PROPOSALS presented on April 16, 1917, by Dean Marion Talbot to the Women Students of the University of Chicago by means of which they may share in the defense and preservation of the Nation.

These proposals are based on the following principles:

1. The United States is at war and the losses and burdens inevitably entailed will fall most heavily upon women, upon whom also will rest in consequence a large responsibility for the conservation of the physical and human resources of the nation.

2. As the service "at the front" is now recognized to involve routine drudgery and irksome duties with little of the glory or excitement formerly associated with military life, so it must be remembered that the duties of the women may be in large measure humble and laborious, but must be performed in a spirit of loyal and patient service and in that spirit only will they bring their reward.

3. These tasks will not necessitate the neglect of more important duties and obligations.

4. The type of tasks has in view the fitness of women whose training has been primarily that of students preparing in general for teaching or domestic life.
5. The tasks offered are of different grades of severity and of capacity for expansion.

6. The tasks are varied in character to correspond with the different aptitudes of students.

7. The tasks are in general such as may be performed without interference with duties already assumed.

8. The tasks are such that the students may continue them on leaving the University and on taking up work in other communities.

9. The services which may be rendered are of value in times of peace as well as in times of war.

Registration for the courses for credit may be made with the Student's Dean and will be closed on Thursday, April 19.

The pledge, when signed, is to be returned to Dean Talbot, Box Q, Faculty Exchange, Cobb Hall, or sent by mail to Green Hall.

Details concerning these and other proposals will be posted on a special bulletin board in the entrance hall of Ida Noyes Hall. Special conferences and lectures will be arranged.

Additional copies of this statement may be procured at the Information Office, Cobb Hall.

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Pledge

Realizing that my country needs the loyal service of all its women, both now and in times of peace, I pledge myself to the tasks I have indicated on this sheet and I will undertake to perform these duties as conscientiously as if I were formally enlisted for military service.

1. I agree to make an effort to increase my physical strength and vigor.
2. I agree to help some young person to increase his physical strength and vigor.
3. I agree to wear a costume adapted to my occupation, avoiding waste and display.
4. I agree to promote economy in food supplies by (a) the observance of rational economy in my personal use of food; (b) organizing groups of women for the study of food economy.
5. I agree to foster the proper use of foods by learning how to prepare them.
6. I agree to aid in increasing the food supply by (a) personally cultivating a plot of land; (b) helping to organize groups of children to plant gardens in unoccupied lots.
7. I agree to take an active part in some organized movement for the prevention of infant mortality.
8. I agree to take an active part in a child-welfare agency.
9. I agree to inform myself as to approved methods of school nursing and to do all in my power to introduce this means of conserving the health of children into the schools of my community.
10. I agree to help provide for the children and dependent members of the family of a man or woman “at the front” in war or industry.
11. I agree, realizing that vice and alcoholism in increasing measure accompany war, and believing that future generations should be given by birth the best in health and mind that ethical living among men can bestow, to urge that marriage should take place only among those who can show that they are free from any disease which may be transmitted to future generations.

12. I agree to establish friendly relations with persons whose families came to this country more recently than mine, and in this and every possible way to help promote a feeling of international sympathy.

13. I agree to study the various proposals which have been brought forward for the establishment of a Society of Nations and organized common peace and to do all in my power to build a new social order based, not on mutual distrust and selfish competition, but on confidence and good-will, upon the spirit of service and co-operation.

14. I agree, provided my scholarship and health are adequate, to register for one of the following courses, each to count as a half-major, and taken without fee:

I. Household Administration 30: Social Service in War Time.—Assistant Professor Breckinridge, Miss Bird, and Assistants. ½ Mj. Monday, 4:00–5:50. Field work to be arranged.

II. Home Economics 50: Food: Conservation and Production.—Assistant Professor Van Hoesen and Assistants. ½ Mj. Monday and Wednesday, 4:35. Laboratory to be arranged.

III. Physiology 5: First Aid.—Professor Carlson, Dr. Young, and Assistants. ½ Mj. Monday and Wednesday, 4:30 to 6:00.

To be signed and sent to Dean Talbot if possible before April 21, 1917.

Name

Home Address

Chicago Address

Registered in Junior College, Senior College, College of Commerce and Administration, College of Education, Law, Medicine, Graduate, Divinity, Unclassified. Check School or College in which registered.)
Dr. Kelly has asked me to speak on any phase of the subject, College Objectives and Ideals, which might appeal to me. It is natural that I should choose one relating specially to women.

When I was a little girl I went to a school whose teacher of history had the theory that the earliest known history should be taught first and then down the ages to the present time. I never got further than Nineveh and Babylon. I will try and do a little better than that tonight even tho I begin by recalling a few chapters of ancient history drawn from the period of my girlhood. In those days the intellectual achievements of their boy friends who went to college did not seem to many girls beyond their own powers. In Boston, however, there was no provision in the public schools for a girl to be fitted for college. I had to be privately taught. My mother was chiefly responsible for the establishment of the Girls Latin School in Boston and my younger sister was one of its first pupils. A friend of mine was the first girl to take the Harvard entrance examination a feat which caused great excitement. She is still living, and from my point of view not terribly old. But the wheels began to move fast and then came a series of dire predictions of the disasters which would follow giving girls an opportunity to train their minds. The first objection—that they hadn't any minds to train—was a bogey which experience soon proved harmless. Then came Dr. Clarke's book "Sex in Education", claiming that the sex would be ruined physically if girls were put under such severe mental strain as the boys in college were subjected to. It was soon recognized that the exercise of the mind is an essential factor in health. Then came the cry that women would be made mannish or possibly worse still unsexed. (Mrs. Hadley.) It has been rather amusing to recall these views in recent years when various attempts have been made to give men a fair chance by segregating them in the class room, closing Phi Beta Kappa to women, setting limits to the number of women who may receive collegiate training—when the influence of women is given as one explanation of defeat in athletics. I need not go on. Such as they were those problems do not concern us today, except to bring into relief present day problems. Let us pass over the years—few they seem to me—and see what the situation is today.

and to encourage those of us who are tempted to be discouraged by the slow rate at which academic recognition is given to women.
Dear [Name],

I hope this letter finds you well. I am writing to inform you that I will be moving to [New Location] next month. I have been given a job as a [Job Title] at [Company Name], and I am very excited about the opportunity.

I know that this is a big change for me, but I am looking forward to it. I am sure that [New Location] will be just as wonderful as [Old Location], and I am looking forward to exploring it.

I appreciate your support over the years, and I am grateful for the memories that we have shared. Please let me know if there is anything that you need me to do before I leave.

Thank you for your understanding, and I look forward to hearing from you soon.

Sincerely,

[Your Name]
I want to speak briefly of two problems. The first is College Objectives and Ideals for women as affected by the clashing claims of marriage and of professional life or economic independence.

An investigation of American Colleges made not long ago by representatives of the Y. W. C. A. revealed to them the fact well proven to those of us who are in close contact with young women that everywhere large numbers of young college women have two distinct and seemingly irreconcilable aims before them. They wish to marry and have children and they wish to be economically independent. When they think of marriage they confuse it with housewifery and they have had enough chance to observe well organized business to recognize the waste and inefficiency and drudgery which often characterize the American home. Moreover, the financial side of domestic life is not alluring. They are too familiar with the dole system and the devious methods by which money is secured for even necessary household expenses, while the personal purse fares even worse. So over against the satisfaction of marriage and motherhood it is easy to place those of a professional or economic service which will not only give scope for special gifts and training, but give them financial independence. You may say that it is not the business of the college to meet this situation, but of society at large. I think, however, that there is much that the college can do both directly and indirectly to reconcile this seeming antagonism of interests and thereby render a real service.

