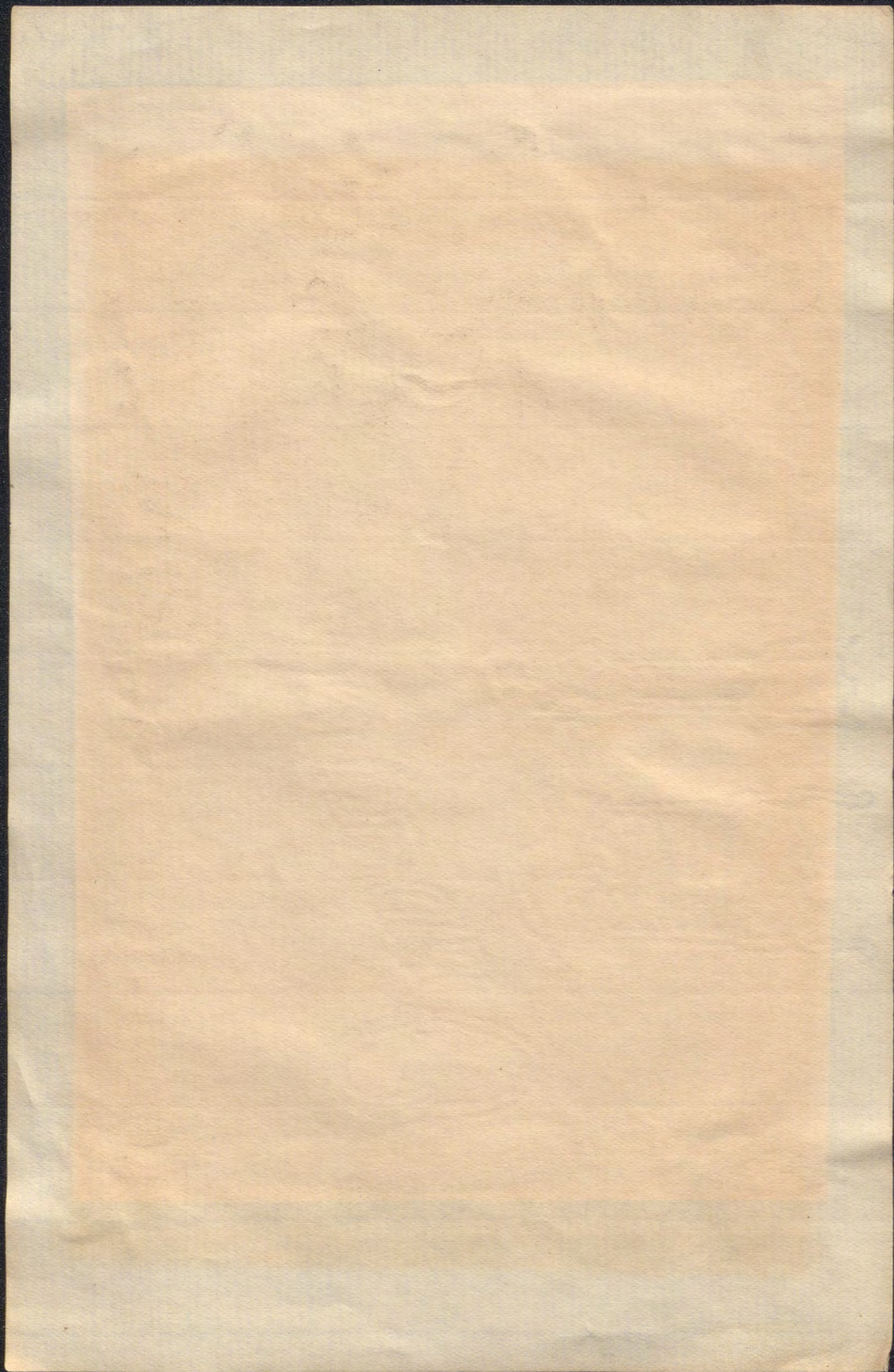


POP 1

PRESENT-DAY PROBLEMS IN THE EDUCATION OF WOMEN

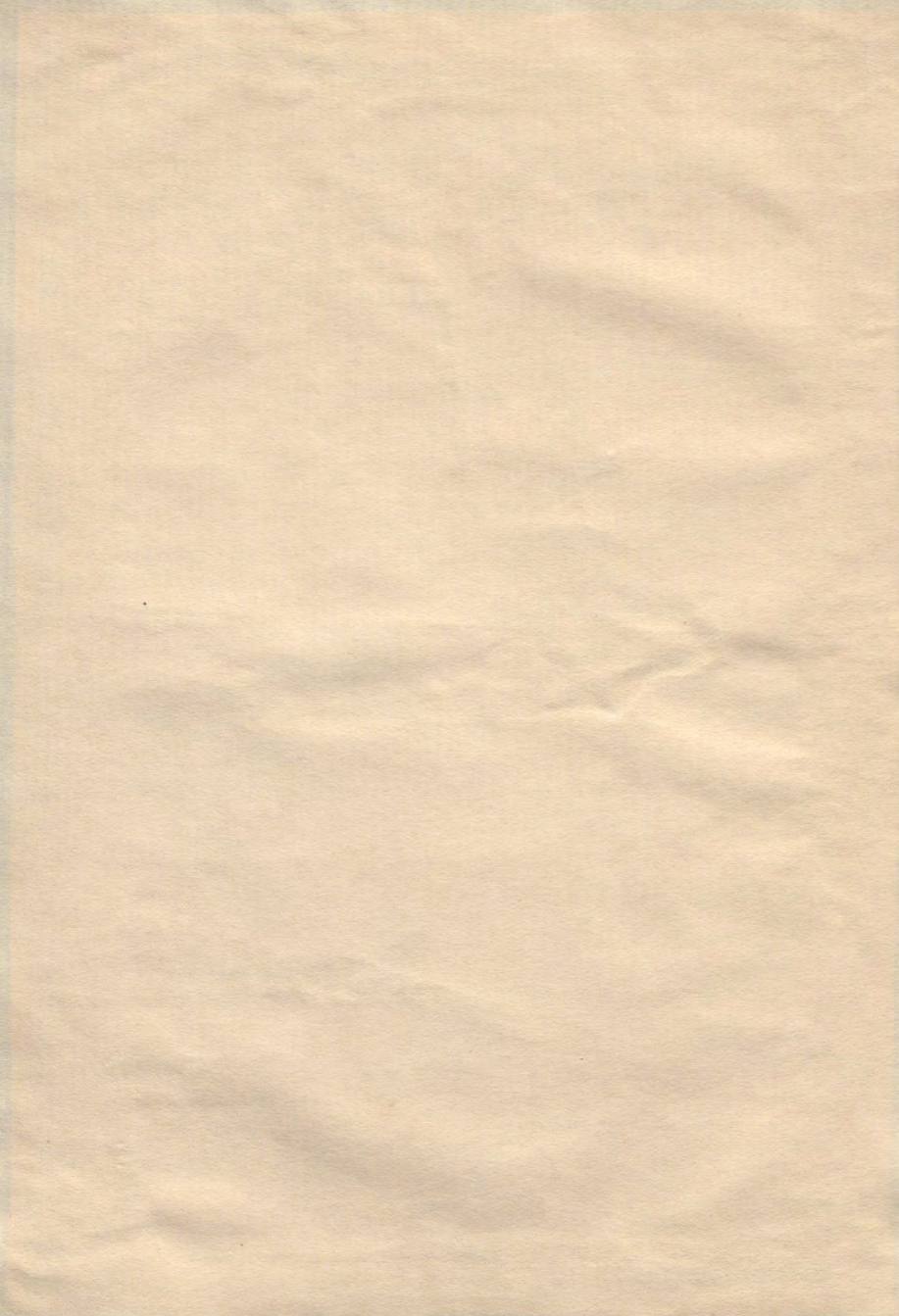
The collegiate training of women has an assured place in the educational activities of the present age, in spite of the reluctance with which in some quarters it has been accepted. This movement, ~~whose aim is systematic intellectual training of a high order~~, presents problems which are of vital interest not only to educators but to all students of social progress.

The intellectual education of women has always been closely related on the one hand to their general status in society, and on the other to the condition of intellectual acquirement among men. In most countries the position of women has not, until recent times, been such as to demand any training of their intellectual powers. Their education has been extremely limited, and this is equally true whether the term education is used in its broadest sense or in the erroneously restricted sense of merely mental training. It has been the part of women in the past to be unlettered, and they have been content to be so. But even as this statement is made, the mind travels swiftly through past centuries and recalls the names of many women famed for intellectual achievement, each one reflecting a glory upon her age. We gladly give them our praise, for within their very souls was that sense of power which not only led them to rise superior to the conditions of sex which hemmed them in, but made them master the still graver difficulties which met all searchers after knowledge, men as well as women. We think of scores of men pre-eminent for scholarship in the Middle Ages, but we seldom realize the depths of ignorance which prevailed for centuries, not only among the so-called masses, but also among the classes favored for their time in opportunities for acquirement. Not only the women but the men also were unlettered, and they too were content to be so. Learning belonged to the seclusion of the monk's cell and cloister, not to the world of adventure and conquest which lured men of action and power.



But with the birth of the New World came the revival of learning in the true sense. The founding of the Boston Latin School in 1632 and of Harvard College in 1636 were acts which led inevitably to the Revolution of 1776 and the establishment of the Republic, for they represented the belief of the early settlers that the true liberty they sought must rest on a basis of sound education. The steps taken by the colonists to establish the higher learning slowly but steadily developed into the movement for free popular education, as experience and time showed that this was the necessary outgrowth of the principle of a democracy. Universities, colleges, and academies were supplemented by free public schools, and the foundations were laid for the public educational system which now, in some parts of our country, extends from the kindergarten through the university. The progress in this land has been but a forerunner of that in other nations. The form of government here has undoubtedly been the cause of bringing education so much sooner within the reach of the masses. It is now recognized by the more enlightened ^{of foreign lands} nations that the maintenance of free popular education is a function of the state.

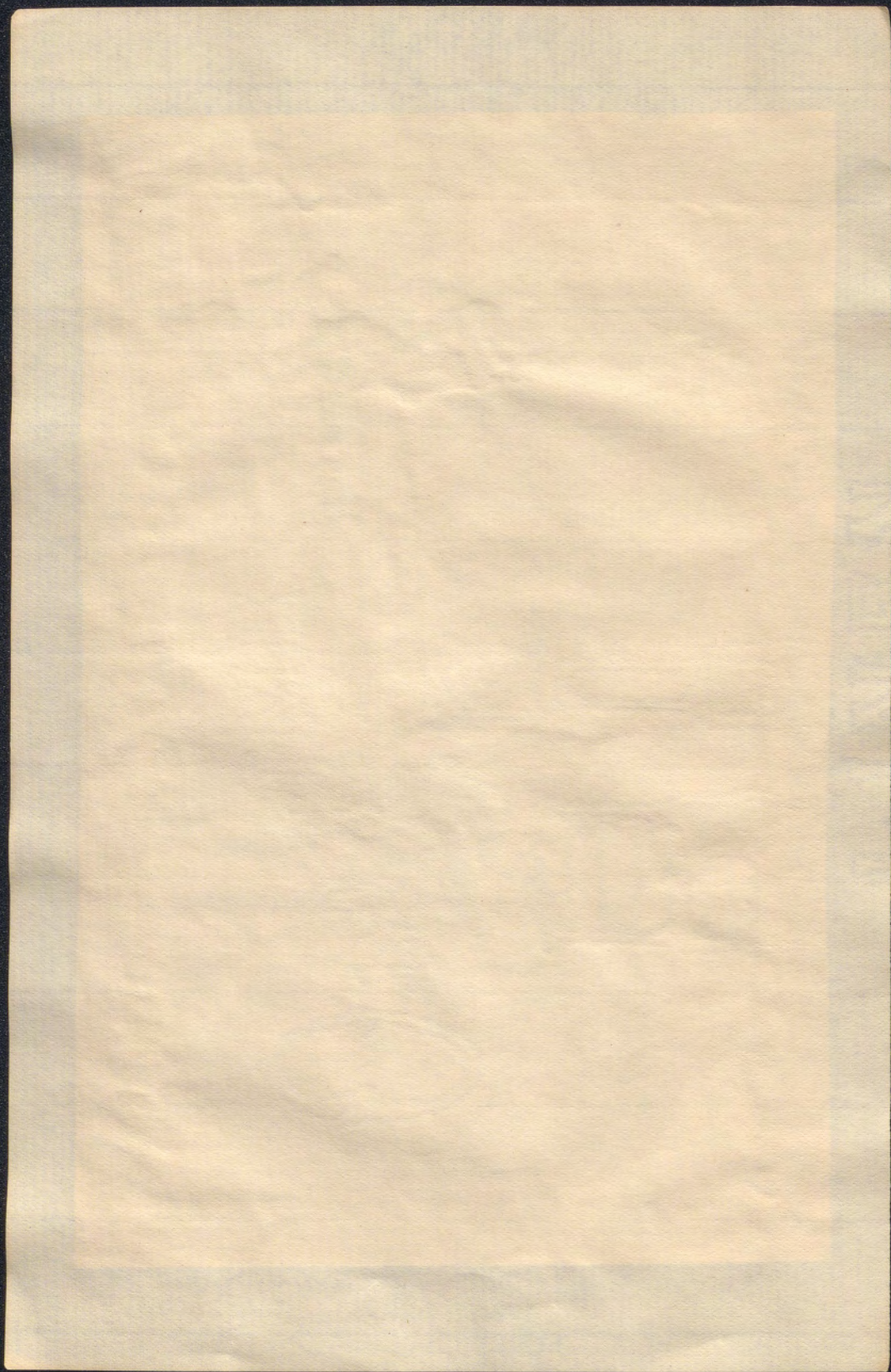
This brief representation of the trend of general education in this country also indirectly outlines the movement for the education of women. It has advanced as the status of women in society has advanced, it has grown as the idea of the importance of education for all citizens has grown, and it has become more general as the opportunities for education have become more general. In the last century many girls received intellectual training of a high order, but it was given to them privately and without system or recognition. Public approval of the education of girls was at first given very grudgingly. It appears that in 1790 girls were first admitted to the public grammar schools of Boston for a part of the school year; but it was not until 1828 that they were allowed to attend school the whole year. In 1830, as a matter of convenience solely, three public schoolhouses were reserved for the use of girls.



The progress of the movement when once begun was steady and sure. The women who had given their minds, their hearts, and their lives to the upbuilding of the nation, were surely entitled to its best fruits. Mary Lyon founded Mount Holyoke Seminary; Emma Willard organized Troy Female Seminary; in 1883 Oberlin College was open to all students without distinction of sex; in 1865 Vassar College arose as a beacon light of progress; then came the opening of the State universities with their rich stores, and now the great institutions on private foundations are offering their treasures of the higher learning to women as to men. With the march of the century the position of women in society, in industry, and in government has steadily altered, and at the same time they have shared in the widening scope of general education and profited by the highest opportunities for learning and scholarship which the world affords.

