A friendship of forty years may disqualify one for writing an impartial estimate of another's work, but, on the other hand, it engenders an appreciation that can hardly be obtained through casual acquaintance. However this may be, it is with great pleasure that I am making the attempt to express in a public way the admiration and respect that I have always felt for Dean Marion Talbot, though only to her personally could I explain the warmth of my friendship, my gratitude for her many kindnesses, and my deep affection.

Miss Talbot's determination to retire in June, 1925, from her active connection with the University of Chicago, with which she has been associated so many years as Dean of Women and head of the department of household administration, came to many of us with both surprise and regret. It marks one of the "corners" not only in her life but in the lives of the rest of us. Yet she can look back upon the way she has come with satisfaction more complete than falls to the lot of many. Student, teacher, dean, author, going to college in the days when this meant a loss of social prestige rather than its gain, becoming a leader in the cause of the education of women, aiding in the first important organization of college women, lecturing on sanitary science when that science had only begun to be formulated, organizing a department of household administration in a great university at a time when that subject was recognized as of college value only in a few agricultural colleges, and carrying on the arduous duties of dean of women, she yet has found time to write both books and articles, to keep her membership in various important associations and clubs and to maintain her friendships.

Coming from conservative New England in the days when New England was truly conservative, Miss Talbot was able to adjust herself to a community that prided itself on its progressive ideas, and to make her
influence felt. Perhaps to the students who have come in contact with her officially, Miss Talbot’s most prominent characteristic has been her sense of duty. To those who have known her better, her friendliness, her sympathetic attitude, her sense of humor, have been quite as evident. Those who have studied under her have appreciated her keen critical mind, her scholarly approach to her subject, her acquaintance with the results of the latest investigations. If they might have visited her in her New Hampshire summer home, they would have seen quite another side of Miss Talbot. A charming, perfectly arranged, well-equipped cottage, planned by herself, built out over the waters of Squam Lake, gives her the opportunity that has been denied her in the college year to manage her own home, to perform common household duties, to experiment with methods of work, and at the same time to refresh her soul with mountain, lake, and forest.

My first acquaintance with Miss Talbot was in Boston in 1885. We were both members of a small Sanitary Science Club, formed by a group of college women, under the auspices of the Association of Collegiate Alumnae, with Mrs. Richards as leader. For two winters we met every two weeks, gaining all possible information on a subject that was then in the early stages of its development, and as the result of our study there was evolved the little book called Home Sanitation, edited by Mrs. Richards and Miss Talbot. The book was later revised by Miss Talbot and has been used extensively as a text book in the schools and as a reference book by the housekeeper. Nearly every member of this club has been active in some way in the field of home economics, undoubtedly due largely to the intimate association with Mrs. Richards that it brought.

The stimulation of her interest by this study may have been responsible for Miss Talbot’s determination to continue her studies at the Massachusetts Institute of Technology where she obtained the degree of S.B. in 1888. Her A.B. and A.M. degrees she had already received from Boston University. The honorary degree of LL.D. was given her by Cornell College in 1904 and she was especially honored this past year in receiving the same degree from her own alma mater. Her first teaching in her chosen subject was at Lasell Seminary in Auburndale, where from 1888 to 1891 she gave lectures to the whole body of students on home sanitation. In 1890 Wellesley College established a tentative course in domestic science, with money especially given for the purpose, and Miss Talbot was chosen as instructor and served until she was called to Chicago University in 1892, as dean of women and assistant professor of sanitary science in the department of sociology.
Miss Talbot was one of the founders of the Association of Collegiate Alumnae (now the American Association of University Women), one of its early presidents, the secretary for thirteen years, and always an active member. In its early days she probably was more responsible than any other one person for formulating its policy.

At the University of Chicago Miss Talbot's position as Dean of Women again gave her an opportunity to help in the formulation of a policy. In the few colleges where the position existed, the dean was frequently merely a social head, with more or less executive power, but not a member of the faculty. Miss Talbot insisted that the dean should teach and should be a member of the faculty in "good and regular standing."

From our point of view, certainly, Miss Talbot's greatest contribution to education has been in connection with the development of home economics. As assistant professor and then associate professor of sanitary science in the department of sociology, she related her work definitely to the social sciences. In 1904 the work had developed so far that at the suggestion of the University authorities, a separate department was formed to which the name of household administration was given. Miss Talbot was head of the department and was soon made full professor. Since 1901 courses in home economics had been given in the School of Education, under my direction. With the establishment of the new department, I was invited to become a member of the University staff while still keeping control of the work in the School of Education. This brought about a certain unification of the two departments, but introduced administrative problems that were sometimes difficult. I cannot refrain from mentioning Miss Talbot's generous attitude toward me, so that we worked together with complete cooperation, and with no friction whatever.

In the new department, graduate work was emphasized, and the first woman in this country to take her Ph.D in Home Economics, Edna Day (afterwards Mrs. Hyde), received this from the University of Chicago, doing her work under Miss Talbot's direction.

Miss Talbot has from the first been a member of the American Home Economics Association and has attended the meetings when possible. She has acted as hostess to the Association more than once, when it has met in Chicago. In 1917 she was chosen as its president, but, though urgently begged to accept, the pressure of her other duties was so great that she declined the honor.

As an author she has made distinct contributions to home economics, both in articles and books. Beside House Sanitation she has written a
little volume called The Education of Women, and, in conjunction with Dr. Breckinridge, The Modern Household, both of them interesting and illuminating. It will be to the great advantage of the home economics world if she will add to these books further contributions from her varied experience.

It is the earnest hope of all home economists that Dr. Marion Talbot's retirement from the University does not mean retirement from work in the home economics field.

CHANGING ATTITUDES IN THE HOME!

VIRGINIA WOLCOTT COLLINS

*Nebraska Power Company, Omaha*

In my work with the women of Omaha, I come in contact with women of all sorts and ages, the older woman whose children are married and out of the way, the one whose children are in high school, the young mother with her many problems, and the young business girl looking forward to a home of her own in a not too distant future. The older women ask how to make a certain pineapple up-side-down cake, or how many eggs I use in a waffle recipe. The younger women ask me how much time a washing machine will save, how to prepare the evening meal at noon so that their afternoons may be free, about kitchen cabinets, about costs and prices in relation to their husband's salaries. The difference in these questions indicates a changing attitude among our homemakers.

This change in the housewife's viewpoint has come about partly through the work of home economics teachers. They have undoubtedly influenced her sense of the value of expert instruction in the matter of child feeding. If she wishes to know how many drops of cod liver oil are necessary for her child's health, she may get this information from her doctor, a nurse, or from neighborhood classes, but will insist on getting it from some authentic source and will not depend upon old wives' tales of tradition. In her discussions with her friends about the diets of their children technical terms are used as a matter of course. Said a luncheon guest to explain her late arrival, "I have been so worried I almost forgot about this luncheon. I have just discovered that Ann is a month behind in cutting her lateral incisors."

This carrying-over of scientific information from the laboratory and

---

1 Based on a talk given before Nebraska Home Economics Association, March, 1925.
THE CHALLENGE OF A RETROSPECT

MARION TALBOT

Reprinted for private circulation from
THE UNIVERSITY RECORD, Vol. XI, No. 2, April 1925
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 sacrosanct. 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 educational 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. In fact, 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:

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 Grangeghela Fellowship, 1886; Student at Jena, Paris, Cambridge, Berlin, Freiburg; Ferguson Scholarship (open to honoris-cum-honoribusmen of all Scottish Universities), 1887; Assistant Professor of Logic, Edinburgh University, 1888-90; Locumtenens Professor of the Moral Sciences, Cardiff, for Winter term of 1888; Sir William Hamilton Fellow, Edinburgh, 1888, for three years; Shaw Fellow, 1890, for five years; Lecturer of University Association for Education of Women, Edinburgh, 1885; Government Examiner for Degrees in the Moral Sciences, St. Andrews University, 1892, for three years; Lecturer on Logic and Methodology, Sage School of Philosophy, Cornell University, 1892-3.

The crowning academic glory of his career was that he then became Tutor in Political Economy, the University of Chicago.

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

There were, moreover, 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 classroom 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 $25.00 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 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 no more than four departments.

6. Mr. Rockefeller's first gift ($600,000), 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 $1,000,000 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 de-
sire 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 fellow, (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.

11. 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.

12. 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 was required of each student guaranteeing payment of bills and "such sums as may be charged for damage to University property caused by the student's act or neglect."

13. In general, an assistant dean was to be appointed for every one hundred 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 enrollment.

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 1897–98, 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 1898–99 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 they 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.
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 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 1929-30 the total number of students was 744, of whom 306, or over 40 per cent, were college graduates. In 1923-24 the total number of students was 13,357, of whom about 35 per cent were college graduates. 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.

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 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 manifest themselves in outward and visible signs easily made the subject of ridicule but less easily understood 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 walk so far as to Mandel 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 breakdown of the old safeguards, a breakdown 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. Professor 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, moreover, 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 cooperation and a social spirit are developed.

What now has the University accomplished? I shall not attempt even to sketch its achievements in the different fields of research, from the investigating of far-flung worlds through the evidences of the unfolding of human powers on this little earth to the discovering of healing forces for suffering body and an unhappy 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 "coed" out of its popular speech, and "girls" has given place to "women." This means a measure of respect for the women which in large degree acts 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, Dr. Harper, Mr. Laughlin, Mr. Small, Dr. Henderson, Mr. Bemis, Mr. Zeablin, 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, which were based on principles of unity, liberty, and equality. The keynote to this was sounded by Alice Freeman Palmer, who 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 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 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, 190, 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 when 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 Besson, and Elizabeth Wallace were fellows, and Edith Foster Flint, Cora Gettys, Stella Robertson Stagg, Agnes Cook Gale, Leila Fish Mallory, and Cora Roche Howland were young students, 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 part as
as 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. Then there is 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. Or, again, 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, classrooms, 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 re-

4
quirements 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 even more fully than was anticipated at first. 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 University. 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 at times compromises with the ways of the past have not seemed necessary, nor that there have been no difficulties to be met. 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 communities and institutions from which they come. In the case of the University, as in the case of all institutions, 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 revealed 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 go-
ing to college, we should rejoice that it is educational institutions that are 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 University has made no fetish of any educational theory because it was old nor been afraid of any because it was new, it has not been on the whole so startlingly revolution­ary as my Boston friends anticipated. It has perhaps been seeking that nutritive value that has been described as the “narrow of tradition” while looking toward the new day without fear.

But with the limitations which all acknowledge, the record of the years from 1894 to 1915 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 contribution 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 trivial overlapping, with its resulting waste of resources. An intensive study of the workings of the old departmental system with a view to more effective co-ordination is called for in the near future and may conceivably lead to a complete reorganization. The pigeonholing 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...
tion 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 interrelated 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, Crescat scientia; vita ævolatur, "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 Jesus, "Ye shall know the truth, and the truth shall make you free."
WITH THE COMPLIMENTS OF
MARION TALBOT
DEAN OF WOMEN

THE UNIVERSITY OF CHICAGO
CHICAGO, ILLINOIS
U.S.A.
THE CHALLENGE OF A RETROSPECT

MARION TALBOT

Reprinted for private circulation from The University Record, Vol. XI, No. 2, April 1925
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 sacrosanct. 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 educational 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. In fact, 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.""
THE UNIVERSITY RECORD

88

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:

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 Grangemouth Fellowship, 1886; Student at Jena, Paris, Cambridge, Berlin, Freiburg; Ferguson Scholarship (open to honorees of all Scottish universities), 1887; Assistant Professor of Logic, Edinburgh University, 1888-90; Locumtenens Professor of the Moral Sciences, Cardiff, for Winter term of 1888; Sir William Hamilton Fellow, Edinburgh, 1888, 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.

The crowning academic glory of his career was that he then became Tutor in Political Economy, the University of Chicago.

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

There were, moreover, 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 classified as majors and minors. The former called for ten, eleven, or twelve hours of classroom 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 $25.00 a quarter. Incidentally it is interesting to note that table board was to be $1.00 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 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 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), 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 $1,000,000 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 de-
sire 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 fellow, (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.

11. 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 of class work in physical culture throughout their course.

12. 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 was required of each student guaranteeing payment of bills and "such sums as may be charged for damage to University property caused by the student's act or neglect."

13. In general, an assistant dean was to be appointed for every one hundred 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 enrollment.

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

The University Affiliates 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 1897-98, 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 1898-99 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 the 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 they 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.
THE UNIVERSITY RECORD

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 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 1892-93 the total number of students was 744, of whom 366, or over 40 per cent, were college graduates. In 1923-24 the total number of students was 13,357, of whom about 35 per cent were college graduates. 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.

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 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 manifest themselves in outward and visible signs easily made the subject of ridicule but less easily understood 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 walk so far as to Mandel 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.

THE CHALLENGE OF A RETROSPECT

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 breakdown of the old safeguards, a breakdown 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. Professor Veblen himself would, I believe, acknowledge that the ideal of conspicuous leisure is far less dominant than when he wrote his brilliant drabate; 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, moreover, 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 cooperation and a social spirit are developed.

What now has the University accomplished? I shall not attempt even to sketch its achievements in the different fields of research, from the investigating of far-dung worlds through the evidences of the unfolding of human powers on this little earth to the discovering of healing forces for suffering body and an unhappy 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 "coed" 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 results 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, Dr. Harper, Mr. Laughlin, Mr. Small, Dr. Henderson, Mr. Bemis, Mr. Zeublin, 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, which were based on principles of unity, liberty, and equality. The keynote 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 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 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 Flint, Cora Getty, Stella Robertson Stagg, Agnes Cook Gale, Leila Fish Mallory, and Cora Roche Howland were young students, 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. Then there is 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. Or, again, 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, 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, classrooms, 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 re-

quirements 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 even more fully than was anticipated at first. 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 University. 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 at times compromises with the ways of the past have not seemed necessary, nor that there have been no difficulties to be met. 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 fewer 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 communities and institutions from which they come. In the case of the University, as in the case of all institutions, 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 revealed 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 go-
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 head 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 pleasures and profit involved in them. The University’s policy of recognizing the value of spontaneity in the formation of student groups has been admirable 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. I cannot help thinking that we should 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 by one that still different. The lack of co-ordina-
tion 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 delimitied 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 interrelated 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, Crescat scientia; vita excolatur, "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 Jesus, "Ye shall know the truth, and the truth shall make you free."
WITH THE COMPLIMENTS OF
MARION TALBOT
DEAN OF WOMEN

THE UNIVERSITY OF CHICAGO
CHICAGO, ILLINOIS
U.S.A.
Where should the scholar live?
In solitude, or in society?
in the green stillness of the coun-
try, where he can hear the heart of
Nature beat, or in the dark, gray
town, where he can hear and feel the
throb of man? I will
make answer for him, and say, in
the dark, gray town.

LONGFELLOW
# BOSTON UNIVERSITY

## Directory of Officers

**Acting President of the University**  
BISHOP WILLIAM F. ANDERSON, LL.D.  
688 Boylston Street, Boston, Mass.

**Presidents Emeritus**  
WILLIAM F. WARREN, S.T.D., LL.D.  
WILLIAM E. HUNTINGTON, Ph.D., LL.D.

**President of the Corporation**  
Hon. JOHN L. BATES, A.B., LL.D.  
933 Tremont Building, Boston, Mass.

**Treasurer of the University**  
LYFORD A. MERROW

**General Manager**  
LEE C. HASCALL  
20 Beacon Street, Boston, Mass.

## Representatives of Departments

<table>
<thead>
<tr>
<th>Department</th>
<th>Representative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate School</td>
<td>DEAN ARTHUR W. WEYSSE</td>
</tr>
<tr>
<td>College of Liberal Arts</td>
<td>THE EDITOR</td>
</tr>
<tr>
<td>Summer Session and College Extension Courses</td>
<td>PROFESSOR ALEXANDER H. RICE</td>
</tr>
<tr>
<td>for the College of Liberal Arts</td>
<td>ROSAMOND M. MACK</td>
</tr>
<tr>
<td>College of Business Administration</td>
<td>HELEN M. DAME, A.B. '96</td>
</tr>
<tr>
<td>College of Practical Arts and Letters</td>
<td>DEAN T. LAWRENCE DAVIS</td>
</tr>
<tr>
<td>School of Theology</td>
<td>JAMES N. CARTER, J.B. '06</td>
</tr>
<tr>
<td>School of Law</td>
<td>HENRY R. BLOOM</td>
</tr>
<tr>
<td>School of Medicine</td>
<td>DEAN ARTHUR H. WILDE</td>
</tr>
<tr>
<td>School of Education</td>
<td>MRS. ELIZE P. MALMBERG</td>
</tr>
<tr>
<td>School of Religious Education and Social Service</td>
<td></td>
</tr>
</tbody>
</table>

Address all communications to THE EDITOR, 675 Boylston Street, Boston, Mass.

## Published Quarterly by Boston University

Fifteen cents a copy. Fifty cents a year.

Entered at the Boston Post-Office as second-class matter. Acceptance for mailing at special rate of postage provided for in Section 1103, Acts of October 3, 1917, authorized on August 15, 1918.

The administrative offices of Boston University are at 688 Boylston Street (corner of Boylston and Exeter Streets and adjoining the Boston Public Library). Telephone number is Back Bay 5864. Cable address is "University, Boston."
The installation of Mrs. Lucy Jenkins Franklin, A.M., as University Dean of Women was held in the Old South Church on Friday afternoon, December 12. Preceding the formal exercises in the Old South Church a luncheon was given by President and Mrs. Murlin to Mrs. Franklin and to the guests of honor, Mrs. Calvin Coolidge and Miss Marion Talbot, Dean of Women, University of Chicago. At the head table were President and Mrs. Murlin, Mrs. Coolidge, Mrs. Frank W. Stearns, Dr. George B. Franklin, Mrs. Franklin, Dean Talbot, Ex-Governor and Mrs. John L. Bates, Rev. Charles L. Slattery, D.D., Bishop Coadjutor of the Protestant Episcopal Diocese of Massachusetts, and Mrs. Slattery, President Emeritus William E. Huntington and Mrs. Huntington, and Rev. Charles F. Robinson, Chaplain of the College of Practical Arts and Letters and Mrs. Robinson. There was no speaking at the luncheon.

At the Installation exercises the guests of honor were accompanied to the church by President Murlin, Mrs. Everett O. Fisk, a trustee of the University, Mrs. Ida Davis Ripley of the Women Graduates' Club, Mrs. Franklin, Bishop Slattery, Miss Ruth L. S. Child, founder of the Women Graduates' Club, and Rev. Charles F. Robinson.

The invocation was delivered by Rev. Charles F. Robinson. The first address was that of President L. H. Murlin, who spoke in part as follows:

"Boston University has pioneered in many departures from conventional programs in education. In none of these pioneer adventures does she find more satisfaction than in her startling announcement from the beginning that whatever resources for education the university had were freely offered to women upon exactly the same terms as those given her brothers."
"It warms one's heart to read of those early days of these beginnings when Julia Ward Howe was typical of the women who were interested in the young University; and the students were of the finest prophetic type.

"One of these early graduates came from our School of Theology. So outraged were her family by her membership in the school that she assumed the name Anna Oliver, in order to protect her family name from what seemed to be a disgrace. Her life was altogether too short during which she gave the church of her choice a brilliant ministry.

"Anna Howard Shaw was one of the early students. With limited resources she came to Boston from a Michigan frontier, lived in a garret, kept soul and body together on bread and water. So eager was she for an education that no self-denial thwarted her plans. She was graduated both from our School of Theology and from our School of Medicine, and had a long and brilliant career in the service of American womanhood. Her last service came during the war, when she was appointed head of the Women's National Defense Council by the president. None present will ever forget her remarkable address here in Boston, which practically closed her public career. She died soon after in the service of her country, a martyr-patriot as any soldier dying on the field of battle.

"Helen Magill studied here in her undergraduate days. Taking up graduate work, she received from us the first doctorate in philosophy 'in cursu' ever given to an American woman by an American university. You know her helpful career and that of her distinguished husband, the late Andrew D. White, the president of Cornell University and Ambassador to Berlin.

"We are met today to induct into office our first University Dean of Women. The various schools and colleges have ever had women who were set apart for the special purpose of comradeship and friendship among our women students. This new office just created will not interfere with any of the arrangements already made. It will provide helpful co-operative service to the more than 4,000 women who are now undergraduates in the university and to the little less than 4,000 women graduates of the university. It will affiliate itself with other services for women of other universities and colleges, and other educational organizations among women.

"I can think of no finer opportunity in Boston for comradeship and friendship in helping women to more useful lives than the opportunity given this office, not so much through authority and rules and regulations as through companionship, friendship, good-will and cooperation.

"I must here pay tribute to Miss Ruth L. S. Child who was the founder of the Women Graduates' Club, to the former presidents of the club, and to Mrs. Everett O. Fisk and to the members of our Women Graduates' Club for taking active leadership in the securing of funds to back this great enterprise. The sum of $65,000 has been pledged toward the endowment we need to cover the current expenses of this office. We have from Mrs. J. W. Wilbur a gift of $100,000 toward a women's building, which we hope will be the first of a series of gifts for a suitable building in which to house the service we should give Boston University as outlined above.

"It is hoped that these gifts are the beginning of an endowment of not less than $250,000 for this department, and of a fund not less than $250,000 for the proposed building suggested by Mrs. Wilbur, where will be housed the various activities of the women in Boston University,—wives of faculties, of men graduates, of trustees, of
graduate women and undergraduate women students, that they all may find here a common meeting-place for comradeship in the service of the university, the community and the nation.

"One of our earliest friends was Dr. I. Tisdale Talbot, a pioneer in education, founder of our Medical School and its first dean. His wife was no less a pioneer, being the chief spirit in the founding of the Girls’ Latin School here in Boston. She was the primal influence in bringing together a group of university women from which grew the Association of Collegiate Alumnae, now known as the Association of University Women and which today has reached out as an international fellowship of University Women.

"It is a pleasure to introduce to you today their daughter, who was graduated from our College of Liberal Arts and from our Graduate School, and after a notable service as a worker and author in the field of education, has been for some time the Dean of Women in the University of Chicago, Miss Marion Talbot, A. B., A. M., LL.D., who will now address you."