First there should be a much franker recognition of the importance to the national welfare of sound family life than there now is. Instruction in economics, sociology, hygiene and ethics may well lay greater emphasis on training for the maintenance of that great social institution the family. You can see I think the implication that there is much more involved for men than providing an income if they are to do their part, just as there is much more for women than cooking and sewing. This leads to another point which college work can help to emphasize and that is the practice of outgrown household arts is no longer a measure
of a woman's ability to manage a family or make a home. To some of us there is much in the present attitude of men and women toward domestic life that is both humorous and tragic (Medicine and crocheting). Let more of the cooking go as the smoking of hams or roasting of coffee has gone. Let the making of garments follow weaving and spinning. Let soap-making disappear with candle-dipping. Let the vacuum cleaner replace the broom (Incident of scrub women). Let the bakery take the place it does all over Europe and develop the commercial laundry on a scientific and efficient basis so that scrubbing at a wash-tub shall not longer be considered a necessary occupation for a woman who wishes to maintain a home. It is just as truly domestic to be a good buyer, to study methods of securing the manufacture of household supplies under conditions of health and justice to the workers and of eliminating wasteful practices in the distribution of household goods, to take part in securing a wholesome food supply, progressive schools, adequate libraries, an efficient health service, decent places of amusement and recreation. I shall not attempt to enumerate those things which remain to be done in the home such as the care of the children and the planning of the budget. The point I want to make is that the college can do much to change the general attitude as to what constitutes domestic life even if it does not give specific training in every phase of it and that it can give help and encouragement to those who under many difficulties are striving to find ways of helping young women during these precious years of training to appreciate the social as well as family opportunities involved in domestic life.
The second problem is the outcome of granting suffrage to women. The 19th Amendment has given to all women citizens of legal age a full share in the duty and responsibility of directing the course of the M. S. The colleges have not yet fully realized, or perhaps I should say put into practice, their privilege of training young men for citizenship and here come these thousands of young women (over 50,000 in the State Universities and Colleges alone) who almost immediately will be called on to exercise the right of suffrage. Is not this an objective and ideal which is immediately pressing? The older women thro' the League of Women Voters, City Clubs and similar organizations are making active efforts to fit themselves for their new duties. They have a right to expect the colleges to add to their number year by year a new group ready to profit by experience and to grow into sound leadership for the masses whose privileges have not been as great. The preliminary training needed is not alone in the technique of government. It is needed much more in establishing a sense of honesty, integrity and service in college and community relations. The handling of funds for societies, fraternities, charitable undertakings and the like is too often carried on in loose and unbusinesslike ways. "Graft" should not be borne in a spirit of easy tolerance, but should be stamped out. Pledges to endowment funds, gifts to organized charitable undertakings should not be a measure of college spirit when a student is living on borrowed funds or drawing on the limited resources of a self-sacrificing family. Celebrations which take the form of damaging property and ignoring community rights should be treated like any case of public disorder. College students should not be allowed to consider themselves a special group exempt from the obligations of citizenship or in anywise different from other citizens except as their knowledge and training may contribute to their power as leaders. I wish we might eliminate the word "irresponsible" as a term to be generally applied to college youth. College faculties and the community generally take the fact for granted and the young people not only offer it as an excuse for neglect or inefficiency, but sometimes seem even to take pride in it.
I would like to have college women held to a higher standard of responsibility and achievement rather than to receive honor in proportion to the number of activities engaged in. Throughout there is confusion as to loyalties, the smaller one too often crowding out the greater. I can only indicate the problem and suggest that some of the faculty promotions and rewards which are granted on the basis of a few pages of printed matter over which "Oblivion will soon stretch her wing" might as fitly be granted to those who show sympathy, judgment and foresight in helping train these young women to meet the issues of citizenship in later life. I am confident that we college people pay more attention to teaching subjects than to teaching people. How we can change our attitude and our method I shall not attempt to suggest.

I would emphasize then these phases of family life and citizenship as proper objectives for the College today. I would remind you as a principle to be borne in mind in the collegiate education of women that "no civilization can remain the highest if another civilization adds to the intelligence of its men the intelligence of its women".
Marion Saltley
Green Hall
The University of Chicago

Convocation Address
March 1925.
The Challenge of a Retrospect,
by Marion Talbot.

On September 19, 1892, Alice Freeman Palmer, William Gardner Hale and I left Boston for Chicago. As we boarded the train at the South Station a friend of mine pressed into my hand a little box. "It holds" she said, "a fragment of Plymouth Rock." This was symbolic of the attitude of our Boston friends toward the new educational venture in Chicago. It was something built on the sands. The academic system with which Boston was familiar was founded upon a rock. Training for the so-called learned professions, primarily the ministry and only very lately the law, medicine, and teaching, was its goal. The traditions which had grown up were almost sacro-sanct. It is true that President Eliot's bomb, the elective system, had created some disturbance and aroused consternation for fear that this precious heirloom from the past, the college, should be ruined. And Johns Hopkins University with its new program of graduate work had excited interest, as something novel but not very pertinent to the situation in hand. Wellesley College and Smith College had seen no other way to open educa-
tional opportunities to women than by the path which had been laid out by men. Boston University had opened its doors not very long before to both sexes on equal terms, although this was done in the face of the declaration by a distinguished Boston physician that "identical education of the two sexes is a crime before God and humanity that physiology protests against and that experience weeps over. It defies the Roman maxim which physiology has fully justified 'mens sana in corpore sano'."

In spite of this step of admitting women, which was considered very radical in the East, even Boston University did not dare venture far from the well-worn road. The New England colleges had the same list of subjects for admission, practically the same entrance examinations, with very slight variations the same curriculum, and closed their halls for three months in the year. No far-reaching changes in the system had taken place in years.

It is not strange that the stories of the new venture in the West stirred interest and provoked criticism which ran even into ridicule.
Among the articles of incorporation of the new University of Chicago was the following: To provide, impart, and furnish opportunities for all departments of higher education to persons of both sexes on equal terms.

The faculty, on unprecedentedly large salaries, had been summoned not only from all sections of the United States, Maine to California, but from Canada, Germany, Scotland, and England. They came from Harvard, Cornell, Wisconsin, Princeton, Minnesota, Columbia, from most of the leading colleges in fact, while nine left the presidencies of colleges or universities to join the new faculty. Of these persons twenty-five are still in service.
The esteem in which an appointment to the new faculty was held may be shown in part, certainly, in an amusing way, by the academic record of one member of the faculty, a young Scotsman

"William Caldwell, A.M., Instructor in Political Economy.

A.M., pass degree, 1883, A.M., Honors of the First Class, 1886, University of Edinburgh; First place on the Honors List, with Bruce of Grangehill Fellowship, 1886; Student at Jena, Paris, Cambridge, Berlin, Freiburg; Ferguson Scholarship (open to honorsmen of all Scottish Universities), 1887; Assistant Professor of Logic, Edinburgh University, 1886-90; Locumtenens Professor of the Moral Sciences, Cardiff, for Winter term of 1888; Sir William Hamilton Fellow, Edinburgh, 1889, for three years; Shaw Fellow, 1890, for five years; Lecturer of University Association for Education of Women, Edinburgh, 1889; Government Examiner for Degrees in the Moral Sciences, St. Andrews University, 1890, for three years; Lecturer on Logic and Methodology, Sage School of Philosophy, Cornell University, 1891-2; Tutor in Political Economy, the University of Chicago, 1892-3.

and crowning academic glory

of all
Forty-three fellows were appointed for the first year, of whom six were women.

There were, however, other new features which struck the attention of the educational world:

1. The University was to be in continuous session throughout the year with graduation quarterly. The new president admitted that such a plan would destroy entirely the class spirit, but he also affirmed that there was a certain kind of class spirit which ought to be destroyed.

2. The University was organized with four divisions quite new in the University world. In addition to the usual academic divisions the new features were –

   (1.) The University Extension Division, which for a considerable length of time functioned on a large scale;

   (2.) the University Libraries, Laboratories, and Museums;

   (3.) the University Press;

   (4.) the University Affiliations, which included the work done in connection with institutions entering into the relationship of affiliation with the University.

3. Courses of instruction were classed as majors
and minors. The former called for ten, eleven, or twelve hours of class room instruction each week, the latter for half as many hours. Normal work for a student was to be two courses, one major and one minor. The tuition fee for this amount of instruction was twenty-five dollars a quarter. Incidentally it is interesting to note that table board was to be $3.00 to $4.00 a week and rooms in the dormitories from $1.50 to $3.00 a week.

4. Although the certificate system of admission was practiced by all the large Middle-West Universities, entrance examinations were to be held three times a year in twenty different cities and were required of all students. These examinations were divided into six groups. Latin, English, History, one modern language and Mathematics were common to them all. There was a choice offered between Greek, science, and more modern language, otherwise there was no election.

5. The Colleges of Arts, of Literature, and of Science were each divided into an Academic College and a University College, or, as they are now known,
a Junior College and a Senior College. The requirements in each college were quite distinct. In the Academic Colleges definite curricula were outlined and there was no election. In the University Colleges a student took not more than one half his work in one department and all of his work in not more than four departments.

6. Mr. Rockefeller's first gift ($600,000.00) made in May 1889 was toward an endowment fund for a college in Chicago. It was stated later that it had never been the purpose of the American Baptist Education Society to seek to limit the institution to the work of a college. It was not long before, under the guidance of Professor Harper, plans for a University began to take shape. Mr. Rockefeller's second gift of one million dollars in September 1890 contained the stipulation that the income of $800,000 should be used for non-professional graduate instruction and fellowships. In a statement intended to be a part of his first annual report to the Board of Trustees President Harper, as he had then become, wrote:

"It is expected by all who are interested that
the University idea is to be emphasized. It is proposed to establish not a college, but a university. -- It has been the desire to establish an institution which should not be a rival with the many colleges already in existence, but an institution which should help those colleges.

It is only the man who has made investigation who may teach others to investigate. . . In other words, it is proposed in this institution to make the work of investigation primary, the work of giving instruction secondary."

7. Lecturers and teachers were to be classified as follows:

(1.) The Head Professor,
(2.) The Professor,
(3.) The Professor, Non-Resident,
(4.) The Associate Professor,
(5.) The Assistant Professor,
(6.) The Instructor,
(7.) The Tutor,
(8.) The Docent,
(9.) The Reader,
(10.) The Lecturer,

(11.) The Fallow,

(12.) The Scholar.

8. Professors were not required to give more than eight or ten hours a week to classroom work thus making it possible for them to carry on investigation all the time.

9. When the number of students necessitated it, courses were to be duplicated, one section being open to students of grades A, B, and C, and the other to students of grades D and E.

10. To promote more advanced study and individual research, and to bring together instructors and students Seminars were to be organized in various departments of the Colleges. Academic College and University College Seminars were to be distinct in the same department. Seminar work was to be reckoned as classroom work. Meetings were to be of a formal and of an informal character. The former were to be open to the public; the latter, only to members of the Seminar.

12. Students were to be examined as to their physical condition on entering and at intervals during
their course and were required to take four half hours a week of class work in physical culture throughout their course.