Such are some of the facts which history shows concerning this movement. There is another fact which must be noted before it is possible to understand the problems of to-day. As intellectual training has gradually come within the reach of a larger number of men, and has been extended to women, the methods of training which to each age seemed wisest and best for men have been sought and followed by women. *This was the only standard of thoroughness and scholarship known.* Long before any college or university was open to women, college professors gave private instruction to girls, teaching them just as they taught the boys in the classroom. Since the time when formal recognition was first given to women in institutions of learning, in colleges and schools alike, attempts to differentiate the sexes in matter and mode of teaching have not prospered. Efforts in that direction have, on the contrary, tended to bring undeserved ridicule on the whole movement in behalf of women. *Girls' Greek* *Latin-like English* It is now generally admitted, except by the newspaper humorist, that there is no such thing as feminine logic or discernment, or accuracy of power of observation or of analysis, any more than there is sex in language or mathematics or science. If education is considered as a matter of intellectual training, the means proved best for one sex are equally good for the other.

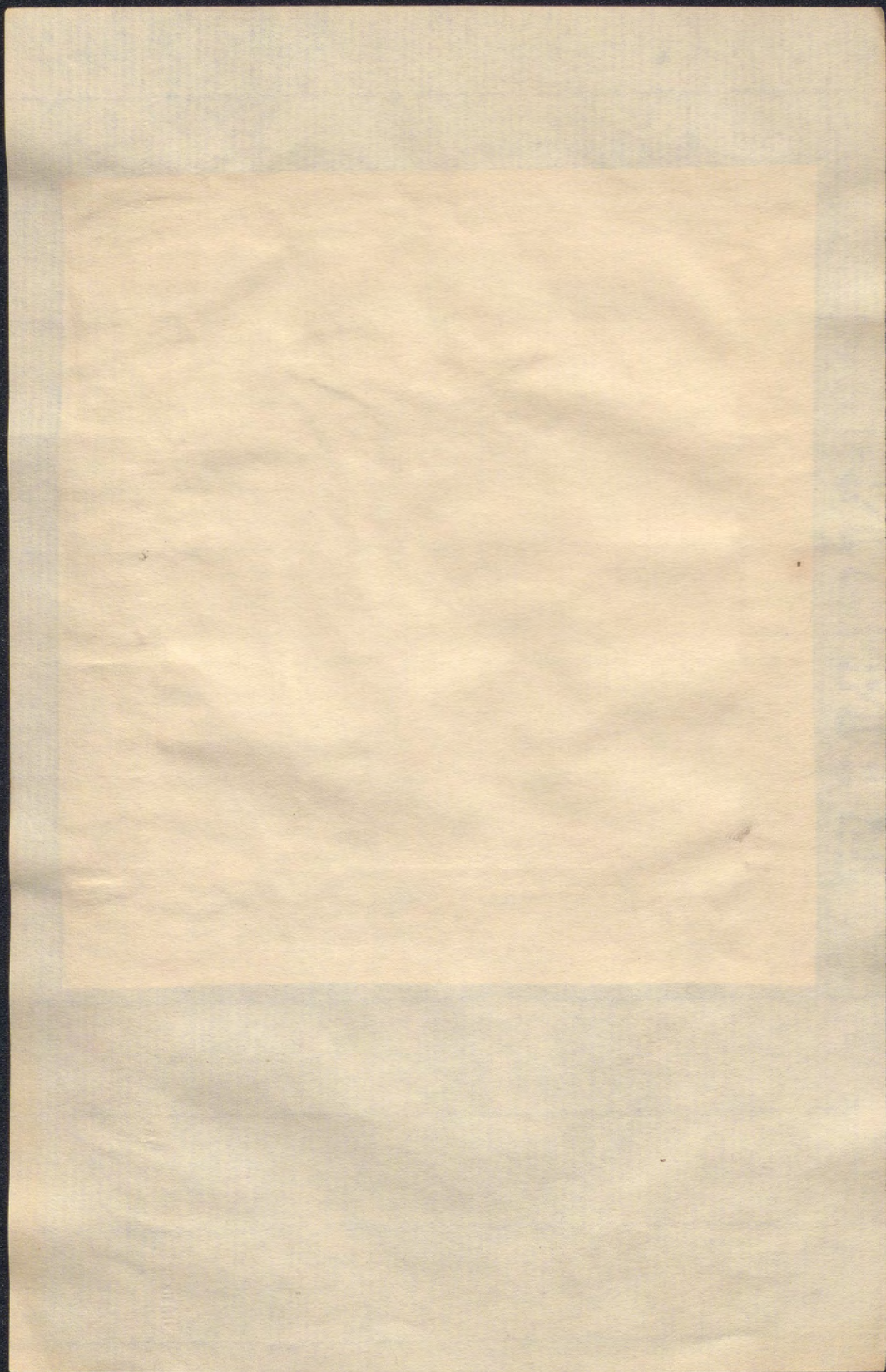
*the subject matter by which
these powers are developed.*



If, then, it is granted that women are to share with men the best that the world affords in the realm of mental training, we are brought to a consideration of the problems which confront the movement to-day. These problems are not what they were a generation ago. When collegiate education for women began to make notable progress and to attract the attention of thoughtful observers, the cry was that women were incapable of strenuous mental effort; that they were not fitted by nature to receive the same intellectual training as men; that their mental powers were feeble and limited. In spite of predictions of failure, women made the venture and succeeded. Experience proved that theory was at fault. The minds of women were shown to be worthy of the new opportunities for their development. Surrender on the part of objectors was complete at this point.

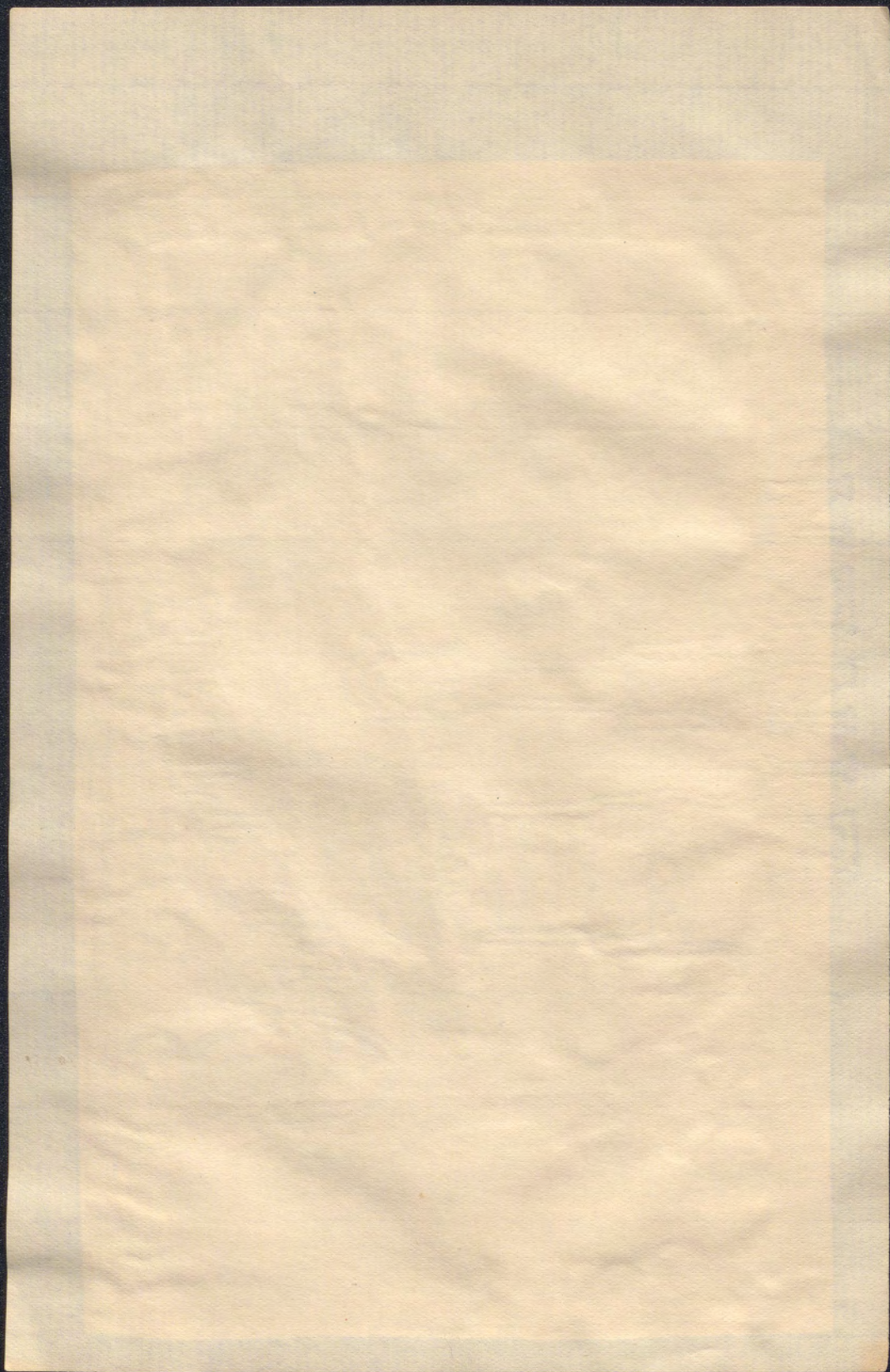
The contest was next waged in another battlefield. It was vehemently and persistently asserted that the physical powers of women would prove unequal to the strain, even if their mental powers were sufficient. For years the arguments pro and con were bandied, with the evidence constantly growing from experience that systematic mental occupation tended rather to improve than to destroy the physical health of women. The final answer came through the efforts of the Association of Collegiate Alumnae, whose statistics and data, collated by the Massachusetts Bureau of Statistics of Labor, practically settled forever this long-mooted point and gave all women reason to be thankful that one more form of opposition had been removed from their path.

Other causes. Vassar victim.



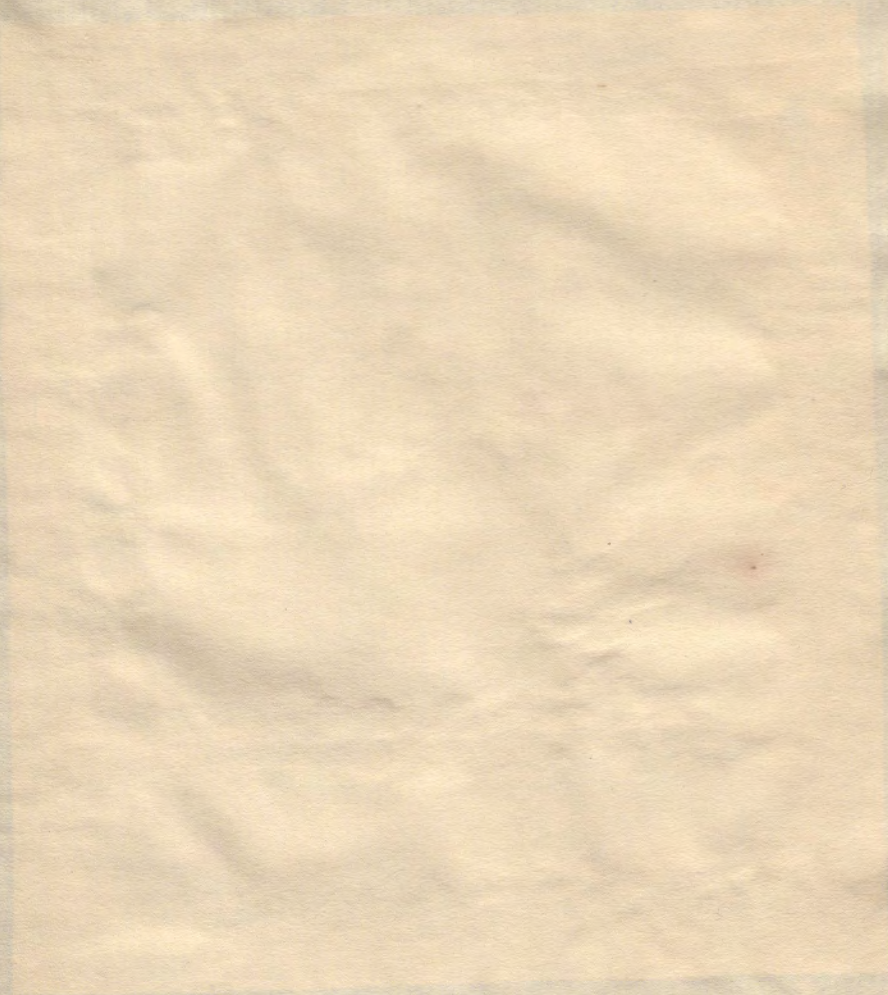
It would be a serious error if the adherents of this movement should be content with the steps which have been gained and overlook the difficulties which now confront them. The problems which face all who are interested in the education of women were never more serious, never more perplexing, never more worthy of careful study and incessant effort than they are to-day. The first of these problems which demands attention is the proper correlation of the physical powers with the mental. We are still seriously handicapped by the notion, which prevailed widely not more than a generation ago, that physical vigor is incompatible with mental strength or intellectual achievement. The scholar was supposed to be characterized inevitably by drooping shoulders, pale countenance, and all the marks of physical deterioration. Fortunately we are outgrowing that conception. A good many people are now convinced that "a sound mind in a sound body" is not a mere historical phrase generally impossible of realization in actual life, and they are being greatly helped in demonstrating their belief by the increasing favor shown to physical vigor independent of mental activity. It is now no longer the fashion, as it once was, for a girl, any more than a boy, to be feeble physically. The popular sports which have taken such a hold on the American people of late years are playing a great part in giving us, as a nation, the strength which we need in coping with our duties and responsibilities. This favorable attitude of the public mind will do much to lessen the difficulty of solving this special problem. The investigation of the condition of physical education among girls in colleges and universities, made by the Association of Collegiate Alumnae thirteen years ago, showed how nearly hopeless was the state of affairs. Much of the strength of the Association was straightway put into efforts to promote an interest in physical education among girls and women, and the outcome is most encouraging. There is reason to be glad that so much has been done; yet how much remains to be done! Well-appointed gymnasiums and expert teachers in physical culture are not enough, though their value cannot be overestimated. We need more definite instruction in the laws of health, we need more attention to the quality of food supplied to students and to the sanitary condition of their homes; we need a better understanding of the physical disaster which follows a wanton misuse of the hours of sleep or of social diversion, and we need most of all a still stronger conscience in our college communities, whose voice shall be raised in constant condemnation of the student who violates the welfare of her physical nature.

Required
physical work



Certainly of no less importance is the problem of the correlation of the moral and spiritual natures with the intellectual. This is a burning question, and one which needs courage as well as wisdom. It would seem as if there never could have been a time when the demand was greater than it is now for the true interpretation of the principles of right and honor. The nation should be able to look confidently to its educated youth as leaders in this time of need; yet they fail all too frequently. It is true that they know the principles; but they lack the courage to voice them. Every college student knows in her own college experience how hard it is to stand for the right, when popular sentiment among her associates is tending the other way. Is it not possible to contrive a course for the development of a moral backbone which shall be worthy of the brain power it has to carry? Should not there be more open recognition of the truth all feel that the ethical nature of youth deserves and demands training?