Following President Murlin, Dean Talbot spoke in part, as follows:

"‘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 warps over.’

"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.

"In the years that followed, Wellesley and Smith Colleges 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.

"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?"

"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 Massachusetts, while in the United States more than 10,000 women were given 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 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, and the women gainfully employed are steadily increasing in number.

"Another profound change which has affected the relation of women to organized society has been their admission to the full rights of citizenship. There is ample evidence that there is a growing and intelligent understanding of the obligations which the new citizenship entails.

"One outstanding result from all these causes is the attitude of young women toward marriage. The inquirers 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 house-wife, 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. 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.

"Such, in general, is the situation in which the dean of women finds herself. She is to be the counsellor 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 presenting an infinite variety of choices that cannot be evaded, while lack 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.

"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, the use of which 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 praiseworthy. I am confident that you can trust them to cooperate with you in making Boston University the source of enriching and ennobling influences for the wide circle which it serves."

Dean Talbot was followed by Dean Franklin, who was introduced by President Murfin, as follows:

"In response to the address of Dean Talbot, I now have the pleasure of introducing to you Mrs. Lucy Jenkins Franklin, A.B., A.M. After an apprenticeship in various lines of educational experience, she has been promoted step by step to enlarging spheres of responsibility and leadership. Meantime, she did graduate work at the University of Chicago, Radcliffe College and at Columbia University, her specialty there being problems in educational administration for Deans of Women. Since then she has had successful experience as a teacher and for the past five years has been an outstanding influence as Dean of Women in Evansville College.

"Mrs. Franklin began her work with us officially the 15th of November. She has, in this brief time, been invited to meet with the Advisory Committee of the Appointment Bureau of the Women's Educational and Industrial Union, which committee consists of several Presidents and Deans of New England Colleges. She has had hearty comradeship with several Deans of Women and has been called into conference upon the housing situation for the more than 30,000 students who come to Boston annually; she has recently been elected as a member of the special committee of this Conference, with professors from several universities and colleges in Greater Boston, the only woman on that committee; she is a member of the Parent-Teachers Association of Brookline; a member of the committee on International Relations of the Boston Branch of American Association of University Women; and she has been asked to cooperate in some vocational research work in Boston by the Research Bureau of New York City.

"I cite these facts, rather intimate and personal, at this time since they so well illustrate the very unusual opportunities Boston University has in meeting, through this office, many of the types of service which our University must render if it is to take its position in the life of the city; all this in addition to the work she will do for, among, and through, the woman officially related to Boston University.

"I have great pleasure in presenting to you Mrs. Lucy Jenkins Franklin, about to be inducted into the office of University Dean of Women in Boston University."

In her address, Dean Franklin said in part:

"It is quite difficult to define a dean of women; it is more difficult to define her tasks. Not long ago, a dean of women found it necessary to remove some college girls from the home of a certain landlady and the landlady took the case to court, claiming that the dean had deprived her of her only means of support. The judge, after studying the case, said he had searched the state and national statutes and the Scriptures and nowhere in print could he find a law stipulating what a dean of women should or should not do and he, therefore, must dismiss the case.

"So while there may not be any written guide book for a dean of women, there are very good suggestions. One college president has said, 'A dean of women should be a wife and mother to her institution, guarding zealously the interest and the welfare of every girl within it, endeavoring at all times to bring about unity and harmony and training every moment for future leadership.'"
"The cross-currents and questionings concerning the goal of education today are such as to bewilder and at the same time to offer a stimulating challenge.

"What is education today? Some say it is learning to think. Others hold it is learning to do. Some say it is based upon science; others declare it is based upon the humanities. Some say it is for moral self-realization; others, that it is for the adaptation to environment. Some say it is for content; 'no,' the opponents declare; 'it is the mental discipline only that counts.' One group cries, 'Education today is vocational efficiency.' 'No,' answer the opponents; 'true education means, first of all, liberal culture.'

"In the face of these conflicting ideas, what guide, may I ask, can we have for the work that must go on every day, every hour in the class-room? We who are dealing with students every hour can not stop our work until these educational problems are solved. The only thing we can do is 'to keep our heads erect, our aims sublime' and by closely observing and studying the trend of education, try to see a short distance ahead.

"The economic law of supply and demand seems to be operating in education today, whether right or wrong. Some institutions, termed as conservative, have attempted to resist the pressure of demand, but most of them eventually yield. This may be the right course. It may be the reverse.

"Some adherents of the old culture see us returning to barbarism, declaring vocational specialization is not and never will be education. They say we are distorting students in training them to be efficiency experts; to make a living at the expense of making a life; that we direct them from the culture of Mathew Arnold, The best that has been thought and said,' and direct them toward a narrow sordid future that does not always bring even their hoped-for efficiency. They say we are not dealing fairly with the students, for the great majority of the very professors who give them this technical training have themselves received the liberal arts training plus the special preparation. They cite the increasing lack of interest in art, literature, drama, and religion and they blame the cross-cut methods of education for it.

"A very dark picture. If it be true, then we can only hope that in the next generation after there has been established a family educational background, things will right themselves, and the demand will again be for a cultural foundation. The 'Part I Report' of the last 'Classical Investigation' is indeed a very hopeful one. In one university of the west the Latin enrolment increased almost 75 per cent. in 1923. Perhaps Mathew Arnold was right, when he said, 'After a man has made himself perfectly comfortable and has then to determine what to do with himself, he may remember that he has a mind.'

"On the other hand, we have other pretty good thinkers, who, with John Dewey, say we are through with the old culture. It points to the past, to what has been said and thought, while what is alive and compelling in our education, moves toward some undiscovered future; that we must get our educational bearings from contact with the living present.

"One great difference between the Greek achievement and the possible achievement of today will be the relative position of women. We are sure, if a new democratic culture is to be realized, woman's place in it will be of unquestioned importance.

"The next question that comes, then, to a dean of women is, 'What kind of an education should our young women have to insure them a rightful place in this new culture?' One reason that I am happy to come back to Boston is that here, among fifty educational institutions, we have a wonderful opportunity to work out some of these questions.

"Another factor that will differentiate this new culture from the old, is the relative position of industry. America is industrial. There is no prospect of her being otherwise for many years to come. And education, if it is to meet the conditions, must reckon with this fact. Every large city is an industrial city and practically every large city has a college. According to statistics collected by George S. Clifford, American colleges draw more than 50 per cent. of their students from within a 50 mile radius. He found this true even of Harvard University. Now if we have a college in practically every industrial center of America, and if that college is fulfilling its obligations to industry, then there should be no demand for a labor college in America.

"But we know there is such a demand, a growing demand. About 20 years ago, here in Massachusetts, the labor organizations attempted to obtain an appropriation for a state university, which should provide courses especially for those interested in industry. Just lately, in the state of Georgia, 100 acres of land have been given and one million dollars subscribed for the establishment of America's first labor college.

"This movement is one of the most unfortunate that has ever been allowed to start in America. It is an educational tragedy. It means misunderstandings, class barriers, class hatred, certainly a thing to be deprecated by any new democratic culture.

"Whatever this new culture is to be, every educator with any experience hopes to see, both in industry and education, the restoration of the joy and holiness of hard work. Mary Lyon, the pioneer in education for women, when teaching in Ipswich Seminary, wrote a letter to her mother in which she said, 'I will leave here in June. Education is coming too easily to women of this section. I am going out west where women will have as hard a time to get their education as I did.' She went out west, to South Hadley, and established Mt. Holyoke. The out west of today is not the 'out west' of which she spoke. Take a trip through the west and see the great universities with their cathedrals of learning and millions for endowment. No, the out west of today is the center of the large city, in the heart of industry. There you will find the educational frontier today, and until our universities realize this and extend educational opportunities to that frontier, there will always, from this moment on, be an excuse for a labor college in America.

"When we scan the large universities to see which ones are offering opportunities to the educational frontier our eyes rest with pride upon Boston University. I had been here but two days when a young man called at my back door and asked me to buy vegetables of him and I found that he was a Boston University boy, working this semester in order to pay his way next semester. The next day a bright faced young man appeared at my door and asked me to take milk from the company he represented. He, too, proved to be a Boston University lad working this fall in order to enter the university in the winter. A week later a young lady asked if she might help me in my housework to pay her room rent while in Boston University.

"If Mary Lyon could come back today she would still find an out west for her pioneering spirit. It was with far reaching vision that the founders of Boston University dedicated it to the education of men and women alike; it was with the eye of a seer that President Murlin saw the possibilities of extending educational opportunities to the heart of industry, and it is a living monument to our board of trustees that their procuring and managing of funds has made possible the ten flourishing colleges that now comprise Boston University.
"We, as educators, if we are true to ourselves, admit that we do not know what the educational future should be; we do not know what proportion of the old culture should remain in our curricula; we do not see clearly yet the new culture. We admit that we are in an educational chaos, but the chaos is a glorious one. We are experiencing now the challenge of Browning's 'glory of the Imperfect,' and, with Browning, we are sure that the glory is in the quest. I deeply appreciate the call to Boston University, not only because of what it has achieved or what it is achieving, but because its opportunities are unlimited for enriching the life of the noble and historic city whose name it so proudly bears.

"Its position is strategic for great future educational developments."

Mrs. Franklin's address was followed by her formal induction into the office of Dean, President Murlin gave the charge as follows:

"LUCY JENKINS FRANKLIN, by your gifts, graces and usefulness you have been deemed worthy of the office of University Dean of Women in Boston University. By authorization of our Board of Trustees I here and now do formally induct you into that office. As symbols thereof I present you with the key of your office. May it symbolize the entrance you will have by your personality and service into the hearts, not only of the officials and women of Boston University, but of all the good friends of higher education of women everywhere."

Prayer was offered by Dr. Slattery and a response was given by the University Glee Club.

After the induction of Dean Franklin, the honorary degree of Doctor of Laws was conferred upon Mrs. Calvin Coolidge and Dr. Marion Talbot. President Murlin addressed the recipients of the degrees as follows:

"GRACE GOODHUE COOLIDGE—Student, university graduate, teacher; daughter, wife, mother; in every station exemplifying the finer qualities of mind and heart we most admire in women: your own works praise you; you have gained the confidence, admiration and love of the American people.

"Upon the recommendation of the University Council, I have been authorized by the Board of Trustees of Boston University to admit you to the degree of Doctor of Laws."

"MARION TALBOT—Daughter of pioneers in educational progress; graduate and postgraduate of Boston University; distinguished as student, teacher, author, administrator; by example and precept a persuasive and effective influence in broadening and enriching educational opportunities for the young women of America.

"Upon the recommendation of the University Council I have been authorized by the Board of Trustees of Boston University to admit you to the degree of Doctor of Laws."

The closing prayer and benediction were by Dr. Robinson. The musical program was in charge of Professor John P. Marshall.

Following the Installation exercises a reception was given to Dean Franklin, Mrs. Coolidge, and Dean Talbot at the Copley Plaza from 4:30 until 6. The receiving line included: Mrs. Coolidge, Mrs. Stearns, Ex-Governor and Mrs. John L. Bates, representing the University Corporation, President and Mrs. Murlin representing the University, Mr. and Mrs. Everett O. Fisk representing the Trustees, Dr. and Mrs. Franklin, and Dean Talbot.
NEW ACTING PRESIDENT OF BOSTON UNIVERSITY

The trustees on Tuesday, December 9, unanimously elected Bishop William F. Anderson of the Boston area of the Methodist Episcopal church, acting president of Boston University. Bishop Anderson took office on January 1, 1925, and will serve until the election of a permanent president.

At the meeting the nominating committee reported to the full board that they were making “satisfactory progress” toward the selection of a permanent president for the university. They reported that many names were under consideration.

Bishop Anderson came to Boston following the General conference of the Methodist Episcopal church last spring as the successor to Bishop Edwin Holt Hughes, who was transferred to the Chicago area. Bishop Anderson comes to Boston from the Cincinnati, Ohio, area, where he has been since 1912. Previous to 1908, when he was elected a bishop, he had served as secretary of the Board of Education of the Methodist Episcopal church, in which capacity he was the executive head of the educational work of the church.

Bishop Anderson was born at Morgantown, West Virginia, in 1860. He studied at the University of West Virginia and holds degrees, including that of L.L.D., from Ohio Wesleyan University, Drew Theological Seminary, Wesleyan University, Upper Iowa University, and Ohio Northern University.

President Murlin's official connection with the University as President ended January 1, at which date Bishop Anderson began his duties as acting president. President Murlin left Boston within a few days after the termination of his duties at Boston University. Information from Greencastle is to the effect that he will be inaugurated president of DePauw University May 1.

President Murlin presented at the annual meeting of the Trustees on Thursday, November 13, his report for the year 1923-1924. The report contains detailed accounts of the progress of each of the schools and colleges of the University. Valuable material has been contributed by the various deans. One of the most interesting of the statistical tables is that covering the period of President Murlin's administration. From the report it appears that during the 13 years of his term of office the student enrollment increased from 1425 to 11,001; the alumna, from 660 to 12,592; the faculty, from 187 to 496; the annual income, from $216,275 to $1,396,855; the total net capital, from $2,141,105 to $4,389,698.

Among recent gifts, President Murlin mentions that of the late Austin B. Fletcher, estimated to be worth $150,000; that of Mrs. Augusta E. Corbin of over $800,000; $100,000 each from Mrs. Addie V. Wilbur, Mr. George H. Maxwell, and an anonymous giver. Mrs. George L. Richards has presented gifts sufficient to liquidate all indebtedness on the School of Theology, thus carrying forward her father's interest in the University. Other gifts received during President Murlin's administration were those of Mr. T. D. Collins, $100,000, and Mr. R. R. Robinson of more than $165,000.

President Murlin expresses the hope that there will be in the immediate future an endowment of the Graduate School to bear the name of the late Dr. Borden P. Bowne, this school to cover the whole field of graduate study in Boston University, thus really making Boston University the "Citadel of Personalism," as it has been characterized by an eminent teacher of philosophy.
BOSTONIA
THE ALUMNI DIRECTORY

The Alumni Directory is now ready for distribution. The volume contains much valuable information. In addition to class records and an alphabetical alumni list, it presents in chronological order a list of the founders, the associate founders and the corporation of the University. Faculty names are listed alphabetically in two ways: by subject, and with a record following each name, showing dates of University service. All these lists date from the founding of the University. In connection with the Geographical and Department Summaries, statistics are given which will be of value to class secretaries and others desiring such information. To cover costs of printing and mailing, a charge of $3.00 will be made. Orders should be sent to The Alumni Bureau, Boston University, 675 Boylston Street, Boston, Massachusetts.

Mr. Frank W. Kimball, A. B. '94, succeeds as Secretary of the Board of Trustees Dr. George S. Butters, who retires from this important position after a long term of efficient service beginning in 1911.

UNIVERSITY NOTES

The Boston University Women Graduates' Club have issued their calendar for the year 1924-25. The remaining meetings of the year are:

Saturday, January 24, 1925, 1 p.m., mid-year meeting and luncheon, Hotel Bellevue, Boston. Mrs. Sadie Lipner Shulman, Chairman.

Thursday, April 16, 8 p.m., Annual Author's Reading for the benefit of the Permanent Fund; date subject to change. Miss Hazel M. Purnor, Chairman.

Saturday, May 2, 2 p.m., Gamma Delta Room, College of Liberal Arts, annual meeting of the Boston Branch of the American Association of University Women. The Boston University Women Graduates' Club, hostess. Mrs. Edith Lynch Bolster, Chairman.

Saturday, May 23, annual meeting and dinner, Twentieth Century Club, Boston. Mrs. Anna Gale Haines, Chairman.

Recent gifts to the University include $100,000 from an unnamed giver. Another gift was a bequest of $20,000 to the University by the late Mrs. Elizbeth Josselyn Webster, a sister of the late Professor Freeman M. Josselyn, professor of Modern Languages in the College of Liberal Arts, 1900-1907. Mrs. Webster was the donor of the Josselyn Memorial Organ in the College of Liberal Arts in memory of her brother.

The Departments

GRADUATE SCHOOL

Mr. A. L. Miller, who received the degree of A. M. from Boston University in 1924, is again in India, connected with the Young Men's Christian Association. He is at present stationed at Delhi.

Dr. Edward P. Phelps, formerly connected with the department of Chemistry at Tufts College, who received his Ph.D. degree in June, 1924, from Boston University, is now connected with the department of Chemistry at Cornell University, Ithaca, New York. He has recently published a part of his Doctoral dissertation


Dr. Ralph H. Cheney, who received the A.M. degree from Boston University in 1919, is now assistant professor of Biology in New York University, and has in press a book entitled, "A Monograph of the Economic Species of the Genus Coffea L."

The China Journal of Science and Art is under the joint editorship of Arthur de C. Sowerby, F. R. G. S., F. Z. S., and John C. Ferguson, Ph.D. Dr. Ferguson is a Trustee of Boston University and holds his Ph.D. degree from our Graduate School. He is concerned with subjects relating to literature and art in this Journal.

COLLEGE OF LIBERAL ARTS

The annual dinner of the Men's Graduate Club of the College of Liberal Arts was held on Friday evening, December 5, at the University Club, Boston. The attendance was somewhat over 100.

Among the guests of honor were President Lemuel H. Murlin, Dean William M. Warren, and James R. Marsh, '16. Albert Morris, '25, represented the student body. Walter I. Chapman, '01, was toastmaster. The singing was led by Ralph Brown, assistant treasurer of the University. An "Old Timers' Gee Club," led by Leon Baldwin, '97, contributed to the musical program. Harold Benfield, '25, gave xylophone solos.

The following officers were elected for next year: President, Walter I. Chapman, '01; Secretary-Treasurer, Elmer B. Mode, '15; Executive Committee: Leon Baldwin, '97, Edward Daily, '14, and William H. Hartwell, '24.

The Christmas reunion of Epsilon Chapter was held on Saturday evening, December 27, in the College building. Supper was served at 6:30. Carols were sung by a mixed double quartet under the direction of Elmer B. Mode, '15. Christmas readings were given by Mrs. Sara Cone Bryant Bost, '95. Addresses were made by President L. H. Murlin, Dean William M. Warren, '87, Mrs. Lucy Jenkins Franklin, University Dean of Women, Mrs. Everett O. Fisk, '83, and Bishop William F. Anderson. Mr. Walter I. Chapman, '01, who has been elected to succeed Mr. Mervyn J. Bailey, '15, as President of Epsilon Chapter, presided.

Registration for the Late Afternoon Saturday and Evening Courses will be held Saturday, February 7. A number of new courses will be offered. The circular containing a complete list of the courses may be obtained on application to the Director, Professor Alexander H. Rice, 688 Boylston Street, Boston.

COLLEGE OF BUSINESS ADMINISTRATION

Governor Channing H. Cox was the speaker at the College Assembly, in Huntington Hall, Tuesday, December 9. The Governor said that he gloried in the fact that Boston University College of Business Administration is an example of the Massachusetts institutions from which young men go forth to the business world.

In outlining New England, his advantages, he explained that Massachusetts was responsible for the majority of the industries. That it was the Bay State to whom the other States looked for advice and aid; that Massachusetts was the mother State of New England.
In his capacity as Grand President of Alpha Kappa Psi Fraternity, Dean Lord, during September and October, presided at a number of district conventions of the Fraternity covering the western States. In connection with these conventions, Dean Lord visited many of the leading schools of business administration in Ohio, Nebraska, Colorado, Utah, California, Texas and Oklahoma.

During Education week, Dean Lord addressed the students of the Lynn English and Concord, Mass., high schools on the Values of Education.

Professor Charles W. French, head of the French Department, has been honored for his work on the College Entrance Examination Board by appointment to the Committee of Revision. For the past seven years Professor French has served as a reader of French examinations.

Professor Atlee L. Percy, Director of Courses for Commercial Teachers, was the principal speaker before the Commercial section of the Maine Teachers’ Association, at the annual convention held in Bangor, October 30, and the Business Section of the National Commercial Teachers’ Federation at the annual meeting held in Louisville, December 29.

Mr. Benjamin F. Smith has presented to the students and faculty of the College of Business Administration a little book “A Story of Achievement,” by Everett W. Lord.

COLLEGE OF PRACTICAL ARTS AND LETTERS

The recent announcement regarding the formation of the “Freshman Cabinet” is another forward step in the management of the social affairs of the College. As the Dean of the College takes full responsibility for the guidance of the social activities of the college family, he has devised the “Freshman Cabinet” plan as a means of keeping in close touch with class affairs and with student thought generally. The Dean selects the members of the Cabinet, each of whom in turn chooses twenty-four other girls, who thus become members of her “group.” Even in the upper classes, group leaders have been selected. The division of the whole student body into sections of twenty-five, or less, facilitates the building up of a strong college spirit. In all assemblies, the groups of girls are seated with their leaders. The leader is charged with the responsibility of “checking up” the attendance of her followers on such occasions. The scientifically-arranged attendance sheets used by the leaders result in the full quota of students being present at all official gatherings.

An interesting feature of the Dean’s course in “College Life and Problems” is that which has to do with the investigation of the student’s method of study and the time which she devotes to the preparation of assignments in connection with the different courses. Each girl prepares a daily work sheet during certain periods of the year. From these schedules she makes a summary sheet, which gives the exact time devoted to each subject for the period. The statistics provide a valuable guide for the college advisors.

SCHOOL OF THEOLOGY

At a meeting of the Faculty, held December 19, nominations for Fellowships were made as follows:

To the Jacob Sleeper Fellowship,—B. Foster Stockwell, of the Class of 1924.

Mr. Stockwell is a graduate of Ohio Wesleyan University, in 1920, a former Secretary of Dr. John R. Mott in the Orient, has served as assistant pastor of the First Methodist Church in Lynn, and is now pastor of the St. Andrew’s Methodist Church of Roxbury.

To the F. D. Howard Fellowship,—Edwin Prince Booth, of the Class of 1922.

Mr. Booth is a graduate of Allegheny College in 1920. Since his graduation from the School of Theology he has been serving as student pastor of the Islington Union Church, and teaching Church History in the School of Religious Education of Boston University, while doing graduate work toward his Ph.D. degree.

President Murlin received a most enthusiastic welcome at the Chapel exercises of the School of Theology on Friday, October 14.