13. It was evidently anticipated that certain time-hallowed customs of eastern colleges would prevail in the new institution, judging from the fact that a bond of $200.00 was required of each student guaranteeing payment of bills and such sums as may be charged for damage to University property caused by the students' act or neglect.

14. In general an assistant dean was to be appointed for every 100 students in a division.

Brief and incomplete as this sketch is, it seems clear why those Boston friends of the academic adventurers were fearful and why a bit of the rock on which New England was founded was given as a talisman. It looked almost as if the whole rock might be needed.
What has happened to these plans in the years that have passed? I shall be brief.

The Quarter System has not only remained in force but has been widely copied.

University Extension Lecture Study was abandoned for various causes in 1911 but correspondence study has gained steadily in scope and enrolment.

The University Press has become an increasingly useful and influential division of the University.

The University Affiliations have become less and less formal and mechanical in character, while in general effectiveness they have gained.

The last major of the original type disappeared after the announcement for 1897-8, but the principle of intensive studying of a few subjects has not only been continued but has been developed.

Entrance examinations were maintained for several years, the number of subjects being increased and conditions amounting to three of the fifteen units being allowed. In the announcement for 1898-9 there appeared for the first time the statement that subject certificates from affiliated and co-operating schools
would be accepted. The University had found itself unable single-handed to maintain the entrance examinations. The announcement for 1915-16 indicated another fundamental change. The high schools had been growing more and more discontented with the dominance assumed by the colleges and the policies dictated by them in regard to high school curricula. At this juncture the University of Chicago decided to receive from approved schools any student graduating with an average grade higher than the passing mark of the school, provided the student offered three units of English and two subjects which had been studied intensively. Otherwise within rather wide but specified limits the student might offer any courses accepted by the school for graduation.
After many modifications in the courses of study required for the degree, the principle of continuation and distribution groups of subjects in the Junior Colleges and of intensive work in two fields, i.e., principal and secondary sequences in the Senior Colleges was adopted in 1912. An interesting principle was adopted at the same time when it was decided to allow students entering with credit for half their college work already done to be excused from all specific requirements provided he presented an acceptable and rational scheme of courses to be followed up to graduation.

The classification of the teaching staff has been reduced from twelve grades to eight. The unhappy Head Professor was among those to disappear.

Sectioning students by ability has not been effectively put into operation. Its uses as a subject for faculty discussion and controversy are not yet exhausted.

The Undergraduate Seminars never took form except on paper, although properly prepared undergraduates were admitted to graduate seminars until in 1899 the
graduate faculties passed a rule practically forbidding it.

The requirements in physical culture training have been reduced by one half, while on the other hand there is more medical supervision and advice.

The two hundred dollar bond disappeared in 1896. By that time it had been made perfectly clear that certain types of so-called "college spirit" manifesting itself in destruction of property would be no part of the life at the University of Chicago.

The ratio of one dean to each hundred students was not long maintained. It soon became one to two hundred and remained at about that point until the great influx of students after the great war when it became about one to three hundred and now fortunately is reduced so that each dean has about two hundred and fifty students.

In 1892-3 the total number of students was 744 of whom 306 were strictly graduate students, or over 40%.

In 1923-4 the total number of students was 13,357 of whom about 35% were strictly graduate students. Students
were enrolled the first year from thirty-three states and twelve foreign countries. Last year they came from forty-eight states, the District of Columbia, and thirty-four foreign countries. There were last year six times as many college and graduate students in the United States as there were in 1892-3. In the University of Chicago there were eighteen times as many.
It may seem to some that the point of view of the
Dean of Women and of one whose academic duties have
dealt with the peculiar interests of women is not one
from which the various activities of the University
In fact today, Maroon stated that I was to explain this all.
can be adequately viewed. I have, however, always
looked on my duties as an integral, not an isolated
part of the University administration, but there are a
few things which I may say about women especially,
since they have a definite bearing on the way in which
the University is to determine its policies.

It is obvious that very great changes have taken
place in their position. Some of these changes mani-
manifest themselves in outward and visible signs easily
made the subject of ridicule and less easily under-
stood in their full significance.

If any of you can recall the dress of the woman
college student of the nineties and will compare it
with that of today, you will admit that the present
generation shows much better sense and perhaps as keen
an appreciation of the principles of aesthetics. I
have already referred to the doubt of women's physical
ability to stand the strain of the college course.
Some of our chivalrous faculty once questioned the desirability of requiring our women students to go to Mandel Hall from Lexington Hall for chapel exercises because of the physical fatigue involved. Today the agility, grace, freedom, and beauty of the daily performances in Ida Noyes Gymnasium and swimming pool fill the eye of the observer with delight, and promise definite gains for the future life of the community.

In opportunities for graduate study by women, while the University stood well-nigh alone in 1892, there are now in many institutions fellowships and assistantships available and the new Guggenheim Foundation offers its generous opportunities, as our University offered its, on equal terms to men and women. The use to which these opportunities may be put is now the problem which faces women as a practical issue.

Many question today the manners and morals of the young. They always have and probably always will. Some twenty years ago one of the Heads of Houses writing of some departure from earlier standards of chaperonage said, "I don't pretend to understand the
social basis of these young people. There seems to be
little idea of good form." In recent years young
girls have been the victims of a most confusing change
in attitude on the part of their elders toward the
desired reservations of the later adolescent period;
but, in the face of the great break-down of the old
safe-guards for which the older generation was largely
responsible, the young women have come through on the
whole with noble testimony to their essential moral
dignity and courage.

There has been a marked change in the attitude
toward self-support and economic independence. Pro-
fessor Veblen, himself, would I believe acknowledge
that the ideal of conspicuous leisure is far less
dominant than when he wrote his brilliant diatribe;
not only the daughters and fathers, but the mothers
have emerged in large numbers from its restrictive
and baneful influence. Practically every woman now is
frank to admit that she wishes to train herself for
self-support.

The attitude toward marriage, toward motherhood,
toward preparation for those fundamental relationships,
in earlier times the subject of so dangerous a taboo, has greatly changed. Although in connection with this change there are in some places difficulties and apparent vulgarities, we, at the University, have been comparatively free from these symptoms. Occasional frivolities on the part of some students or their seeming failure to appreciate how greatly the world into which women students come now has altered as compared with that into which those of the nineties came, do indeed disturb us of the faculty and even provoke our resentment. Occasionally, however, we lose our sense of proportion and forget that the general body of our students is serious minded, hard-working and determined to make the most of the chances the University offers. We have indeed good reason, if we are fair-minded, to believe that the world will be at least as safe in the hands of those to whom we shall leave it as it has been in our hands.

Brief reference should be made to the new civic responsibilities of women and the preparation of our students for those duties. They are approaching these duties by what I think is a sound and normal
method, namely that of carrying on efficiently their
group activities, in which co-operation and a social
spirit are developed.

What now has the University accomplished? I shall
not attempt even to sketch its achievements in the dif-
ferent fields of research from the investigating of far-
flung worlds through the evidences of the unfolding of
human powers on earth to the discovering of healing forces for the suffering body and an un-
happy world. I shall limit myself to a few of those
which are less widely known but are in some respects
equally important.

I shall begin with one which may seem trivial
but whose implications are important. The University
has succeeded in keeping the term "co-ed" out of even
its popular speech and "girls" has given place to
"women". This means a measure of respect for the
women which in large degree reacts through a greater
sense of responsibility on their part.

For a similar reason I shall mention the fact
that the organized social activities of the students
have been maintained on the whole with reasonable
standards of expense of money and of time, so moderate in fact as to put this phase of University life out of the running as it were with many other institutions.
The University was greatly favored in the earliest years in having the interest of Ellen H. Richards of the faculty of the Massachusetts Institute of Technology. From her came the suggestion of a central kitchen for the Women's Halls. She gave generously of her time and thought in working out the plan. The results in efficiency and economy were so striking that it was not difficult to take the later steps leading to the establishment of the University Commons which is widely known as a very successful method of administering a difficult problem.

Relationships of co-operation between the University and various civic and professional groups, both local and national, have been fostered to a notable degree. It is necessary to name only from those earliest years Mrs. Palmer, Mrs. Young, Mr. Laughlin, Mr. Small, Dr. Henderson, Mr. Bemis, Mr. Erund, Mr. Zeublin, Mr. Jordan, to give a picture of the way in which, down through the years, the University has contributed to the welfare of the community.

Considering the wide diversity of interests and
the rapid rate at which the University community has grown an astonishing amount of friendliness has prevailed. Co-operation between students and faculty both personal and official has been cordial and effective. The recent addition of student members to the faculty Board of Student Organizations was the realization of a plan which had been urged for more than two decades and from which valuable results are anticipated.

A real contribution to the improvement of educational and administrative policies has been made through the organization and conduct of the Women's Houses. The key-note to this was sounded by Alice Freeman Palmer whom we hold in grateful and affectionate memory for her many services. I remember well, how, when I told her of my doubt whether I had had sufficient experience in the personal and official supervision of young women to justify my assuming the duties of the office to which I had been summoned she said, "all that you need to remember is that you will be an older student among younger students, and an
older woman with more social experience among younger ones eager to learn. That the removal of the petty restrictions as to conduct which have been common in colleges admitting women and the encouragement given to the students' sense of responsibility were followed by satisfactory results was attested by President Harper when he said, "A restraining influence that was good was exerted on the undergraduates by the Houses, especially the Women's Houses in which graduate and undergraduate women have lived together" and a little later "The time will come when every student will be a member of a University House. The development of the University life is largely dependent on the growth of the University Houses." In 1910, too, Professor Vincent wrote "The House Organization is notably successful in the case of the Women's Halls." In fact the attempt to contribute to intellectual freedom and independence by providing safe but free domestic and social conditions was so successful that it was accepted as a model in laying the plans for later expansion. President Burton will recall the fact that at one time plans were drawn to provide residence halls for all who needed
that form of care and organization and to adopt as nearly as possible the same form of organization for the non-resident students. The experience here has served, without question, as an impetus to other institutions to modify their methods.