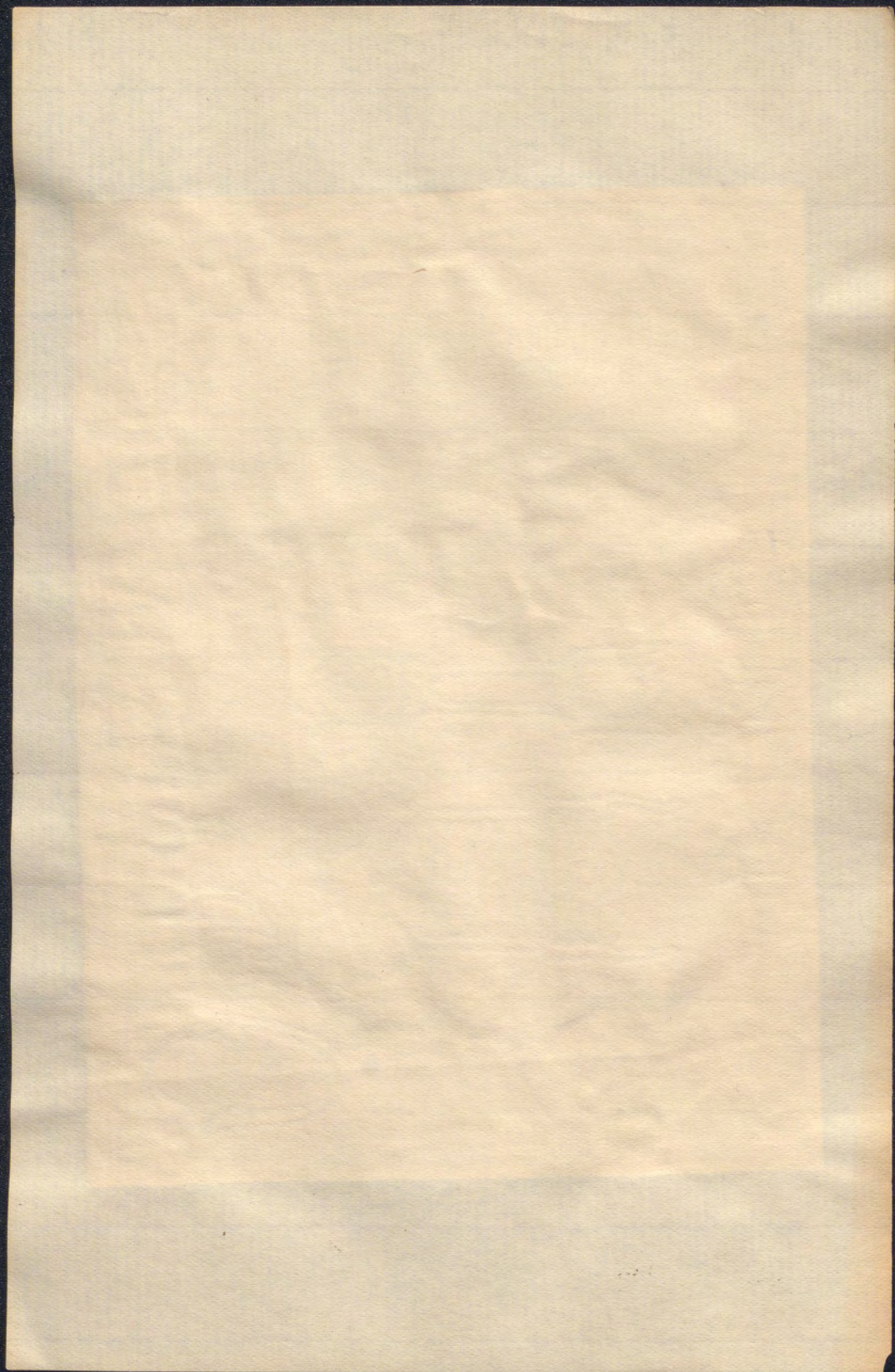
Advances made in schools.
 Almost the same thing is to be said of the spiritual nature. *former systems for developing moral crookedness.*
 It is claimed now and again that colleges are hotbeds of atheism. The accusation is false. The condition which is thus characterized is the same spirit of unrest and of dissatisfaction with old forms which prevails in society at large. Underneath it is a deep yearning for an expression of all that man holds most sacred. There are many signs that this is true. The eagerness with which people are reading books which deal with the vital truths of the higher life, or are listening to great preachers of God's word, shows this. Far from being the enemies of spiritual uplifting, student bodies in reality are quick to respond to real leadership in the higher life. How this immense power for good can be best developed is the problem.



Experience and investigation have demonstrated very clearly another problem in college training for women. Over and over again the four years of college work have utterly failed in effective results because of the lack of an adequate basis of early training. Any consideration, therefore, of the college movement must take into account the home and school training of childhood. The two periods are closely dependent—they are, in fact, one and the same, and any attempt to dissociate them is doomed to failure. The modern movements in primary and secondary education are destined to bear fruit, and their ultimate value will depend largely on the readiness of university educators to profit by them. On the other hand, the spirit of the university must be felt through all the lower grades of schools. What serves one serves the other, and constant watchfulness and power of adaptation is necessary for both. The study of the development of little children by trained observers will do much toward unifying the whole system of education. There is certainly abundant opportunity for non-professional, as well as professional, educators to devise ways and means of securing for the years of childhood the conditions on which progress in later years will depend. A study of the principles involved and the methods to be chosen has been well begun, but a much wider interest in the problem is greatly needed.

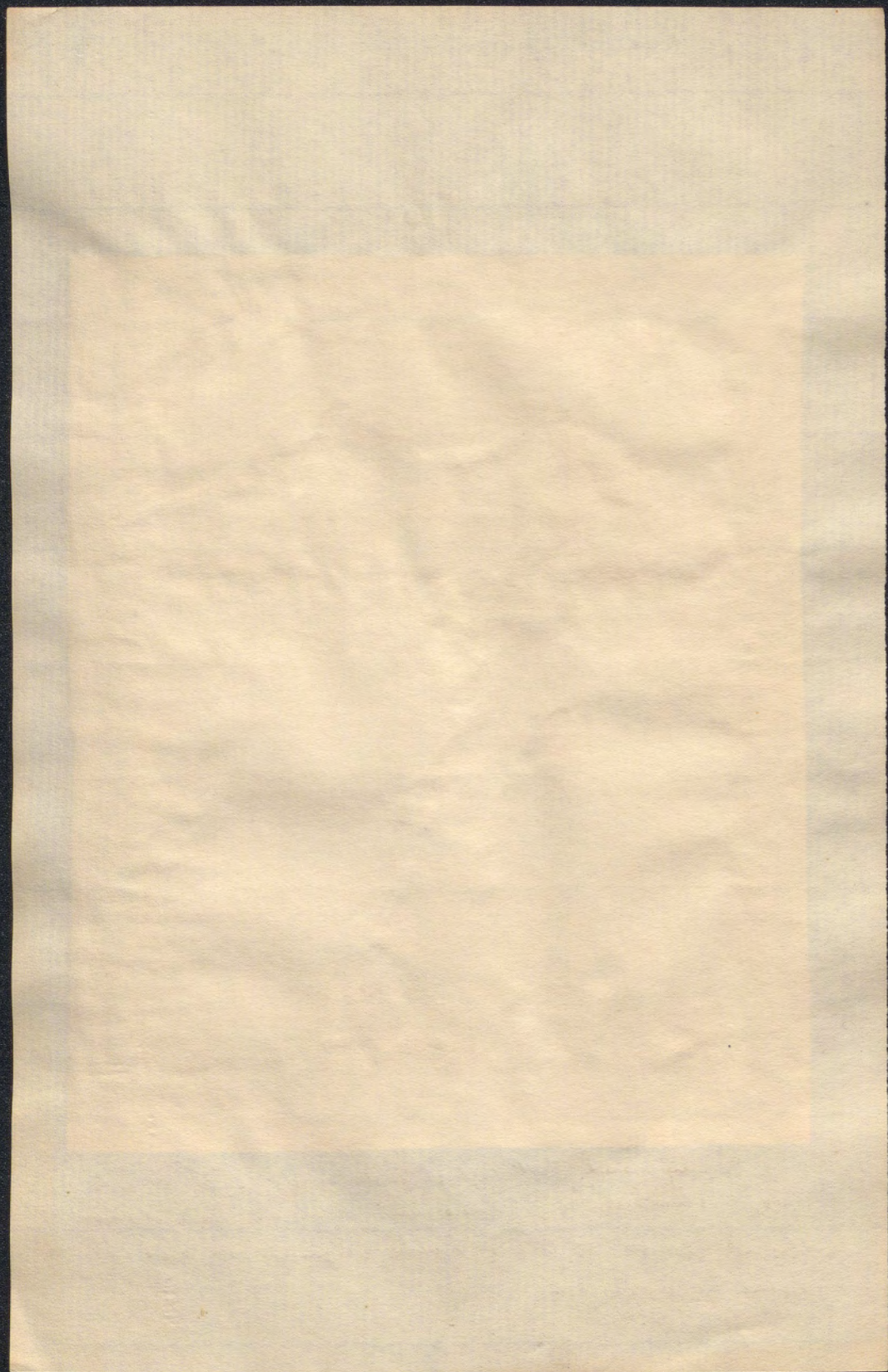
*advance
made*

A problem which comes more strictly within the narrower limits of our theme is the choice of subjects which properly belong to the collegiate years. Everybody knows how great a field for controversy this presents. There are a few general points which should be considered. In the first place, our heritage of university courses has come from the Church. The subject-matter of the university curriculum has been largely determined by the needs of the priesthood. The present generation has seen an immense revolution whose results are full of promise, but whose tendencies also present points of danger. The radical revolt of modern times against mediæval scholasticism has done a noble work, but there is a possibility that in our enthusiastic devotion to the results of modern research and scholarship we may hold in too light esteem the treasures of ancient thought and experience.



In the second place, education is not merely intellectual training, though that may perhaps be its first function. It should also seek to widen the range of knowledge. As Professor Earl Barnes nobly says: "The curriculum of any grade of school to-day aims to bring before the student through types an epitome of all that man has thought and felt, and a vision of all that God has built into his infinite universe." But here too lurks a danger. The spirit of our age and land is such that the utilitarian aspect of education has an immense hold on popular opinion, and there is a constant effort to place acquisition before training. Superficial knowledge which can immediately be made use of in bread-winning is too generally prized. Moreover there is the demand for specialization, and it is made to begin more and more early. The truth is overlooked that the specialist needs a broad, general education of the higher sort; otherwise he will fail in much of his power as a specialist through his inability to relate his own piece of work to the rest of the universe, even if he is able to grasp it in more than a limited and sectional way. On all sides we feel the pressure of an age of haste, an age of utilitarianism. The problem of the college is to maintain through the repose of true scholarship the ideals of genuine learning. The importance of uniting training and acquisition is sometimes overlooked by educators whose range of vision is limited. Impressed by the practical value of certain subjects, they fail to see that no scientific method of presenting them has yet been fully evolved, and that thereby they are not fully entitled to a place in an educational scheme. It is true, however, that some of these subjects—e. g., modern languages and English literature—are making rapid strides forward, and within a very short time have gained greatly in educational value as subject-matter for instruction. But there is yet much to be done before all the subjects which are urged as worthy a place in a college curriculum can be thus fully recognized by true educators.

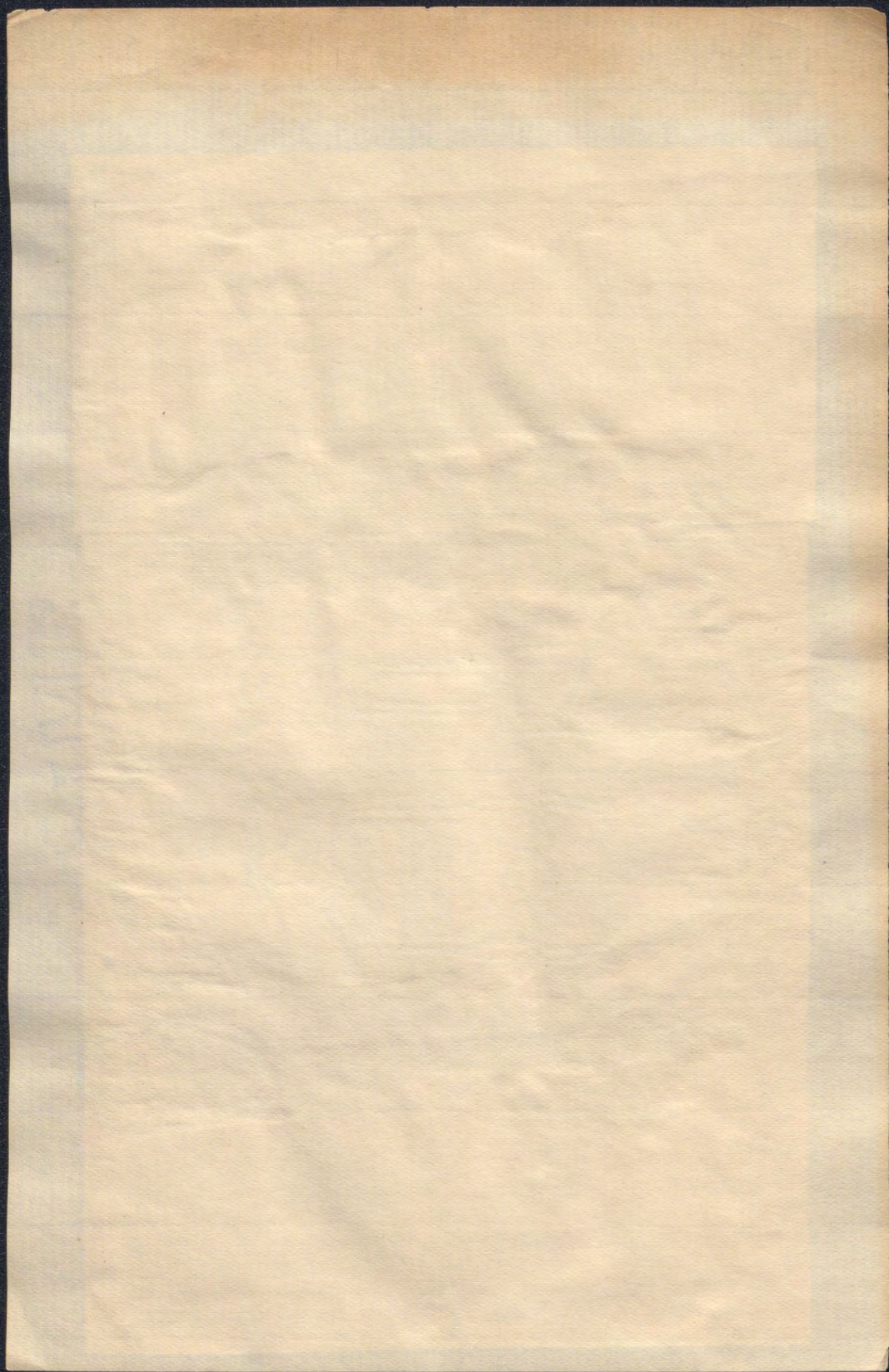
To my mind that college fails in its task which allows its students to choose subjects at random without regard to their humanizing or disciplinary value.