“Every woman ought to study the constitution of the United States and the debates which led up to its adoption,” declared Dean Homer Albers, speaking on “Politics” before the students of the Boston University College of Practical Arts and Letters.

The annual awards of the William Mack prizes for the students at the Boston University School of Law doing the best work in legal training research have been made. The prizes are sets and semi-sets of law volumes, the number depending upon the conditions under which the competing students finish the competition.

Five men and one woman student are on the honor roll for this year. They are: Earl S. Tyler of Harrington, Me.; Joseph Soum of West Roxbury; Helena V. O’Brien of Framingham; Earl C. Parks of Springfield; Vincent J. Panetta; and Charles A. Rome of Brookline, the only first year student to win an award.

BOSTONIA

1924—Governor Cox appointed on Thursday, November 13, William M. Butler to be United States Senator in place of the late Henry Cabot Lodge. He took his seat December 1 and will serve until the State election of 1926, under the terms of a law enacted two years ago by which the Governor can fill vacancies until the next State election.

SCHOOL OF MEDICINE

Dean A. S. Begg, in his report to President Murlin for the academic year 1923–24, incorporated in President Murlin’s report to the Trustees for that year, notes the celebration of the 50th anniversary of the founding of the School. This 50th anniversary of the School coincided with the retirement of Dr. John P. Sutherland as Dean after a service of twenty-five years. The death of Dr. E. E. Allen, registrar, was a serious loss to the School. The students have perpetuated his memory by the organization of the Edward E. Allen Undergraduate Medical Society, which will attempt to further the ideals for which Dr. Allen strove. Dr. Allen’s successor as registrar is Dr. Wesley T. Lee, whose appointment became effective with the beginning of the school year 1923–24. The total enrollment for the year was 222.
the full number that can be successfully handled with the present facilities of the School. The staff has been increased by the addition of a number of clinical instructors and certain changes of title have been made effective. There has been instituted a new course in Neuro-

SCHOOL OF EDUCATION

Every week the students and faculty of the School have a Thursday noon luncheon together.

The Boston Chamber of Commerce has cordially endorsed a course of lectures to be given by the School in the second semester on "Social and Economic Conditions in New England" and how these may be included within the curriculum of the high school. Experts in various social and business activities will speak and the course will be open to the public as well as to teachers and school executives.

The Home Economics section of the State Federation of Women's Clubs has asked the School to undertake a study program pertaining to the sociology of the home. The lectures given last year and this by Professor Groves have aroused much interest. Since Mrs. Burnham, the Massachusetts chairman of the Home Economics section, has been appointed chairman of the same work in the National Federation, it is likely that the program adopted here will be duplicated in many states of the country.

The Executive Committee of the School has found the student body peculiarly cooperative in everything that is related to the present and future welfare of the School. They have therefore invited the student body to elect a committee of three to meet on occasion with the Executive Committee to discuss topics of common interest—especially those that concern the social life of the School.

The School of Education has a vigorous alumni association, of which Miss Florence O. Bean is president, and Miss Ruth Cameron secretary. A fall meeting was held, an interesting program presented and energy developed for a still larger association.

The Art Department has also organized its alumni for mutual benefit and for the service of the Department. Miss Blanche Colman is president.

SCHOOL OF RELIGIOUS EDUCATION AND SOCIAL SERVICE

President Murlin's report for the year 1923-24 presented to the annual meeting of the Trustees on Thursday, November 13, contains the report of Dean Walter S. Ahearn of the School of Religious Education and Social Service for the year 1923-24. The total enrolment was 425, not including 158, whose primary registration was in other departments. This was an increase of 56 over the previous year. During the year there were added to the library 1,713 volumes. The faculty has continued its service to the general field of religious education and social service by research, professional writings, and public addresses. The Social Science department, under the direction of Dr. C. E. Carroll, has completed a survey of the church conditions of Charlestown. The Department of General Church Work has been active in Americanization and foreign speaking work. Important experimental work has been done in the field of weekday religious schools. The School has issued for general distribution several bulletins.
INSTALLATION OF THE DEAN OF WOMEN

The installation of Mrs. Lucy Jenkins Franklin, A.M., as University Dean of Women was held in the Old South Church on Friday afternoon, December 12. Preceding the formal exercises in the Old South Church a luncheon was given by President and Mrs. Murlin to Mrs. Franklin and to the guests of honor, Mrs. Calvin Coolidge and Miss Marion Talbot, Dean of Women, University of Chicago. At the head table were President and Mrs. Murlin, Mrs. Coolidge, Mrs. Frank W. Stearns, Dr. George B. Franklin, Mrs. Franklin, Dean Talbot, Ex-Governor and Mrs. John L. Bates, Rev. Charles L. Slattery, D.D., Bishop Coadjutor of the Protestant Episcopal Diocese of Massachusetts, and Mrs. Slattery, President Emeritus William E. Huntington and Mrs. Huntington, and Rev. Charles F. Robinson, Chaplain of the College of Practical Arts and Letters and Mrs. Robinson. There was no speaking at the luncheon.

At the Installation exercises the guests of honor were accompanied to the church by President Murlin, Mrs. Everett O. Fisk, a trustee of the University, Mrs. Ida Davis Ripley of the Women Graduates' Club, Mrs. Franklin, Bishop Slattery, Miss Ruth L. S. Child, founder of the Women Graduates’ Club, and Rev. Charles F. Robinson.

The invocation was delivered by Rev. Charles F. Robinson. The first address was that of President L. H. Murlin, who spoke in part as follows:

"Boston University has pioneered in many departures from conventional programs in education. In none of these pioneer adventures does she find more satisfaction than in her startling announcement from the beginning that whatever resources for education the university had were freely offered to women upon exactly the same terms as those given her brothers."
"It warms one's heart to read of those early days of these beginnings when Julia Ward Howe was typical of the women who were interested in the young University; and the students were of the finest prophetic type.

"One of these early graduates came from our School of Theology. So outraged were her family by her membership in the school that she assumed the name Anna Oliver, in order to protect her family name from what seemed to be a disgrace. Her life was altogether too short during which she gave the church of her choice a brilliant ministry."

"Anna Howard Shaw was one of the early students. With limited resources she came to Boston from a Michigan frontier, lived in a garret, kept soul and body together on bread and water. So eager was she for an education that no self-denial thwarted her plans. She was graduated both from our School of Theology and from our School of Medicine, and had a long and brilliant career in the service of American womanhood. Her last service came during the war, when she was appointed head of the Women's National Defense Council by the president. None present will ever forget her remarkable address here in Boston, which practically closed her public career. She died soon after in the service of her country, a martyr-patriot as any soldier dying on the field of battle.

"Helen Magill studied here in her undergraduate days. Taking up graduate work, she received from us the first doctorate in philosophy 'in cursu' ever given to an American woman by an American university. You know her helpful career and that of her distinguished husband, the late Andrew D. White, the president of Cornell University and Ambassador to Berlin.

"We are met today to induct into office our first University Dean of Women. The various schools and colleges have ever had women who were set apart for the special purpose of comradeship and friendship among our women students. This new office just created will not interfere with any of the arrangements already made. It will provide helpful co-operative service to the more than 4,000 women who are now undergraduates in the university and to the little less than 4,000 women graduates of the university. It will affiliate itself with other services for women of other universities and colleges, and other educational organizations among women.

"I can think of no finer opportunity in Boston for comradeship and friendship in helping women to more useful lives than the opportunity given this office, not so much through authority and rules and regulations as through companionship, friendship, good-will and cooperation.

"I must here pay tribute to Miss Ruth L. S. Child who was the founder of the Women Graduates' Club, to the former presidents of the club, and to Mrs. Everett O. Fisk and to the members of our Women Graduates' Club for taking active leadership in the securing of funds to back this great enterprise. The sum of $65,000 has been pledged toward the endowment we need to cover the current expenses of this office. We have from Mrs. J. W. Wilbur a gift of $100,000 toward a women's building, which we hope will be the first of a series of gifts for a suitable building in which to house the service we should give Boston University as outlined above.

"It is hoped that these gifts are the beginning of an endowment of not less than $250,000 for this department, and of a fund not less than $250,000 for the proposed building suggested by Mrs. Wilbur, where will be housed the various activities of the women in Boston University,—wives of faculties, of men graduates, of trustees, of
graduate women and undergraduate women students, that they all may find here a common meeting-place for comradeship in the service of the university, the community and the nation.

"One of our earliest friends was Dr. L. Tisdale Talbot, a pioneer in education, founder of our Medical School and its first dean. His wife was no less a pioneer, being the chief spirit in the founding of the Girls' Latin School here in Boston. She was the primal influence in bringing together a group of university women from which grew the Association of Collegiate Alumnae, now known as the Association of University Women and which today has reached out as an international fellowship of University Women.

"It is a pleasure to introduce to you today their daughter, who was graduated from our College of Liberal Arts and from our Graduate School, and after a notable service as a worker and author in the field of education, has been for some time the Dean of Women in the University of Chicago, Miss Marion Talbot, A. B., A. M., LL.D., who will now address you."

Following President Murlin, Dean Talbot spoke in part, as follows:

"'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.'

"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.

"In the years that followed, Wellesley and Smith Colleges 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.

"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?

"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 Massachusetts, 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 209 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, and the women gainfully employed are steadily increasing in number.

Another profound change which has affected the relation of women to organized society has been their admission to the full rights of citizenship. There is ample evidence that there is a growing and intelligent understanding of the obligations which the new citizenship entails.

One outstanding result from all these causes is the attitude of young women toward marriage. The inquirers 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. 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.

"Such, in general, is the situation in which the dean of women finds herself. She is to be the counsellor 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 presenting an infinite variety of choices that cannot 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.

"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, the use of which 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 praiseworthy. I am confident that you can trust them to cooperate with you in making Boston University the source of enriching and ennobling influences for the wide circle which it serves."

Dean Talbot was followed by Dean Franklin, who was introduced by President Murlin, as follows:

"In response to the address of Dean Talbot, I now have the pleasure of introducing to you Mrs. Lucy Jenkins Franklin, A. B., A. M. After an apprenticeship in various lines of educational experience, she has been promoted step by step to enlarging spheres of responsibility and leadership. Meantime, she did graduate work at the University of Chicago, Radcliffe College and at Columbia University, her specialty there being problems in educational administration for Deans of Women. Since then she has had successful experience as a teacher and for the past five years has been an outstanding influence as Dean of Women in Evansville College.

"Mrs. Franklin began her work with us officially the 15th of November. She has, in this brief time, been invited to meet with the Advisory Committee of the Appointment Bureau of the Women's Educational and Industrial Union, which committee consists of several Presidents and Deans of New England Colleges. She has had hearty comradeship with several Deans of Women and has been called into conference upon the housing situation for the more than 30,000 students who come to Boston annually; she has recently been elected as a member of the special committee of this Conference, with professors from several universities and colleges in Greater Boston, the only woman on that committee; she is a member of the Parent-Teachers Association of Brookline; a member of the committee on International Relations of the Boston Branch of American Association of University Women; and she has been asked to cooperate in some vocational research work in Boston by the Research Bureau of New York City.

"I cite these facts, rather intimate and personal, at this time since they so well illustrate the very unusual opportunities Boston University has in meeting, through this office, many of the types of service which our University must render if it is to take its position in the life of the city; all this in addition to the work she will do for, among, and through, the woman officially related to Boston University.

"I have great pleasure in presenting to you Mrs. Lucy Jenkins Franklin, about to be inducted into the office of University Dean of Women in Boston University."

In her address, Dean Franklin said in part:

"It is quite difficult to define a dean of women; it is more difficult to define her tasks. Not long ago, a dean of women found it necessary to remove some college girls from the home of a certain landlady and the landlady took the case to court, claiming that the dean had deprived her of her only means of support. The judge, after studying the case, said he had searched the state and national statutes and the Scriptures and nowhere in print could he find a law stipulating what a dean of women should or should not do and he, therefore, must dismiss the case.

"So while there may not be any written guide book for a dean of women, there are very good suggestions. One college president has said, 'A dean of women should be a wife and mother to her institution, guarding zealously the interest and the welfare of every girl within it, endeavoring at all times to bring about unity and harmony and training every moment for future leadership.'"
"The cross-currents and questionings concerning the goal of education today are such as to bewilder and at the same time to offer a stimulating challenge.

"What is education today? Some say it is learning to think. Others hold it is learning to do. Some say it is based upon science; others declare it is based upon the humanities. Some say it is for moral self-realization; others, that it is for the adaptation to environment. Some say it is for content; 'no,' the opponents declare; 'it is the mental discipline only that counts.' One group cries, 'Education today is vocational efficiency.' 'No,' answer the opponents; 'true education means, first of all, liberal culture.'

"In the face of these conflicting ideas, what guide, may I ask, can we have for the work that must go on every day, every hour in the class-room? We who are dealing with students every hour can not stop our work until these educational problems are solved. The only thing we can do is 'to keep our heads erect, our slums sublime' and by closely observing and studying the trend of education, try to see a short distance ahead.

"The economic law of supply and demand seems to be operating in education today, whether right or wrong. Some institutions, termed as conservative, have attempted to resist the pressure of demand, but most of them eventually yield. This may be the right course. It may be the reverse.

"Some adherents of the old culture see us returning to barbarism, declaring vocational specialization is not and never will be education. They say we are distorting students in training them to be efficiency experts; to make a living at the expense of making a life; that we direct them from the culture of Matthew Arnold. 'The best that has been thought and said,' and direct them toward a narrow worldly future that does not always bring even their hoped-for efficiency. They say we are not dealing fairly with the students, for the great majority of the very professors who give them this technical training have themselves received the liberal arts training plus the special preparation. They cite the increasing lack of interest in art, literature, drama, and religion and they blame the cross-cut methods of education for it.

"A very dark picture. If it be true, then we can only hope that in the next generation after there has been established a family educational back-ground, things will right themselves, and the demand will again be for a cultural foundation. The 'Part I Report' of the last 'Classical Investigation' is indeed a very hopeful one. In one university of the West the Latin enrollment increased almost 75 per cent. in 1923. Perhaps Matthew Arnold was right, when he said, 'After a man has made himself perfectly comfortable and has then to determine what to do with himself, he may remember that he has a mind.'

"On the other hand, we have other pretty good thinkers, who, with John Dewey, say we are through with the old culture. It points to the past, to what has been said and thought, while what is alive and compelling in our education, moves toward some undiscovered future; that we must get our educational bearings from contact with the living present.

"One great difference between the Greek achievement and the possible achievement of today will be the relative position of women. We are sure, if a new democratic culture is to be realized, woman's place in it will be of unquestioned importance.

"The next question that comes, then, to a dean of women is, 'What kind of an education should our young women have to insure them a rightful place in this new culture?' One reason that I am happy to come back to Boston is that here, among fifty educational institutions, we have a wonderful opportunity to work out some of these questions.

"Another factor that will differentiate this new culture from the old, is the relative position of industry. America is industrial. There is no prospect of her being otherwise for many years to come. And education, if it is to meet the conditions, must reckon with this fact. Every large city is an industrial city and practically every large city has a college. According to statistics collected by George S. Clifford, American colleges draw more than 50 per cent. of their students from within a 50 mile radius. He found this true even of Harvard University. Now if we have a college in practically every industrial center of America, and if that college is fulfilling its obligations to industry, then there should be no demand for a labor college in America.

"But we know there is such a demand, a growing demand. About 20 years ago, here in Massachusetts, the labor organizations attempted to obtain an appropriation for a state university, which should provide courses especially for those interested in industry. Just lately, in the state of Georgia, 100 acres of land have been given and one million dollars subscribed for the establishment of America's first labor college.

"This movement is one of the most unfortunate that has ever been allowed to start in America. It is an educational tragedy. It means misunderstandings, class barriers, class hatred, certainly a thing to be deprecated by any new democratic culture.

"Whatever this new culture is to be, every educator with any experience hopes to see, both in industry and education, the restoration of the joy and holiness of hard work. Mary Lyon, the pioneer in education for women, when teaching in Ipswich Seminary, wrote a letter to her mother in which she said, 'I will leave here in June. Education is coming too easily to women of this section. I am going out west where women will have as hard a time to get their education as I did.' She went west out, to South Hadley, and established Mt. Holyoke. The out west of today is not the 'out west' of which she spoke. Take a trip through the west and see the great universities with their cathedrals, their buildings, with millions for endowment. No, the out west of today is the center of the large city, in the heart of industry. There you will find the educational frontier today, and until our universities realize this and extend educational opportunities to that frontier, there will always, from this moment on, be an excuse for a labor college in America.

"When we scan the large universities to see which ones are offering opportunities to the educational frontier our eyes rest with pride upon Boston University. I had been here but two days when a young man called at my back door and asked me to buy vegetables of him and I found that he was a Boston University boy, working this semester in order to pay his way next semester. The next day a bright faced young man appeared at my door and asked me to take milk from the company he represented. He, too, proved to be a Boston University lad working this fall in order to enter the university in the winter. A week later a young lady asked if she might help me in my housework to pay her room rent while in Boston University.

"If Mary Lyon could come back today she would still find an out west for her pioneering spirit. It was with far reaching vision that the founders of Boston University dedicated it to the education of men and women alike; it was with the eye of a seer that President Murlin saw the possibilities of extending educational opportunities to the heart of industry, and it is a living monument to our board of trustees that their procuring and managing of funds has made possible the ten flourishing colleges that now comprise Boston University."
"We, as educators, if we are true to ourselves, admit that we do not know what the educational future should be; we do not know what proportion of the old culture should remain in our curricula; we do not see clearly yet the new culture. We admit that we are in an educational chaos, but the chaos is a glorious one. We are experiencing now the challenge of Browning’s ‘glory of the Imperfect,’ and, with Browning, we are sure that the glory is in the quest. I deeply appreciate the call to Boston University, not only because of what it has achieved or what it is achieving, but because its opportunities are unlimited for enriching the life of the noble and historic city whose name it so proudly bears.

"Its position is strategic for great future educational developments."

Mrs. Franklin’s address was followed by her formal induction into the office of Dean. President Murlin gave the charge as follows:

"LUCY JENKINS FRANKLIN, by your gifts, graces and usefulness you have been deemed worthy of the office of University Dean of Women in Boston University. By authorization of our Board of Trustees I here and now do formally induct you into that office. As symbols thereof I present you with the key of your office. May it symbolize the entrance you will have by your personality and service into the hearts, not only of the officials and women of Boston University, but of all the good friends of higher education of women everywhere."

Prayer was offered by Dr. Slattery and a response was given by the University Glee Club.

After the induction of Dean Franklin, the honorary degree of Doctor of Laws was conferred upon Mrs. Calvin Coolidge and Dr. Marion Talbot. President Murlin addressed the recipients of the degrees as follows:

"GRACE GOODHUE COOLIDGE—Student, university graduate, teacher; daughter, wife, mother; in every station exemplifying the finer qualities of mind and heart we most admire in women; your own works praises you; you have gained the confidence, admiration and love of the American people.

"Upon the recommendation of the University Council, I have been authorized by the Board of Trustees of Boston University to admit you to the degree of Doctor of Laws."

"MARION TALBOT—Daughter of pioneers in educational progress; graduate and postgraduate of Boston University; distinguished as student, teacher, author, administrator; by example and precept a persuasive and effective influence in broadening and enriching educational opportunities for the young women of America.

"Upon the recommendation of the University Council I have been authorized by the Board of Trustees of Boston University to admit you to the degree of Doctor of Laws."

The closing prayer and benediction were by Dr. Robinson. The musical program was in charge of Professor John P. Marshall.

Following the Installation exercises a reception was given to Dean Franklin, Mrs. Coolidge, and Dean Talbot at the Copley Plaza from 4:30 until 6. The receiving line included: Mrs. Coolidge, Mrs. Stearns, Ex-Governor and Mrs. John L. Bates, representing the University Corporation, President and Mrs. Murlin representing the University, Mr. and Mrs. Everett O. Fisk representing the Trustees, Dr. and Mrs. Franklin, and Dean Talbot."
NEW ACTING PRESIDENT OF BOSTON UNIVERSITY

The trustees on Tuesday, December 9, unanimously elected Bishop William F. Anderson of the Boston area of the Methodist Episcopal church, acting president of Boston University. Bishop Anderson took office on January 1, 1925, and will serve until the election of a permanent president.

At the meeting the nominating committee reported to the full board that they were making “satisfactory progress” toward the selection of a permanent president for the university. They reported that many names were under consideration.

Bishop Anderson came to Boston following the General conference of the Methodist Episcopal church last spring as the successor to Bishop Edwin Holt Hughes, who was transferred to the Chicago area. Bishop Anderson comes to Boston from the Cincinnati, Ohio, area, where he has been since 1912. Previous to 1908, when he was elected a bishop, he had served as secretary of the Board of Education of the Methodist Episcopal church, in which capacity he was the executive head of the educational work of the church.

Bishop Anderson was born at Morgantown, West Virginia, in 1860. He studied at the University of West Virginia and holds degrees, including that of LL.D., from Ohio Wesleyan University, Drew Theological Seminary, Wesleyan University, Upper Iowa University, and Ohio Northern University.

President Murlin’s official connection with the University as President ended January 1, at which date Bishop Anderson began his duties as acting president. President Murlin left Boston within a few days after the termination of his duties at Boston University. Information from Greencastle is to the effect that he will be inaugurated president of DePauw University May 1.

President Murlin presented at the annual meeting of the Trustees on Thursday, November 13, his report for the year 1923-1924. The report contains detailed accounts of the progress of each of the schools and colleges of the University. Valuable material has been contributed by the various deans. One of the most interesting of the statistical tables is that covering the period of President Murlin’s administration. From the report it appears that during the 13 years of his term of office the student enrolment increased from 1425 to 11,001; the alumni, from 6502 to 12,592; the faculty, from 187 to 490; the annual income, from $216,275 to $1,369,855; the total net capital, from $2,141,165 to $4,389,898.

