND THE FACTS ABOUT SCHOOL DIET**

An article,¹ by F. Mulgrew, in one of the English magazines, based on contemporary newspaper correspondence, accounts of former scholars, and the master’s correspondence which recently came to light, describes a small English school of the first decade of the nineteenth century. This school seems to have been a fair example of Yorkshire schools, like Dotheboys Hall, which Dickens brought to attention with such effect, in Nicholas Nickleby. The school in question had the attractive if undeserved name of “Eden Hall,” and was in the North Riding of Yorkshire. It began business in 1806 and was at first owned in partnership by Mr. Aislabie and Richard Robinson, the latter a salesman for a cotton firm who combined business by traveling through the north of England, selling cloth and canvassing for pupils. Later Aislabie became sole owner.

The first paragraphs quoted are from a newspaper advertisement of 1806 or a little later:

**BOARD AND EDUCATION**

**MR. ROBINSON, MASTER OF THE GRAMMAR SCHOOL,**

*Bowes, North Riding of Yorkshire*

Being permitted by the Trustees of the same, to take a limited number of Boarders, avails himself of this opportunity of submitting his terms to

Moral and Religious Influences as Related to Environment of Student Life

Dormitory Life for College Women

By

MARION TALBOT, LL. D.
Professor and Dean of Women in The University of Chicago

Pre-print from "Religious Education", the Journal of the Religious Education Association, April, 1909
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There travels about the country from time to time, a group of men consisting usually of the president of a college or his personal representative, the leading member of the board of trustees, who is frequently a successful business man and a benefactor of the institution, and the official architect, who has recently completed a chapel or a chemical laboratory. No woman is a member of the group. Their function is to inspect women's dormitories with a view to securing data and suggestions on which to proceed in the erection of a woman's dormitory for their own institution. Their inquiries follow these general lines: How many girls do you accommodate in a building, how many sleep in a room, is an elevator necessary, is laundry work furnished, what rental do you charge, do you provide closets or wardrobes, at what time are the lights put out, what furniture do the rooms have?

The usual conception of the dormitory is so mechanical and its administration so frequently thought to be a matter of rules and restrictions that it is small wonder if, when a new woman student is asked if she intends to live in a university hall, she replies, "Oh, no, I shouldn't think of living in the dormitory. I have had enough of discipline and herds of women, and must live with greater regard to my own personal needs."

The problem of the dormitory contains many more features touching on the inner life of students than the architect, the financier, or even the administrator ordinarily recognizes. The very use of the term "dormitory" shows how little conception college authorities have of the real function of a building in which the student is to receive some of the most profound and lasting impressions of her whole college life. It may be for sleep, it may be for shelter, but it has many other needs to meet, and it should be adapted to those other needs also, and the activities which go on in it should be such as will enrich the nature and develop the character of those who live within its walls, as well as correlate the discipline of the class-room with the demands of life. The framework of the body is of importance only as it serves for the expression of the spirit that occupies it.
essential. For the birthday party, the entertaining of a mother or visiting friend, or the celebration of some event of interest to a small group, opportunities for special luncheons, dinners or teas should be provided, and equipment for light cooking, more convenient and more safe than the chafing-dish, may be the means not only of great enjoyment and comfort, but of real and valuable training.

In connection with small social and hospitable ventures of this kind there is opportunity for the discussion not only of the unimportant conventionalities, such as forms of invitation and proper methods of receiving guests, but of the more important questions of the chaperonage necessary when the gatherings include both young men and young women, the occasions on which supervision is desirable and the ways in which they may meet with assured freedom because of the certainty of adequate protection under a control which is largely the expression of the public opinion of the group. Men and women may thus have opportunities to meet simply, even frequently, without the feeling of sex-consciousness which is often aroused solely because of arbitrary prohibitions.

A corporate interest in some charity or in the different official affairs of the institution or of the student body, calling for representation, gifts, or business co-operation, is still another means of useful training which should be developed in the hall. A simple illustration may be given. On the marriage of a maid servant known to several generations of college students, a conference is held to discuss plans for making her a wedding gift. This means not merely raising the necessary fund and making the purchase, but considering her needs and choosing the gift in accordance with her preferences and the circumstances in which she will be placed. Though seemingly trivial, this experience may serve to give each one sharing in it a more appreciative and intelligent understanding of people whose interests ordinarily differ from her own.