I wish to bear testimony especially to the staunch loyalty to high standards of conduct, of scholarship, and of true liberty, social, domestic and academic, of the women, from those early months when Myra Reynolds, Mabel Banta Beeson, and Elizabeth Wallace were fellows and Edith Foster, Agnes Cook, Yale, Lella Frish, Mallory, Flint, Cora Gettys, Stella Robertson Stagg, and Cora Roche Howland were freshmen, all through the years which have seen about eight thousand women go through the University and receive its degrees and tens of thousands of others have been within its gates.

When the United States entered the war, the attitude of the women of the University was that their duty was not only to do each her part as an individual, but to do all possible as a group so
as to make it easier for the men to do those things peculiarly theirs in that great crisis. So in time of peace, the women have been proud to know that it was for them to contribute to high achievements in scholarship and to maintain fine standards in manners, and noble ideals of character.

It is impossible to overestimate the value to education of the summer quarter. A study of the records would show how the spirit of the University has aroused the intellectual ambition of many a student who perhaps came first in a perfunctory manner and was then impelled to go on. The woman who succeeded after eight years of summer work in securing her degree and has been in the succeeding years one of the most valuable members of the University staff is one instance. The woman who, widowed and thrown on her own resources to care for herself and her two children, used her vacations and graduated with Phi Beta Kappa rank to go back to a higher grade position in her school is another case where the individual results would justify in large measure the maintenance of this feature of the University. But, beyond this we all know that its influence on general standards
of education and on the encouragement of advanced scholarship has been inestimable.

Education has been formally recognized as a continuing process through life. From the nursery school through elementary and secondary schools on through college, graduate, and professional schools, all are learning under the direction of the University, teachers and taught. I have said "under the direction of the University". This is however only partly true since there is no organization effectively giving that direction. However, persons representing all grades of maturity and advancement meet in the halls, class-rooms, libraries, laboratories, dramatic and athletic exhibitions, playgrounds, and social gatherings and the essential unity of the educational process finds recognition in the structure though that structure is as yet not well articulated.

We have convinced ourselves that the ability to go on with advanced education depends not so much on what a student has learned as on the way he has learned, or, in other words, on his mental habits, the development of his intellectual power.
The methods adopted for the admission of selected graduates from high schools who have conformed to certain principles in their selection of studies has given the colleges an entering body of students free from "conditions" and ready to go on without this handicap with the two studies already begun in high schools and begin new studies of college grade. The gain in continuity as well as in freedom from vexatious requirements which kept the students attention on subjects of high school grade far more than atones, in my opinion, for the absence of certain topics in his preparatory training, especially since the experience of the University has shown great lack of agreement among the members of the faculty as to what these required subjects should be.

The value of inquiry or research as an educational factor has been recognized. This spirit is inborn. From infancy on, all through those early weeks and months and years, the child is experimenting, exploring, and investigating, and incidentally acquiring discipline and skill. This principle is recognized and made use of in the elementary school and the high school of the Univers-
sity. If under the compelling influence of an older educational method we unfortunately abandon this principle to a considerable extent in the colleges, we return to it again in the graduate and professional schools.
It is not, however, true nor would it be possible that there have been no difficulties and that at times compromises with the ways of the past have not seemed necessary. In the matter of social relationships such a compromise was the basis of the recognition of the secret societies, the national fraternities among the men, the secret Clubs among the women students. The influence of these organizations on the social life of the institution is one confusing to young students and contrary to principles of democratic association. What we desire is that the choices made by those whose capacity for loyalty is great, whose experience is slight should be quite simple and that problems of increasing complexity and difficulty be presented to them as their academic life progresses. As it is, probably few more difficult and no more complicated situations are presented than those faced by the incoming freshmen who are in the group from whom selections for these secret organizations are made.

Reference has been made to the terms of the charter giving equal rights to men and women. This is not to say that prejudice is wholly lacking. The
members of our group, men and women alike, represent
the limitations as well as the capacities of the com-
munities and institutions from which they come. In the
case of the University as in the case of all institu-
tions, the war brought confusion. The Peace brought
as disturbing a problem in the increase in the number
of students. Great masses of young people had had re-
vealed to them the value of education, and while the
number of educated men and women cannot be too great
for the community's need, the rate of increase in the
number of students may be so rapid that their adequate
care and treatment seems for the time impossible. If
we are disturbed, however, by the numbers of young
persons going to college we should rejoice that it is
educational institutions thus called on to enlarge
their facilities and not the penitentiary system as
was the case after the Civil War.

It is clear that, in my judgment, while the Univer-
sity has made no fetish of any educational theory be-
cause it was old nor been afraid of any because it was
new, it has not been on the whole so startlingly revo-
lutionary as my Boston friends anticipated. It has
perhaps been seeking that nutritive value that has been described as the "marrow of tradition" while looking towards the new day without fear.

But with the limitations which all acknowledge the record of the years from 1899 to 1925 is a great one. It presents a challenge – How shall it be met?

The University of Chicago, if true to the ideals on which it was established, will do much in the future toward raising the status of women students and produce even more women graduates of distinction whose influence on young people through the school and the home will bring to the enrichment of the University and later of the community a stream of strong and able youth. It should make a great con -
tribution through the encouragement it gives its women members toward the development of those resources of the world which are in the keeping of women and which they are called upon more and more to contribute to the progress of civilization. It should answer in no uncertain terms the question as to whether women are to be given reasonable freedom and equality and opportunities for the use of their powers in the field of advanced scholarship. I would paraphrase the dictum of a distinguished scholar that "no civilization can remain the highest if another civilization adds to the intelligence of its men the intelligence of its women" by saying that no University can remain the highest if another University adds to the intelligence of its men the intelligence of its women.

In the years that have lapsed, the different fields of human knowledge have expanded greatly and there are many indications that the attempt to maintain our different departments on absolutely distinct lines results in serious overlapping with its resulting waste of resources. An intensive study of the workings of the old departmental system with a view to more effective
coordination articulation is called for in the near future and may lead to conceivably result in a complete reorganization. The pigeon-holing of knowledge must be abandoned and its essential unity recognized by devices not now in use.
The arraignment of the American college which is heard from every side includes many charges. Prominent among these is the lack of seriousness coupled with lack of social response which prevails among college students. I believe that the condition seems more serious than it really is because of the conspicuousness of those who are responsible for it.

There never was a time when more young people were thinking seriously on problems of social injustice, of international and race relations and of religion than the present. We do not give as much heed to these young people as we should. At the same time I admit that there is some ground for the charge. In so far as it is true, it presents a very real challenge to us, to solve the general problem of domestic and social relationships with the different types of pleasure and profit involved in them. The University's policy of recognizing the value of spontaneity in the formation of student groups has been advisable in its results, but should be greatly extended in the future under the direction of a skilled leader, trained in the educational value of recreation
and of varied social contacts and recognized as an expert in modern methods of contributing to the complete development of human powers through "freedom and a variety of situation" as Humboldt expressed it. The urgent desire of the students supported as it has been by the expressed judgment of a member of the faculty should be gratified in the near future.

We have been hearing much of the University as a place for the training of leaders -- of course we mean good leaders. A sound democracy needs not merely leaders. It needs also a citizenry that does not follow after false gods, who are trained to recognize and to choose wise leaders. I remember well hearing William James say, "The best claim that a college education can possibly make on your respect, the best thing it can aspire to accomplish for you is this: That it should help you to know a good man when you see him. The sense for human superiority is our line."

Because of this we need close and constant contacts between leaders and those not only who are to be future leaders, but those who are to choose leaders and follow them.
The text on this page is not legible due to the quality of the image. It appears to be a continuous block of text, possibly discussing a scientific or technical subject. However, without clearer visibility, it is impossible to transcribe accurately.
I cannot help thinking that we would miss many from the ranks of our academic leaders here in the University, if as undergraduates they had not had their gaze turned toward the graduate schools and worked under men of distinction in their fields.
I have pointed out that all grades of education are conducted under the auspices of the University. It seems to me that just here lies its greatest opportunity and the greatest challenge to its vision and power. The different administrative units are directed independently of each other. As President Judson so wisely pointed out four years ago, writing of educational organization in general, "the college plans are made by one set of educational authorities, secondary school plans by another and the elementary school plans often by one still different. The lack of co-ordination all along the line has resulted in a situation which is contrary to all sound educational principles." This situation is rendered still more serious by the conviction held by many that education consists of essentially distinct stages conforming closely to certain ages, while many others, the majority I believe, are convinced that the process is continuous and not to be delimited arbitrarily by years or even by methods. There seems to be one conclusion to be drawn from these facts. The great work to be done by the University in the near future lies in seeking answers to these questions and devising methods
of solving the existing difficulties and defects in educational procedure and administration. The University is founded primarily for research and there is no larger field open for research than the one I suggest. The graduate school cannot thrive without well-equipped students, the colleges cannot thrive without an understanding of their function in concrete terms as related to preceding and following experiences, the secondary and the elementary schools cannot thrive unless they know what steps may be taken next by their pupils and what will be demanded from them. No single group, wise as it may be in its own field, can reach a sound judgment independently of those in adjacent fields. The University has an unparalleled opportunity to render the highest possible service to the cause of education by establishing an agency for the study of all the inter-related activities and problems of the different divisions of the University. Such a study would be based not merely on the records of students and of faculties, still more carefully kept than they are at present, but on educational research extended along the usual lines. A great fund of information is already in hand in the archives of the
University. If it were assembled, co-ordinated and analyzed a great flood of light would be thrown on the dark places in the educational field in which we are groping. A still further step which would be essential in testing the soundness of our educational method would be to follow up those who pass out from the University. This would involve a recording and interpreting of their successes and failures so far as these successes or failures seem related to their University experiences and would be a test of the efficiency of University methods. Such studies would lead naturally to the adoption of administrative devices for co-ordinating more effectively the various parts of the University, for securing coherence with freedom which would eliminate waste and give to the development of University policy a sureness and a certainty not to be obtained by current methods. A no less important result would be the contribution it would make toward better articulation of the various types of educational institutions especially of secondary schools and Universities throughout the land. I see in this direction the one great challenge which past and
present alike present to the University.