Among recent gifts, President Murlin mentions that of the late Austin B. Fletcher, estimated to be worth $150,000; that of Mrs. Augusta E. Corbin of over $800,000; $100,000 each from Mrs. Addie V. Wilbur, Mr. George H. Maxwell, and an anonymous giver. Mrs. George L. Richards has presented gifts sufficient to liquidate all indebtedness on the School of Theology, thus carrying forward her father’s interest in the University. Other gifts received during President Murlin’s administration were those of Mr. T. D. Collins, $100,000, and Mr. R. R. Robinson of more than $165,000.

President Murlin expresses the hope that there will be in the immediate future an endowment of the Graduate School to bear the name of the late Dr. Borden P. Bowne, this school to cover the whole field of graduate study in Boston University, thus really making Boston University the “Citadel of Personalism,” as it has been characterized by an eminent teacher of philosophy.
THE ALUMNI DIRECTORY

The Alumni Directory is now ready for distribution. The volume contains much valuable information. In addition to class records and an alphabetical alumni list, it presents in chronological order a list of the founders, the associate founders and the corporation of the University. Faculty names are listed alphabetically in two ways: by subject, and with a record following each name, showing dates of University service. All these lists date from the founding of the University. In connection with the Geological and Department Summaries, statistics are given which will be of value to class secretaries and others desiring such information. To cover costs of printing and mailing, a charge of $3.00 will be made. Orders should be sent to The Alumni Bureau, Boston University, 675 Boylston Street, Boston, Massachusetts.

Mr. Frank W. Kimball, A. B. '94, succeeds as Secretary of the Board of Trustees Dr. George S. Butters, who retires from this important position after a long term of efficient service beginning in 1911.

UNIVERSITY NOTES

The Boston University Women Graduates' Club have issued their calendar for the year 1924-25. The remaining meetings of the year are:

Saturday, January 24, 1925, 1 p.m., mid-year meeting and luncheon, Hotel Bellevue, Boston. Mrs. Sadie Lipner Shulman, Chairman.

Thursday, April 16, 8 p.m., Annual Author's Reading for the benefit of the Permanent Fund; date subject to change. Miss Hazel M. Purmort, Chairman.

Saturday, May 2, 2 p.m., Gamma Delta Room, College of Liberal Arts, annual meeting of the Boston Branch of the American Association of University Women. The Boston University Women Graduates' Club, hostess. Mrs. Edith Lynch Bolster, Chairman.

Saturday, May 23, annual meeting and dinner, Twentieth Century Club, Boston. Mrs. Anna Gale Hayes, Chairman.

Recent gifts to the University include $100,000 from an unnamed giver. Another gift was a bequest of $20,000 to the University by the late Mrs. Elizabeth Josselyn Webster, a sister of the late Professor Freeman M. Josselyn, professor of Modern Languages in the College of Liberal Arts, 1900-1907. Mrs. Webster was the donor of the Josselyn Memorial Organ in the College of Liberal Arts in memory of her brother.

The Departments

GRADUATE SCHOOL

Mr. A. L. Miller, who received the degree of A. M. from Boston University in 1924, is again in India, connected with the Young Men's Christian Association. He is at present stationed at Delhi.

Dr. Edward P. Phelps, formerly connected with the department of Chemistry at Tufts College, who received his Ph.D. degree in June, 1924, from Boston University, is now connected with the department of Chemistry at Cornell University, Ithaca, New York. He has recently published a part of his Doctoral dissertation under the title, "Ether Studies. The Quantitative Determination of Peroxide as a Contaminant," in the Journal of the American Chemical Society, Vol. XLVI, September, 1924.

Dr. Ralph H. Cheney, who received the A.M. degree from Boston University in 1919, is now assistant professor of Biology in New York University, and has in press a book entitled, "A Monograph of the Economic Species of the Genus Coffea L."

Dr. Arthur de C. Sowerby, F. R. G. S., F. Z. S., and John C. Ferguson, Ph.D. Dr. Ferguson is a Trustee of Boston University and holds his Ph.D. degree from our Graduate School. He is concerned with subjects relating to literature and art in this Journal.

College of Liberal Arts

The annual dinner of the Men's Graduate Club of the College of Liberal Arts was held on Friday evening, December 5, at the University Club, Boston. The attendance was somewhat over 100.

Among the guests of honor were President Lemuel H. Murlin, Dean William M. Warren, and James R. Marsh, '16. Albert Morris, '25, represented the student body. Walter I. Chapman, '01, was toastmaster. The singing was led by Ralph Brown, assistant treasurer of the University. An "Old Timers' Glee Club," led by Leon Baldwin, '97, contributed to the musical program. Harold Benfield, '25, gave xylophone solos. The following officers were elected for next year: President, Walter I. Chapman, '01; Secretary-Treasurer, Elmer B. Mode, '15; Executive Committee: Leon Baldwin, '97, Edward Daily, '14, and William H. Hartwell, '24.

The Christmas reunion of Epsilon Chapter was held on Saturday evening, December 27, in the College building. Supper was served at 6:30. Carols were sung by a mixed double quartet under the direction of Elmer B. Mode, '15. Christmas readings were given by Mrs. Sara Cone Bryant Borst, '93. Addresses were made by President L. H. Murlin, Dean William M. Warren, '87, Mrs. Lucy Jenkins Franklin, University Dean of Women, Mrs. Everett O. Fish, '83, and Bishop William F. Anderson. Mr. Walter I. Chapman, '01, who has been elected to succeed Mr. Mervyn J. Bailey, '15, as President of Epsilon Chapter, presided.

Registration for the Late Afternoon Saturday and Evening Courses will be held Saturday, February 7. A number of new courses will be offered. The circular containing a complete list of the courses may be obtained on application to the Director, Professor Alexander H. Rice, 688 Boylston Street, Boston.

College of Business Administration

Governor Channing H. Cox was the speaker at the College Assembly, in Huntington Hall, Tuesday, December 9. The Governor said that he gloried in the fact that Boston University College of Business Administration is an example of the Massachusetts institutions from which young men go forth to the business world.

In outlining New England's advantages, he explained that Massachusetts was responsible for the majority of the industries. That it was the Bay State to whom the other States looked for advice and aid; that Massachusetts was the mother State of New England.
In his capacity as Grand President of Alpha Delta Phi Fraternity, Dean Lord, during September and October, presided at a number of district conventions of the Fraternity covering the western States. In connection with these conventions, Dean Lord visited many of the leading schools of business administration in Ohio, Nebraska, Colorado, Utah, California, Texas and Oklahoma.

During Education week, Dean Lord addressed the students of the Lynn English and Concord, Mass., high schools on the Values of Education.

Professor Charles W. French, head of the French Department, has been honored for his work on the College Entrance Examination Board by appointment to the Committee of Revision. For the past seven years Professor French has served as a reader of French examinations.

Professor Atlee L. Percy, Director of Courses for Commercial Teachers, was the principal speaker before the Commercial section of the Maine Teachers' Association, at the annual convention held in Bangor, October 30, and the Business Section of the National Commercial Teachers' Federation at the annual meeting held in Louisville, December 29.

Mr. Benjamin F. Smith has presented to the students and faculty of the College of Business Administration a little book "A Story of Achievement," by Everett W. Lord.

COLLEGE OF PRACTICAL ARTS AND LETTERS

The recent announcement regarding the formation of the "Freshman Cabinet" is another forward step in the management of the social affairs of the College. As the Dean of the College takes full responsibility for the guidance of the social activities of the college family, he has devised the "Freshman Cabinet" plan as a means of keeping in close touch with class affairs and with student thought generally. The Dean selects the members of the Cabinet, each of whom in turn chooses twenty-four other girls, who thus become members of her "group." Even in the upper classes, group leaders have been selected. The division of the whole student body into sections of twenty-five, or less, facilitates the building up of a strong college spirit. In all assemblies, the groups of girls are seated with their leaders. The leader is charged with the responsibility of "checking up" the attendance of her followers on such occasions. The scientifically-arranged attendance sheets used by the leaders result in the full quota of students being present at all official gatherings.

An interesting feature of the Dean's course in "College Life and Problems" is that which has to do with the investigation of the student's method of study and the time which she devotes to the preparation of assignments in connection with the different courses. Each girl prepares a daily work sheet during certain periods of the year. From these schedules she makes a summary sheet, which gives the exact time devoted to each subject for the period. The statistics provide a valuable guide for the college advisers.

School of Theology

At a meeting of the Faculty, held December 19, nominations for Fellowships were made as follows:

To the Jacob Sleeper Fellowship.—B. Foster Stockwell, of the Class of 1924.

Mr. Stockwell is a graduate of Ohio Wesleyan University, in 1920, a former Secretary of Dr. John R. Mott in the Orient, has served as assistant pastor of the First Methodist Church in Lynn, and is now pastor of the St. Andrew's Methodist Church of Roxbury.

To the F. D. Howard Fellowship.—Edwin Prince Booth, of the Class of 1922. Mr. Booth is a graduate of Allegheny College in 1920. Since his graduation from the School of Theology he has been serving as student pastor of the Islington Union Church, and teaching Church History in the School of Religious Education of Boston University, while doing graduate work toward his Ph.D. degree.

President Murlin received a most enthusiastic welcome at the Chapel exercises of the School of Theology on Friday, October 24.

School of Law

"Every woman ought to study the constitution of the United States and the debates which led up to its adoption," declared Dean Homer Albers, speaking on "Politics" before the students of the Boston University College of Practical Arts and Letters.

The annual awards of the William Mack prizes for the students at the Boston University School of Law doing the best work in legal training research have been made. The prizes are set aside in the form of each thực sự plan depending upon the conditions under which the competing students finish the competition.

Five men and one woman student are on the honor roll for this year. They are: Earl S. Tyler of Harrington, Me.; Joseph Souan of West Roxbury; Helena V. O'Brien of Framingham; Earl C. Parks of Springfield; Vincent J. Panetta; and Charles A. Rome of Brookline, the only first year student to win an award.

'S4. Governor Cox appointed on Thursday, November 13, William M. Butler to be United States Senator in place of the late Henry Cabot Lodge. He took his seat December 1 and will serve until the State election of 1926, under the terms of a law enacted two years ago by which the Governor can fill vacancies until the next State election.

School of Medicine

Dean A. S. Begg, in his report to President Murlin for the academic year 1923-24, incorporated in President Murlin's report to the Trustees for that year, notes the celebration of the 50th anniversary of the founding of the School. This 50th anniversary of the School coincided with the retirement of Dr. John P. Sutherland as Dean after a service of twenty-five years. The death of Dr. E. E. Allen, registrar, was a serious loss to the School. The students have perpetuated his memory by the organization of the Edward E. Allen Undergraduate Medical Society, which will attempt to further the ideals for which Dr. Allen strove. Dr. Allen's successor as registrar is Dr. Wesley T. Lee, whose appointment became effective with the beginning of the school year 1923-24. The total enrolment for the year was 223,
the full number that can be successfully handled with the present facilities of the School. The staff has been increased by the addition of a number of clinical instructors and certain changes of title have been made effective. There has been instituted a new course in Neuro-

SCHOOL OF EDUCATION

Every week the students and faculty of the School have a Thursday noon luncheon together.

The Boston Chamber of Commerce has cordially endorsed a course of lectures to be given by the School in the second semester on "Social and Economic Conditions in New England" and how these may be included within the curriculum of the high school. Experts in various social and business activities will speak and the course will be open to the public as well as to teachers and school executives.

The Home Economics section of the State Federation of Women's Clubs has asked the School to undertake a study program pertaining to the sociology of the home. The lectures given last year and this by Professor Groves have aroused much interest. Since Mrs. Burnham, the Massachusetts chairman of the Home Economics section, has been appointed chairman of the same work in the National Federation, it is likely that the program adopted here will be duplicated in many states of the country.

The Executive Committee of the School has found the student body peculiarly cooperative in everything that is related to the present and future welfare of the School. They have therefore invited the student body to elect a committee of three to meet on occasion with the Executive Committee to discuss topics of common interest—especially those that concern the social life of the School.

The School of Education has a vigorous alumni association, of which Miss Florence O. Bean is president, and Miss Ruth Cameron secretary. A fall meeting was held, an interesting program presented and energy developed for a still larger association.

The Art Department has also organized its alumni for mutual benefit and for the service of the Department. Miss Blanche Colman is president.

SCHOOL OF RELIGIOUS EDUCATION AND SOCIAL SERVICE

President Murlin's report for the year 1923-24 presented to the annual meeting of the Trustees on Thursday, November 13, contains the report of Dean Walter S. Athearn of the School of Religious Education and Social Service for the year 1923-24. The total enrolment was 425, not including 158, whose primary registration was in other departments. This was an increase of 56 over the previous year. During the year there were added to the library 1,713 volumes. The faculty has continued its service to the general field of religious education and social service by research, professional writings, and public addresses. The Social Science department, under the direction of Dr. C. E. Carroll, has completed a survey of the church conditions of Charlestown. The Department of General Church Work has been active in Americanization and foreign speaking work. Important experimental work has been done in the field of weekday religious schools. The School has issued for general distribution several bulletins.
History of the Chicago Association of Collegiate Alumnae

1888-1917
History of the Chicago Association of Collegiate Alumnae—By Marion Talbot

1888-1917
INTRODUCTORY NOTE

The Committee appointed to prepare a history of the early years of the Branch presented its report in outline at a meeting held on January 19, 1918. Since that time the outline has been partially filled in and is now presented as a permanent record of a term of years rich in educational service.

A scrutiny of the records indicates that a college training does not necessarily result in making a young woman an archivist. The battered, but precious, Secretary's books contain slight evidence that the officers of the organization realized that in years to come their actions would be studied in an attempt to make an historical survey of the methods followed and the results achieved by the Branch. The minutes of one annual meeting are entirely missing; memorials ordered to be entered upon the minutes do not so appear; pledges to raise funds are voted without any indication of the final result; the phrase, "The recommendations of the committee were adopted," frequently appears without any indication of their content. There are no detailed financial records, but only here and there a statement as to an expenditure or a balance in the treasury. The significance of such a minute as, "It was moved and seconded and carried that a vote of thanks be tendered Mrs. Helmer for her herculean efforts," can easily be interpreted with the help of the memory of those who were conversant with Mrs. Helmer's generous and self-sacrificing efforts in behalf of the Branch during a long period of years, but many similar records would have to pass without comment from lack of information as to their meaning. In making this confession of the unbusinesslike methods of recording the doings of the Branch, the Committee surmises that this Branch is not the only offender. In case it must bear this burden alone, it has, as offset, the great distinction of counting as members of its present Historical Committee the two women who nearly thirty years ago were the leaders in organizing the Branch and who nurtured it with care and wisdom during its early years, Mrs. Bessie Bradwell Helmer and Mrs. Gertrude B. Blackwelder.

MARION TALBOTT,
Chairman.
the Western A. C. A., a peculiar obligation to support the fellowship it had founded in 1888, and that the chairman for many years of the National Committee on Fellowships, Mrs. Helmer, was an active member of the Branch.

The meetings were naturally held in Chicago, but in 1897 the Branch held its annual meeting at Northwestern University. In 1898 it met "at the usual time and place." The records for 1899 are missing, but beginning in 1900, the annual meetings were held either at Northwestern University or at the University of Chicago. For many years the women of the graduating classes of the neighboring universities have been guests of the Branch at a spring meeting.

Another noticeable feature during a long series of years was the counsel and active interest freely given by a group of notable women, Jane Addams, Julia C. Lathrop, and Florence Kelley, a record which is probably unparalleled in any other Branch. In the records of the first annual meeting, held November 3, 1889, appears for the first time the name of Miss Jane Addams. "A committee of three ladies was appointed to communicate with Miss Addams and ask in what way the Association could be of assistance to her." In February, 1890, this committee reported that Miss Addams wished a resident alumna to assist in her work. In May Miss Addams was present by invitation and "gave an exhaustive account of her work with Miss Starr with the poor people in South Halsted Street." In November, 1890, it was proposed that the Branch should support a resident, but it was not until February, 1893, that formal action was taken, and in March, 1893, Miss Julia C. Lathrop was appointed as the Hull House fellow. Miss Jeannette C. Welch held the fellowship for the year 1893-4.

During the first winter the Branch had a number of papers presented on different phases of a subject which went under the general term, "Americana," and study classes were formed to take up different special topics. The records indicate that some very learned papers were presented. Mrs. Alice Freeman Palmer, President of the A. C. A., was present at the meeting in February, 1890, and as usual contributed greatly to the significance of the meeting.

In April, 1890, Miss Emily F. Wheeler gave a paper on Women in College Instruction, in which she called attention to the fact that discrimination against women existed even in State institutions and that only subordinate appointments on the faculties were given to women. The years which have passed have not brought about any very signal change in the conditions, but it was significant that at the same meeting Mrs. Helmer urged the support of the fellowships and in this way strengthened the movement which for many years she led to unite college women for the promotion of high scholarship.

In June, 1890, an Authors' Reading was proposed, but it was not until March 7, 1891, that it took place—the first Authors' Reading to occur in Chicago. The sum of $459.64 was netted towards the fellowship funds.

In October, 1890, the A. C. A. held its annual meeting in Chicago and was entertained by the Chicago Branch, as it was on several occasions in later years, viz., 1893, 1899, 1906, 1913 (Council), 1916 (Council).

In February, 1891, an inquiry was made in the Branch as to the reasons why so few graduates from the city high schools attended college. Under the chairmanship of Mrs. Harriet T. Brainard an investigation was made concerning the actual conditions in the Chicago schools. There was abundant evidence that measures should be taken to interest the students in carrying on their studies. Active steps, however, were not taken in this direction until the spring of 1896, when 150 high school girls from the senior classes attended a special meeting of the Branch. This was the first of a series of meetings conducted annually through the year 1907. During the later years the guests were the juniors rather than the seniors. The special features of these meetings were exhibits from the different colleges of the Association, addresses descriptive of college life and its subsequent interests and opportunities, singing of college songs, serving of refreshments and the opportunity for the older and younger women to become personally acquainted. These meetings were abandoned when the numbers became too large to maintain the personal quality, and as a substitute the Branch carried on for a series of years a system of sending out representatives to the different public and private high schools to give addresses to the graduating girls, and also invited the senior class of women of the neighboring colleges to be guests at a meeting in the spring.
In November, 1891, appears the first record in regard to the World's Columbian Exposition, which, from that time for two or three years, was destined to prove a very absorbing interest in the Branch. Mrs. Potter Palmer personally appealed to the members of the Branch for their interest and support in securing proper representation of the scientific work of women and general attendance at the educational congresses. Mrs. Rho Fisk Zueblin became chairman of a committee to co-operate in developing the system of Columbian guides. Two members of the Branch, Mrs. Mary Whitney Chapin and Mrs. Harriet Tilden Brainard, were chairmen respectively of the Committees on Exhibition and Headquarters and on Representation of the Higher Education of Women at the World's Fair Congresses. The members of the Branch assumed a large part of the responsibility of caring for the national headquarters in the Woman's Building and of explaining the exhibit. It was fitting that for a time the Branch should become in 1897 the custodian of the medal and diploma awarded the A. C. A. by the authorities of the Exposition.

Arrangements were made in March, 1892, for a series of lectures on Domestic Science by Prof. Lucy M. Salmon, the proceeds of which went to the fellowship fund. In April the suggestion appears for the first time that a room be taken to be used by all the College Associations. A lecture for the fellowship fund was also given by Mrs. Alice F. Palmer on "The Influence of College Education Upon Our Homes." This lecture netted $180.77.

It is interesting to note that in April, 1893, an address was given on the Significance of the Recent Opening of Graduate Courses of Study to Women at Yale University, The University of Pennsylvania and Brown University, by Prof. William Gardner Hale, of the University of Chicago, while in the following January Mrs. T. J. Lawrence, the wife of a Professor at Cambridge University, England, gave an address on "The Possible Union of Womanliness and Intellectuality Under College Influences." The year 1893-1894 was particularly significant for many reasons. The University of Chicago had graduated its first class and the University was from that time on a source of strength in maintaining and increasing the membership of the Branch.

In December, 1893, Mrs. Florence Kelley of Hull House, chief inspector of factories in the State of Illinois, spoke on the "Formation of a Purchasers' League to Protect Women and Children." A committee of three was appointed to confer with other committees in regard to the formation of such a league. The records show little of what action was taken until 1897, when, under the leadership of Mrs. Jane E. Smoot, the work organized by the joint committee was developed, and on December 18th the provisions of a constitution for the Illinois Consumers' League were presented and the Branch expressed its approval of the formation of such a League. It was not, however, until 1898, that the Branch ceased as an organization to have any official responsibility for the League.

In the same winter, 1893-4, visitation of the public schools by members of the Branch was organized. Miss Julia C. Lathrop, of the Illinois State Board of Charities, directed the interest of the Branch to the need of giving intelligent concern to the State Institutions.

In April, 1894, attention was called by Mrs. Alice Bradford Wiles, chairman of the Committee on School Visitation, to the need of arousing public opinion to the importance of securing appointments to the Board of Education without regard to partisan politics. It was moved that the Committee be instructed to draw up a memorial addressed to the Mayor, who made the appointments to the Board of Education, this memorial to be presented to the Association and then made public. The motion, however, was lost by a vote of 6 to 10. This seems to be the first record of any attempt to use the influence of the Branch upon public officers in educational matters. The later history of the Branch shows that the members soon outgrew the timidity which was shown on this first occasion. Indeed, in the following November there is a minute that a committee of three was "appointed to frame a petition to the local senators and representatives," but there is no record to indicate the import of the petition. The following is a partial record of official actions taken by the Branch in regard to legislative and executive measures:

January, 1896. Protest sent to the Board of Education against the proposed reduction of salaries of teachers in the public schools.
April, 1896. The Education Commission of Chicago urged to provide manual training and household economy for girls.
December, 1898. Endorsement of the action of the Mayor in
supporting the contention of Superintendent Andrews that the Superintendent of Schools should have the initiative in all matters relating to the status of teachers. Petition to the Board of Education under all circumstances to support the Superintendent in the exercise of this right.

April, 1899. Mayor urged to appoint men and women as members of the Board of Education, with special reference to their willingness to rid the teaching force of incompetent persons.

January, 1901. Governor Yates asked to reappoint Mrs. Florence Kelley as State Factory Inspector.

March, 1902. Board of Education requested to retain kindergartens. Public Library Board asked to establish a Children's Reading Room.

May, 1902. University of Chicago urged to continue its system of co-instruction.