Another way in which the moral power which comes from cooperation in a common interest may be secured is through the discussion and formulation of house customs, and the determination of such details as the hours during which quiet should be maintained or the way in which Sunday should be observed. Responsibility for the order and attractiveness of the social rooms, for needed repairs and for the maintenance of a reading-room may be properly shared by the group. Conferences in regard to the renovation of furniture or decorations may serve a useful purpose, while an organized movement to secure needed improvements or additions to the furnishings, such as vases, lamps, or books, may be encouraged occasionally for the influences it fosters.
But the family does not fulfill its sole function when it trains its members to contribute to the efficiency of a larger group. There must always be a place in the family for the development of individual powers. So, too, with the college hall. Not only should it serve to make each individual a more efficient part of a larger whole, but it should afford an opportunity for the growth of those moral attributes which should mark human relations whenever one individual comes in contact with another. Persons living in isolated independence, a condition which theoretically has many attractions, lose the chance to gain breadth of view, tolerance of opinion, kindness and generosity in act and in word, afforded by residence with others. It is a familiar fact that illness or sorrow or perplexity always arouse a spontaneous and unlimited spirit of helpfulness, and opportunities for its expression occur frequently and under many guises in a large household of women. Looked at from another point of view, the intimacy of this corporate life might be held to be a disadvantage as tending to curiosity, impertinent comment or gossip, but the diversity of occupation and interest of a mixed student body renders this result highly improbable.

In a residence hall directed by an educational institution, physical and aesthetic conditions may be effectively controlled, and it is not too much to claim that their ethical value is so great as to justify their careful consideration by competent authorities.

It might be inferred from what has been said that the argument from economy has no place in this statement of the function which a college home should perform. Quite the contrary! While it is true that such educational returns cannot be secured without cost, there is real economy in the investment, or, to put the statement another way, there is great waste in failing to make the investment. This investment means meeting the expense of the architectural, domestic and social devices which make practicable on the impersonal side all the conditions suggested, and the provision of wise and sympathetic leadership, by which the discipline gained in the class-room, the library and the laboratory may be made a part of the daily living of every individual.

Not to make it, means the failure to provide just the opportunity to acquire that power of expression, that facility in social intercourse, that ability to meet situations of an unusual and unexpected character, that dignity and poise, which insure that the intellectual and scholarly results of the academic experience will be made available in full measure.

Whether these influences will be completely realized or not will depend largely on whether the intellectual interests which are the basis for this collective life are given opportunity to contribute to the life of the student. If in any institution the women have less than full recognition in the intellectual privileges, if there are
not women in faculty and administrative positions of high rank, if the attitude either of faculty or of men students towards the intellectual life of the women is patronizing instead of friendly, neither college hall nor any other device can make good the damage so wrought. Freedom in the generous restraint of family life can contribute to intellectual self-respect, it can never be a substitute for the self-control and dignity growing out of the realization on the part of the individual that she shares with full and equal freedom in the intellectual wealth of the group of which she is for the time a member.

No claim is made that results of great value often analogous to those described may be not secured in the private boarding house or the sorority headquarters, and in many institutions which have failed to realize their opportunity in this direction these substitutes have been of great service; but the assumption of this duty by the college is of course the only way in which the enjoyment of these privileges can be assured to any considerable number of the student body, and particularly to those who are most in need of it.

It is to be hoped that what has been said justifies these suggestions in the presence of this particular body. Just as in the daily life of the home, the principles not only of right living, but of righteous living, must be translated into terms of habit, so in the college substitute for the home, there must be large opportunity for fine appreciation of the rights of others, delicate feeling for the needs of others, and an ever-widening sympathy, not only with the truths of nature and the facts of history, but with the frailties and the aspirations of human nature. It is from the natural relationships and problems of simple every-day life that may be secured the fine democracy and social power demanded of the educated woman of today.
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An obvious starting-point for the presentation of the subject is the fact that for the greater part of four years the college hall furnishes to the woman student nearly all that she has of home life. These college years are precious years in a woman's life. Quite as much as previous years, they serve to establish standards of conduct, of principle, of social efficiency, of appreciation, of discrimination, of moral power, and, because the family and the home are the most effective agents in these forms of education, it is essential that the college hall, in which the woman student spends a large part of her time, should be organized as much as possible like the family and the home.

It should also be noted that, side by side with the present-day questionings concerning the effects of modern conditions on the home and the family, there is a deepening realization that the fundamental principles of these institutions are essential for the well-being of the individual and of society, and that their permanence will depend very largely on the position of women and the attitude of women toward them. For the sake, then, of the home and the family, those features of social and domestic activity which characterize institutional life must be reduced to a minimum in the college residence, even though it may be impossible to eliminate them all. The student during these college years should be kept under influences which will later make her shrink from those aspects of organized living which involve the sacrifice of the real functions of the home. The boarding-house and the hotel, the rented furnished house, and the yearly moving do not furnish proper means of expression for those principles which characterize the family, and the college woman must learn through her own experience to place a right value on them.