Closely allied with this theme of the curriculum in general is the question of choice of subjects by women for their best development as women. It is not as easy to lay down the law for all on this point as some would assert. Any attempt to do this rests on the assumption, in the first place, that emphasis must be given to acquisition rather than to training; and, in the second place, that all women have need of the same kind of information. In reply it must be said that the work which women are now more and more called on to do in the world demands, first of all, the best intellectual discipline. For instance, there are few forms of activity among men which require more carefully trained powers than housekeeping,—an occupation which is supposed to be women's peculiar sphere. Soundness of judgment, keenness of perception, quickness of decision, promptness of

execution, all the higher powers are needed at their best to meet the manifold responsibilities and emergencies which arise. Failure to recognize this fact and the assumption that housekeeping comes by nature to women undoubtedly lie at the root of the disasters which are but too common in household administration, and which would be still more frequent were it not for the quick wit and ready adaptability which generally characterize women. It is manifestly true that in general, when men undertake such cares, they meet with a larger measure of success than women do. The administration of household affairs on a large scale, as in clubs, hotels, or public institutions, is almost entirely carried on in this country by men. The explanation undoubtedly is that the ordinary training and experience of the boy are much more likely to fit him to estimate properly the relation of one fact to another. Girls are not usually brought in such contact with the affairs of the world as to learn how to see things in their right proportions, and consequently, unless they are given special training, are harassed and discouraged by non-essentials.

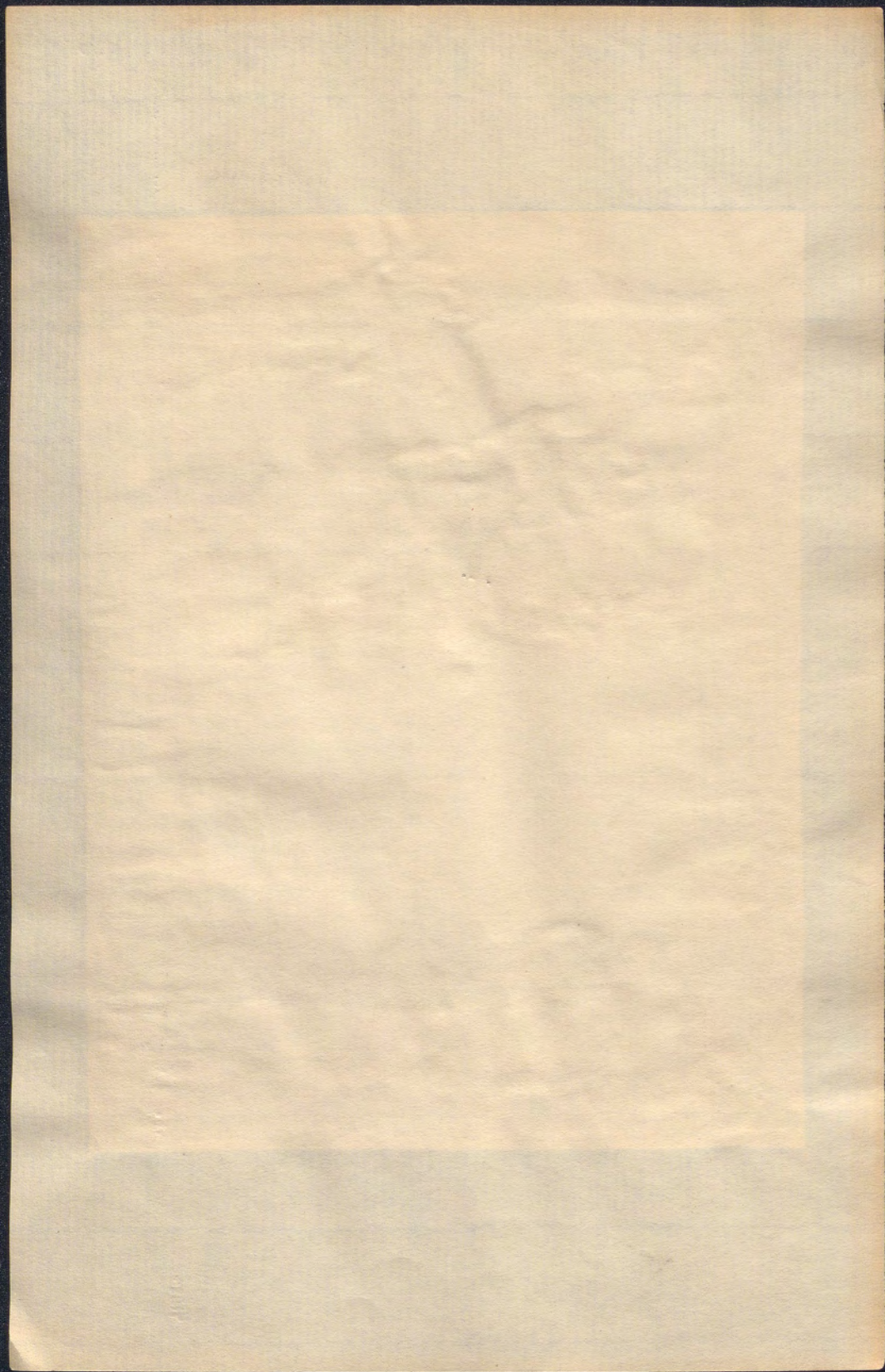
Again, if it is granted that union of training and of acquisition is practicable, the fact must be acknowledged that the kind of acquisition to be chosen is a matter for the individual rather than for the sex. This is recognized in the case of men. The facts studied by a lawyer are totally different from those studied by a physician. The difference between lawyer and physician is far greater than that between physician and housekeeper. The woman in charge of a family would have more need of the kind of information a physician uses than a lawyer would have. It is evident that there are many phases of this problem, that it should be soberly and wisely studied, and that women—and educated women—should be most competent to study it.



Settlements

Another problem which faces the advocates of collegiate education for women is how best to bring the college training in touch with the world and its work. The old idea has not yet been given up that the life of a scholar is something apart from the common interests of mankind. The charge is made that the college woman often considers that her special training sets her quite apart from the rest of the world. If this is true, as may be the case sometimes, the result is farcical, for the one conception that a woman should certainly gain from collegiate study is that these few years of effort can after all merely open her mental vision to the vast stores which are yet beyond her reach, and train her to use them as time and opportunity come hand in hand. Her friends and acquaintances may sometimes be to blame. It frequently happens that a girl feels herself placed in an entirely false position by the adulation of her immediate circle of friends. She longs to be taken simply, as her brother is, and freed from the artificial expectations which surround her. Moreover, she feels more helpless as to her real place and value in the world than she would if the college had done its whole duty. Here again there are on the one hand tradition and conventionality, on the other the newly awakened soul ready and eager for its task; the question is how the chasm shall be bridged.

Finally, the best results cannot be obtained from collegiate training until an atmosphere of greater freedom prevails. Lucy Larcom once said that genuine liberty was essential for a poet. Women can never be great lyric singers as long as they have any sense of oppression or restraint. This is true also of the best intellectual expression, and is undoubtedly the reason why so little creative work of a high order has been done by women. Fortunately many of the conventional aspects of the woman's college are disappearing, and greater freedom in social life is everywhere accorded to women. How to maintain the restraint essential to a period of development and at the same time the spirit of independence, sincerity, and frankness,—in other words, the sacredness of individuality,—is the problem.



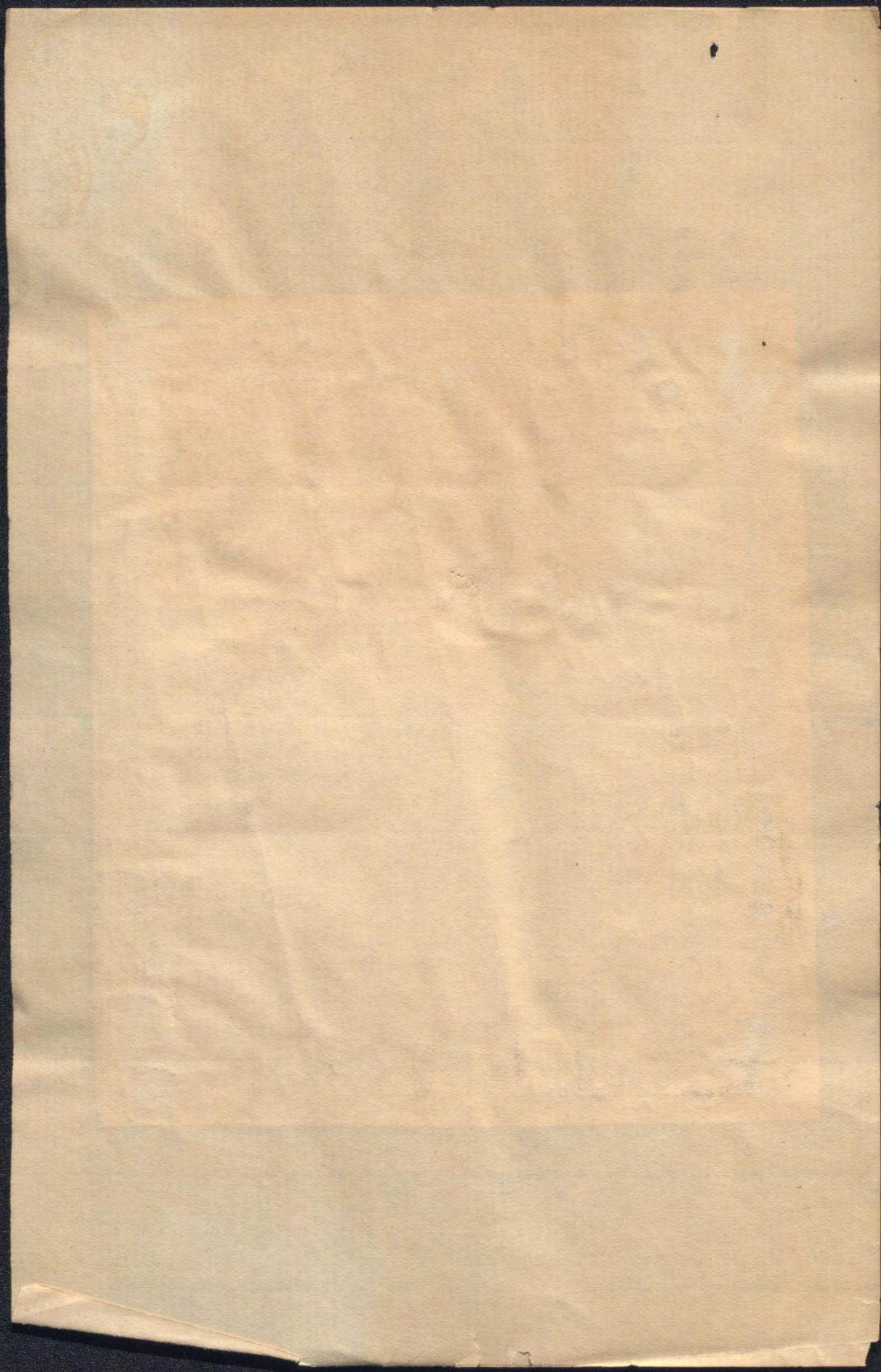
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It may be claimed that the questions suggested are not peculiar to the education of women. Many of them belong as well to the education of men. This must be true in so far as the individual is regarded as a human being rather than as a member of one sex or the other. It must be granted that the collegiate education of women is now an integral part of the whole system of education. The young of the race are all to be trained as citizens whose ideals of honor, of right, of justice, of truth, shall be the same whether they are men or women. Certain fundamental principles which are common to both sexes must be established. Moreover, whatever a woman's specific work in life is to be, she should be given in the college the scientific training on which she can build her professional learning. This foundation is the same whether she is to be a physician, housewife, philanthropist, or mother.

The educational problems of to-day are not those of yesterday. True progress in education can be made only by constant study and vigilant effort. Every thoughtful and interested student should be ready to contribute from experience and investigation to the solution of the problems which to-day confront the education of women and which to-morrow will give place to others. Every college woman especially has a great responsibility, as well as opportunity, in standing as the sympathetic critic and loyal supporter of the men and institutions whose efforts in behalf of women are one of the wonders in a century of wonders. There never was a time when there was a greater chance to help in the onward progress of this movement, whose end and aim is the most complete and perfect development of woman-kind.

MARION TALBOT

UNIVERSITY OF CHICAGO



JOURNAL *of the American Association of* UNIVERSITY WOMEN



FIFTIETH ANNIVERSARY NUMBER

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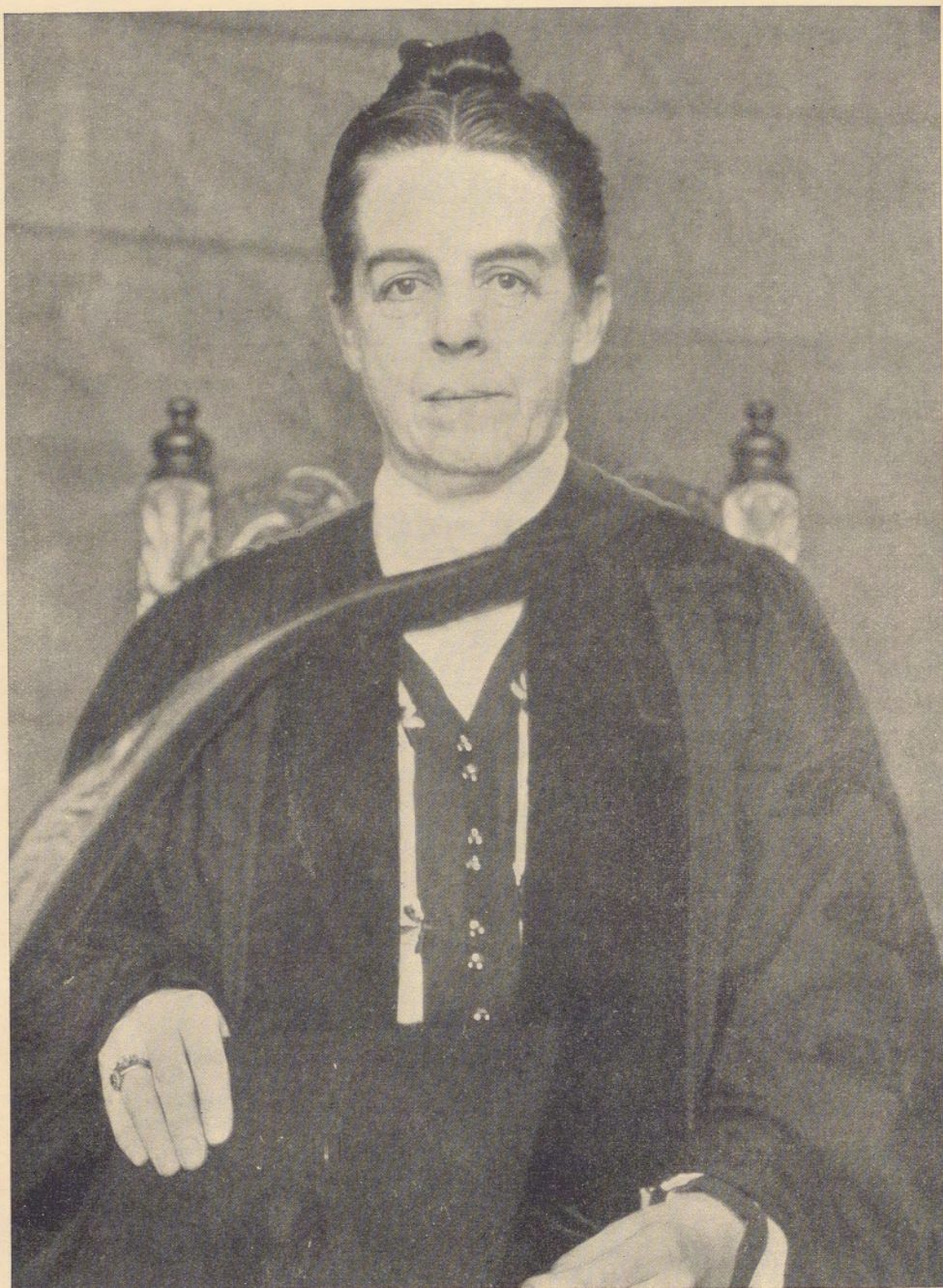
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The full text of all addresses, discussions, and reports will be published in the *Proceedings* of the convention, which may be obtained from national Headquarters, 1634 Eye Street, N.W., Washington, D.C., at \$1.00 a copy.