January, 1903. Endorsement of proposed bill to create the Illinois Library Extension Board.

January, 1906. City Council requested to make an appropriation for medical inspectors and trained nurses in the public schools.

January, 1907. Board of Education requested to increase the number of truant officers.

January, 1908. Endorsement of proposed work of the Educational Commission of Illinois and petition to the Legislature to increase its appropriation and place a woman upon it.

November, 1908. Chicago Board of Education requested to provide complete courses in industrial arts for the girls in the high schools as it has for the boys, to establish co-educational technical high schools and to extend the courses in cooking and sewing to all high schools.

December, 1908. Endorsement of bill to establish a National Children's Bureau.

January, 1909. Endorsement of suppression of high school fraternities.

February, 1909. Endorsement of State Library Bill.

March, 1909. Endorsement of bills providing for a State Board of Education, the certificate plan and township organization of schools.

April, 1909. Approval of bill providing for a State Art Commission.

December, 1909. Petition for the retention of school nurses.

March, 1911. Endorsement of bills raising age of child street vendors, excluding children from the stage, increasing the library taxation fund and raising the age of admission to the parental school.

February, 1910. Endorsement of bill to establish a Commission for Improving the Condition of the Adult Blind in their Homes.

April, 1911. Endorsement of resolutions presented by the College Women's Industrial Committee of Illinois.

June, 1911. Endorsement of proposed legislation in behalf of epileptics.

February, 1912. Endorsement of arbitration treaties, Children's Bureau, and ordinance regulating street trading by children.

April, 1913. Mayor requested to appoint three women to the Board of Education.

July 26, 1913. Resolution protesting against the resignation of Mrs. Ella Piagg Young as Superintendent of Schools.

April, 1914. Endorsement of action looking to "replacement of the system of war by the system of law."

November, 1914. Disapproval of legislative bill providing for a "dual system of education."


April, 1915. Endorsement of State Library Bill, Teachers' Pension Bill, Child Labor Bill, Injunction and Abatement Bill.

November, 1916. Endorsement of establishment of international agreement that wages paid should be independent of sex.

In 1895 a Public School Committee was organized and carried on for several years a series of diversified activities in behalf of the schools. In February, 1896, Miss Marion Talbot proposed, as a comparatively new and most promising field for investigation, the practical and theoretical study of Home Economics in colleges for women. Following this, Miss Hannah Belle Clark presented to the Branch a very full description of the status of manual training in American city schools and a petition urging the extension of instruction in manual training and household economy was sent to the Education Commission. In June, 1897, it was decided to develop the Branch into departments for the consideration of the public schools. Mrs. Emma Gilbert Shorey served as chairman and a very interesting and profitable series of meetings followed. In October, 1897, Mrs. Martha H. MacLeish was appointed chairman of the Committee on Art in the Public Schools, which later co-operated actively with the Public School Art Society. Mrs. Adele S. Hall succeeded as chairman. In the following May the Committee reported that through the efforts of the Branch six pictures had been hung in the Fallon School. In April, 1898, Mrs. Florence Kelley was appointed delegate on parental schools to meet the Committee on Compulsory Education. In March, 1898, through the initiative of Miss Mary E. McDowell, the movement in behalf of Vacation Schools received the support of the Branch and for several years was one of its most important activities. Both financial help and personal service were given. The chairman of the Parental School Com-
mittee, Miss Esther Witkowsky, reported in October, 1898, that the Joint Committee of Women's Clubs had found it impossible to secure the enforcement of the compulsory education laws in the case of delinquent and unmanageable children and had decided that a truant school was necessary. This Committee undertook the passage of the necessary legislation and the ultimate outcome was the passage of a bill in April, 1899, making it obligatory on the city of Chicago to construct and maintain such a school. Later the legislation was enacted which established the first Juvenile Court in the United States.

The Cook County League of Women's Clubs was organized in 1898 and the Branch decided in December to join the League and send delegates who would serve on the education committee. For many years the chairmanship of this committee was held by the delegate from the Chicago Branch and very many important educational plans fostered by the different women's organizations of the committee were in this way quite effectively directed by the Collegiate Alumnae.

During the year 1898-99 the Branch took an active part in the campaign to control the right to confer degrees. A bill to wipe out the so-called "diploma mills" of Illinois, though supported by many of the most influential educators and professional men of the State, was buried by a decisive vote.

In November, 1899, Mrs. M. W. Sikes, as chairman of the Committee on Educational Legislation, announced that it was the plan of the Committee to collect information for the Branch, to watch the working of the new rules of Superintendent of Schools Andrews, to co-operate in every possible way with the Committee of One Hundred, to aid the movement to extend compulsory education to the entire year, to give special attention to the composition of the Board of Education, to observe institutions of the state at large, educational, penal, and reformatory, and to continue to give attention to the progress of bills regulating institutions conferring degrees.

The Branch chose for its general topic during the year 1899-1900 the New Education in Theory and Practice, and received detailed reports from its committees on education, legislation, educational information, and physicians' work in the schools.

In January, 1900, the Branch started an inquiry as to the instruction in sociology and economics offered by the colleges of the Association, the inquiry having special reference to opportunities offered for the practical study of pauperism, delinquency, and other forms of human wastage, as presented to the Branch by Miss Julia C. Lathrop, a member of the State Board of Charities. This movement culminated in 1904 in the publication of a leaflet prepared by a committee of which Mrs. Alice Peloubet-Norton was chairman. It included a statement of preparatory professional courses offered by the colleges belonging to the A. C. A., together with a list of the opportunities offered women in Chicago for public and private social service.

In the spring of 1900 a committee was organized for the study of resolutions upon college entrance requirements which had been passed recently by a committee of the National Education Association. A very careful study was made by Miss Sarah B. Tunnicliff of the extent to which the colleges of the State of Illinois and the public and private schools of the city of Chicago conform to the recommendations outlined. This information was published in tabulated form and given wide distribution.

A suggestion for co-operation between the Collegiate Alumnae and the Illinois Federation of Women's Clubs was made in May, 1900, by Mrs. Louise B. Stanwood. This suggestion led to very helpful and friendly relations with the State Federation, although no formal connection was ever made.

In 1900-01 a committee, of which Mrs. Madeline Wallin Sikes was the chairman, worked in aid of several educational bills which were before the legislature, to increase school privileges, to provide a State appropriation for school libraries, to consolidate the rural schools and to build a State Home for delinquent boys. The last named bill became a law while the others failed, two to pass the legislature, the third by the Governor's veto. The chief work of the Committee was the preparation of a summary of laws relating to compulsory education and child labor in the United States. The summary was complete and authoritative. It later proved to be of great value as a missionary document in connection
with the work of the Consumers' Leagues. It was distributed among the Women's Clubs of Illinois and sent to the President of every State Federation of Clubs and rendered service in securing better legislation bearing on compulsory education and child labor, two subjects which are closely interdependent. Notwithstanding strong opposition, both bills later became laws. The Compulsory Education law, as amended, increased required attendance from sixteen weeks to the full school term and effectually imposed penalties for guardians neglecting this duty. This legislation advanced Illinois from a low to a high educational rank among the States. The service rendered by the Branch under the direction of Mrs. Sikes was an important factor in securing this result.

Child study was a subject taken up in 1901, under the direction of Mrs. Helen T. Catterall. This work was carried on chiefly through individual studies and observations of children made by mothers and teachers.

The Branch put itself on record in December, 1901, as "opposed to discriminations as to salary of school teachers on the basis of sex, believing in equal pay for equal work." This action led to correspondence with the Board of Education and the Superintendent of Schools and was the beginning of a movement which the Branch has fostered on every possible occasion.

The Branch offered in January, 1902, to co-operate with the Commission on Accredited Schools of the North Central Association of Colleges and Secondary Schools in an attempt to formulate a standard unit of instruction and a method by which saving of time in the period devoted to preparatory and college work might be secured. Miss Marion Talbot of the Branch had been a member of this Commission and this brought the Branch into active co-operation with it.

Following the commendable example of the Boston Branch a Committee on the Sanitary Conditions of the Public Schools was formed in 1901. An investigation was made in 1902, according to careful plans drawn up by the Chairman, Mrs. C. M. Hill. The questions prepared by the Boston Branch were used, the answers made by the principals and teachers being purely voluntary. The questions were found ill adapted to Chicago conditions and the answers were so meager and lacking in information that the tabulation of the blanks kindly made by the State Superintendent of Public Instruction was unsatisfactory. It is hoped, however, that the experience gained in this effort will be utilized at some future time.

Active aid was given in 1902 to the Home Economics Committee of the Boston Branch in securing information concerning domestic service and the cost of living.

The meeting of January, 1902, was devoted to the work of the Committee on Entrance Requirements. Miss Marion Talbot, chairman, spoke on the problems involved and read letters from several members of the Commission on Graduate Schools recently established by the North Central Association of Colleges and Preparatory Schools. Professor Harry Pratt Judson, President of the Commission, and Mr. George N. Carman, Secretary of the Commission, gave interesting addresses.

The Mary L. Stone Home Economics Exhibit was shown for a week in the rooms of the Chicago Woman's Club in May, 1903, under the direction of the Chicago Branch and received much notice from the large number of guests who were invited to inspect it.

In 1903-4 the Committee on Education of the League of Cook County Clubs undertook to co-operate with the Department of Compulsory Education of the Chicago Board of Education, by appointing voluntary agents in different parts of the city, specially connected with settlements, who reported cases of truancy which had been overlooked by the school authorities. This was done with the full consent of the Department of Compulsory Education and upon blanks prepared for the purpose of the Department. Besides correcting cases of truancy, the knowledge of this watchfulness on the part of the Women's Clubs acted as a wholesome stimulus to the Department of Compulsory Education. The organization and execution of this plan was in the hands of the Collegiate Alumnae delegates to the League, Mrs. Adele Somers Hall and Miss Angeline Loesch.

In accordance with the provisions of the revised constitution of the National Association the Branch elected in 1904 a delegate to serve to represent the Branch in the Na-
A committee was appointed in April, 1904, to study the relations between the public library and the public schools in Chicago. This step led to state-wide investigation under the direction of Mrs. Charlotte Sibley Hilton and to co-operation with the Library Committee of the State Federation of Women's Clubs in an attempt to secure a state library commission. The Committee distributed 2,000 copies of a statement concerning library facilities in other states compiled especially for this work by Mrs. Annie Mead Fertig, a member of the Branch.

In March, 1905, the Branch assumed active responsibility in the Juvenile Court Committee and appointed as its delegate Miss S. P. Breckinridge. The proposal brought forward in 1905 looking toward a new city charter held the attention of the Branch for several months. Special study was given to its proposed educational provisions. The Branch was honored in 1905 by having one of its members, Miss Sophonisba P. Breckinridge, elected general secretary of the National Association.

The terrible disaster in California in 1906 necessitated giving up the proposed annual meeting of the General Association in San Francisco and in the breach the Chicago Branch offered its hospitality. It also provided funds to meet the traveling expenses of a delegate from the California Branch.

During 1906-7 committees were organized on Home Economics, on the Physical Welfare of Public School Children, and to co-operate with the Exhibition Committee of the Municipal Art League. The Committee on Correspondence kept in touch with 22 branches. The Committee on Educational Information collected information from the colleges holding membership in the Association as to their general advance in endowment, equipment, and new courses of study, as well as concerning the general progress of higher education among women. The Committee on Child-Study carried on individual work, according to the syllabi prepared by Dr. Millicent Shinn. The Committee on Educational Legislation attempted to inform the Association of local educational events and to arouse interest in pending legislation on educational topics. Under the influence of this Committee the Association endorsed two bills, one providing for the employment of a commission to revise and codify the school laws of the state, the other requiring children under sixteen to be either in school or at work. Both attempts were successful. The Committee on the Hamline School supplied voluntary workers and financial support towards the experiment of using one of the public school buildings as a social center. The Committee on the Juvenile Court consisted of 22 members who were actively engaged in taking charge of one or more cases under the jurisdiction of the court. Under the direction of the Committee on Vacation Schools a musical entertainment was given to raise money for this purpose. The Committee on the Physical Welfare of Public-School Children co-operated in securing the appointment of 150 special medical inspectors and 10 nurses in the Chicago Public Schools, with the result that absences in the schools where nurses were employed were greatly reduced. The Branch continued to be represented in the League of Cook County Clubs, whose educational division directed its attention to the general problem of truancy, with special reference to the establishment of an interchangeable system of transfers between the public and parochial schools.

In November, 1907, the custom was introduced of having a luncheon in connection with the regular monthly meeting. Various modifications in the administration of this function have been made from time to time, but the custom has continued to the present and has proved a source of pleasure and profit to the members who have been able to avail themselves of the privilege.

The Library Committee, under the direction of Miss Louise Roth carried on a series of story hours for children at the Chicago Public Library during March and April, 1908. This undertaking was soon merged in a general movement of the Women's Clubs and as a result a Story Hour Association was formed whose work the Branch assisted in supporting.

In 1907-8 the Branch continued the following committees: Child Study, Correspondence, Education Information, Education Legislation, Hospitality, Library, Story Hour, Membership, Physical Welfare of Public School Children, Social Service, Vocation School, Home Economics.
From 1902 to 1909 Miss Mary F. Willard served as treasurer of the Branch. During the whole time her aged father collected the dues, paid the bills, and kept the accounts and the treasurer's reports which are on file and are a model in spite of the tremulous handwriting. The Branch grew to have a sincere affection for their co-worker and the records bear an expression of their appreciation. Dr. Willard died four years after his service terminated, at the age of 91 years.

In 1909-10 the Committee on Educational Legislation reported interest taken in bills concerning equal franchise for women and to establish a commission for improving the condition of the adult blind in their homes.

To Miss Sarah B. Tunnichiff should be given the credit of starting the first Committee of Social Service in September, 1908. Several members had children from the Juvenile Court paroled to them; others assisted Mr. Roe in his fight against the white slave traffic; one went as a delegate to the Hamline School.

In June, 1910, the chairmanship passed to Miss Lea D. Taylor, who decided to make the topic, "The Public Schools as Social Centers," the special study of the committee and a joint committee with representatives from the various departments of the Chicago Woman's Club and the Women's City Club was formed. During 1910-11 and 1911-12 the committee held profitable and interesting conferences.

During Miss Taylor's absence in Europe in 1911-12, Mrs. S. H. Price was chairman of the Committee. Upon Miss Taylor's return it was decided to have two committees, Miss Taylor remaining as chairman of the Social Service Committee and Mrs. Price becoming chairman of the group in charge of other organized forms of social service lines, viz., United Charities, Legal Aid Society, Jewish Home Finding Society, etc. A sub-committee was formed to investigate the subsequent records of the children who had been pupils in the various sub-normal rooms of the city schools.

In 1913-14 the Program Committee having assigned a meeting to each of the Committees, Miss Taylor secured Mr. William Wirt, who spoke on the Gary system of education, and Mrs. Squire, who had become chairman of the Social Service Committee, secured Mr. Samuel B. Allison, Superintendant of Special Instruction, to speak on "The Education of Backward Children in Chicago," and she also read a paper herself on the result of the investigation on sub-normal children.

In November, 1914, Miss Margaret Friend, chairman of the Committee on Volunteer Service of the National A. C. A., spoke on the importance of interesting young women graduates in social service work and of having the A. C. A. serve as a clearing house for them. Mrs. Squire, as chairman of the Social Service Committee, assumed this responsibility and gradually built up the Bureau of Social Service, which was composed of delegates from the A. C. A., the Chicago Woman's Club, and various alumnae clubs, each delegate paying two dollars. The use of a room rent free was given by Miss Ellen Holt and the A. C. A. appropriated small sums from time to time for incidental expenses. More than eighty volunteers were placed in widely different lines—English to a class of Polish women at Michael Reese Hospital, sewing to little girls living near the South Chicago Steel Mills.

When the Women's Committee of the Council of National Defense organized the Department of Home Charities, efficiency demanded the union of these two organizations, covering the same ground and, accordingly, in the fall of 1917, workers, funds, and plans were merged in the Women's Committee and the work of the Social Service Committee or Bureau of the A. C. A. came to an end after nearly ten years of life.

In October, 1910, Mrs. Fannie Fern Andrews, Secretary of the International Peace Conference, spoke on "Internationalism." Addresses on new vocations and professions for women were made. In 1910 the Branch undertook new work in connection with the Woman's City Club and the Chicago Woman's Club consisting of an investigation of industrial training for girls, especially in regard to the young girl between 14 and 16 years, not affected by the Compulsory Education Bill of Illinois. There were about 4,000 of these girls in Chicago, all of whom were practically unprepared to earn a livelihood. In April, 1911, the Branch made a contribution toward paying the services of Miss Anne S. Davis as investigator for the Chicago School of Civics and Philanthropy in securing data to be used in promoting voca-
tional guidance of girls from 14 to 16 years of age. Later a joint committee from the Branch, the Chicago Woman's Club and the Woman's City Club was formed to maintain and develop this work. The delegate from the Branch was Miss Katherine E. Dopp. The scope of the work gradually broadened and enlisted the support of other organizations and its progress was frequently reported to the Branch, and various aspects of the subject discussed by experts in vocational guidance. This work was later taken over by the Board of Education as the Vocational Education Bureau.

In 1911-12 the membership reached 300. The most important work which was undertaken was co-operation with other college women in the establishment of an intercollegiate bureau of occupations for trained women workers. This movement which was originally suggested by the Philadelphia Branch in March, 1902, was directed on behalf of the Branch by a Committee whose chairman was Mrs. Julia W. Nicholson. A great part of its success was due to the untiring efforts of the President, Miss Mary Ross Potter. In connection with this undertaking Mrs. Adele Somers Hall secured statistics concerning vocational opportunities for college women.

The more or less desultory program of social topics which occupied the winter of 1911-12 led naturally the next winter to a carefully arranged series of addresses by prominent social workers of the city. These were supplemented by reports from groups of members who had assumed the responsibility of visiting and becoming acquainted with the work of different social agencies. One practical outcome followed some time later when, through the initiative of the Branch, a group of senior women at the University of Chicago organized and conducted weekly classes in gymnastics and folk dancing at the State Industrial School for Girls. This work was kept up for two years or until the School was able to make provision for such training through its own staff.

In the summer of 1913 the extension of the franchise to women of Illinois was enacted and its effect on the Branch was immediately seen in the formation of a civics class and in other methods of preparation for the new duties of citizenship.

The Branch has sent regular delegates to a considerable number of organizations, including the following:

- Consumers' League.
- League of Cook County Clubs.
- Vacation School Committee.
- School Extension Society.
- Story Hour Association.
- Daughters of the American Revolution.
- Education Commission of the Civic Federation.
- Juvenile Reform Conference.
- Exhibition Committee of Municipal Art League.
- Chicago Health League.
- Drama League of America.
- Central Committee on Municipal Suffrage.
- Juvenile Protective League.
- College Women's Industrial Committee of Illinois.
- The Joint Committee of Vocational Supervision.
- International Congress of School Hygiene in London.
- Intercollegiate Bureau of Occupations.
- Conference of Federal Employment Bureau.
- Illinois Woman's Legislative Congress.

In several cases a committee of the Branch was the nucleus of the organization, which later was enlarged and became independent. In all cases of co-operation there is no question that the endorsement of the Branch and the active and intelligent service of its delegates were of great value.

Such, in brief, is the record of achievements of a little band of women united by a common purpose. One of the most striking features is the rapidity with which new ventures in education, requiring enterprise and even boldness, became matters of course in educational procedure. This should serve as ground for encouragement to those who believe that there is yet a large work for the Branch to accomplish, even though the way may not seem easy or clear. The record is necessarily incomplete in one important respect. By its very nature it can give no adequate account of the many friendships formed by those who worked together. The close personal ties, based on a sympathetic sharing in a common interest, may be said truly to be among the most prized of the results of these years of co-operative effort in behalf of the education of women.
History of the Chicago Association of Collegiate Alumnae 1888-1917
History of the Chicago Association of Collegiate Alumnae

By Marion Talbot

1888-1917
INTRODUCTORY NOTE

The Committee appointed to prepare a history of the early years of the Branch presented its report in outline at a meeting held on January 19, 1918. Since that time the outline has been partially filled in and is now presented as a permanent record of a term of years rich in educational service.

A scrutiny of the records indicates that a college training does not necessarily result in making a young woman an archivist. The battered, yet precious, Secretary's books contain slight evidence that the officers of the organization realized that in years to come their actions would be studied in an attempt to make an historical survey of the methods followed and the results achieved by the Branch. The minutes of one annual meeting are entirely missing; memorials ordered to be entered upon the minutes do not appear; pledges to raise funds are voted without any indication of the final result; the phrase, "The recommendations of the committee were adopted," frequently appears without any indication of their content. There are no detailed financial records, but only here and there a statement as to an expenditure or a balance in the treasury. The significance of such a minute as, "It was moved and seconded and carried that a vote of thanks be tendered Mrs. Helmer for her herculean efforts," can easily be interpreted with the help of the memory of those who were conversant with Mrs. Helmer's generous and self-sacrificing efforts in behalf of the Branch during a long period of years, but many similar records would have to pass without comment from lack of information as to their meaning. In making this confession of the unbusinesslike methods of recording the doings of the Branch, the Committee surmises that this Branch is not the only offender. In case it must bear this burden alone, it has, as offset, the great distinction of counting as members of its present Historical Committee the two women who nearly thirty years ago were the leaders in organizing the Branch and who nurtured it with care and wisdom during its early years, Mrs. Bessie Bradwell Helmer and Mrs. Gertrude B. Blackwelder.

MARION TALBOT, Chairman.
the Western A. C. A., a peculiar obligation to support the fellowship it had founded in 1888, and that the chairman for many years of the National Committee on Fellowships, Mrs. Helmer, was an active member of the Branch.

The meetings were naturally held in Chicago, but in 1897 the Branch held its annual meeting at Northwestern University. In 1898 it met "at the usual time and place." The records for 1899 are missing, but beginning in 1900, the annual meetings were held either at Northwestern University or at the University of Chicago. For many years the women of the graduating classes of the neighboring universities have been guests of the Branch at a spring meeting.