Before outlining the ways in which the methods and ideals of the home can be worked out in the college hall, I would say a word as to the human material to be dealt with. It is a body of eager, teachable, well-meaning, responsive women, no longer girls, entering with enthusiasm upon a great new experience, ready to make the most of their opportunities and characterized by those qualities of intelligence, adaptability and alertness which distinguish the American woman. In these respects there is no difference between those who come to the college from the East, the Middle West or the Pacific Slope. Everywhere, of course, there are occasional exceptions, the giddy, the flirtatious, the vulgar, but they are so rare and unimportant that they need not be considered as a class. Their omission from consideration as a factor in the problem leads to their disappearance. Any system, social, domestic, or educational, in the college which is based on their needs or on the assumption that they exist in considerable numbers is bound to be a failure, not only for others, but for them. A system which will permit of individual treatment and
the speedy elimination of the obviously unfit and misplaced is the only proper system.

The first aspect of the family which should characterize the residence hall is corporate life. It should, as Professor Tufts says of the family, "afford an opportunity for training in those qualities of disposition and character which are essential to citizenship." Mr. Flexner's idea of the failure of the college to train a boy to be a member of an organized order with obligations and privileges is quite to the point here. The college hall is not at its best when, to paraphrase his words, it is "a mere mosaic of sharply accentuated personal units." The organization of the group living in the hall should be such, then, as to bring all into relation with all and to have all realize the privileges and obligations which must be recognized if the life is to bring adequate results. I do not mean by this so-called "student government." The term "government" seems to me to have no more place in such a group than it does in a well-organized family. There is no question there of government in all the countless details which make up the sum of the daily life. It is co-operation, mutual understanding, sympathy, generosity and thoughtfulness. In the crisis, the sorrow, and the problem, the greater experience and wisdom of the parents are drawn upon, and likewise in the college home there must be some authority or permanent directive power ready to act in emergencies and to guide the complex group. For complex it must and indeed should be, and there should never be any attempt to grade or classify students in assigning them to college homes. Older and younger, grave and gay, cultured and crude, experienced and immature, gathered in one group, mutually give and take in ways which react favorably for all if the right spirit prevails.

The means by which this corporate life may be developed and moral results secured from it are very simple, and again are such as characterize successful family life. One of the pleasantest and most effective is the exercise of hospitality. Here the whole household may be brought together, each member with a share in the preliminary preparations, each jointly responsible as hostess, and the occasion may be so planned as to afford opportunity for the use of individual gifts in music, acting, decoration, business arrangements, or social grace, and, what is still more important, to serve as a means of education in these directions for members of the group who have had little experience or training. Intra-hall social gatherings, large and small, also serve to bring out strong feelings of mutual interest and obligation.

The architectural features and domestic arrangements may be made to contribute largely to the success of this phase of education. Convenient, attractive and spacious rooms for social purposes, and a flexible system in the housekeeping department are
essential. For the birthday party, the entertaining of a mother or visiting friend, or the celebration of some event of interest to a small group, opportunities for special luncheons, dinners or teas should be provided, and equipment for light cooking, more convenient and more safe than the chafing-dish, may be the means not only of great enjoyment and comfort, but of real and valuable training.

In connection with small social and hospitable ventures of this kind there is opportunity for the discussion not only of the unimportant conventionalities, such as forms of invitation and proper methods of receiving guests, but of the more important questions of the chaperonage necessary when the gatherings include both young men and young women, the occasions on which supervision is desirable and the ways in which they may meet with assured freedom because of the certainty of adequate protection under a control which is largely the expression of the public opinion of the group. Men and women may thus have opportunities to meet simply, even frequently, without the feeling of sex-consciousness which is often aroused solely because of arbitrary prohibitions.

A corporate interest in some charity or in the different official affairs of the institution or of the student body, calling for representation, gifts, or business co-operation, is still another means of useful training which should be developed in the hall. A simple illustration may be given. On the marriage of a maid servant known to several generations of college students, a conference is held to discuss plans for making her a wedding gift. This means not merely raising the necessary fund and making the purchase, but considering her needs and choosing the gift in accordance with her preferences and the circumstances in which she will be placed. Though seemingly trivial, this experience may serve to give each one sharing in it a more appreciative and intelligent understanding of people whose interests ordinarily differ from her own.

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