I would remind you who are about to go out with the seal of approval of the University that you are to join the ranks of the strong men and women from the University who are not only making this great Middle-West a power in the nation, but influencing the life of the world in its remote corners. Take with you the spirit of the University as expressed in its motto "let knowledge grow from more to more and so be human life enriched". Take with you the idealism of this wonderful city which gave to the University a Ryerson and a Hutchinson, take with you a determination to enable the University through you and through coming generations to make manifest the saying of the apostle "Ye shall know the truth and the truth shall make you free."

*Crescat scientia; vita excolatur*
A History of
The Family as a Social and Educational Institution.

By Willystine Goodsell, Ph.D., New York:
The Macmillan Company, 1915. 8vo, pp XIV
36s. $2.00

This book makes an interesting stage in the rapid development of research and discussion concerning the family. It was only recently that this institution began to receive the attention which properly belongs to it. Already a very considerable body of literature exists and Doctor Goodsell performs a real service by including in each chapter a bibliography of sources and secondary works with supplementary foot notes. The reader, however, misses a reference to Dewey and Tufts' discussion of the Family in their "Ethics" as well as to I. N. Tufts later paper on "The Ethics of the Family", and to R. T. Devine's "Family and Social Work?"

Dr. Goodsell's book is published as one of the texts Book Series edited by Paul Monroe and it is frankly a text book. The emphasis is properly upon the historical aspects to which four hundred and fifty pages are devoted. Following these twelve chapters which trace the family from primitive times through the nineteenth century are chapters on "The Present Situation" and "Current Theories of Reform". It is a sign of the wholesome change which has taken place in the public attitude that the author describes with frankness certain conditions associated with the family such as prostitution and
and social diseases which treatment has hitherto marked a book as unfit for general circulation and even for college students. Indeed, the chapter dealing with the evidences of maladjustment of the modern family to social conditions, causes of disharmony within the family, and the problem of the marriage rate and the problem of the birth rate might well be read and studied together by every young couple intending to enter upon a marriage and to establish a family. Neither in this chapter nor in the concluding one, a most valuable one, on current theories of reform, does the writer permit herself to thrust forward her personal views, but keeps to an extraordinary degree, the historical and judicial attitude. Here and there a sentence, and at the close of the book an admirable paragraph disclose the author's independent opinions, and they are so admirable and sane that the reader regrets that the apparent exigencies of text-book construction do not permit of greater fullness in this respect.
...
The Dean of Women, by Lois Kimbell Mathews, Ph.D.
Price $1.50 net.

This study deals with a subject which is of much more general interest than its title would suggest. The results to be secured from the college course is a subject which should be considered equally by parents and students, educators and administrators, and it is the suggestive treatment of this topic which makes Mrs. Mathews book valuable to a vastly larger constituency than that to which it nominally appeals. "The ideal college woman would be a splendid product, cultivated and disciplined in mind, superb in physique, gracious and courteous in manner, unselfish, honest, self-controlled, and tolerant; these are all part of one's conception of what college graduates should be" (p. 226). The means for securing these results in the complex organization of the modern American University seem to be, according to Mrs. Mathews view, chiefly in the hands of the Dean of Women and a group of women under her direction. "It is the ultimate aim of every dean of women to make as far as possible this dream come true. To that end she in reality is doing all her work. Her problems of living conditions, of student employment, of vocational guidance, of student discipline, of the social life, of the intellectual life,- all these are but different aspects of the same fundamental purpose, to develop the finest and highest type of college woman." (p. 226)

Mrs. Mathews description of the extraordinary equipment necessary to fulfill the duties of a dean of women is followed by the statement that "it is evident that no woman is fitted, by these standards, to be a dean of women" (p. 218) she is right in asserting that "any ideal which is worth conserving is always far beyond human attainment", and her glorification of the office will undoubtedly serve not only to arouse in those women who hold it a truer valuation of their function but to convey to the minds of University trustees and presidents that the office is not that of an upper housekeeper or even a "glorified chaperon".

The detailed analysis and description of the problems which confront the dean of women is based upon the conditions and methods found at the University of Wisconsin. The reader who surmises that the material was gathered and put in shape as one result of the "Wisconsin Survey" would record one white mark to the credit of that ill-advised undertaking.

It should be borne in mind however by all readers, by those interested in education in general as well as by those seeking information in regard to this special office that Mrs. Mathews clearly does not intend the Wisconsin method to be followed mechanically or without adaptations to special conditions. In the presentation of different topics she places "The Intellectual Life of Students" as the seventh and last in order, although to be sure she never minimizes its importance as she dwells on "The Problem of Living Conditions and their Relation to Social Conditions", "The Problem of Student Employment", "Vocational Guidance", "Self Government Associations", "The Social Life of Students", and "Problems of Student Discipline". This reader is tempted to ask whether if the intellectual life were put first some of the problems which seem
of primary importance would not become secondary or even disappear entirely. If the intellectual life were taken as the cornerstone which must be laid in such a way as to serve for the structure which education is called upon by modern life to erect, one suspects that the dean of women would not have "to compromise with and conform to the wishes and requirements of a whole group of men deans" (p.23), nor would the situation even arise when "a fractious student may appeal from her decision to a dozen other authorities besides the president and the faculty" (p.23) or "her decisions be more apt to be appealed from and her authority overruled than would be the case with her confrere in a women's college" (p.23). It is such possibilities as these which evidently exist at the University of Wisconsin which suggest that those interested in defining the position of dean of women as a definite administrative and academic office should see to it that the dean of women should not be an autocratic officer but rather the executive officer of faculties or boards in carrying out general principles determined upon by them as a part of the educational policy of the institution.

Mrs. Mathews has made a genuinely important contribution both directly and indirectly to the education of both young men and young women.
REPORT OF COMMITTEE OF RETAIL DISTRIBUTION AND MARKETING.

Read before the Public Health Administration Section, American Public Health Association, Dec. 10, 1918, at Chicago, Ill.

Your Committee on Retail Distribution and Marketing submits the following report and recommendations:--

I. The world wide scarcity of food threatens an alarming amount of malnutrition. The Committee urges again the importance of developing as a health measure every possible means of eliminating waste and costs in the distribution of foods in order that rich and poor may share equitably. Many wasteful practices exist, due to commercial trade rivalry and badly coordinated methods of transportation which the American Public Health Association should use every effort to eliminate. This is not a problem which is of concern to business organizations alone and the American Public Health Association should take measures to have it treated in the light of these larger aspects which affect the well being of the general public.

II. The change in the public attitude towards cold storage has already been pointed out to this Association. This Committee is agreed that the efforts which are being made at the present time to improve the conditions of cold storage from the point of production to the point when food is ready to leave the cold storage warehouse need to be supplemented by improved processes of distribution and marketing and especially by the education of the dealer and consumer as to proper methods of caring for cold storage products on removal from the warehouse and in the place of consumption.
III. The close of the war will undoubtedly retard and may even end the movement for Public National Kitchens, but the development and increase of private agencies for the preparation and distribution of cooked food, such as restaurants, delicatessen shops and bakeries will continue and will need still more effective supervision and regulation from the hygienic point of view. In England at the end of August there were 623 national or voluntary kitchens and new schemes were on foot for 185 more. Many had restaurants attached and approximately one million portions of food were sold daily. The results of this movement were, in brief, improvement in the habits of the community in the matter of feeding, elimination of waste, economy in use of food, provision of an adequate supply of food at low price and wholesome food for working classes in place of makeshift meals. The release of many women from the arduousness of domestic life enabled them to carry out work of national importance. While it may be expected that most of the women engaged in war work in this country will return to domestic life, it is also to be hoped that they will not again take up without radical modification the domestic preparation of food -- a so-called "vestigial function" of the home -- with all its waste of labor, material and fuel even when conducted by skilled workers. Such substitute methods as have been introduced in this country should have much more strict supervision from the hygienic point of view than has heretofore prevailed. Closer sanitary inspection of premises, utensils and processes and more rigid health examination of food handlers should be enforced in all factories engaged in the preparation of food and in all places where food is sold or served.