Another noticeable feature during a long series of years was the counsel and active interest freely given by a group of notable women, Jane Addams, Julia C. Lathrop, and Florence Kelley, a record which is probably unparalleled in any other Branch. In the records of the first annual meeting, held November 3, 1889, appears for the first time the name of Miss Jane Addams. "A committee of three ladies was appointed to communicate with Miss Addams and ask in what way the Association could be of assistance to her." In February, 1890, this committee reported that Miss Addams wished a resident alumna to assist in her work. In May Miss Addams was present by invitation and "gave an exhaustive account of her work with Miss Starr with the poor people in South Halsted Street." In November, 1890, it was proposed that the Branch should support a resident, but it was not until February, 1893, that formal action was taken, and in March, 1893, Miss Julia C. Lathrop was appointed as the Hull House fellow. Miss Jeannette C. Welch held the fellowship for the year 1893-4.

During the first winter the Branch had a number of papers presented on different phases of a subject which went under the general term, "Americana," and study classes were formed to take up different special topics. The records indicate that some very learned papers were presented. Mrs. Alice Freeman Palmer, President of the A. C. A., was present at the meeting in February, 1890, and as usual contributed greatly to the significance of the meeting.

In April, 1890, Miss Emily F. Wheeler gave a paper on Women in College Instruction, in which she called attention to the fact that discrimination against women existed even in State institutions and that only subordinate appointments on the faculties were given to women. The years which have passed have not brought about any very signal change in the conditions, but it was significant that at the same meeting Mrs. Helmer urged the support of the fellowships and in this way strengthened the movement which for many years she led to unite college women for the promotion of high scholarship.

In June, 1890, an Authors' Reading was proposed, but it was not until March 7, 1891, that it took place—the first Authors' Reading to occur in Chicago. The sum of $459.64 was netted towards the fellowship funds.

In October, 1890, the A. C. A. held its annual meeting in Chicago and was entertained by the Chicago Branch, as it was on several occasions in later years, viz., 1893, 1899, 1906, 1913 (Council), 1916 (Council).

In February, 1891, an inquiry was made in the Branch as to the reasons why so few graduates from the city high schools attended college. Under the chairmanship of Mrs. Harriet T. Brainard an investigation was made concerning the actual conditions in the Chicago schools. There was abundant evidence that measures should be taken to interest the students in carrying on their studies. Active steps, however, were not taken in this direction until the spring of 1896, when 150 high school girls from the senior classes attended a special meeting of the Branch. This was the first of a series of meetings conducted annually through the year 1907. During the later years the guests were the juniors rather than the seniors. The special features of these meetings were exhibits from the different colleges of the Association, addresses descriptive of college life and its subsequent interests and opportunities, singing of college songs, serving of refreshments and the opportunity for the older and younger women to become personally acquainted. These meetings were abandoned when the numbers became too large to maintain the personal quality, and as a substitute the Branch carried on for a series of years a system of sending out representatives to the different public and private high schools to give addresses to the graduating girls, and also invited the senior class of women of the neighboring colleges to be guests at a meeting in the spring.
In November, 1891, appears the first record in regard to the World's Columbian Exposition, which, from that time for two or three years, was destined to prove a very absorbing interest in the Branch. Mrs. Potter Palmer personally appealed to the members of the Branch for their interest and support in securing proper representation of the scientific work of women and general attendance at the educational congresses. Mrs. Rho Fisk Zueblin became chairman of a committee to co-operate in developing the system of Columbian guides. Two members of the Branch, Mrs. Mary Whitney Chapin and Mrs. Harriet Tilden Brainard, were chairmen respectively of the Committees on Exhibition and Headquarters and on Representation of the Higher Education of Women at the World's Fair Congresses. The members of the Branch assumed a large part of the responsibility of caring for the national headquarters in the Woman's Building and of explaining the exhibit. It was fitting that for a time the Branch should become in 1897 the custodian of the medal and diploma awarded the A. C. A. by the authorities of the Exposition.

Arrangements were made in March, 1892, for a series of lectures on Domestic Science by Prof. Lucy M. Salmon, the proceeds of which went to the fellowship fund. In April the suggestion appears for the first time that a room be taken to be used by all the College Associations. A lecture for the fellowship fund was also given by Mrs. Alice F. Palmer on "The Influence of College Education Upon Our Homes." This lecture netted $180.77.

It is interesting to note that in April, 1893, an address was given on the Significance of the Recent Opening of Graduate Courses of Study to Women at Yale University, the University of Pennsylvania and Brown University, by Prof. William Gardner Hale, of the University of Chicago, while in the following January Mrs. T. J. Lawrence, the wife of a Professor at Cambridge University, England, gave an address on "The Possible Union of Womanliness and Intellectuality Under College Influences." The year 1893-1894 was particularly significant for many reasons. The University of Chicago had graduated its first class and the University was from that time on a source of strength in maintaining and increasing the membership of the Branch.

In December, 1893, Mrs. Florence Kelley of Hull House, chief inspector of factories in the State of Illinois, spoke on the "Formation of a Purchasers' League to Protect Women and Children." A committee of three was appointed to confer with other committees in regard to the formation of such a league. The records show little of what action was taken until 1897, when, under the leadership of Mrs. Jane E. Smoot, the work organized by the joint committee was developed, and on December 18th the provisions of a constitution for the Illinois Consumers' League were presented and the Branch expressed its approval of the formation of such a League. It was not, however, until 1898, that the Branch ceased as an organization to have any official responsibility for the League.

In the same winter, 1893-4, visitation of the public schools by members of the Branch was organized. Miss Julia C. Lathrop, of the Illinois State Board of Charities, directed the interest of the Branch to the need of giving intelligent concern to the State Institutions.

In April, 1894, attention was called by Mrs. Alice Bradford Wiles, chairman of the Committee on School Visitation, to the need of arousing public opinion to the importance of securing appointments to the Board of Education without regard to partisan politics. It was moved that the Committee be instructed to draw up a memorial addressed to the Mayor, who made the appointments to the Board of Education, this memorial to be presented to the Association and then made public. The motion, however, was lost by a vote of 6 to 10. This seems to be the first record of any attempt to use the influence of the Branch upon public officers in educational matters. The later history of the Branch shows that the members soon outgrew the timidity which was shown on this first occasion. Indeed, in the following November there is a minute that a committee of three was "appointed to frame a petition to the local senators and representatives," but there is no record to indicate the import of the petition. The following is a partial record of official actions taken by the Branch in regard to legislative and executive measures:

January, 1896. Protest sent to the Board of Education against the proposed reduction of salaries of teachers in the public schools.
April, 1896. The Education Commission of Chicago urged to provide manual training and household economy for girls.
December, 1898. Endorsement of the action of the Mayor in
supporting the contention of Superintendent Andrews that the Superintendent of Schools should have the initiative in all matters relating to the status of teachers. Petition to the Board of Education under all circumstances to support the Superintendent in the exercise of this right.

April, 1899. Mayor urged to appoint men and women as members of the Board of Education, with special reference to their willingness to rid the teaching force of incompetent persons.

January, 1901. Governor Yates asked to reappoint Mrs. Florence Kelley as State Factory Inspector.

March, 1902. Board of Education requested to retain kindergartens. Public Library Board asked to establish a Children's Reading Room.

May, 1902. University of Chicago urged to continue its system of co-instruction.

January, 1905. Endorsement of proposed bill to create the Illinois Library Extension Board.

January, 1907. City Council requested to make an appropriation for medical inspectors and trained nurses in the public schools.

January, 1908. Board of Education requested to increase the number of truant officers.

January, 1908. Endorsement of proposed work of the Educational Commission of Illinois and petition to the Legislature to increase its appropriation and place a woman upon it.

November, 1908. Chicago Board of Education requested to provide as complete courses in industrial arts for the girls in the high schools as it has for the boys, to establish co-educational technical high schools and to extend the courses in cooking and sewing to all high schools.

December, 1908. Endorsement of bill to establish a National Children's Bureau.

January, 1909. Endorsement of suppression of high school fraternities.

February, 1909. Endorsement of State Library Bill.

March, 1909. Endorsement of bills providing for a State Board of Education, the certificate plan and township organization of schools.

April, 1909. Approval of bill providing for a State Art Commission.

December, 1909. Petition for the retention of school nurses.

March, 1911. Endorsement of bills raising age of child street vendors, excluding children from the stage, increasing the library taxation fund and raising the age of admission to the parental school.

February, 1910. Endorsement of bill to establish a Commission for Improving the Condition of the Adult Blind in their Homes.

April, 1911. Endorsement of resolutions presented by the College Women's Industrial Committee of Illinois.

June, 1911. Endorsement of proposed legislation in behalf of epileptics.

February, 1912. Endorsement of arbitration treaties, Children's Bureau, and ordinance regulating street trading by children.

April, 1913. Mayor requested to appoint three women to the Board of Education.

July 26, 1913. Resolution protesting against the resignation of Mrs. Ella Flagg Young as Superintendent of Schools.

April, 1914. Endorsement of action looking to "replacement of the system of war by the system of law."

November, 1914. Disapproval of legislative bill providing for a "dual system of education."


April, 1915. Endorsement of State Library bill, Teachers' Pension bill, Child Labor bill, Injunction and Abatement bill.

November, 1916. Endorsement of establishment of international agreement that wages paid should be independent of sex.

In 1895 a Public School Committee was organized and carried on for several years a series of diversified activities in behalf of the schools. In February, 1896, Miss Marion Talbot proposed, as a comparatively new and most promising field for investigation, the practical and theoretical study of Home Economics in colleges for women. Following this, Miss Hannah Belle Clark presented to the Branch a very full description of the status of manual training in American city schools and a petition urging the extension of instruction in manual training and household economy was sent to the Education Commission. In June, 1897, it was decided to develop the Branch into departments for the consideration of the public schools. Mrs. Emma Gilbert Shorey served as chairman and a very interesting and profitable series of meetings followed. In October, 1897, Mrs. Martha H. MacLeish was appointed chairman of the Committee on Art in the Public Schools, which later co-operated actively with the Public School Art Society. Mrs. Adele S. Hall succeeded as chairman. In the following May the Committee reported that through the efforts of the Branch six pictures had been hung in the Fallon School. In April, 1898, Mrs. Florence Kelley was appointed delegate on parental schools to meet the Committee on Compulsory Education. In March, 1898, through the initiative of Miss Mary E. McDowell, the movement in behalf of Vacation Schools received the support of the Branch and for several years was one of its most important activities. Both financial help and personal service were given. The chairman of the Parental School Com-
committee, Miss Esther Witkowsky, reported in October, 1898, that the Joint Committee of Women's Clubs had found it impossible to secure the enforcement of the compulsory education laws in the case of delinquent and unmanageable children and had decided that a truant school was necessary. This Committee undertook the passage of the necessary legislation and the ultimate outcome was the passage of a bill in April, 1899, making it obligatory on the city of Chicago to construct and maintain such a school. Later the legislation was enacted which established the first Juvenile Court in the United States.

The Cook County League of Women's Clubs was organized in 1898 and the Branch decided in December to join the League and send delegates who would serve on the education committee. For many years the chairmanship of this committee was held by the delegate from the Chicago Branch and very many important educational plans fostered by the different women's organizations of the committee were in this way quite effectively directed by the Collegiate Alumnae.

During the year 1898-99 the Branch took an active part in the campaign to control the right to confer degrees. A bill to wipe out the so-called "diploma mills" of Illinois, though supported by many of the most influential educators and professional men of the State, was buried by a decisive vote.

In November, 1899, Mrs. M. W. Sikes, as chairman of the Committee on Educational Legislation, announced that it was the plan of the Committee to collect information for the Branch, to watch the working of the new rules of Superintendent of Schools Andrews, to co-operate in every possible way with the Committee of One Hundred, to aid the movement to extend compulsory education to the entire year, to give special attention to the composition of the Board of Education, to observe institutions of the state at large, educational, penal, and reformatory, and to continue to give attention to the progress of bills regulating institutions conferring degrees.

The Branch chose for its general topic during the year 1899-1900 the New Education in Theory and Practice, and received detailed reports from its committees on education, legislation, educational information, and physicians' work in the schools.

In January, 1900, the Branch started an inquiry as to the instruction in sociology and economics offered by the colleges of the Association, the inquiry having special reference to opportunities offered for the practical study of pauperism, delinquency, and other forms of human wastage, as presented to the Branch by Miss Julia C. Lathrop, a member of the State Board of Charities. This movement culminated in 1904 in the publication of a leaflet prepared by a committee of which Mrs. Alice Peloubet-Norton was chairman. It included a statement of preparatory professional courses offered by the colleges belonging to the A. C. A., together with a list of the opportunities offered women in Chicago for public and private social service.

In the spring of 1900 a committee was organized for the study of resolutions upon college entrance requirements which had been passed recently by a committee of the National Education Association. A very careful study was made by Miss Sarah B. Tunnicliff of the extent to which the colleges of the State of Illinois and the public and private schools of the city of Chicago conform to the recommendations outlined. This information was published in tabulated form and given wide distribution.

A suggestion for co-operation between the Collegiate Alumnae and the Illinois Federation of Women's Clubs was made in May, 1900, by Mrs. Louise B. Stanwood. This suggestion led to very helpful and friendly relations with the State Federation, although no formal connection was ever made.

In 1900-01 a committee, of which Mrs. Madeline Wallin Sikes was the chairman, worked in aid of several educational bills which were before the legislature, to increase school privileges, to provide a State appropriation for school libraries, to consolidate the rural schools and to build a State Home for delinquent boys. The last named bill became a law while the others failed, two to pass the legislature, the third by the Governor's veto. The chief work of the Committee was the preparation of a summary of laws relating to compulsory education and child labor in the United States. The summary was complete and authoritative. It later proved to be of great value as a missionary document in connection
with the work of the Consumers' Leagues. It was distributed among the Woman's Clubs of Illinois and sent to the President of every State Federation of Clubs and rendered service in securing better legislation bearing on compulsory education and child labor, two subjects which are closely interdependent. Notwithstanding strong opposition, both bills later became laws. The Compulsory Education law, as amended, increased required attendance from sixteen weeks to the full school term and effectually imposed penalties for guardians neglecting this duty. This legislation advanced Illinois from a low to a high educational rank among the States. The service rendered by the Branch under the direction of Mrs. Sikes was an important factor in securing this result.

Child study was a subject taken up in 1901, under the direction of Mrs. Helen T. Catterall. This work was carried on chiefly through individual studies and observations of children made by mothers and teachers.

The Branch put itself on record in December, 1901, as "opposed to discriminations as to salary of school teachers on the basis of sex, believing in equal pay for equal work." This action led to correspondence with the Board of Education and the Superintendent of Schools and was the beginning of a movement which the Branch has fostered on every possible occasion.

The Branch offered in January, 1902, to co-operate with the Commission on Accredited Schools of the North Central Association of Colleges and Secondary Schools in an attempt to formulate a standard unit of instruction and to seek a method by which saving of time in the period devoted to preparatory and college work might be secured. Miss Marion Talbot of the Branch had been a member of this Commission and this brought the Branch into active cooperation with it.

Following the commendable example of the Boston Branch a Committee on the Sanitary Conditions of the Public Schools was formed in 1901. An investigation was made in 1902, according to careful plans drawn up by the Chairman, Mrs. C. M. Hill. The questions prepared by the Boston Branch were used, the answers made by the principals and teachers being purely voluntary. The questions were found ill adapted to Chicago conditions and the answers were so meager and lacking in information that the tabulation of the blanks kindly made by the State Superintendent of Public Instruction was unsatisfactory. It is hoped, however, that the experience gained in this effort will be utilized at some future time.

Active aid was given in 1902 to the Home Economics Committee of the Boston Branch in securing information concerning domestic service and the cost of living.

The meeting of January, 1902, was devoted to the work of the Committee on Entrance Requirements. Miss Marion Talbot, chairman, spoke on the problems involved and read letters from several members of the Commission on Graduate Schools recently established by the North Central Association of Colleges and Preparatory Schools. Professor Harry Pratt Judson, President of the Commission, and Mr. George N. Carman, Secretary of the Commission, gave interesting addresses.

The Mary L. Stone Home Economics Exhibit was shown for a week in the rooms of the Chicago Women's Club in May, 1903, under the direction of the Chicago Branch and received much notice from the large number of guests who were invited to inspect it.

In 1903-4 the Committee on Education of the League of Cook County Clubs undertook to co-operate with the Department of Compulsory Education of the Chicago Board of Education, by appointing voluntary agents in different parts of the city, specially connected with settlements, who reported cases of truancy which had been overlooked by the school authorities. This was done with the full consent of the Department of Compulsory Education and upon blanks prepared for the purpose of the Department. Besides correcting cases of truancy, the knowledge of this watchfulness on the part of the Women's Clubs acted as a wholesome stimulus to the Department of Compulsory Education. The organization and execution of this plan was in the hands of the Collegiate Alumnae delegates to the League, Mrs. Adele Somers Hall and Miss Angeline Loesch.

In accordance with the provisions of the revised constitution of the National Association the Branch elected in 1904 a delegate to serve to represent the Branch in the Na-
ational Council. Miss Marion Talbot was elected to serve until October 1st, 1908.

A committee was appointed in April, 1904, to study the relations between the public library and the public schools in Chicago. This step led to State wide investigation under the direction of Mrs. Charlotte Sibley Hilton and to co-operation with the Library Committee of the State Federation of Women's Clubs in an attempt to secure a state library commission. The Committee distributed 2,000 copies of a statement concerning library facilities in other states compiled especially for this work by Mrs. Annie Mead Fertig, a member of the Branch.

In March, 1905, the Branch assumed active responsibility in the Juvenile Court Committee and appointed as its delegate Miss S. P. Breckinridge. The proposal brought forward in 1905 looking toward a new city charter held the attention of the Branch for several months. Special study was given to its proposed educational provisions. The Branch was honored in 1905 by having one of its members, Miss Sophonisba P. Breckinridge, elected general secretary of the National Association.

The terrible disaster in California in 1906 necessitated giving up the proposed annual meeting of the General Association in San Francisco and in the breach the Chicago Branch offered its hospitality. It also provided funds to meet the traveling expenses of a delegate from the California Branch.

During 1906-7 committees were organized on Home Economics, on the Physical Welfare of Public School Children, and to cooperate with the Exhibition Committee of the Municipal Art League. The Committee on Correspondence kept in touch with 22 branches. The Committee on Educational Information collected information from the colleges holding membership in the Association as to their general advance in endowment, equipment, and new courses of study, as well as concerning the general progress of higher education among women. The Committee on Child-Study carried on individual work, according to the syllabi prepared by Dr. Millicent Shinn. The Committee on Educational Legislation attempted to inform the Association of local educational events and to arouse interest in pending legislation on educational topics. Under the influence of this Commit-
From 1902 to 1909 Miss Mary F. Willard served as treasurer of the Branch. During the whole time her aged father collected the dues, paid the bills, and kept the accounts and the treasurer's reports which are on file and are a model in spite of the tremulous handwriting. The Branch grew to have a sincere affection for their co-worker and the records bear an expression of their appreciation. Dr. Willard died four years after his service terminated, at the age of 91 years.

In 1909-10 the Committee on Educational Legislation reported interest taken in bills concerning equal franchise for women and to establish a commission for improving the condition of the adult blind in their homes.

To Miss Sarah B. Tunnicliff should be given the credit of starting the first Committee of Social Service in September, 1908. Several members had children from the Juvenile Court paroled to them; others assisted Mr. Roe in his fight against the white slave traffic; one went as a delegate to the Hamline School.

In June, 1910, the chairmanship passed to Miss Lea D. Taylor, who decided to make the topic, "The Public Schools as Social Centers," the special study of the committee and a joint committee with representatives from the various departments of the Chicago Woman's Club and the Women's City Club was formed. During 1910-11 and 1911-12 the committee held profitable and interesting conferences.

During Miss Taylor's absence in Europe in 1911-12, Mrs. S. H. Price was chairwoman of the Committee. Upon Miss Taylor's return it was decided to have two committees, Miss Taylor remaining as chairwoman of the Social Service Committee and Mrs. Price becoming chairwoman of the group in charge of other organized forms of social service lines, viz., United Charities, Legal Aid Society, Jewish Home Finding Society, etc. A sub-committee was formed to investigate the subsequent records of the children who had been pupils in the various sub-normal rooms of the city schools.

In 1913-14 the Program Committee having assigned a meeting to each of the Committees, Miss Taylor secured Mr. William Wirt, who spoke on the Gary system of education, and Mrs. Squire, who had become chairwoman of the Social Service Committee, secured Mr. Samuel B. Allison, Superintendently of Special Instruction, to speak on "The Education of Backward Children in Chicago," and she also read a paper herself on the result of the investigation on sub-normal children.

In November, 1914, Miss Margaret Friend, chairman of the Committee on Volunteer Service of the National A. C. A., spoke on the importance of interesting young women graduates in social service work and of having the A. C. A. serve as a clearing house for them. Mrs. Squire, as chairwoman of the Social Service Committee, assumed this responsibility and gradually built up the Bureau of Social Service, which was composed of delegates from the A. C. A., the Chicago Woman's Club, and various alumnae clubs, each delegate paying two dollars. The use of a room rent free was given by Miss Ellen Holt and the A. C. A. appropriated small sums from time to time for incidental expenses. More than eighty volunteers were placed in widely different lines—English to a class of Polish women at Michael Reese Hospital, sewing to little girls living near the South Chicago Steel Mills.

When the Women's Committee of the Council of National Defense organized the Department of Home Charities, efficiency demanded the union of these two organizations, covering the same ground and, accordingly in the fall of 1917, workers, funds, and plans were merged in the Women's Committee and the work of the Social Service Committee or Bureau of the A. C. A. came to an end after nearly ten years of life.