MARION TALBOT, LL.D.

It was Marion Talbot who together with Ellen H. Richards issued the call which led to the organization of the Association of Collegiate Alumnae, now known as the American Association of University Women. Moved to this step by the dearth of opportunities then open to college-trained women, Marion Talbot now, after nearly fifty years of service in the field of education, finds new opportunities beckoning, and will shortly assume the office of president of the Woman's College, Constantinople.

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AFTER FIFTY YEARS

THE torch which the little group of seventeen young college women lit fifty years ago has guided them straight in their aim to secure higher standards for the education of women. Now at the close of their first half century, their number increased to nearly forty thousand, the light is still burning and they set out on another fifty years. Internationalism, interpreted liberally, is added to their aim, and they feel the kinship of women from thirty-three different countries who to some extent at least owe their educational privileges to the pioneers of the American Association of University Women.

The long-anticipated Semi-Centennial Meeting is now a memory. Among its outstanding features were the gracious presence of the Council of the International Federation of University Women; the participation through papers, addresses, and discussion of many distinguished men and women not members of the Association; the unexpectedly large attendance generously cared for by the Boston Branch; the flashing scenes of the Pageant which revealed in a vivid way the achievements of the Association; the countenances of the members marked not only by years but by effective experience, in strong contrast to the appearance of the group that met in November 1881, most of them hardly two years out of college; the constant evidence of the efficiency of the Headquarters staff in Washington, and last but not least the guiding presence of the beloved leader, President Mary E. Woolley.

Questions about the future naturally arise. The bigness of the Association is assured. Its influence will extend further and further into parts of the country away from academic centers. Will it yield, as so many organizations do, to the complexity of its organization and be so busy making its machinery work that it "goes," as is said of the United States in general, without knowing or caring whither or for what? How many little flames of learning can it light? How can it help produce a thousand scholars fit for scholarships instead of a hundred or two? How can it break down the barriers which unfortunately still keep women from complete intellectual freedom? How can it secure fairness in academic appointments, promotions and salaries for able women? These and similar questions the leaders of the future must answer if on-coming history is to equal in achieving the aims of the Association the half century which has passed.

Marion Talbot.

THE AMERICAN ASSOCIATION OF UNIVERSITY WOMEN

A Brief Review of Fifty Years

By MARY E. WOOLLEY

AMONG the stories told of Alice Freeman Palmer, is one of her experience with a group of children whom she met once a week in the tenement-house district of Boston. The first meeting was on a hot summer day, and the way to attract and hold the attention of these restless youngsters was in itself a problem. "What shall I talk about?" she asked and one of the tots answered, "Life." I can this morning appreciate Mrs. Palmer's feeling! To compass within ten minutes, fifty years of life, is manifestly an impossibility. All I can hope to do is to recall to your minds a few pictures and add my interpretation of their meaning.

The first picture is dated November 28, 1881, the background, Boston, and the group, seventeen women representing eight colleges. May I make a detour to remind you that the secretary of that group is helping us celebrate this Fiftieth Anniversary, and that, instead of finishing her career, she is just beginning it as college president, sailing in September to be president of Constantinople Woman's College!

The second picture is dated January 14, 1882, again with Boston as a background, when sixty-five women college graduates organized the Association of Collegiate Alumnae, "the first association of college and university trained women in the world."

The formation of two other organizations belongs in this picture gallery, the Western Association of Collegiate Alumnae in October, 1884, arranging their organization as a separate one. "To a student of frontier history, the individualistic West against an East considered to be too conservative—is here vividly recalled," as our historians remind us. At the

end of six years, the two organizations were united, but within that time the western association made a notable contribution along several lines, among them, the establishment of a fellowship for women, thus beginning one of the most important phases of our contribution to scholarship.

In the summer of 1903, the Southern Association of College Women was organized at Knoxville, Tennessee; the objects,—“First, to unite college women in the South for the higher education of women; second, to raise the standard of education for women; third, to develop preparatory schools and to define the line of demarcation between preparatory schools and colleges.”

The accomplishment of the southern women along these lines was phenomenal. It is impossible, in a brief survey, to mention names—the ten minutes would sound like a directory if I did—but no one who knows anything about this achievement in the South can think of it without remembering the name of Elizabeth Avery Colton. I shall never forget the impressiveness of the Biennial in Washington in 1921, when the Southern Association of College Women united with the Association of Collegiate Alumnae to form the American Association of University Women.

The history of the fifty years, so carefully compiled by Miss Talbot and Mrs. Rosenberry, is a fascinating story of branches and sections, study groups and lectures, research and fellowships. That you can read for yourselves, as I hope every member will. All that I can hope to do, in the few minutes left, is to emphasize the peculiar contribution of the fifty years along two lines, of

which the first is education. To establish and maintain high standards for the higher education of women, for many years, was an outstanding educational contribution. The organization was the earliest rating agency in the country, and has been the longest in continuous existence.

The educational activities of the branches began in early days, the first study groups in 1884. The first research project was on physical education for women in colleges, a paper on the subject of Physical Education for Women, read at a meeting in Boston as early as March, 1882, leading to the appointment of a standing committee, and a compilation of the statistics published by the Massachusetts Bureau of Labor Statistics in 1885, a research problem followed by many others within the forty-five years.

Graduate study for women early received the attention of the Association; at the second meeting in 1882, the subject of the paper was Opportunities for Postgraduate Study. However, in 1884 the first printed list of the members, 356 in number, included only 26 holding a master's degree and four, the degree of doctor of philosophy.

The next step, naturally, was in the direction of fellowships. The first institution to offer a graduate fellowship to women was Cornell University in 1884, and the first committee on fellowships was appointed at a meeting of the Association of Collegiate Alumnae held at Cornell in 1888, following a report on the possible endowment of a European fellowship by Christine Ladd Franklin. In January, 1889, it was announced that the Western Association had established an American fellowship; the Association of Collegiate Alumnae voted to establish a European fellowship, and in 1890 the first European fellowship was awarded. Although names are crowded out of this hurried sketch, I must remind you that the first European fellow was Louise Holman Richardson (Mrs.

Everett O. Fisk), the chairman of the Reception Committee the evening the pageant was presented.

The appointment of an educational secretary in 1922 meant a deepening and a broadening of the work of which you have had an illustration in the program of last Thursday. Perhaps the most encouraging feature is the fact that we are standing not only at the end of a great achievement but also at the beginning of an even greater one.

A development of the fifty years, of which I suppose the founders did not dream, has become of paramount importance. A committee on international relations was appointed in 1918, a committee authorized at the biennial meeting in Washington, at the time of our entrance into the World War. It is difficult to realize the comparative youth of this committee in the light of what it has accomplished. One of the happiest thoughts in connection with this birthday party was that of the president of Wellesley College in asking the Council of the International Federation of University Women to hold its meeting at the college, and thus be here as our special guests of honor. The International Federation and our International Relations Committee are *almost* twins! In October of 1918 the women members of the British Educational Mission had a conference with Dean Gildersleeve, in New York, at which the project of an International Federation was broached, and the following December the Committee on International Relations, and the Committee on War Service Training for Women College Students of the American Council on Education had a further conference at Radcliffe with the British group. The first conference of the International Federation of University Women was held in London in 1920.

The exchange of students; the exchange of secondary school teachers; the affiliation with Reid Hall in Paris, which Mrs. Whitelaw

Reid turned over to a group of our university women as incorporators in 1927; the international character of our national clubhouse in Washington; the hundreds of study groups on international subjects; the raising and the award of international fellowships—these and more have made this work during the last twelve years, "an out-standing contribution."

The growth of these fifty years is significant in many ways, of which I have touched upon a few. One of the achievements is the happy fashion in which we are uniting efficiency in the central organization and the sense of responsibility in the many branches throughout the country. It would be impossible without this centralization for the Association to do the work which it is doing. No president who has another full-time job, as most of us have, can possibly do for an organization like this what ought to be done.

There must be at headquarters, a director, a headquarters secretary, a secretary of international relations, and a staff of busy workers. In no other way could we accomplish what we are accomplishing. The JOURNAL is becoming a significant feature of our work. It is not an easy thing in this day of the making of many books to have such an outstanding periodical as the JOURNAL of our Association has become.

As a result of this birthday party we may carry back to our respective groups all along the line inspiration from what has been accomplished, an even greater inspiration in the thought of what the future holds for the Association. What may we not do? Perhaps we have come to the world for such a time as this, to raise the whole plane of life of thinking human beings on the side of understanding not only among ourselves but among the women of the world.

WE AND THE WORLD

BY WINIFRED CULLIS

I HAVE borrowed this title from a book written many years ago because it seems to express the thing that lies behind nearly all human relations that go beyond the simple relation of two people, "you and I"—you, my friend or my enemy, and I, your friend or enemy. "We" are people bound together in some sort of group, a family group, or a tribe or a nation. Or perhaps a professional group, or as members of a church or a club. We are linked by common interests or common aims with so many other people. We are parts of so many groups of "we," and surrounding each group there is always the much larger world. Sometimes we are united to conquer the world, to convert it to our way of thinking. Sometimes we form associations to protect our own professional interests against the world. Sometimes we are united as a nation to defend our country against a world that seems at that moment to be bent on the destruction of everything we love and value. But always and everywhere we join together for the advantages of becoming part of something bigger and stronger than we can be by ourselves. The world is so big and we are so small by ourselves. We can make so little impression on it. We must grow by uniting.

The union we are celebrating this evening is neither national nor religious nor professional. It is international and it may include all religions and all professions.

I am often asked, as president of the International Federation of University Women, "Who are you? And what do you do?" I am asked those questions, of course, by the surrounding world. I suppose many of you have been asked those questions, too. What sort of answer can we give? Who are we? Why are we grouped together?

Well, generally speaking, we are women who have been trained in a university. We are not undergraduate students actually working at the university. We have all, in our so widely different countries, enjoyed several years of a mental training and experience which gives us something of a common outlook. But we have, in our Federation, besides this common outlook, a wide variety of interests and professions. We belong to many professions—as many as we can, and I should like to tell you something about the different professions practised by our members.

Last year, before our meeting at Prague, I asked our branches to tell me what sort of work their members were doing, particularly what sort of new work they were doing. They sent me some very interesting notes, which have since been supplemented by notes from other branches. Perhaps the variety of occupations will not be so very astonishing to you in America, not as astonishing as it might be to audiences in other parts of the world where new departures make more stir. You have grown up in a land so rich with opportunities, that the immense difference between the record of what members of the International Federation are doing now and what they did twenty, or even ten years ago, might not strike you.

One thing that emerges at once from a study of the reports sent in is the rapidity with which university education is spreading among women. You may not be surprised by that because probably there is no country where it has spread so rapidly as it has here. Beginning as you did a little over fifty years ago, you have now several hundred thousand women graduates. We can't compete with you in numbers, but the rate of increase in Europe is very impressive. In some

countries women began to go to the universities about fifty years ago, in others they started later. In Czechoslovakia, for instance, and in Bulgaria, women did not enter the university until the twentieth century, and then they studied in tiny little groups. Today they number hundreds and they are to be found in all the faculties. Once, and not long ago, it was thought that there was only one profession for a woman, educated or uneducated, and that profession was to teach children. Today there is hardly any kind of career into which some enterprising woman has not made her way. There are, to begin with, large numbers of women working as physicians and surgeons, and in this field the rate of increase has been very remarkable. In Latvia the first medical woman qualified only thirty years ago, and now there are over 250 qualified women. In Norway there is a woman in one of the chief positions in a hospital, and medical women are sometimes appointed to take sole charge of large country districts. In Italy there are 350 medical women. In Spain, where the first medical woman was pelted with stones not so very long ago, there are now a number; and one of them, an oculist who was president of the Spanish Association when we were in Madrid three years ago, has an official appointment in the merchant service. In Portugal several women hold good posts in the hospitals; and, to go to the other extreme end of Europe, in Finland there are prominent women practising medicine, one of whom has been appointed to a university professorship this last year, the first woman professor in the University of Helsingfors.

But I must pass on to the other professions represented in our Federation. Law has been opened to women later, as a rule, than medicine, but it seems to be proving an attractive subject. In Rumania alone there are over 300 women lawyers. Norway has a woman judge in the supreme court and several city

court judges. In Spain, as a delightfully witty report which I quoted last year stated, the legal profession still offers obstacles to women. They may only practise as barristers, not as notaries or judges, nor, in fact, as my very ingenious correspondent points out, in any position which is lucrative and quiet. The passion for protecting and sheltering women from the storms of life prohibits them from holding safe administrative posts or from occupying the judge's seat—"the only place where slumber is continual, accepted and profound"—but it permits them to plunge into the turmoil of the courts, where they are free to struggle as hard as they like against their opponents, against judges, against their own clients, against clerks, since it is well known that there is nothing really enjoyable about this part of the profession of law.

The women lawyers of Estonia have been very active in helping to frame the parts of the new Civil Code which deal with the rights of women and children. In order to modernize the views of the government committee which had the task of drafting the new laws, two women lawyers took on the task of translating the Finnish and Swedish laws relating to the wife and the family, and this translation was published by the Estonian Association of University Women, which has not stopped there, but has raised money for the promotion of research on these points at the university.

Architecture is beginning to be recognized as a profession where women may make good, not only in the business of seeing that the sinks and cupboards are in the right places in the home, but in buildings of very much ampler scale. In England we have the woman who won the prize for designing the Shakespeare Memorial Theatre, in open competition. In Rome a woman was responsible for designing the covered markets. In Finland a woman has built a fine church.

Engineering has attracted several wom-

en. In France, 35 have trained as engineers, and of these some hold important posts in the railway service and in public works. Belgium, Latvia, Yugoslavia, Lithuania, and Spain all report the rise of women engineers. In Finland the first woman civil engineer holds the post of chief woman inspector of trades.

Industry and commerce are in a sense always open to women, but in another sense they are almost closed because control of capital is usually needed before a good start can be made. There is certainly much more interest in a business career for women now than there was a generation ago, but it is rare to find a woman in the position of the president of the Rumanian Association, who was the first woman on the board of directors of a big publishing and book-selling firm, is director of a bank, and has herself founded and controls a factory for making silk. And in Finland we find a university woman who has founded and organized a big saw-mill industry.