IV. While recognizing the importance of home canning and preserving as a war measure your Committee would urge that this industry be resumed again in factories where sanitary conditions may be enforced and where there may be a return to increasingly higher standards as to skill in technique, wages, hours and
health of workers and hygienic environment. Your Committee would also urge the development of methods of dehydration on a commercial basis. This should eliminate the cost of transporting and marketing large quantities of water, as well as the labor of cleansing and paring fruits and vegetables, often with inadequate equipment, in the home, greatly reduce the amount of space needed for storage, not only in markets but in houses and apartments, and result in the stabilization of agriculture, the conservation of that large proportion of fruits and vegetables which under present conditions never reach the consumer, and make possible a great improvement in dietetic conditions. Such a policy does not overlook the importance of retaining the preparation of food in the individual home whenever it can serve in the education of the young or conserve food which would otherwise go to waste, or be an actual pecuniary gain where the family income is so small as to permit of no free choice.) It is of course to be understood that the energy released from technical and mechanical processes shall not be squandered, but shall be directed toward meeting these responsibilities of the home -- the care of the child, the social values of the home and the civic relationships of the family which assume new importance in the light of the tremendous changes which the world is undergoing.)

Mary L. Salbat
Chairman

Professor of Household Administration
The University of Chicago.
Address of Dean Marion Talbot of the University of Chicago at the Induction Exercises of Mrs. Lucy Jenkins Franklin as Dean of Women of Boston University, December 12, 1924.

"Ought Women to Learn the Alphabet?" was the title of a delightful and timely essay published in the Atlantic Monthly three quarters of a century ago. There was at that time no college in Massachusetts open to women, but the challenge of the author, Col. Thomas Wentworth Higginson, was answered in no uncertain terms when Boston University was chartered in 1869. It was opened to both sexes on equal terms. In the judgment of the Founders the dictum was true that "No civilization can remain the highest if another civilization adds to the intelligence of its men the intelligence of its women."

The same year that the University was opened there appeared a book by a Boston physician, Dr. Edward H. Clarke, entitled Sex in Education in which the author declared, "Identical education of the two sexes is a crime before God and humanity that physiology protests against and that experience weeps over. It defies the Roman maxim which physiology has fully justified, mens
The City of Boston so far accepted this dogma that not until 1878 did it provide collegiate preparatory training for its girls as it had since 1635 for its boys. Girls who had intellectual interests had to conceal them and as they were fettered in their minds, so were they in their bodies. They might ride horseback, but only sitting sidewise and swathed in long clinging habits whose basques fitted tightly to their wasp shaped waists.

In the years that followed, Wellesley and Smith College were founded and a few college women found their way to Boston from the great Western Universities, but only seventeen could be found to take part in the meeting called in 1881 to consider the question of forming an association of college women. A search through New England and New York resulted in the presence of sixty-five women graduates at the meeting in February, 1882, at which time the Association of Collegiate Alumnae was organized. It at once set about developing better standards for health of girls and women, promoting collegiate education and securing
opportunities for graduate work for women.

Such, very briefly, were some of the conditions affecting the collegiate education of women in the early days of Boston University a half century ago.

What do we find today?

We must first realize the profound changes in our industrial, domestic, and social structure which have taken place in the last century. The adaptations of scientific discovery to human relationships and conduct have been more revolutionary than we ordinarily suspect. The friendly and leisurely visit has given way to the message by telephone; the buggy ride to a neighboring village to a hundred mile dash by automobile to the metropolis; the letter by railway postal service to the message by aeroplane; the occasional singing school or circus to the daily movie or dance hall; the lyceum lecture to the speech, sermon, concert, or opera by radio. As the little Lord Fauntleroy type of boy has been superseded by the vigorous athletic boy scout, so the girl, freed from corset and hoop-skirt and chignon, in blouse and knickers or swimming tights performs feats of physical agility
and endurance which in the days of her great grandmothers would have condemned her to a social limbus, if not to something worse. It is true, as has been said, that the modesty of one generation is the prudishness of the next. The chaperone, once an essential feature of a well-ordered, self-respecting group, is now extinct after a period when she grew rapidly to appreciate the fact that she was only a withered bough on the social tree, and it is only by a supreme effort that some of us succeed in resurrecting her to perform a very real service as hostess. Even parents seem to have had their day save as the biological agents in the perpetuation of the race. Whether it is a reaction due to the harshness of their own parental discipline, or due to other causes, the present generation of parents seems helpless in carrying out their ideals of manners and conduct through their offspring.

In education the situation is startling. There are now eleven colleges in Massachusetts open to women, with 9,000 women students and 521 women teaching in these colleges. In 1922, 1686 bachelors' degrees and 147 graduate degrees were given to women in Massa-
chusetts while in the United States more than 10,000 women were giving instruction in universities, colleges, and professional schools, and over 160,000 women were receiving collegiate instruction; 525 women are enrolled as members of the National Association of Deans of Women. The Association of Collegiate Alumnae, now known as the American Association of University Women, has over 20,000 members and 239 branches.

The relation of women to occupations is another field in which the change has been marked. Year by year the occupations in which there are no women grow fewer in number, the women gainfully employed are steadily increasing in number, while in agriculture and domestic service where the work is largely unskilled and poorly paid, the number of women is decreasing and in professional work the number of women is increasing proportionately more rapidly than that of men. In counting-rooms and offices, at desks and behind counters, women are learning how to apply principles of economy and efficiency to the work in hand.

Another profound change which has affected the relation of women to organized society has been their
admission to the full rights of citizenship through the nineteenth amendment to the Federal Constitution. It may be said that they do not understand the full implications of this right, but it may be said also of men certainly after the last election when, in spite of the plea made by the President of the United States only 52.8 per cent of the eligible voters cast their votes. There is, however, ample evidence through the courses in economics and political science in our colleges and such organizations as the Women's City Clubs and League of Women Voters that there is a growing and intelligent understanding of the obligations which the new citizenship entails.

Still another significant change is the way taboo has been lifted from the discussion of sex relationships. They are not only the common subject of novel, essay, editorial, drama, and movie, but are discussed without self-consciousness or any reticence by young men and women with each other. I am often amused by the plea for education in sex matters put forth by the older generation, for there is little we can tell the college youth of today that is not better known to them than to their elders.
It is hardly necessary to point out the confusion which resulted from the Great War. Modes of living were suddenly changed and social customs modified. In criticising and lamenting the wide-spread decline of modesty and reserve among young women today, we forget how they were encouraged in the name of patriotism to make advances to strange young men during the war. It is not strange that, if not confused, they at least are carrying on the social habits which met with general approval when young men were to be entertained and cheered. It was a high price that was paid, and paid unnecessarily in the opinion of many observers.

One outstanding result from all these causes is the attitude of young women toward marriage. The inquiries of the experts sent out to the colleges by the Young Women's Christian Association revealed that nearly every student was facing the problem of how to reconcile marriage, which she greatly desired, and economic independence, which she had learned to prize.

Moreover, the popular confusion of the functions of wife and mother with those of housewife, and the
conflict between the methods of maintaining a household and a family approved by social custom and the methods suggested by modern science and business and social administration presented a problem very difficult to solve and not very alluring in the light of domestic failures only too generally known.

The world's goods have increased enormously in value and probably have never been more fairly distributed. This brings to women a heavy responsibility which they are beginning to realize. As the dispensers of the family income they see obligations involved in wise spending and the devastating effects on the family and society of false standards of wealth and display. The inequalities which exist under the present economic system are a source of great discontent to many young people and with young women especially lies the opportunity of leading public opinion toward more equitable conditions.

Internationalism is a term which is on everybody's lips, but its implications and influence are more far-reaching than is ordinarily suspected. The woman, in selecting her clothing, may feel the fashion of Czecho-Slovakia, Egypt, China, or Russia. The beast
in its tropical jungle, or the unscaled ice of Mt. Everest are brought to us through the Sunday supplement, viands from all parts of the world are commonplaces on our tables, in the academic halls with which I am familiar walk students from thirty-four foreign countries, a privilege shared by Boston University, I am sure. But deeper and further reaching is the growing conception of the brotherhood of man. The Christian ministry must listen to this appeal for in truth it is the very essence of their religion. Too often, however, the young people who are eager to preach and to practice the doctrine find scant sympathy or even tolerance. It is not altogether strange that many of them believe that the Christian church is failing them, but in my opinion there never was a time when the craving for the satisfaction of religious needs and ideals was deeper or stronger.

Such, in general, is the situation in which the dean of women finds herself. She is to be the counselor and sympathetic friend of the on-coming generation of young people, eager for leadership in the new world of which their parents know little, a world pre-
senting an infinite variety of choices that can not be evaded, while back of her and around her is the world of tradition and convention lamenting the present day dangers to "individual integrity and social safety" to use the words of a well-known preacher. If the sense of responsibility seems to be lacking in the younger generation it is in my opinion the fault of their elders who have not only not trained them to assume and to carry responsibility, but have taken special pains to remove from their path every difficulty which it would require initiative, pluck, courage, and persistence to overcome. A mother recently lamented to me that while she was doing everything she could to make her daughter happy, she did not seem to be successful. I suggested to the daughter afterwards that she tell her mother the story of the Bluebird. Many of the present generation of middle aged parents have a reaction from some of the inhibitions and prohibitions they experienced when young and go to the other extreme, lifting tasks, silencing their doubts, but inwardly grieving and criticising, relinquishing their guidance, failing in understanding,
and the result is too often unhappiness and dissatisfaction for all concerned. In former times young people took responsibilities. They should take them now. We should turn over leadership to them, telling them that we do it on the assumption that not only do they know whither they are leading, but believe it to be in the right direction. We older college men and women should cease talking about the irresponsibility of our students and make them responsible. "College girls" is a term which should have no place in our vocabulary. Professor Lucy Salmon is right in saying that it is a term whose use has greatly influenced for harm the position of women in the academic world. Childhood, with its joys and sorrows, has been left behind when college has been entered, manhood and womanhood, growing, dreaming, achieving, has been entered upon. Progress for all humanity is dependent on the sympathy given the younger generations by the older at this period.