In October, 1910, Mrs. Fannie Fern Andrews, Secretary of the International Peace Conference, spoke on "Internationalism." Addresses on new vocations and professions for women were made. In 1910 the Branch undertook new work in connection with the Woman's City Club and the Chicago Woman's Club consisting of an investigation of industrial training for girls, especially in regard to the young girl between 14 and 16 years, not affected by the Compulsory Education Bill of Illinois. There were about 4,000 of these girls in Chicago, all of whom were practically unprepared to earn a livelihood. In April, 1911, the Branch made a contribution toward paying the services of Miss Anne S. Davis as investigator for the Chicago School of Civics and Philanthropy in securing data to be used in promoting voca-
tional guidance of girls from 14 to 16 years of age. Later a joint committee from the Branch, the Chicago Woman's Club and the Woman's City Club was formed to maintain and develop this work. The delegate from the Branch was Miss Katherine E. Dopp. The scope of the work gradually broadened and enlisted the support of other organizations and its progress was frequently reported to the Branch, and various aspects of the subject discussed by experts in vocational guidance. This work was later taken over by the Board of Education as the Vocational Education Bureau.

In 1911-12 the membership reached 300. The most important work which was undertaken was co-operation with other college women in the establishment of an intercollegiate bureau of occupations for trained women workers. This movement which was originally suggested by the Philadelphia Branch in March, 1902, was undertaken on behalf of the Branch by a Committee whose chairman was Mrs. Julia W. Nicholson. A great part of its success was due to the untiring efforts of the President, Miss Mary Ross Potter. In connection with this undertaking Mrs. Adele Somers Hall secured statistics concerning vocational opportunities for college women.

The more or less desultory program of social topics which occupied the winter of 1911-12 led naturally the next winter to a carefully arranged series of addresses by prominent social workers of the city. These were supplemented by reports from groups of members who had assumed the responsibility of visiting and becoming acquainted with the work of different social agencies. One practical outcome followed some time later when, through the initiative of the Branch, a group of senior women at the University of Chicago organized and conducted weekly classes in gymnastics and folk dancing at the State Industrial School for Girls. This work was kept up for two years or until the School was able to make provision for such training through its own staff.

In the summer of 1913 the extension of the franchise to women of Illinois was enacted and its effect on the Branch was immediately seen in the formation of a civics class and in other methods of preparation for the new duties of citizenship.

The Branch has sent regular delegates to a considerable number of organizations, including the following:

Consumers' League.
League of Cook County Clubs.
Vacation School Committee.
School Extension Society.
Story Hour Association.
Daughters of the American Revolution.
Education Commission of the Civic Federation.
Juvenile Reform Conference.
Exhibition Committee of Municipal Art League.
Chicago Health League.
Drama League of America.
Central Committee on Municipal Suffrage.
Juvenile Protective League.
College Women's Industrial Committee of Illinois.
The Joint Committee of Vocational Supervision.
International Congress of School Hygiene in London.
Intercollegiate Bureau of Occupations.
Conference of Federal Employment Bureau.
Illinois Woman's Legislative Congress.

In several cases a committee of the Branch was the nucleus of the organization, which later was enlarged and became independent. In all cases of co-operation there is no question that the endorsement of the Branch and the active and intelligent service of its delegates were of great value.

Such, in brief, is the record of achievements of a little band of women united by a common purpose. One of the most striking features is the rapidity with which new ventures in education, requiring enterprise and even boldness, became matters of course in educational procedure. This should serve as ground for encouragement to those who believe that there is yet a large work for the Branch to accomplish, even though the way may not seem easy or clear. The record is necessarily incomplete in one important respect. By its very nature it can give no adequate account of the many friendships formed by those who worked together. The close personal ties, based on a sympathetic sharing in a common interest, may be said truly to be among the most prized of the results of these years of co-operative effort in behalf of the education of women.
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.

---

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.)
The University of Chicago
Office of the Dean of Women

From an article entitled: "Changes in Entrance Requirements at the University of Chicago." - C.R. Mann.


"Last June the Faculty of Arts, Literature, and Science of the University of Chicago adopted a new set of regulations governing entrance to college and graduation therefrom. These new regulations go into effect in October. The movement toward a change in the regulations began several years ago with some experiments conducted by Miss Marion Talbot, Dean of Women, among the women students in the colleges.

Dean Talbot found that much of the listless drifting of the women students could be prevented and many a rather dreary college course of doubtful educational value could be converted into one of interest and evident educational value if each student could be induced, early in the course, to choose a vocation and arrange her studies with reference to it. The experiments were very much hampered, however, by the existing regulations, which compelled the students to do much of their work in courses wholly unrelated to their vocational aims. The deans found themselves unable in many cases to justify this "extraneous" work to the students, and therefore appealed to the faculty for relief.

In response to this appeal, a "curriculum committee" of fifteen was appointed two years ago to study the situation and make recommendations. The new regulations are the result of the work of this committee."
Moral and Religious Influences as Related to Environment of Student Life

Dormitory Life for College Women

By

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

Pre-print from "Religious Education", the Journal of the Religious Education Association, April, 1909
MORAL AND RELIGIOUS INFLUENCES AS RELATED TO ENVIRONMENT OF STUDENT LIFE. DORMITORY LIFE FOR COLLEGE WOMEN.

MARION TALBOT, LL. D.,
Professor, The University of Chicago.

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

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

The problem of the dormitory contains many more features touching on the inner life of students than the architect, the financier, or even the administrator ordinarily recognizes. The very use of the term “dormitory” shows how little conception college authorities have of the real function of a building in which the student is to receive some of the most profound and lasting impressions of her whole college life. It may be for sleep, it may be for shelter, but it has many other needs to meet, and it should be adapted to those other needs also, and the activities which go on in it should be such as will enrich the nature and develop the character of those who live within its walls, as well as correlate the discipline of the class-room with the demands of life. The framework of the body is of importance only as it serves for the expression of the spirit that occupies it.
An obvious starting-point for the presentation of the subject is the fact that for the greater part of four years the college hall forms an integral part of the woman student's life. These college years are precious years in a woman's life. Quite as much as previous years, they serve to establish standards of conduct, of principle, of social efficiency, of appreciation, of discrimination, of moral power, and, because the family and the home are the most effective agents in these forms of education, it is essential that the college hall, in which the woman student spends a large part of her time, should be organized as much as possible like the family and the home.

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

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

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

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

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

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

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

Another way in which the moral power which comes from cooperation in a common interest may be secured is through the discussion and formulation of house customs, and the determination of such details as the hours during which quiet should be maintained or the way in which Sunday should be observed. Responsibility for the order and attractiveness of the social rooms, for needed repairs and for the maintenance of a reading-room may be properly shared by the group. Conferences in regard to the renovation of furniture or decorations may serve a useful purpose, while an organized movement to secure needed improvements or additions to the furnishings, such as vases, lamps, or books, may be encouraged occasionally for the influences it fosters.

But the family does not fulfill its sole function when it trains its members to contribute to the efficiency of a larger group. There must always be a place in the family for the development of individual powers. So, too, with the college hall. Not only should it serve to make each individual a more efficient part of a larger whole, but it should afford an opportunity for the growth of those moral attributes which should mark human relations whenever one individual comes in contact with another. Persons living in isolated independence, a condition which theoretically has many attractions, lose the chance to gain breadth of view, tolerance of opinion, kindness and generosity in act and in word, afforded by residence with others. It is a familiar fact that illness or sorrow or perplexity always arouse a spontaneous and unlimited spirit of helpfulness, and opportunities for its expression occur frequently and under many guises in a large household of women. Looked at from another point of view, the intimacy of this corporate life might be held to be a disadvantage as tending to curiosity, impertinent comment or gossip, but the diversity of occupation and interest of a mixed student body renders this result highly improbable.

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

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

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

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

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

It is to be hoped that what has been said justifies these suggestions in the presence of this particular body. Just as in the daily life of the home, the principles not only of right living, but of righteous living, must be translated into terms of habit, so in the college substitute for the home, there must be large opportunity for fine appreciation of the rights of others, delicate feeling for the needs of others, and an ever-widening sympathy, not only with the truths of nature and the facts of history, but with the frailties and the aspirations of human nature. It is from the natural relationships and problems of simple every-day life that may be secured the fine democracy and social power demanded of the educated woman of today.
Moral and Religious Influences as Related to Environment of Student Life

Dormitory Life for College Women

By,

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

Pre-print from "Religious Education", the Journal of the Religious Education Association, April, 1909
MORAL AND RELIGIOUS INFLUENCES AS RELATED TO ENVIRONMENT OF STUDENT LIFE. DORMITORY LIFE FOR COLLEGE WOMEN.

MARION TALBOT, LL. D.,
Professor, The University of Chicago.

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

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

The problem of the dormitory contains many more features touching on the inner life of students than the architect, the financier, or even the administrator ordinarily recognizes. The very use of the term "dormitory" shows how little conception college authorities have of the real function of a building in which the student is to receive some of the most profound and lasting impressions of her whole college life. It may be for sleep, it may be for shelter, but it has many other needs to meet, and it should be adapted to those other needs also, and the activities which go on in it should be such as will enrich the nature and develop the character of those who live within its walls, as well as correlate the discipline of the class-room with the demands of life. The framework of the body is of importance only as it serves for the expression of the spirit that occupies it.
An obvious starting-point for the presentation of the subject is the fact that for the greater part of four years the college hall furnishes to the woman student nearly all that she has of home life. These college years are precious years in a woman's life. Quite as much as previous years, they serve to establish standards of conduct, of principle, of social efficiency, of appreciation, of discrimination, of moral power, and, because the family and home are the most effective agents in these forms of education, it is essential that the college hall, in which the woman student spends a large part of her time, should be organized as much as possible like the family and the home.

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

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

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

The means by which this corporate life may be developed and moral results secured from it are very simple, and again are such as characterize successful family life. One of the pleasantest and most effective is the exercise of hospitality. Here the whole household may be brought together, each member with a share in the preliminary preparations, each jointly responsible as hostess, and the occasion may be so planned as to afford opportunity for the use of individual gifts in music, acting, decoration, business arrangements, or social grace, and, what is still more important, to serve as a means of education in these directions for members of the group who have had little experience or training. Intra-hall social gatherings, large and small, also serve to bring out strong feelings of mutual interest and obligation. The architectural features and domestic arrangements may be made to contribute largely to the success of this phase of education. Convenient, attractive and spacious rooms for social purposes, and a flexible system in the housekeeping department are
essential. For the birthday party, the entertaining of a mother or visiting friend, or the celebration of some event of interest to a small group, opportunities for special luncheons, dinners or teas should be provided, and equipment for light cooking, more convenient and more safe than the chafing-dish, may be the means not only of great enjoyment and comfort, but of real and valuable training.

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

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

Another way in which the moral power which comes from cooperation in a common interest may be secured is through the discussion and formulation of house customs, and the determination of rules, as the hours during which quiet shall be maintained or the way in which Sunday should be observed. Responsibility for the order and attractiveness of the social rooms, for needed repairs and for the maintenance of a reading-room may be properly shared by the group. Conferences in regard to the renovation of furniture or decorations may serve a useful purpose, while an organized movement to secure needed improvements or additions to the furnishings, such as vases, lamps, or books, may be encouraged occasionally for the influences it fosters.

But the family does not fulfill its sole function when it trains its members to contribute to the efficiency of a larger group. There must always be a place in the family for the development of individual powers. So, too, with the college hall. Not only should it serve to make each individual a more efficient part of a larger whole, but it should afford an opportunity for the growth of those moral attributes which should mark human relations whenever one individual comes in contact with another. Persons living in isolated independence, a condition which theoretically has many attractions, lose the chance to gain breadth of view, tolerance of opinions, kindliness and generosity in act and in word, afforded by residence with others. It is a familiar fact that ill- ness or sorrow or perplexity always arouse a spontaneous and unlimited spirit of helpfulness, and opportunities for its expression occur frequently and under many guises in a large household of women. Looked at from another point of view, the intimacy of this corporate life might be held to be a disadvantage as tending to curiosity, impertinent comment or gossip, but the diversity of occupation and interest of a mixed student body renders this result highly improbable.

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

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

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

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

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

It is to be hoped that what has been said justifies these suggestions in the presence of this particular body. Just as in the daily life of the home, the principles not only of right living, but of righteous living, must be translated into terms of habit, so in the college substitute for the home, there must be large opportunity for fine appreciation of the rights of others; delicate feeling for the needs of others, and an ever-widening sympathy, not only with the truths of nature and the facts of history, but with the frailties and the aspirations of human nature. It is from the natural relationships and problems of simple every-day life that may be secured the fine democracy and social power demanded of the educated woman of today.
May 15

Dear Mr. Fred,

I am sure you know that Mrs. McEwen and I are much interested in hearing of your plans and that you can count on us to cooperate in any way on our front. I hope Mr. Parker will give us the earliest possible opportunity of meeting the new members of the staff. I already know Mrs. Blunt very well and am confident that it will not take long for her to make a reputation in her new field.

It may be difficult for some who come from Teachers College to adjust themselves to the spirit of scientific inquiry which characterizes the University and which has always prevailed in the Department of Home Economics. I note that you have made a very important change in the organization of the Conference in that the Chairman who is not an expert in home economics is to be a trained administration officer.

Then are two matters which I would be glad to know about at your early convenience, first, the extent to which you would like to have Mrs. McEwen and the suggestions for making the College's residence fire technical work or carrying a second by courses dealing.
The problems of legislation and the states as the economic, legal, and social as the
be required.
jects I am trying and concern whether students in courses leading to other degrees and those in edu-
cation will be admitted to the work in the College of Education.
In the latter case I shall want to take up in some detail the matter of major and minor sequences and of graduate credit for the higher degrees. If you would like a personal interview, please let me know. A written reply may be all that I need at this juncture.

Very sincerely yours.
The University of Chicago
FOUNDED BY JOHN D. ROCKEFELLER

THE CITIZEN AS HOUSEHOLDER

A BRIEF BIBLIOGRAPHY FOR A COURSE OF DIVISION LECTURES GIVEN TO THE UPPER JUNIORS IN THE AUTUMN QUARTER, 1900

BY MARION TALBOT,
ASSOCIATE PROFESSOR OF SANITARY SCIENCE
LECTURE I.

The Relation Between Sanitation and Sociology.


Reports of American Public Health Association and Boards of Health of Massachusetts and other States.

LECTURE II.

The House as a Factor in Public Health.


LECTURE III.

Modern Conceptions of Cleanliness.


LECTURE IV AND V.

The Control of the Householder by the State in Sanitation and Food Supplies.


Manuals of State and City Boards of Health.

Manuals of City Building Departments.


LECTURE VI AND VII.

The Freedom of the Householder in Sanitation and Food Supplies.


Publications of U. S. Agricultural Department, especially Farmer's Bulletins Nos. 23, 34, 74, 85, 93, 121.

LECTURE VIII.

The Maintenance of the Household.


Moral and Religious Influences as Related to Environment of Student Life

Dormitory Life for College Women

By

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

Pre-print from "Religious Education", the Journal of the Religious Education Association, April, 1909
MORAL AND RELIGIOUS INFLUENCES AS RELATED TO ENVIRONMENT OF STUDENT LIFE. DORMITORY LIFE FOR COLLEGE WOMEN.

MARION TALBOT, LL. D.,
Professor, The University of Chicago.

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

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

The problem of the dormitory contains many more features touching on the inner life of students than the architect, the financier, or even the administrator ordinarily recognizes. The very use of the term “dormitory” shows how little conception college authorities have of the real function of a building in which the student is to receive some of the most profound and lasting impressions of her whole college life. It may be for sleep, it may be for shelter, but it has many other needs to meet, and it should be adapted to those other needs also, and the activities which go on in it should be such as will enrich the nature and develop the character of those who live within its walls, as well as correlate the discipline of the class-room with the demands of life. The framework of the body is of importance only as it serves for the expression of the spirit that occupies it.
An obvious starting-point for the presentation of the subject is the fact that for the greater part of four years the college hall furnishes nearly all that she has of home life. These college years are precious years in a woman's life. Quite as much as previous years, they serve to establish standards of conduct, of principle, of social efficiency, of appreciation, of discrimination, of moral power, and, because the family and the home are the most effective agents in these forms of education, it is essential that the college hall, in which the woman student spends a large part of her time, should be organized as much as possible like the family and the home.

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

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

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

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

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

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

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

Another way in which the moral power which comes from cooperation in a common interest may be secured is through the discussion and formulation of house customs, and the determination of such details as the hours during which quiet should be maintained or the way in which Sunday should be observed. Responsibility for the order and attractiveness of the social rooms, for needed repairs and for the maintenance of a reading-room may be properly shared by the group. Conferences in regard to the renovation of furniture or decorations may serve a useful purpose, while an organized movement to secure needed improvements or additions to the furnishings, such as vases, lamps, or books, may be encouraged occasionally for the influence it fosters.

But the family does not fulfill its sole function when it trains its members to contribute to the efficiency of a larger group. There must always be a place in the family for the development of individual powers. So, too, with the college hall. Not only should it serve to make each individual a more efficient part of a larger whole, but it should afford an opportunity for the growth of those moral attributes which should mark human relations whenever one individual comes in contact with another. Persons living in isolated independence, a condition which theoretically has many attractions, lose the chance to gain breadth of view, tolerance of opinion, kindness and generosity in act and in word, afforded by residence with others. It is a familiar fact that illness or sorrow or perplexity always arouse a spontaneous and unlimited spirit of helpfulness, and opportunities for its expression occur frequently and under many guises in a large household of women. Looked at from another point of view, the intimacy of this corporate life might be held to be a disadvantage as tending to curiosity, impertinent comment or gossip, but the diversity of occupation and interest of a mixed student body renders this result highly improbable.

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

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

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

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

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

It is to be hoped that what has been said justifies these suggestions in the presence of this particular body. Just as in the daily life of the home, the principles not only of right living, but of righteous living, must be translated into terms of habit, so in the college substitute for the home, there must be large opportunity for fine appreciation of the rights of others, delicate feeling for the needs of others, and an ever-widening sympathy, not only with the truths of nature and the facts of history, but with the frailties and the aspirations of human nature. It is from the natural relationships and problems of simple every-day life that may be secured the fine democracy and social power demanded of the educated woman of today.
HOUSING IN RELATION TO HEALTH
MARION TALBOT

There is much confusion in the use of the term "housing." It is often taken to mean, not merely the structure of the house itself, but its equipment, plumbing, furnishing and the like, and its immediate surroundings, such as streets and alleys. It may also include the way in which the house is used or maintained on its physical side, which is more properly housekeeping, or even the way in which the lives of those who occupy the house are ordered, such as overcrowding, which is more properly homemaking. Moreover, much of what is said and written in regard to unhealthful housing is concerned more with the aesthetic standards of decency and order than with health. A scrutiny of many of the pictures which are supposed to represent bad housing shows that these distinctions are frequently not closely drawn. For example, a room may be light, large, well ventilated and yet be a menace to health, because of the unduly large number of people who occupy it or their uncleanly habits. On the contrary, it is possible for a small room with a meagre supply of light and air to be kept so neat and clean as to be quite fit for habitation. Again, many kinds of construction, like back stairways or broken fences, may be ugly but not unhealthful. Higher standards of order or of beauty should be developed to meet this difficulty. A street or alley may be unpaved or even disfigured with rubbish. The aid of the street department, not of the board of health, is needed here. A room may show a disordered bed, a cluttered table, or clothes hanging on a line. Better instruction in homes and schools as to what is good housekeeping should be the remedy sought.

So it is impossible to discuss or criticize housing without a clear understanding of the many problems involved. Many well intentioned efforts to secure proper conditions for living fail because of this confusion in terms.
Taking now the more limited view of housing, i.e., the house and its mechanical equipment, we find that there is much difference of opinion as to the steps to be taken to secure healthful housing. The reason is that sanitary science is undergoing radical and most interesting changes, owing to the development of the sciences on which it largely depends, viz., bacteriology and physiology. Many opinions and practices based on outgrown theories are still deeply rooted and find expression in views concerning housing.

In the interest of efficiency and progress, it behooves those who work for the well-being of social groups to take measures to correct popular misapprehensions and urge the development of engineering and building methods which shall conform to our new knowledge. We need, moreover, not to cumber further our statutes and ordinances with measures which are not only incapable of enforcement but futile and costly if put in practice. In illustration, some of these new views may be enumerated and some conclusions drawn from them, although within the limits of this paper hardly more than a sketch is possible.

In the first place

(a) The quantity of carbon dioxide is not a measure of unhealthfulness of air.

(b) Ordinary variations in the normal gaseous constituents of air produce no apparent ill effects on people.

(c) The discomfort ordinarily attributed to so-called "bad-air" is due to high humidity combined with high temperature and these conditions derange the health.

Long after the toxicity of carbon dioxide had been disproved, its presence in air was taken as a measure of the defilement of air in other ways, but it is manifestly absurd to assume any constant relation between carbon dioxide and carbon monoxide, which is the only really harmful gas which is likely to be found in houses, or between carbon dioxide and pathogenic organisms, which may be in the air of houses occupied by diseased persons. It is clear, therefore, that any attempt to keep the carbon dioxide down to a fixed limit by renewal of the air supply or in any other way may be ineffectual in securing healthful conditions. Consequently, laws requiring the supply of a given amount of air per person or a given cubic space per person fall wide of the mark. The real aim should be toward securing movement of air, since thereby the warm moist blanket of air which gradually accumulates about the bodies of people in inhabited rooms may be removed. In other words, it has been adequately proved that people do not need a large supply of air providing what they have is kept in a state of motion. This fact probably explains the value of living and sleeping out of doors. Moving air, not stagnant air, is what we need. An increased amount of oxygen does not in itself bring relief. The ill effects of overheated air of low humidity may be noted in passing, although they present a different problem.

It has recently been suggested that the high rate of mortality among infants in city slums is not chiefly due to the poor quality of their food, but may be in part explained by the fact that they are often so housed that there is no relief from the effects of combined high temperature and moisture. A German scientist points out (Gemund, Wohnungsphygiene und Hochsommerklima, Zeitschrift fur Socialwissenschaft, Vol. III, Nos. 7, 8 and 9,) that in small cottage houses on paved, treeless streets there is often no escape from excessive heat. If the people remain indoors seeking shelter, the increased humidity due to evaporation from their bodies adds to the difficulty. Large buildings, planned so that there may be movement of air within and with shaded porches and yards or small parks near by in which there are trees and grass, is a method of caring for as many people in a given area as by the cottage plan, so highly praised from the point of view of so-called ventilation. It is impossible at this time to elaborate this point. I can merely suggest that the findings of the sanitarian should be taken by the architect, engineer, and social student and that new and improved methods by which an automatic movement of air may be secured in dwellings without sacrificing other important interests.