I have no time to speak of many other professions and occupations adopted by our members, but I must tell you a little about the most interesting experiment which is being started by the Latvian Association of University Women. Latvia is a rather small country (it is the same size as Iceland and has half the population of Switzerland), and there are only 181 members of the Association. Seventeen have taken their training in agriculture, and it is on those agriculturalists that I want you to concentrate your attention. Latvia is largely an agricultural country and the agricultural faculty has the second largest number of students in the university. But in agriculture, as in industry, women are handicapped unless they possess property of their own. And in Latvia there are only two women working on their own farms. So in order to help these agricultural members to use their training practically, the Association

of University Women is negotiating with the city of Riga for the lease of land outside the city, where they intend to organize a model farm, where they will specialize in certain branches of agricultural work, particularly market-gardening, poultry and rabbit-breeding and, if the plot of land is big enough, dairy-farming. They hope in time to build a sort of country club, or rest house, for the members.

I wish I could tell you more of the mass of interesting things that the reports say. But at least you will realize from the little that I have been able to put before you that the International Federation is made up of people of many professions and interests. Whatever it is, it is not narrow. It does not exist to promote the interests of any one class. What it does exist for is to promote the common interest that all its members have in establishing the foundation of friendship and understanding among the different peoples of the world. Put in its very simplest form, we believe that peace and international co-operation are essential to the maintenance of civilization, and we believe that among the factors likely to prolong peace and promote co-operation a personal knowledge of the life and thought of the people of other countries is one of the surest and most productive. If the university women of the world—who are also so largely the teachers of the world—can know each other, by our organization, better than it was possible for them to know each other ten years ago, then we shall not have organized in vain.

Translated into the most practical terms, then, our object is to facilitate contact between our members in any one country and those living in other countries. And the chief obstacles we have to overcome are the simple limitations of time and space. We are all busy people. And we are all inhabitants of some one country. We can't begin to know

much of our colleagues in other countries without traveling. And travel demands money as well as time. Now although we are very busy, we are not rich. Most of us are working quite hard for a living. So there is an economic difficulty to be taken into account.

All these considerations were in our minds when we made our plans for establishing a number of international fellowships for research, fellowships which lay it down as an essential condition that the holder must live and work for a year in a country that is not her own. We wanted to give some of our very best scientists and scholars the opportunity of becoming really familiar with the people of other countries. At the same time, we wanted to help them to go on with their own work. Too many first-class women graduates are obliged to give up their special studies and begin to earn a living by whatever means they can from the moment they leave the university. We want to make it possible for them to go further and to do, if they have it in them, really valuable original work which will qualify them for their higher posts in the universities where women are still rather rare specimens. A few minutes ago I told you that the first woman professor was appointed last year to the University of Helsingfors. Do you know how many women students there are at that university? There are 2,271 women to 3,622 men. There are 97 men professors and now, at last, there is one woman.

I am sure you will agree with me that this disproportion is something that ought to be remedied, but if it is to be remedied in the right way we must have women whose work is fit to stand any competition, and to do the highest work they must have the best opportunities. A period for research is absolutely essential. A period of research in another country is often one of the most stimulating and fertilizing experiences a worker can have. And the understanding and insight

gained into the life and point of view of the people of the country where one goes to work is one of the most enlightening experiences possible. Our fellowships are meant to give their holders those two great benefits, the chance of going on working under the best conditions and the chance of living in a foreign country.

The demand for these fellowships is proved over and over again by the number and the quality of the applications which come to our award committee. And the general interest of all our branches is shown by the efforts they make, year after year, to add to the common fund which we have established. It makes no difference to our branches whether they think their own members have a good chance of carrying off fellowships themselves or not. They set to work year after year organizing concerts and bazaars and lectures and in one way or another getting together a little money for this common fund to be used for fellowships equally open to all members of our Federation on the one condition that if they win them they must spend a year in a foreign country. Your American Association offers a fellowship every year on the same terms, and you are carrying on a great national campaign for fellowship funds now, several of which will be available for your fellow-members in other lands.

I was looking through our fellowship records the other day, and thinking of all the invisible lines of communication which they had already established between distant countries. Europeans have been taken right out to Australia and Australians have come to Europe. British and Norwegian women have been to many parts of this great country. Today you have our international fellow in California, Dr. Mes, a South African biologist. In London we have a Dutch member, Dr. Frylinck, who holds the American international fellowship this year. Twice you

awarded this fellowship to a Russian émigré for carrying on an immense piece of research at Pompeii. She is a long way from being at the end of that work and last year, to help herself to go on living in Italy and to work, she published a short guidebook to the antiquities of Pompeii, which fell into the hands of one of the masters in a particularly good English school for boys. He was delighted with it and bought copies for the higher classical forms, because he said the book gave a much better idea of the conditions of Roman life than anything else he has seen. This seems to promise very well for the success of Dr. Warscher's large work, which she would never have been able to carry on without the assistance of your international fellowship.

We believe in the great value of international fellowships, and we have put them in the first place on our program of work. But there are several other ways of promoting contacts among people of different countries. There is the exchange of teachers. For some years now we have had committees in this country and in Great Britain who arrange for teachers to exchange posts for a year between the two countries. We have an international committee which suggests ways in which this kind of exchange might be extended to other countries, and we hope that by degrees it will be quite an ordinary thing for teachers to spend at least several months, perhaps while they are still in the training state, perhaps later, working in the schools of another country and learning to understand it. We have had numbers of reports about these exchanges now, not only from the teachers themselves but from the head mistresses of the schools where exchanges have taken place, and they are all, almost without exception, in favor of it. Sometimes head mistresses embark on the experiment with a certain caution, feeling

that a foreign teacher will be difficult to fit into the place of the native; and in fact readjustments in time-tables and duties do generally have to be arranged to make it possible. But these inconveniences are always quite outweighed by the advantages: first, the advantages of the new ideas and new point of view of the teacher who comes into the school from another country; second, the even greater advantage of the effect which her foreign experience seems almost invariably to have on the teacher who returns to her old school after her year away. Those governments and states which raise obstacles to these exchanges by prohibiting foreign teachers from holding temporary posts in their schools are showing a most short-sighted indifference to the real value of education.

But teaching is not the only profession where international exchanges are possible and valuable. We are trying to facilitate exchanges among medical women, among curators in museums and among librarians and museums. Fortunately, the heads of libraries and museums seem to see the advantage of this from their first glance.

But I must leave the subject of exchanges and tell you something about the tours which are our latest experiment. This new departure has been regarded with a certain suspicion in some quarters, because there are already so many tourist agencies, and several of them advertising themselves as specifically "educational" in their aims. But we have experimented in tours for people with special interests, in a very small way, and we are so pleased with the results that we are encouraged to continue. We know now that our members can and do offer their foreign friends something that no commercial agency can ever offer. Last year the British Federation arranged a tour for people with a special interest in English literature. The members who took part in it came from this coun-

gone on with the old undertaking of tearing down tyrannies which oppress human beings from the outside. Freed by them from such material tyrannies we face inward and find ourselves confronted by invisible foes to development and growth at which our grandmothers could not guess.

In the hands of every woman of us gathered here, our elders joyfully placed the tools for creating fine and rich and civilized lives. It behooves us to take thought as to the quality of the lives we have created with those tools. Those older women said to us eagerly, like Moses before the Promised Land, "It comes too late for us, but never mind, never mind, do not look back in pity, press forward. Our reward will be in seeing you enriched where we were impoverished, in seeing you freed from the primitive and trivial, the mean, the commonplace, against which we were so imperfectly armed by our elders."

Filled with generous pride in what they had accomplished for us, they flung wide the doors that lead to art, science, literature, the joys of creating, of understanding, of appreciating, the splendor of living with the great in any department of human effort which suited best our own temperaments. I think perhaps it is nothing to regret that those elders have gone to their reward before they knew that so many of the girls before whom they placed these rich possibilities would grow up into women who, a large majority of them, substitute for the Victorian occupations of housework and embroidery and invalidism not Plato and science and art, but golf and bridge and clothes. Those early fighters for women's education could not but feel bitter.

That bitterness is not really justified. We see that, in the longer perspective brought to us by the years. They expected too much. The task of improving the quality of human

life is an infinitely longer one than they dreamed. To throw down material obstacles like the locked doors of colleges is by no means the last step in raising women above the primitive and trivial and commonplace; rather even—we see that now as they could not—it is only the first. Furthermore, without meaning to, quite naturally they followed, pell-mell, a red herring drawn by circumstances across their road which led them far afield into a byway from which we their daughters and granddaughters are only now beginning to struggle back to the main highway. As they started their crusade, they encountered the opinion current in those days that although the male and female skulls of the human race look very much alike, only the male skulls have brains inside them. Naturally their aspirations soon were forced to take the form of a determination to show that in spite of the effort to confine all women to the one instinct of motherhood in its most primitive and physical form, they were capable as much as men of a life based on something more than primitive physical instincts. This desire to prove that women are as intelligent as men was based on the strangest, most naïve misconceptions as to the amount of intelligence in men. Certainly now that we see more clearly the situation of men in human life, merely to attain that situation is no incentive at all to action! If there isn't some other goal far beyond that, we might almost as well have gone on lying on that early Victorian sofa enjoying invalidism and imbecility.

When I speak of a certain mournful satisfaction which, looking around us at the rank and file of women college graduates, we feel in knowing that the eagerly aspirant crusaders of that movement lie safely in their graves, I am thus, I hope I make myself clear, not voicing a sentiment that has the faintest nuance of anti-feminism. Men college graduates, by and large, are just as much

to be congratulated that the male enthusiasts of universal free higher education are not now alive, listening to the conversations in country clubs, and on the golf grounds, and in the suburban smoking-cars filled with graduates of the colleges they so hopefully founded. I even feel moved to make a really feminist claim that women on the whole have done better than men with the habits of study and learning to which they were introduced in college. I do think without exaggeration we may say that the quality of life generally lived by college women is better and more intelligent than that which was the general lot of women in earlier days.

I think this is especially true, oddly enough, of that very phase of women's life—motherhood—which, according to the calamity howlers of early days, was most threatened by higher education, or indeed by education at all. The old mossbacks who were terrified at the thought of women with book-learning kept shouting, "But the deepest instinct of women is motherhood. Higher learning is just a waste of time and a perversion of strength for creatures whose real passion is bringing up children." Nobody at that time dreamed of questioning the implication that of course a trained intelligence was out of place in bringing up children. Well, time has proved them right in at least half of that wild outcry of theirs. Maternity has proved itself to be the deepest passion for college-educated women as for all others. It has been the one living aspect of the desire to study systematically and learn thoroughly which in any large number of women college graduates has vigorously survived the granting of their college degree. And by this one survival beyond commencement day of the desire to study and the faith in understanding, they have gone beyond men college graduates, in whom it mostly does not survive at all. Personally I think, human nature being what it is, that the immense extension of the

application of trained intelligence to the bringing up of children is quite enough to be proud of, as we meet to celebrate a fiftieth anniversary in the history of education for women. Men have been educated for countless generations with far less good results to family life and parental relations than have obtained in the two, or at most three, generations of women trained to use their minds. If anything has been proved, it is the truth of the old axiom, "Educate a man, you educate one individual; educate a woman, you raise the standards of a whole family."

If we have happily lost the old resentful bitterness of our mothers and grandmothers over the assumption that women were unlike men in that they had no brains, we have also lost the immediate incentive to activity which was provided for them by their eagerness to disprove this masculine slur. One might almost say the great disillusion brought to women by fifty years of book-learning is the discovery that when they have proved that women are as capable as men of becoming intelligent through education—they have not proved very much.

Where a great primitive passion like maternity has touched them, women have been moved to improve the quality of their lives in that one respect by the conscious purposeful use of intelligence. In lives where that motive does not exist, or in years of other lives when it has not yet come, or has passed by, college women have shown themselves no more given than college men to the leavening of their daily lives by the higher beauties of intellectual life. Introduced like men by their college classes to Euripides and Molière and Shakespeare, to Goethe and Dante and Hazlitt and Lamb and Tolstoi, like men college graduates, they mostly spend their evenings over bridge, the movies, dancing, eating around. This is done not because they really enjoy a steady diet of this sort of

life. No, those of them who are not morons get frightfully tired of it, of course, both men and women. Nothing is more universal than the modern clamor about being bored. Instead of making a longer catalog of the familiar symptoms of this modern mental starvation in the midst of plenty, I should like to consider with you a little what can be the causes of it.

What can be the inner barriers which keep people who, in college, have received the keys to the rich realms of literature, art, science, philosophy, music, speculations, great impersonal interests, from opening those doors and walking through them into the kingdoms of thought? There are probably many of those inner barriers to be attacked and scaled, most of them as yet unrecognized. Let me select two of them now to bring to your attention.

But before I begin to investigate them, let me clear the ground of one possible misunderstanding by bringing to your attention the well-known fact that—I won't say many, but several—morons have somehow been sent to college and taken degrees there. I don't mean the extreme laboratory morons who can't add two and two, but the other kind who really prefer small, cheap, mean things if they are immediate to greater, finer, permanent ones that require some effort—people who, given a free choice, really always prefer a detective story to a novel by Hardy, (whom they read at college only under compulsion) and would never of their own accord listen to a fine piece of music if a trivial one could be obtained. The inner barrier is plain, that keeps such people from making any use of the tools for civilized life made available to them in college. It is plain and it is unsurmountable. College may have knocked on their door, but there was nobody at home. There is nothing to be done about it. It was simply a very great mistake to send them to college, and they are justified in the

attempt to undo that mistake as fervently as possible by leading a life as trivial as can be contrived.

But, setting aside those few of us with a native incapacity for enjoying intellectual life, let us consider some of the intangible barriers which keep so many of us, who are capable of enjoying fine things, spending our spare time on foolishness.

One of the greatest of invisible barriers is, I think, our subservience to the unresisted triumph among us of the cult of the low-brow. You must know at once what I mean—the strange suspicion of the higher life of the intellect which has grown up almost step by step with the spread of general education. There is undoubtedly in the attitude of Americans who have had but a rudimentary education some honest doubt of the sincerity and genuineness of the values created by book-study; and there is certainly a vestige of the admirable early-American hatred of hereditary class distinction. In the prickly, wilful, low-brow attitude of the people who have not had a formal education there are certain elements of value. But the wilful pretense of low-browism of a man who *has* had a formal education proves him nothing but a cowardly demagogue. This claim that inferiority is superiority is all about us as thick as any fog. It pours out like a smoke-screen from the proud accent with which we proclaim, "There's nothing high-brow about me!" from the indignation with which we ask, "What do you take me for, a college professor?" from the strange back woods bashfulness we feel in using the word "culture"; from the care we take to conceal from general observation any specially fine tastes we may have in music or art or literature; in the way we avoid being thought intellectual. Anything but that!

The strange fear of being thought superior weighs with special grimness on women. In

this there was of course, to begin with, a certain natural and desirable attempt to show that women could be educated without losing their capacity for affection, love and fun—as was prophesied by opponents of college training. That certainly has now been proved. Women have been college graduates long enough for plenty of them to have gone all through the lovely cycle of a woman's emotional life, to have been ardent sweethearts, devoted wives, good mothers.