You will find in your new task, I am sure, Dean Franklin, an eager response to your efforts to train for leadership, for on the whole the ideals of the young women of our time are sound and their ambitions
one the roads. To offer modifications and
various kinds of improvements. If some few
care to offer suggestions, I should like to
hear of them. In short, I should like to
have the roads improved. I believe that is
what the people want. I believe it is in
the interest of the community. I believe it
is in the interest of the country. I believe it
is in the interest of the world. I believe
it is in the interest of mankind.

As I have said before, I believe that the
roads should be improved. I believe that
the roads should be made better. I believe
that the roads should be made more

convenient. I believe that the roads should
be made more safe. I believe that the
roads should be made more comfortable.

I believe that the roads should be
made more convenient. I believe that the
roads should be made more safe. I believe
that the roads should be made more

comfortable.
praiseworthy. I am confident that you can trust them to co-operate with you in making Boston University the source of enriching and ennobling influences for the wide circle which it serves.
It is always a pleasure to welcome friends. It is a special pleasure to welcome our friends from Vassar Col. because of our kinship. I am not quite sure of the relationship. So Vassar the mother because she preceded me in the education of daughters because she had drawn from me so many of the teaching staff. Pres. Burton has told you of how feeling about Brown. I want to remind you of the intense interest the first two of Chris Martin had in V. Victor so in these and similar cases I feel that you really belong here and that is what my welcome implies.
I wonder however if you will let me tell you of another reason why I am glad to be given this chance to speak. A chance that I have hoped for a long time to have and that really quite thrilled me, for I am not interested in my own times as I will go right to the point. The University of Chicago, because in this long struggle through me to acknowledge its profound debt to three Vassar and Vassar-like women who in its great year established standards and devised methods of procedure which have been lasting in their influence and have contributed largely to the success of the Univ. The first is Miss DeWeir, the first woman appointed to the chair. Her scholarly interests combined with her rare social qualities established at the outset a standard in the woman scholar. The second is Helen F. Smith who, gifted intellecutally and
personally, took a stand at a critical moment in the social life of the women whose influence is felt to this day. I shall not take the time to give you the details but I often do to young friends, so that they may see how a little learning can make the whole learn a little and not to be afraid because they seem to stand alone.

The third of blessed memory is Ellen H. Richards. It is difficult to characterize her services to the B.W.O.U. but that first year she threw herself wholeheartedly into our domestic problems and started for us the system of community or coeducating housekeeping which has since developed so notably. It was a constant cause for gratitude that her marvellous sense and scientific knowledge sympathized which had rubbed...
So closely were nothing under her direction at the A. I. T. were placed so generously at the service of the new Union.

I am glad to pay this tribute brief and adequate as it must lie on this occasion to these women and Vassar College. Her University is yours.
Welcome to
Yawan Alumni
Nov. 18, 1923
2nd Rogers Hall
Address of Dean Marion Talbot of the University of Chicago at the Induction Exercises of Mrs. Lucy Jenkins Franklin as Dean of Women of Boston University, December 12, 1934.

"Cought Women to Learn the Alphabet?" was the title of a delightful and timely essay published in the Atlantic Monthly three quarters of a century ago. There was at that time no college in Massachusetts open to women, but the challenge of the author, Col. Thomas Wentworth Higginson, was answered in no uncertain terms when Boston University was chartered in 1869. It was opened to both sexes on equal terms. In the judgment of the Founders the dictum was true that "No civilization can remain the highest if another civilization adds to the intelligence of its men the intelligence of its women."

The same year that the University was opened there appeared a book by a Boston physician, Dr. Edward H. Clarke, entitled Sex in Education in which the author declared, "Identical education of the two sexes is a crime before God and humanity that physiology protests against and that experience sweeps over. It defies the Roman maxim which physiology has fully justified, mens sana in corpore sano."
The City of Boston so far accepted this dogma that no until 1878 did it provide collegiate preparatory training for its girls as it had since 1635 for its boys. Girls who had intellectual interests had to conceal them, and, as they were fettered in their minds so were they in their bodies. They might ride horseback, but only sitting sidewise and swathed in long clinging habits whose basques fitted tightly to their wasp shaped waists.

In the years that followed, Wellesley and Smith College were founded and a few college women found their way to Boston from the great Western Universities, but only seventeen could be found to take part in the meeting called in 1881 to consider the question of forming an association of college women. A search through New England and New York resulted in the presence of sixty-five women graduates at the meeting in February, 1882, at which time the Association of Collegiate Alumnae was organized. It at once set about developing better standards for health of girls and women, promoting collegiate education and securing
opportunities for graduate work for women.

Such, very briefly, were some of the conditions affecting the collegiate education of women in the early days of Boston University a half century ago.

What do we find today?

We must first realize the profound changes in our industrial, domestic, and social structure which have taken place in the last century. The adaptations of scientific discovery to human relationships and conduct have been more revolutionary than we ordinarily suspect. The friendly and leisurely visit has given way to the message by telephone; the buggy ride to a neighboring village, to a hundred mile dash by automobile to the metropolis; the letter by railway postal service, to the message by aeroplane; the occasional singing school or circus, to the daily movie or dance hall; the lyceum lecture, to the speech, sermon, concert, or opera by radio. As the little Lord Fauntleroy type of boy has been superseded by the vigorous athletic boy scout, so the girl, freed from corset and hoop-skirt and chignon, in blouse and knickers or swimming tights performs feats of physical agility
and endurance which in the days of her great grand-
mothers would have condemned her to a social limbus,
if not to something worse. It is true, as has been
said, that the modesty of one generation is the pre-
dishness of the next. The chaperone, once an essen-
tial feature of a well-ordered, self-respecting group,
is now extinct after a period when she grew rapidly to
appreciate the fact that she was only a withered bough
on the social tree, and it is only by a supreme effort
that some of us succeed in resurrecting her to perform
a very real service as hostess. Even parents seem to
have had their day save as the biological agents in
the perpetuation of the race. Whether it is a reaction
due to the harshness of their own parental discipline,
or due to other causes, the present generation of
parents seems helpless in carrying out their ideals
of manners and conduct through their offspring.

In education the situation is startling. There
are now eleven colleges in Massachusetts open to
women, with 9,000 women students and 521 women teach-
ing in these colleges. In 1922, 1196 bachelors' de-
grees and 147 graduate degrees were given to women in
Massachusetts while in the United States more than
10,000 women were giving instruction in universities, colleges, and professional schools, and over 180,000 women were receiving collegiate instruction; 525 women are enrolled as members of the National Association of Deans of Women. The Association of Collegiate Alumnae, now known as the American Association of University Women, has over 20,000 members and 289 branches.

The relation of women to occupations is another field in which the change has been marked. Year by year the occupations in which there are no women grow fewer in number, the women gainfully employed are steadily increasing in number, while in agriculture and domestic service where the work is largely unskilled and poorly paid, the number of women is decreasing and in professional work the number of women is increasing proportionately more rapidly than that of men. In counting-rooms and offices, at desks and behind counters, women are learning how to apply principles of economy and efficiency to the work in hand.

Another profound change which has affected the relation of women to organized society has been their admission to the full rights of citizenship through
the nineteenth amendment to the Federal Constitution. It may be said that they do not understand the full implications of this right, but it may be said also of men certainly after the last election when, in spite of the plea made by the President of the United States only 52.8 per cent of the eligible voters cast their votes. There is, however, ample evidence through the courses in economics and political science in our colleges and such organizations as the Women's City Clubs and League of Women Voters that there is a growing and intelligent understanding of the obligations which the new citizenship entails.

Still another significant change is the way taboo has been lifted from the discussion of sex relationships. They are not only the common subject of novel, essay, editorial, drama, and movie, but are discussed without self-consciousness or any reticence by young men and women with each other. I am often amused by the plea for education in sex matters put forth by the older generation, for there is little we can tell the college youth of today that is not better known to them than to their elders.
It is hardly necessary to point out the confusion which resulted from the Great War. Modes of living were suddenly changed and social customs modified. In criticising and lamenting the wide-spread decline of modesty and reserve among young women today, we forget how they were encouraged in the name of patriotism to make advances to strange young men during the war. It is not strange that, if not confused, they at least are carrying on the social habits which met with general approval when young men were to be entertained and cheered. It was a high price that was paid, and paid unnecessarily in the opinion of many observers.

One outstanding result from all these causes is the attitude of young women toward marriage. The inquiries of the experts sent out to the colleges by the Young Woman's Christian Association revealed that nearly every student was facing the problem of how to reconcile marriage, which she greatly desired, and economic independence, which she had learned to prize. Moreover, the popular confusion of the functions of wife and mother with those of housewife, and the
conflict between the methods of maintaining a household and a family approved by social custom and the methods suggested by modern science and business and social administration presented a problem very difficult to solve and not very alluring in the light of domestic failures only too generally known.