In the second place, we know that

(a) Air from properly constructed sewers is not harmful.

(b) Simple plumbing fixtures are an aid rather than a menace to health.

These facts mean that we should greatly simplify our plumbing laws and do everything possible to have plumbing fixtures installed at so little cost that they will be within the reach of everybody. They should be as essential a part of every house as its walls and doors.

Modern sanitation is placing more and more emphasis on personal cleanliness. When those who are used to an ample supply of water, both hot and cold, realize the difficulty of maintaining high standards of cleanliness, it is not hard to understand what results when three or four families and their lodgers have to share one fixture. We often hear that poor people will not use plumbing fixtures, if they have them. The popular illustration is the bath tub in the model tenement
which is used as a coal bin. Few of us would indulge in much bathing, if the bath meant starting a fire and going through the tedious and costly operation of heating a water supply. Better and cheaper methods of distributing both hot and cold water are a genuine necessity in healthful housing.

In the third place, sunlight cannot be depended on for disinfection or as a substitute for cleanliness. Much emphasis has been placed on the importance of securing sunlight in rooms and it has been vigorously urged by those who are combatting tuberculosis. There is danger of placing false reliance upon it. The true value of an abundant supply of light is that it is an aid in revealing uncleanly conditions and serves moral and physical rather than bactericidal ends. Many cities in their ordinances take the position that, if the window space stands in a sufficiently high relation to the floor area, all will be well. This does not necessarily follow, as the window may be so curtained within or so obstructed by nearby walls without as to fail to furnish needed illumination. The natural lighting of every room should be determined by other tests than size of window, such as ability to read ordinary type at a given distance from the window during certain hours of the day. It is of interest as bearing on the construction of houses from the aspect of lighting to note that a recent investigation made in Philadelphia (F. A. Craig, Deaths from Tuberculosis, American Journal of Public Health, Vol. III, No. 1) indicates that there is no relation between the width of the street and the number of deaths from tuberculosis.

In expressing my appreciation of the honor of addressing the members of the Academy, I beg the privilege of asking them to remember that, in so brief a treatment of so large a topic as was assigned to me, it is difficult to keep a due sense of proportion and to present views in such a way that they will escape misconstruction. I trust, however, that I have made perfectly clear my main thesis, which is that, if housing is to bear the relation it should to the maintenance of a high degree of health, it would be well to do away with some of the extravagant and sentimental views which obstruct the way and to develop the effective use of our present knowledge and resources through more active cooperation between sanitarians, architects, engineers, social workers, law makers, house keepers and even owners than now exists.
WOMEN'S HOUSES OF THE UNIVERSITY OF CHICAGO

Reprinted for private circulation from
The University Record, Vol. XII, No. 2, April 1926
PRINTED IN THE U.S.A.
WOMEN'S HOUSES OF THE UNIVERSITY OF CHICAGO

The organization and conduct of the Women's Houses of the University of Chicago are based on principles of unity, liberty, and social responsibility. The keynote was sounded by Alice Freeman Palmer. When Marion Talbot, who accompanied her to Chicago in 1892 to assist in organizing and administering the new university, spoke of doubting whether she had had sufficient experience to justify assuming the duties of the office of dean, to which she had been called, Mrs. Palmer said quite simply, "All that you need to remember is that you will be an older student among younger ones and an older woman with more experience among younger ones eager to learn."

Even though long months had been given to preliminary preparations, the University did not open its doors on October 1, 1892, with provisions for every contingency. It had, indeed, secured a large apartment house, the Hotel Beatrice on Fifty-seventh Street, for temporary use as a Woman's Residence Hall, but when students began to arrive on September 20, 1892, the building was not furnished, no domestic staff had been engaged, and arrangements for meals were very simple, almost primitive indeed. The building was occupied by about sixty students and members of Faculty families and thirty additional members of the University took their meals in the dining-room. The resident dean of women, Marion Talbot, was placed in charge, and in time order was evolved and modes of living were developed on the basis of the utmost possible personal and social freedom consistent with the purposes of the building and the social requirements of the environment. Serious consideration was given by the dean and the students to the question of creating conditions under which might be cultivated the "manners that make men" and the needs of the situation were carefully studied. The problem was a difficult one, involving as it did a new institution in a new part of the city—in a new city indeed—many influences tending to draw students apart, such as different departments and types of courses, the quarter system, which increased

1 This article was prepared at the request of members of Green House on the occasion of the retirement of Dean Marion Talbot from the headship after nearly twenty-seven years of service. The description of the organization of the Houses was prepared by Dean Talbot. A committee of Green House secured the historical data concerning Green House from the House records.

the proportion of those entering for a short time period of study and resulted in frequent changes in the student body, and the attractions of a great city offering inducements to many, which drew them away from common interests.

Each day brought a hitherto untried situation which became interesting because of its significance in the development of the new University. Many problems were of a serious character while some had their humorous aspect. What could be done for the distinguished professor from England who put his "boots" outside his bedroom door to be cleaned? Of course, some plucky American girls saw to it that he was not disappointed and he never suspected how it happened! And he had to be given help when he asked where he could get some "spirits"—not meaning the kind which the adventurous young members of the new University had in abundance! The challenge of the professor in the Divinity School that his bed springs had to be taken up to the sixth floor was met in his absence by a group of these same pioneers. Another head professor, seeing them struggle with their load, lent a hand thinking he was helping secure a good night's rest for some woman student. His dismay when he discovered that he was doing a porter's work for a huskier man than himself well repaid the girls for their part in the incident.

Then there was Mr. Stagg's description and demonstration of football and incidentally the rather important question of how much and how the women of the University were to show their interest in athletics. One of the first decisions was that they could go in a body, accompanied by Dean Talbot, and see the first football game from the sidelines in Washington Park. It is a far cry to the conditions under which young women go at the present time to football and other athletic contests, but the change came very slowly during the first years.

Problems of social life and conduct appeared constantly in practical guise and one great source of gratification was the genuine spirit of co-operation and helpfulness shown by the students in reaching decisions whose influence was recognized as likely to be far-reaching. The curiosity and rather sharp criticism which the University's new policies had aroused, especially in the eastern states, stimulated the interest of the students to act in a way which could be thoroughly justified.

Educational procedure was naturally woven into the daily doings of the residents, and here, too, were many practical questions to be solved in a household made up of students varying all the way from very young women in their first year of college life to women holders of fellowships
122

THE UNIVERSITY RECORD

with years of experience as scholars behind them. An amusing incident happened in this connection. A Freshman girl wrote her mother that she was rooming with one of the fellows of the University. Although the mother realized that there were many novel features about the new University, she was quite unprepared for this announcement and wrote in much concern to her daughter for further particulars. It is needless to say that the explanation allayed her anxiety.

Too great credit cannot be given to those students who co-operated in evolving from their experiences very real contributions to the richness of the common life. In spite of the many difficulties in the new situation, the principles which Mrs. Palmer and Miss Talbot had recognized as fundamental in the rational organization of the social and domestic life of University women became a part of the conscious life of the group. Under the influence of young women of fine culture, generous social attitudes, and high scholarship there arose gradually and in accord with these principles a set of unformulated customs. On the removal of the residents of the Hotel Beatrice in April, 1893, to temporary quarters in Snell Hall in the University Quadrangles, the students were asked by Dean Talbot to elect representatives who should serve as a committee to direct the social affairs of the household. This led naturally into the House system, an essentially characteristic feature of the University of Chicago. During the year 1892–93 a committee of the Faculties considered details of student life and their inquiries were followed with the adoption by the Trustees of the plan of House organization based on the procedure which had been followed at Snell Hall. This plan was officially announced in June, 1893, and has remained substantially unaltered. The general rules governing the organization of residential houses are as follows:

1. Composition of a House
   a) Members of the University entitled to continuous residence in a particular Hall shall constitute a House.
   b) Residence in a Hall is limited to students in attendance on courses in the University, and officers of the University.

2. Officers
   Each House shall have a Head, appointed by the President of the University; a Councilor, chosen from a Faculty of the University by the members of the House; a House Committee, elected by members of the House, of which House Committee the Head of the House shall be chairman and the Councilor a member ex officio; and a Secretary and Treasurer elected by members of the House. Each House, through its Committee, shall make a quarterly report to the President. A House may select, with the approval of the Board of Student Organizations one or more persons not directly connected with the University as patrons or patronesses.

3. Membership. The residents in a Hall shall be members or guests.

4. Rules
   Each House shall be governed by a body of rules adopted by a two-thirds vote of the members of the House and approved by the Board of Student Organizations.

   a) Membership shall be determined by election under the respective House By-laws. Election of members shall take place not earlier than the end of the sixth week, nor later than the tenth week.
   b) In cases of vacancies, the Registrar shall have power to assign applicants to rooms in the order of application. Students thus assigned shall be considered guests, and if these guests are not elected to membership during the first quarter of residence, they shall have no further claim upon the rooms occupied. The room rents will be fixed and collected by the University. The privilege of membership in a House may be withdrawn by the Board of Student Organizations, on recommendation of the Head and Councilor.

   1. There shall be a Board composed of the Heads of Women’s Houses and one representative from the student members of each House.
   2. The chairman of this Board shall be appointed by the President of the University.
   3. The Board shall meet, at the call of the chairman or of any three members of the Board, once a quarter for the discussion of policies and methods of administration.
   4. Once a year the President shall request the Board to meet with him or with his representative.

   The suggestions in the quarterly reports made by the Heads of each House to the President in accordance with the plan already adopted shall be summarized in the President’s office, and at the discretion of the President submitted to the Board for consideration and action.

The Board discovered many points in common which could be fruitfully discussed: protection against fire; the use of the Quadrangle drive for automobiles at late hours; the control of all unnecessary noise; drawing of window shades for protection; absence from the Halls such as to indicate that the Halls were being made a convenience and not a home; methods of registering absence as a protective measure to all concerned; the entertainment of guests; means of developing social life; the use of the telephone at night; the many problems to do with the giving out of keys; the responsibilities of the heads of tables. The discussion of these and many other questions is reported to the different Houses and thereby aids in securing a better understanding as to how to maintain standards of comfort and well-being.
The University Record

Women's Houses of the University of Chicago

on which they were founded, viz., unity, liberty, and social responsibility. The different Houses immediately took on individual characteristics. Special note may be taken of Miss Reynolds' leadership during a long period of years. She gathered about her personal friends of distinction and charm. Strangers of eminence visiting the University were frequently entertained. There was created a social atmosphere which was much enjoyed and appreciated by the students. The effect upon them was noticeable. In spite of the fact that many of them had had but limited social experience, many observers might be found to corroborate the opinion of a certain guest that she had never met in any part of the world young women who had more agreeable social manners and at the same time such marked mental alertness and serious purpose. In a similar way Miss Talbot in Kelly Hall and Miss Wallace in Beecher Hall were devising ways and means of enriching the House life and at the same time showing how personal freedom could be harmonized with the best social standards.

The years passed bringing their problems and their interests grave and gay, and experience strengthened the conviction that in the administration of the Halls the break away from the more or less rigid rules and supervision which were in force in other institutions had been fully justified. Mrs. Kelly's gift in memory of her parents enabled the University to fill the gap between Kelly Hall and Beecher Hall where the foundations for a building had already been laid and on November 13, 1898, Green Hall was occupied by a small group of students, with Miss Talbot as Head. No other Hall was opened until the summer of 1909 when Greenwood House across the Midway was organized with Miss Langley as Head. October 11, 1917, Drexel House was formed and an added element of self-help was introduced. At the beginning of the summer of 1918, Woodlawn House was organized as an experiment in maintaining a residence without facilities for a common table and in the following year Kenwood Hall was added to the list. The lapse of time has but served to emphasize the demand for more halls, and confirm the desirability of providing further means for caring for the domestic needs of the women students of the University.

Following out in detail the general provisions of the House plan, when the residents of Green Hall organized on December 5, 1898, they adopted a constitution which with few changes is the present one.

Constitution of Green House

1. Name. The name of this organization shall be Green House.
2. Membership. Membership becomes active only upon entering the second quarter of residence and signing the constitution.

The University Record

Women's Houses of the University of Chicago

In accordance with the House plan the students who had been in residence in 1892–93 and who returned after the Summer Quarter when the University buildings had been given over largely to World's Fair uses were organized into three Houses and took possession of the three new residence halls, Kelly Hall, Nancy Foster Hall, and Beecher Hall. Miss Marion Talbot and Miss Myra Reynolds were the heads, respectively, of the first two Houses and Miss Elizabeth Wallace and Miss Fanny C. Brown were joint heads of Beecher House.

Pioneering days were not yet over. The experience of moving into unfurnished and even unfinished buildings was not ended with the Hotel Beatrice or Snell Hall. Candles fitted into empty bottles, a doorless entrance barricaded at night, scanty equipment for toilet purposes, these and many other conditions were vivid reminders of the past year's experiences. Nancy Foster Hall was so far from completed that its residents were obliged to go to Kelly Hall for several weeks and seek the hospitality of its dining-room. The open fire-places in certain sleeping-rooms seemed to present undue advantages, but when it was found that the flues would not draw and masonry had to be torn down in the walls of the newly furnished rooms in order to remove the obstacles in the flues, the enviable residents retired to their quiet and clean quarters with a feeling that there were compensations for them.

The Halls presented certain common features of physical and domestic accommodation as well as similar forms of business administration. Each had its separate dining-room, its own rooms for social intercourse, and each provided, in the main, single bedrooms.

Mrs. Ellen H. Richards, of the Massachusetts Institute of Technology, a close friend and adviser of Miss Talbot, suggested that the University should try some improved methods of feeding students. She transferred to the University the equipment of the Rumford Kitchen which she had established at the Columbian Exposition as a means of showing scientific and economical methods of preparing food. She gave what was still more valuable. Her generous contribution of experience and time made a success of the experiment of a central kitchen, although it was conducted under very unfavorable conditions. Aided by Miss Sarah E. Wentworth, she showed that the system promised results in efficiency and economy and the experience paved the way to the establishment of the University Commons.

The new groups proceeded at once to organize under the House plan. It was understood that each House should have its own traditions and customs and cultivate an individual spirit, bearing in mind the principles
2. Membership shall be either non-resident or resident; but unless otherwise specified the term “member” in the Constitution and By-laws shall denote resident members.
   a) Non-resident members shall be those members of Green Hall who no longer live in Green Hall, and have not accepted membership in another House.
   b) Resident membership shall be limited to officers and students of the University.
   c) Members of the University assigned by the Registrar to rooms in Green Hall shall be considered as guests of Green House until elected to membership.

3. Eligibility. Guests become eligible to membership at the end of the tenth week of residence (provided they express their intention of residing in the Hall during their next quarter of residence in the University).

4. Forfeiture.
   a) Membership in Green House shall be relinquished by acceptance of membership in another House.
   b) Membership shall be forfeited by wilful violation of the House Constitution and rules of the House, or by such conduct as may seem sufficient cause of forfeiture to the Head and Councilor of the House, who shall, under those circumstances, make a recommendation to this effect to the Board of Student Organizations.

3. Officers
   The officers of the House shall be a Head, appointed by the President of the University, a Councilor chosen from the faculty of the University, and a Secretary and Treasurer elected by members of the House; also a House Committee consisting of eight members elected by members of the House, of which committee the Head of the House shall be chairman, the Secretary of the House, secretary, and the Councilor, a member ex officio.

4. Term of Office
   The Councilor shall be elected for the term of one year. Other officers chosen by the House shall be elected for one term of three months, or until their successors are elected.

5. Powers and Duties of Officers
   1. Secretary and Treasurer. It shall be the duty of this officer to keep a fair record of the proceedings of the House and of the House Committee, to handle any funds the House may entrust to her, and serve as the formal medium of communication between the House or the House Committee and the Head of the House.
   2. House Committee. This committee shall be considered the executive and representative committee of the House, charged with the execution of the Constitution and By-laws of the House, the enforcement of any regulations the House may create, with power in cases not covered by the regulations of the House to make provision for the welfare of the House. And when by a vote of three-fourths of its members, the forfeiture of membership by any member, is deemed to be conducive to the good of the House, such a vote shall be entered on the record of House Committee and communicated by the Secretary to the Head of the House and House Councilor as a suggestion to recommend the withdrawal of membership from the offending member.

6. Elections
   a) All elections shall be by ballot.
   b) A quarterly meeting for the election of members shall be held during the eleventh week of each quarter, lists of eligible guests and notices of the meeting having been sent by the secretary to the members of the House at least two days prior to the meeting; the absence of three-fourths of those being present being necessary to election.
   c) Special meetings for the election of members may be held at any time at the recommendation of the House Committee on the written request of half the resident members of the House presented to the Head.

7. Quorum
   Three-fourths of the members of the House shall constitute a quorum for the election of members and the amendment of the constitution, a majority constituting a quorum in all other cases.

8. Fees
   Every member and guest of the House shall be required to pay a fee of 50 cents each quarter for the purpose of defraying the incidental expenses of the House. The expenditure of these fees shall be in the direction of the House Committee. Provided: That such fees may be remitted by the Head of the House.

9. Amendments
   This constitution may be amended by a vote of three-fourths of the members of the House, notice having been given in writing one week in advance.

The House has been privileged in its councilors. Professor Henry H. Donaldson was elected as the first councilor and served five years. His successors were the following: James R. Angell, 1903; George L. Hendrickson, 1904-6; Andrew C. McLaughlin, 1907-12; Wallace W. Atwood, 1913; Percy H. Boynton, 1914-17; Algernon Coleman, 1918—.

Various methods of choosing the House Committee have been tried. At first a nominating committee was appointed by the Head and later it was appointed by the House Committee. Then it was done from the floor in open House meeting. In 1911 another system was adopted. At the quarterly meeting for the election of officers, each House member balloted for two representatives from each floor and the two receiving the largest number of votes from all the members became the representatives of each floor on the House Committee. Recently the House has again adopted the system of having a nominating committee. These changes are evidence of the plasticity of the organization.

The duties of the committee are defined in general by the constitution. The method and spirit by which they are fulfilled depends in large measure on the personal qualities of the members of the Committee. A question which has been a frequent subject for discussion has been the extent to which individual members of the Committee are to be considered
Various other festivities occur throughout the year as on St. Valentine’s Day, Washington’s Birthday, the Fourth of July, Hallowe’en, Thanksgiving Day, and Christmas Day, and birthdays are always noted in more or less elaborate but always friendly fashion. Floor supper parties have often served the double purpose of increasing the friendly spirit of the group and of discussing matters of common interest. A recent custom has been the entertainment of the graduates and their guests at a buffet supper immediately after Convocation in June.

The most elaborate social function is the entertainment given in the Winter Quarter at which the members of the Faculties and their wives are guests. Great originality and cleverness in making up the programs have often been shown on these occasions and the guests have frequently expressed their surprise at the qualities shown. A Garden Party, a Circus, a Horticultural Exhibit, a Student Welfare Exhibit, Seeing Chicago, Ladies’ Home Journal, An Evening in Greenwich Village, The Mind in the Making, are some of the themes which have put a premium on ingenuity and with an amazingly small outlay of money and time have given much pleasure. It has been the policy of the administration of the House to foster these opportunities for self-expression and for the development of ease and graciousness in meeting guests. Very often the House has been amazed at the discovery of some talent hitherto hidden under a cloak of timidity or slight personal charm and the effect on the individual has been distinctly advantageous and has well repaid the efforts involved, even if there were no other returns.

Plans for receiving new students have always been carefully considered. The old residents have given a cordial welcome to the newcomers. A general meeting has been held at the opening of the quarter at which the Head has explained to the strangers and recalled to the minds of the members the various customs and ideals of the House. This has been followed with floor parties and groups have been entertained informally in Dean Talbot’s study. By such methods the House spirit was maintained and even strengthened and there were few cases when freedom in the intellectual as well as in the social life was abused. The confusion in social standards which came with the Great War affected the University of Chicago as it did all groups of young people though much less seriously than in most college communities. Increasingly late hours, an excessive amount of social life, and various types of failure to appreciate the obligations of membership in the University led President Judson to question whether the time had come to place more restrictions upon the students in the Women’s Halls. (Parenthetically, it may be noted that again Eve was to be held solely responsible!) Dean Talbot informed the

women in the Halls of the action suggested and expressed her profound regret that the system which had brought much satisfaction and commendation was seriously threatened. The women accepted the challenge and worked out a plan by which more positive measures could be taken to inform the fast-succeeding groups of newcomers of the standards of the University. The plan agreed to by representatives of the different Houses at a very solemn conference was acceptable to the President and was put into operation at once. Its essential provisions were the appointment of a social committee in each House to take upon itself the responsibility for interpreting to the new women in each Hall the spirit and traditions of the House and for discussing with all residents the social standards and conduct. The Green House committee has taken an effective step in carrying out its function by writing letters of welcome in advance to the young women entering in the autumn quarter, the period when there is the greatest change in the personnel of the House. This is followed up by personal welcome on arrival. The result of the system, or perhaps more truly of the agitation caused by the suggested restrictions, has been entirely satisfactory, even though there are occasionally found in the student groups individuals who lack in good breeding and in willingness to show social consideration for others than themselves. The situation is one which calls for constant watchfulness. It is true, indeed, that “eternal vigilance is the price of liberty.” In this case the vigilance manifests itself through the general high morale of the group and their appreciation that true freedom comes through self-control.

Green House has been extremely fortunate in having Dr. Sophonisba Preston Breckinridge as its Assistant Head from the beginning, an Acting Head in Dean Talbot’s absence, and as Head in succession to Miss Talbot. Not only have Miss Breckinridge’s scholarly tastes had a profound influence upon the members of the House, but her generosity in sharing with them her many friends noted for their gifts and achievements has greatly enriched the social life of the House.

This account of the salient features of House organization among the women of the University of Chicago and the special features of life in one Hall shows but in part the possibilities of the system. President Harper expressed his opinion of it in the following words: “The time will come when every student of the University will be a member of a University House. The development of the University life is largely dependent on the growth of University Houses.”

That this opinion is generally held by the authorities of the University is proved by the fact that every plan for the increase of living accommodations for women students is based on the House system.