In the early days of women's education, reactionaries cried out, "They will not make good mothers if they have brains." Time has proved the exact opposite. Why not make a stand against the similar reactionary cry, usually formulated as "Charm is better than brains"? Why not teach our girls to step forward honestly and, standing by intelligent men, shoulder fairly with them whatever are the results—penalties or rewards—of having a trained mind? If nothing else, such an honesty and naturalness would bring at once into their lives the rewards honesty and naturalness always bring, of greater peace of mind. And perhaps with educated women and educated men standing together, the process of our national escape from the cult of the low-brow might be hastened.

Another of the forces which, I think, invisibly undermines the intellectual life of college women in adult years is a quality of our national life which we are used to hearing immoderately praised—our wonderful American gift for organization, for group effort, for close co-operation. The ability to co-operate with others in getting things done has worked wonders in our national life. It has achieved marvels of comfort, of collective hygiene, of efficiency. Wonderful roads, expensive schools, fine systems of sewage disposal, extraordinary hospitals, are made possible to the individual through his willingness to combine with others.

Over and over, modern men and women have found out that by adding their efforts to those of other people, much more can be accomplished than if they worked alone. They have a natural tendency to think that this is always true, that "getting together" can help along all human undertakings. But there are certain kinds of human activities which in their nature are entirely individual, which cannot in the least, to any degree whatever, be carried on in unison. Any attempt to do them in unison spoils them, kills them. We are in danger of actually forgetting the possibility of deeply individual life, the development of one's own gifts and thoughts. We often in these days speak with alarm, even with horror, of the ant-like communal anti-individualistic life forced on Soviet Russia by her rulers. But without any forcing save from public opinion, we most of us live that kind of life right now.

Nobody loses more by this over-emphasized group life than people who have had in college the beginnings of an education, because more than other people they have begun to learn how to enjoy those good things of life that grow only in solitude and inner quiet. When a girl leaves college, if she is one of those who profited by their lives there, she has an inner garden of taste, thought, appreciation, civilized joys coming up vigorously. The necessary care to keep that inner garden growing, must be done by the owner of it. Nobody else can do the work. Yet all the rest of her life in America, minutely and rigidly organized for effort in unison as it is, tends to make her think that belonging to something (if she can only find the right thing to belong to) will make her a more cultivated person, as belonging to something certainly does help, for instance, to keep a good school in her community. The personal savor of her life is taken away from her by society over and over again, for the sake of improving general conditions. She is forced

to acquiesce in the process so often that it becomes difficult for her to get the necessary practice in self-cultivation, or even to realize that she has a self at all to cultivate. She comes to have quite honestly, the grotesque idea that she has made some advance in—for instance—appreciating Shakespeare or Dostoevsky, only when she has, as the saying goes, "something to show for it," a paper read before some gathering, or perhaps printed on some page, or, even a lower ambition, a remark made in conversation that will make other people aware that she has read Shakespeare or Dostoevsky.

It is solitary work, to discover which out of all the artistic and intellectual greatness and riches are your rightful inheritance, for all this is regulated by an invisible system of law which never fails. You cannot inherit what does not by spiritual and intellectual right belong to you. And when you know what your inheritance is, when you have discovered what manner of being you are, then it is solitary work to mine out from the vein the gold that should be yours—for here too reigns an inexorable law. You cannot have, in cultivation, in civilized tastes and enjoyment, what you have not earned. Nobody else can earn for you, give to you, the smallest one of the joys of the mind. The Hottentot can with no effort on his part, be brought before the greatest painting Rembrandt ever made. But when he is there and looks at it—oh, then he is alone with himself. If he has not grown in artistic perception to an ability to

appreciate, he is bored. He is a man set before a great feast, whose hands are tied so that he cannot eat. He has all the might, majesty, and glory of the world of art before him with no barriers to keep him from its wealth, save his own inability to enter into it.

Before us lie the great golden riches of thought, meditation, philosophy, art, literature, music—there lie safety and inner security far beyond what great wealth can give, and interest and forward-looking eagerness that outlast old age, and joys that for poignancy rival those of love—and greatness that consoles us for poor human meanness—all to be had for a little giving up of lesser things, for a price of effort and growth which college should have taught us how to make if we were capable of being taught. Strange, isn't it, that we linger so at the threshold of that open door, instead of stepping vigorously through. We all want joy and security and contact with greatness. Why don't we reach out our hands and take what we want? Well, perhaps we will, a little more in the future than in the past.

Are you saying to yourselves in astonishment, perhaps in mocking incredulity, "Has she come all this way just to tell us to be cultured?" If you are, let me answer you plainly that I have come all this way just to say that very thing. What else is there to say to women who have had the tools for creating civilized life put in their hands, than to beg them to go ahead and create it.

FINE ARTS IN THE COLLEGE

By JOHN ERSKINE

TO DISCUSS the fine arts in the American college is to speak of a memory from the past and of a hope for the future. At the present moment the arts do not occupy an important place in our college curriculum. Whether or not they occupy an important place in our national life depends on whether we consider the question from the standpoint of the college-bred men and women or from some other standpoint.

We discover these other standpoints when we see what training small children receive in kindergarten and in the lower grades, or when we watch the astonishing growth of school orchestras, bands and choruses, or when we count up the number of amateur orchestras and singing groups now rapidly multiplying among us, or when we observe the rich musical talent which the country is producing—the potential singers, piano-players, violinists. In the kindergarten and in the lower grades the children are encouraged to believe that the fine arts have a natural place in a civilized life. They are taught to sing and play music, to draw and paint, to model in clay, to compose poems, stories, and plays, to act their plays, and to dance. They respond to this instruction quite as enthusiastically as any children in the world. Our aptitude for the arts is as great as that of any other people. It is not surprising that the love of music—the love of practising music—which we inculcate in the early years of school grows into these later musical activities of which I have just spoken. It is not surprising that every home which can afford it provides private instruction in music for its children.

The only surprising thing is that the beginnings we make in music come to such a speedy end, and that the impulse we give to this and the other fine arts at the outset

of our national education seems to develop normally and wholesomely only if the children do not go to college. The surprising thing is that the college curriculum, which ought to have some logical relation to elementary education, in this respect contradicts it by crowding out and discouraging those interests in the fine arts which we took such pains to rouse in the very young.

If our education were orderly and logical, the college student would be pursuing in an advanced stage the subjects he began in his first classes. He would be reaching the deeper aspects, not only of history, philosophy and the sciences, but of the arts. He would have become by his twentieth or twenty-first year a person of truly rounded character, with control of science as far as his talents in that direction permit, and with practice in the arts, also as far as his talents permit.

We all know that the college student rarely carries through to the end the course of study we started him on in infancy, and if he does carry it through, the credit is more his than ours. We ask one thing of him at the beginning and quite another thing at the end. At the end we require him to follow the traditional curriculum, substituting for the classics certain courses in modern literature, or certain courses in the political and social sciences, but following essentially the old requirements. In the kindergarten, however, encumbered with less tradition, we are free to educate him sensibly and humanly. I believe that more and more we shall be proud of what we accomplish at the kindergarten stage, and shall be glad to have the ideals there announced, continue into the college years. I think we shall come to be not a little ashamed of the college curriculum today, which is on the whole more hospitable

and more comforting for those who are destitute of talent in the arts than for those who have a great gift.

The American college today is less hospitable to the fine arts than it used to be. It never did much for music, or painting, or dancing, but it did teach elocution as a preparation for the ministry, and debating as a preparation for law and public life; and it did stress at one time fine manners and distinguished expression—all of which belong to the art of living. Today the manner is careless; the expression is undistinguished; the art of debate is neglected; there is no eloquence worth mentioning, and few colleges are greatly concerned over the change. To some of us it now appears a law of nature that those children who have some talent or training in music or painting should come from the families of the poor. But it is not a law of nature, it is merely the influence of our college curriculum. If the families can afford it, American youngsters go to college, and if they go to college, they will soon drop whatever skill in the arts they once had, and their children will grow up in homes where the arts are not practised. In those homes the parents will urge their offspring to study the piano, with the argument, "We gave up our music, and now we are sorry." The argument is less powerful than the example. The children, like the parents, will neglect their music, and later on, like their parents, they will be sorry.

Since I am speaking to representatives of women's colleges, I know that many of my hearers will be protesting that the college they come from really offers wide opportunities for study of the arts. We are grateful indeed to those women's colleges which have provided excellent instruction in the practice of music, or of painting, or of acting. Many of the men's colleges also have done rather startling things for the arts, all the more startling because they are exceptional in our sys-

tem. The dramatic workshop of Professor Baker, the workshops at the University of North Carolina, and elsewhere, the courses in many colleges which encourage creative writing, all might seem to contradict my general point, yet I believe you will agree with me that the average college graduate not only lacks training in the practice of an art, but leaves college with less skill in some art, and with less enthusiasm for it, than he or she once had. I don't see how you can disagree with me in thinking that in spite of the occasional courses in creative writing, English is taught in our colleges as a dead language rather than as a living art. This fact is explained by the history of the subject in our curriculum. It was introduced by serious scholars who had been trained to look on all literature through their acquaintance with Latin and Greek. Their ambition was to make the study of English as scientific, as analytical, and as historical as though English, like Latin and Greek, belonged to a past era. Their success in removing English to a purely retrospective world has been immense. The boy or girl who studies French or German may in certain rare cases learn to speak it and to write it, but not even the graduate departments in English are overmuch disturbed by slovenly speech in their students, nor by stupid writing. I don't mean to say that graduate departments of English are insensitive to these defects; I mean that they consider these defects as lying somewhat outside their province, which is purely historical, or even antiquarian.

Some of my hearers will be inclined to protest further that their college offers several courses in music, any or all of which can be counted toward a degree. My answer is that these courses to only a limited extent have to do with the practice of an art, to only a very limited extent are they the kind of course we gave the children in kindergarten. Rather they are side-line courses, in which the

student sits still and has the art applied to him, or enacted for his benefit. I am well aware that many educators whose opinion I deeply respect believe in so-called appreciation courses. Beyond any doubt a student can learn a great deal about music and can accumulate some ability to enjoy it from lectures, illustrated by performances or by phonograph records, and the study of a good phonograph record with a score in one's hand is no despicable education even for a trained musician. But if the courses in appreciation displace the practice of the art, any advantage they have is over-balanced by the loss. If the college course in music teaches us a greater love of music than we brought to college with us, it is good. If, however, it encourages us to give up what little practical skill in music we had, then I think its influence is bad. And it is hard to escape the conclusion that the general effect of the college curriculum at present, even of the courses in music, is to reduce the number of those who can practise the art.

Obviously there must be a certain variation in the curriculum as we go from infancy to youth. If we are to have even a glimpse of general knowledge, we must from time to time begin new subjects and drop some old ones. Obviously also there ought to be some subjects important enough for us to continue through our whole education. At present we continue pretty faithfully the study of history and of English. We carry pretty far the study of mathematics. Yet even these subjects we are likely to drop when we obtain our

degree. Few of us become historians for life, or mathematicians, or writers. We ought to have been introduced early to some art or craft which we could practise without interruption, for an art or a craft is what we need to practise for our personal satisfaction, for our sanity, for the balance of our nerves all our days.

Those of us who believe in the necessity of an art or a craft for the average man or woman are confirmed in our opinion by some of the methods which science now suggests to cure us when the strain of modern life breaks us down. Having been too long played upon by the excitements of our world, with no counter release of self-expression normally enjoyed, we retreat to a hospital where under polite names the doctors recognize the degree of our insanity. Under other names, also polite and elaborate, they prescribe for us that practice of an art or a craft which once was the casual habit of sane men and women. They teach us a little weaving, or modeling, or carpentering, encourage us to practise music, or painting, or dancing. They put back into our system some of those emotional habits which re-create in our souls the beauty which the routine of life tends to rub off.

The lover of the arts has to be thankful for progress wherever he sees it. I am glad that the hospitals begin to find a use for the fine arts. Who knows but that before this Association celebrates its next anniversary the colleges also may have found out how essential to good living is the continued practice of an art.

CURRENT CHANGES AND EXPERIMENTS IN LIBERAL ARTS COLLEGES

By C. S. BOUCHER

"WHAT'S all the shootin' for?" may well be the query of one who has read only a few of the hundreds of articles and the dozens of books published during the last two years on numerous phases of higher education. If this current literature were critical merely in the destructive sense, limited to denunciation of past and current practices, it would be significant only in its amount as an augury of improvement. This current literature, however, is much more significant than the carp- ing of a few congenial critics, of whom each generation has its share, because we have long since passed through the initial stage of destructive criticism and are well advanced in a period of change resulting from constructive criticism.

Students, faculty members, and administrative officers of our better colleges are at present more constructively critical of the shortcomings of undergraduate education than at any previous time in our history. The time and efforts of many persons are being devoted to a penetrating study of curricula, methods of instruction, and administrative and personnel problems of considerable variety. Change in performance merely for the sake of doing something different is foolish and dangerous—"quack-doctoring," indeed; but change based upon a careful study of past performance in the light of tested thought and more clearly defined objectives is charged with possibilities for progress.

Some of the new departures in liberal arts education have literally swept across the country and have been adopted in an ever-increasing number of institutions to the extent that they are now regarded quite generally as an essential part of the program of an up-to-date institution. Every college adminis-

trator and faculty member aware of his responsibilities is keenly desirous to profit by a knowledge of the most promising possibilities for the improvement of performance in his institution. In the interest of economy of time, effort, and money, there is great need that each institution be able to know, and thus profit by, the experiences of all other institutions.

Something over a year ago the American Association of University Women, under the vigorous and thoughtful leadership of its Executive, and Educational Secretary, Dr. Kathryn McHale, launched a most promising program of stock-taking and pooling of experiences among all the institutions of higher education throughout the country engaged in liberal arts education. Under the guidance of a national advisory committee nine regional chairmen and committees were appointed to canvass the current situation in the institutions of their respective areas.¹

The responses from the colleges in the number of institutions represented and in the amount of material submitted, have been gratifying and astounding. The stupendous task which has fallen upon Dr. McHale, who has read, classified, digested, and made available in meaningful form, the great mass of reports from all sections of the country, can be appreciated only by one who has seen the amount and has inspected samples of the material handled. Merely to enumerate all the current changes and experiments reported would require more than a reasonable allotment of time for this paper. I shall endeavor merely to set forth some of the more significant changes which have been most widely

¹ The procedure used in this study is described in the JOURNAL for January, 1931, pp. 93-94.

instituted, and some of the experiments which seem to give promise of widespread adoption in the near future, together with some attempts at evaluation.

Selective Admission.—If you think that more colleges should adopt a rigorously selective plan of admission, because too many persons are going to college, you should know that the following appeared in a Boston newspaper in June, 1804:

The facility with which the honors of college are obtained induces many to pass through the forms of what is falsely denominated a liberal education, merely for the name, and obtaining the name, their views are accomplished. Education thus becomes in every sense of the word, too cheap. . . . We must give up the idea of bringing our highest degrees of instruction within the reach of everyone, or we must give up the chances of being favored with men of complete erudition. What is lost by bestowing useless and imperfect knowledge on many, might well be employed in perfecting the education of a few.

No doubt we shall always have two points of view vociferously present: (1) that every boy and every girl who graduates from high school should be not merely permitted but encouraged to go to college; (2) that it is the duty of a college to insist that certain questions regarding the fitness of the applicant for admission be answered satisfactorily, in fairness to the student, to the college community, and to the donors of the funds entrusted to the college for educational purposes.