The world’s goods have increased enormously in value and probably have never been more fairly distributed. This brings to women a heavy responsibility which they are beginning to realize. As the dispensers of the family income they see obligations involved in wise spending and the devastating effects on the family and society of false standards of wealth and display. The inequalities which exist under the present economic system are a source of great discontent to many young people and with young women especially lies the opportunity of leading public opinion toward more equitable conditions.

Internationalism is a term which is on everybody’s lips, but its implications and influence are more far-reaching than is ordinarily suspected. The woman, in selecting her clothing, may feel the fashion of
Czecho-Slovakia, Egypt, China, or Russia. The beast in its tropical jungle, or the unscaled ice of Mt. Everest are brought to us through the Sunday supplement, viands from all parts of the world are commonplaces on our tables, in the academic halls with which I am familiar walk students from thirty-four foreign countries, a privilege shared by Boston University, I am sure. But deeper and further reaching is the growing conception of the brotherhood of man. The Christian ministry must listen to this appeal for in truth it is the very essence of their religion. Too often, however, the young people who are eager to preach and to practice the doctrine find scant sympathy or even tolerance. It is not altogether strange that many of them believe that the Christian church is failing them, but in my opinion there never was a time when the craving for the satisfaction of religious needs and ideals was deeper or stronger.

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linguishing their guidance, failing in understanding, and the result is too often unhappiness and dissatisfaction for all concerned. In former times young people took responsibilities. They should take them now. We should turn over leadership to them, telling them that we do it on the assumption that not only do they know whither they are leading, but believe it to be in the right direction. We older college men and women should cease talking about the irresponsibility of our students and make them responsible. "College girls" is a term which should have no place in our vocabulary. Professor Lucy Salmon is right in saying that it is a term whose use has greatly influenced for nark the position of women in the academic world. Childhood, with its joys and sorrows, has been left behind when college has been entered; manhood and womanhood, growing, dreaming, achieving, has been entered upon. Progress for all humanity is dependent on the sympathy given the younger generations by the older at this period.

You will find in your new task, I am sure, Dean Franklin, an eager response to your efforts to train for leadership, for on the whole the ideals of the young women of our time are sound and their ambitions
praiseworthy. I am confident that you can trust them to co-operate with you in making Boston University the source of enriching and ennobling influences for the wide circle which it serves.
DEAN MARION TALBOT, Dean of Women, University of Chicago.

Remarks at Ninth Annual Meeting of the Association of American Colleges, at Chicago, January 11-13, 1923.

... When I was a little girl I went to a school whose teacher of history had the theory that the earliest known history should be taught first and then down the ages to the present time. I never got further than Nineveh and Babylon. I will try and do a little better than that tonight, even though I began by recalling a few chapters of ancient history, drawn from the period of my girlhood. In those days the intellectual achievements of their boy friends who went to college did not seem to many girls beyond their own powers. In Boston, however, there was no provision in the public schools for a girl to be fitted for college. I had to be privately taught. My mother was chiefly responsible for the establishment of the Girls' Latin School in Boston, and my younger sister was one of its first pupils. A friend of mine was the first girl to take the Harvard Entrance examination, a feat which caused great excitement. She is still living, and from my point of view not terribly old. But the wheels began to move fast and then came a series of dire predictions of the disasters which would follow giving girls an opportunity to train their minds.

The first objection—that they hadn't any minds to train—was a bogey which experience soon proved harmless. Then came Dr. Clarke's book, Sex in Education, claiming that the sex would be ruined physically if girls were
put under such severe mental strain as the boys in college were subjected to. It was soon recognized that the exercise of the mind is an essential factor in health. Then came the cry that women would be made "männisch," or possibly worse still, "unsexed." It has been rather amusing to recall these views in recent years, when various attempts have been made to give men a fair chance by segregating them in the classroom, closing Phi Beta Kappa to women, setting limits to the number of women who may receive collegiate training—when the influence of women is given as one explanation of defeat in athletics. I need not go on. Such as they were, those problems do not concern us today, except to bring into relief present-day problems and to encourage those of us who are tempted to be discouraged by the slow rate at which academic recognition is given to women. Let us pass over the years—few they seem to me—and see what the situation is today.

I shall speak briefly of two problems. The first is College Objectives and Ideals for Women, as affected by the clashing claims of marriage and of professional life or economic independence.

An investigation of American colleges, made not long ago by representatives of the Y. W. C. A., revealed to them the fact, well proven to those of us who are in close contact with young women, that everywhere large numbers of young college women have two distinct and seemingly irreconcilable aims before them. They wish to marry and have children, and they wish to be economically independent.
When they think of marriage they confuse it with house-wifery, and they have had enough chance to observe well-organized business to recognize the waste and inefficiency and drudgery which often characterize the American home.

Moreover, the financial side of domestic life is not alluring. They are too familiar with the dole system and the devious methods by which money is secured for even necessary household expenses, while the personal purse fares even worse. So over against the satisfactions of marriage and motherhood it is easy to place those of a professional or economic service which will not only give scope for special gifts and training, but give them financial independence. You may say that it is not the business of the college to meet this situation, but of society at large. I think, however, that there is much that the college can do both directly and indirectly to reconcile this seeming antagonism of interests, and thereby render a real service.

First, there should be a much franker recognition in the college curriculum of the importance to the national welfare of sound family life than there now is. Instruction in economics, sociology, hygiene and ethics may well lay greater emphasis on training for the maintenance of that great social institution--the family. You can see, I think, the implication that there is much more involved for men than providing an income if they are to do their part, just as there is much more for women than cooking and sewing. This leads to another point which college work can help to emphasize, and that is the practice of outgrown household arts, is no longer the measure
of a woman's ability to manage a family or make a home. To some of us there is much in the present attitude of men and women toward domestic life that is both humorous and tragic (medicine and crocheting). Let more of the cooking go, as the smoking of hams or roasting of coffee has gone. Let the making of garments follow weaving and spinning. Let soap-making disappear with candle-dipping. Let the vacuum-cleaner replace the broom. Let the bakery take the place it does all over Europe. Develop the commercial laundry on a scientific and efficient basis, so that scrubbing at a washtub shall not longer be considered a necessary occupation for a woman who wishes to maintain a home. It is just as truly domestic to be a good buyer, to study methods of securing the manufacture of household supplies under conditions of health and justice to the workers, and of eliminating wasteful practices in the distribution of household goods, and to take part in securing of wholesome food-supplies, progressive schools, adequate libraries, an efficient health service, decent places of amusement and recreation. I shall not attempt to enumerate those things which remain to be done in the home, such as the care of the children and the planning of the budget. The point I want to make is that the college can do much to change the general attitude as to what constitutes domestic life, even if it does not give specific training in every phase of it, and that it can give help and encouragement to those who under many difficulties are striving to find ways of helping young women during these precious years of training.
to appreciate the social as well as family opportunities involved in domestic life. You see, I am not now attempting to reconcile the two aims—that is too long a story, and means that competition will have to give way to cooperation as the dominant factor in organized society. My belief is that some of the difficulty at least will disappear if domestic life is given more respect and honor.

The second problem is the outcome of granting suffrage to women. The Nineteenth Amendment has given to all women citizens of legal age a full share in the duty and responsibility of directing the course of the United States. The colleges have not yet fully realized, or perhaps I should say put into practice, their privilege of training young men for citizenship, and here come these thousands of young women (over 50,000 in the State universities and colleges alone) who almost immediately will be called on to exercise the right of suffrage. Is not this an objective and ideal which is immediately pressing? The older women through the League of Women Voters, city clubs and similar organizations, are making active efforts to fit themselves for new duties. They have a right to expect the colleges to add to their number year by year a new group ready to profit by experience and to grow into sound leadership for the masses whose privileges have not been as great. The preliminary training needed is not alone in the technique of government. It is needed much more in establishing a sense of honesty, integrity and service in college and community relations. The handling of funds for societies,
fraternities, charitable undertakings and the like, is too often carried on in loose and unbusinesslike ways. "draft" should not be borne in a spirit of easy tolerance, but should be stamped out. Pledges to endowment funds, gifts to organized charitable undertakings, should not be a measure of college spirit when a student is living on borrowed funds or drawing on the limited resources of a self-sacrificing family. Celebrations which take the form of damaging property and ignoring community rights, should be treated like any case of public disorder. College students should not be allowed to consider themselves a special group exempt from the obligations of citizenship or in any wise different from other citizens, except as their knowledge and training may contribute to their power as leaders. I wish we might eliminate the word "irresponsible" as a term to be generally applied to college youth. College faculties and the community generally take the fact for granted, and the young people not only offer it as an excuse for neglect or inefficiency, but sometimes seem even to take pride in it.

I would like to have college women held to a higher standard of responsibility and achievement, rather than to receive honor in proportion to the number of activities engaged in. Throughout, there is confusion as to loyalties, the smaller one too often crowding out the greater. I can only indicate the problem and suggest that some of the faculty promotions and rewards which are granted on the basis of a few pages of printed matter over which
"oblivion will soon stretch her wings" might as fitly be granted to those who show sympathy, judgment and foresight in helping train these young women to meet the issues of citizenship in later life. I am confident that we college people pay more attention to teaching subjects than to teaching people. How we can change our attitude and our method in the interest both of social advance and the higher learning, I shall not attempt to suggest.

I would emphasize, then, family life and citizenship as proper objectives for the college today. I would remind you of the principle to be borne in mind in the collegiate education of women that "no civilization can remain the highest if another civilization adds to the intelligence of its men the intelligence of its women".

(Form Proceedings, pages 57-61)