During the last few years more and more colleges have set minimum standards of achievement for entrance until we now have the greatest variety of requirements running all the way from specific subject-matter and high quality requirements to merely a high school diploma. Those institutions in a position to do so are selecting their students more carefully than ever before, and those students in a position to do so, by virtue of their

qualifications, are selecting their colleges more intelligently than ever before.

Many secondary school teachers have reported that the development of increasingly careful selection of students by many colleges has had a wholesome effect upon the attitude of both students and their parents toward the importance of preparatory school work. It seems to be clear that institutions with highly selective requirements will get the type of students they desire for the type of program they offer and will have a homogeneous student body, while institutions which, because of state law or financial pressure, are forced to take any and all applicants will have a most heterogeneous student body including many who are anything but satisfactory and promising students.

Educational Guidance and Personnel Work.—During the early history of our colleges, indeed down to a time within the memory of living men, there was no problem of educational guidance, because the curriculum was fixed. Each student was fed the same intellectual menu as every other student who entered at the same time. But as the boundaries of knowledge were widened, new courses were introduced as electives, at first sparingly, and then wholesale. Quite typically, we went from one extreme to another—from the rigidly fixed curriculum to the almost completely elective curriculum. A few years ago college students faced a formidably large catalog with literally hundreds of course offerings, not clearly described and not properly related, with the elective system in vogue and no faculty member and no administrative officer available to help them solve the Chinese puzzle of course elections. Throughout his four years a student with no definite professional aim, finding no one on the college staff to guide him, more often than not would drift from one subject to another, depending upon chance, caprice, or

student gossip for his guidance, and would come out at the end of four years with an academic record sheet worthy of a place in an educational museum.

After seeing from experience the folly of both extremes—the rigidly fixed curriculum and the wide-open elective system—the better colleges have endeavored to strike a happy medium by specifying degree requirements in general but meaningful terms, and by providing an educational guidance service. Regarding the former, the best practice now includes distribution or group requirements—English, foreign language, mathematics, natural science, and social science—designed to furnish a proper balance in an introduction to general education by the end of the second year, and a sequence or concentration requirement for the last two years, so that a student may be sure to get deep enough into at least one branch of knowledge to master its technique and method of thought.

Though many crimes were committed in the early experiments in guidance and personnel work there are now many elaborate and successful plans in operation. At the present time it is impossible to describe one plan as more of an innovation or more successful than another. There are, however, a few general observations which seem to be warranted.

The educational guidance service provides, when functioning properly, a sufficient number of faculty members (whether called deans, advisers, or counselors) carefully selected because of appropriate qualifications, to give a reasonable amount of time to each student individually, to plan *with* each student, as well as *for* him, an educational program which seems to offer for him most possibilities for pleasure and profit in its pursuit. These persons with students assigned to them on the basis of scholastic interests, play the rôles of guides, counselors, and friends.

Recently we have heard much blare of trumpets about a fifth wheel to the college cart—an independent personnel department, whose staff members are not faculty members and are responsible only to the president's office, an arrangement apparently based on the assumption that because faculty members have so long neglected their duty regarding educational guidance and all related personnel problems they cannot or will not study and meet this personnel service obligation of the institution to its students. If this is so, then indeed there is no hope in us. However, in a number of institutions where the matter has been put before the faculty in an intelligent manner it has not been difficult to recruit a sufficient number of faculty members to afford adequate guidance by men and women who derive great personal satisfaction from the service and soon acquire new points of view which make them all the more valuable as members of the staff of instruction.

Freshman Week is another recent innovation attracting attention. At present the better colleges center their Freshman Week programs around two objectives: educational guidance and orientation into college life. At first it was too frequently quite naïvely believed that the problems of educational guidance and orientation into college life could be solved in the few days of Freshman Week. Where results were critically studied it was soon discovered that educational guidance could not be afforded intelligently without psychological or scholastic aptitude tests and subject-matter placement or achievement tests. These were introduced into the Freshman Week program, and then it was seen that placement and achievement tests were needed at many subsequent points as a part of a continuous guidance service; students should be educated in the importance of "stock-taking" procedures at any and all times in order that they may be placed to

their own best advantage in each educational pursuit, where real achievement and the maximum of sound progress are considerations of most importance. So, orientation into college life and adequate guidance have been found to be problems that continue long after Freshman Week and must be given attention throughout the student's college career.

Some institutions have been shrewd enough to see that many of these problems should be given attention before the student comes to college, while he is still in high school. Some colleges have launched highly rational programs of testing of high school students and pre-college counseling which are producing results so beneficial to all concerned that the wider adoption of such programs seems certain in the near future.

The development of the newer types of personnel work has frequently caused the health service to be improved and expanded, especially through the inclusion of mental health along with physical health and the addition of psychiatrists to health staffs. Vocational guidance also is being given an increasingly important place in personnel and educational guidance programs, although it is evident that the science of vocational counseling is but in its infancy and there is the greatest need for more significant research work in this most fundamental educational field. Along with educational, vocational, and health guidance, some institutions have made provision for religious guidance, for social guidance, and for employment guidance for the self-supporting student. Though there are many practices among institutions in regard to the extent of division of labor among experts in these various fields of guidance, it is quite generally recognized that all guidance work for each student should clear through and be co-ordinated by the student's educational guide, who should serve as the chairman of the student's guidance committee, composed of all the persons who may

have been asked to share in the diagnosis and prescription for that student.

In order that the various types of guidance service and the new methods of instruction may be offered under the most favorable circumstances, much attention has been given recently to student living conditions and facilities. New housing plans, providing not merely a place for board and room, but also adequate facilities for the development of wholesome recreational, cultural, social, and moral elements in student life, are quite the order of the day.

Course Offerings—A critical examination of the variety of courses announced a few years ago in any one of two dozen departments in almost any college shows that perhaps half of the courses in a typical department could not justify themselves on any ground, save one—they offered the instructors opportunities to pursue pet hobbies in a very limited part of a field—and that the course offerings of the department were not properly related and balanced. The much-needed and too-long-delayed critical examination of departmental offerings has been produced in a steadily increasing number of colleges in the last few years by study of the problem of educational guidance.

In the period when the wide-open elective system ran riotously into utter confusion—a period which still persists in some institutions—most departmental introductory courses were designed with the sole purpose of preparing students for advanced courses in the respective departments. It seemed that nearly every department framed its curriculum as though the intellectual sun rose and set within its boundaries, as though every worthy student must desire to specialize in that department.

In the last decade a basic theory of college education has been put before us with increasing forcefulness: though a student

who enters college with a well-defined educational aim should be given opportunity and encouragement to pursue that aim from the beginning of his freshman year, the major emphasis in the junior college years should be placed upon breadth of educational experience; and, though general education should continue in senior college, the major emphasis of the last two years should be upon concentration in, and depth of penetration of, some particular field of thought. Thus the attention of each department has been called to its obligation to offer appropriate introductory work to no less than three types of students: first, students who expect to center their senior college concentration in and around that department; second, students who know that they will not specialize in that department and yet desire its introductory work for the sake of rounding out a general education, or as an aid to work in a related field of thought; third, students who have not determined upon a field of concentration but are looking for what may become for them a major educational interest. In the last few years one department after another, in our better colleges, has had the courage to scrap many of its old courses and introduce a new set, fewer in number and arranged in a well-ordered, progressive sequence, with elementary courses designed not only to furnish the foundation material necessarily prerequisite for the departmental advanced courses, but also to serve the needs of students who are interested in a particular department only in so far as it contributes to general education.

One of the most significant products of the study recently devoted to educational objectives and the curriculum has been a new type of course called an orientation or survey course. In the main these courses are freshman courses designed to orient the student in a large field of thought which, it is now recognized, frequently runs through and

across many of the artificial boundary lines of the numerous departmental compartments which universities have developed and formalized. One example, no longer in the experimental stage but a proven success, is a course which covers the whole field of the physical and biological sciences. For a student who may want no more than an introduction to the field of science, this course seems to be more profitable than any one of the old-style departmental introductory courses; and for the student who expects to specialize in one of the sciences, this course gives an excellent background for later concentration.

Still another type of new course is sometimes called a "correlation course," which attempts to give to students a total view of life problems in place of the scattered part-views presented in narrow departmental courses. Other courses reflecting a similar trend indicate a well-defined tendency to offer new courses which are less academic and more realistic in character, cutting across many of the traditional departmental lines and more closely related to actual life.

Instruction.—The following appeared in Charles Brockden Brown's *Monthly Magazine and American Review* for April, 1799:

Within a few years past there has arisen in the United States a kind of *mania* which has had for its object the establishment of *Colleges*. Scarcely a state in the union but has thought one of these institutions within itself necessary. . . . Three-fourths of the colleges in the United States have professors wretchedly unqualified for their station. . . . I have known young gentlemen going home with A.B. affixed to their names without being able to construe the diploma which certified their standing.

It is indeed refreshing to find our colleges giving increased attention to instruction, not merely on the score of subject-matter content, but also in regard to the personnel of the

instructing staff and methods. It is a well-known fact that in the later decades of the last century and the early years of the present century, in too many institutions research was made a fetish to the extent that good teaching not only was neglected but was actually scorned. There is no inherent incompatibility between effective teaching and research; indeed the latter should promote the former, if the faculty member has anything approaching a proper sense of values and proportions. Today, teaching interest and ability is actually being given more consideration in faculty appointments than at any time in the last half century. And as for methods of instruction, it is no longer a disgrace to confess an interest in the study of, and experimentation with, new methods. The lecture method, "by which the contents of the professor's notes get into the note-book of the student without passing through the mind of either," is being questioned so that its abuses may be eliminated and its profitable uses stimulated.

As long as promotions and salary increases are awarded solely or even mainly for research productivity so defined as not to include research in instructional methods and results, so long will instruction be scorned and neglected. Each year an increasing number of institutions are coming to realize this, and, in not a few, special research bureaus in the field of higher education have been established. Thus the popular concept of what is respectable research work has been broadened to include what has all along supposedly, if not actually, been the main purpose of a college and one of the two major purposes of a university—education.

Thus has developed a real renaissance in college education. No longer are freshmen, sophomores, juniors, seniors, and graduate students mixed indiscriminately in the same classes, for we are designing our courses and regulating class enrollment on the basis of

appropriate levels of advancement. Illuminating experiments with the size of classes, sectioning on the basis of ability, promotion at any time on the basis of demonstrated ability, special treatment for leading students, independent study periods (with classes suspended), and various forms of the tutorial and preceptorial systems are well under way with much promise for valuable effects upon future procedure.

One of the most noteworthy examples of special treatment for leading students has swept across the country in the form of honors courses. The basic feature of all the many honors plans provides for the better students in the last two years release from much of the formal class performance and gives much freedom and encouragement for self-education. Under the guidance of a tutor or counselor each student pursues an individually approved program of work, depending upon his special interests and aptitudes. The student is awarded the bachelor's degree with honors provided he pursues his program successfully and passes a final comprehensive examination in the field of the honors awarded—an examination which is of far more value as a demonstration of ability to think straight and to use factual information intelligently, than any number of examinations upon the completion of small units of work in isolated courses. This is excellent, as far as it goes, but it affects only the small top stratum of our student body. I confess that my main interest in honors systems is in the suggestions and examples they offer for modification of our procedure with the entire student body.

Educational Measurements.—For some time those of us who have studied college education have questioned the most basic feature of degree requirements as now administered—the course unit and course credit system. College students have long been thor-

oughly disgusted with being required to play a long series of little games with their instructors, the object of each little game being to beat the instructor out of a credit with a grade high enough to be counted as one of the number required for a degree. They have been unable to see a reasonable degree of correlation between such a procedure and real educational development and achievement. They have been able immediately to see such a correlation in, and have therefore welcomed, the use of achievement tests to determine the student's ability to express himself with clarity and accuracy in written English, the use of achievement tests to determine his ability to read with facility and understanding in a foreign language, the use of placement tests to determine where a student really, and not merely supposedly, belongs in a well integrated and correlated series of courses in a particular subject, and the use of comprehensive examinations to determine the extent of the student's mastery of the factual information, the methods and habits of thought, the techniques and skills, of a large and important field of thought. The number and percentage of students working for honors has greatly increased whenever an institution has adopted the plan of awarding degrees on the basis of comprehensive examinations—a plan which

discriminates genuine achievement and mastery from mere diligence and memory. Furthermore, students welcome the divorce of the examining, marking, and credit-awarding function from the instructional function, because they realize that this establishes more wholesome relationships between instructor and student; the student sees that under such conditions he and the instructor are working in a common cause—the educational development of the student—that they are not opponents in the game, but are team-mates, both striving to prepare the student to be able to demonstrate to the satisfaction of an independent and unprejudiced agency, an examining board, that he has developed his intellectual powers and achieved something significant educationally.

Conclusion.—On the basis of a thorough examination, the doctors report that the patient (the Liberal Arts College), after having been in a moribund and comatose condition for a dangerously long period, rallied remarkably; she regained strength slowly at first, and then astoundingly rapidly; and at the present time is more vigorous than ever before, fairly surcharged with new life, and is well started on a period of useful service which promises to be more glorious than any previous period in a long career.

CURRENT CHANGES AND EXPERIMENTS IN SECONDARY EDUCATION

BY E. D. GRIZZELL

THIS paper makes no claim to comprehensiveness or depth of insight with reference to the maze of change and experimentation now rampant in the field of secondary education. Data presented are, perhaps, biased because of the peculiar interests and incomplete knowledge of current practice of any one observer. An honest effort is made, nevertheless, to present what seems to one observer to be significant current changes and experiments in secondary education. These changes and experiments will be considered with reference to: (1) the care and direction of pupils, (2) curriculum and instruction, (3) organization and administration, (4) an evaluation of the present status of significant changes and experiments, and (5) probable future trends and needs.

Care and Direction of Pupils.—Two significant movements relating to the care and direction of pupils have been gaining momentum during the past two decades—guidance, and freedom of pupil activity. The two movements have received increased emphasis because of rapid changes in social and economic life which have developed new and diverse types of agencies and situations in which the individual must function before and after his arrival at adulthood. The sociologist as well as the psychologist is contributing by research and discussion to the improvement of techniques in the care and direction of children. The biologist, the physician, the dentist, the psychiatrist, the school nurse, have added their contributions to those of the psychologist and sociologist. The result is a tendency toward the child-centered school with a program of creative education in which freedom of pupil activity under wise guidance is a fundamental concept.

Curriculum and Instruction.—Perhaps the most significant change in secondary school practice of our generation is the shift of emphasis from curriculum to pupil and from teaching activity to pupil activity. The first significant break from the traditional curriculum came with the recognition that the values of subject matter are determined by objectives. With the general acceptance of this principle the "sacred subject-matter complex" of the American secondary school teacher is being miraculously dispelled. The result has been an orgy of curriculum-making studies and experiments. Perhaps we have moved too fast or without sufficient knowledge of the determinants of the curriculum.

Two main lines of experimentation in curriculum and method have been developing since the turn of the century—individualization, and socialization. The first of these, individualization, began in principle with the free elective system. But free election of "subjects" did not get at the heart of the problem. As the concept of curriculum shifted from subject matter to be learned to activities to be experienced, the necessity for detailed categories of objectives became more apparent. One result of the analysis of objectives and of the better understanding of the child and the present society has been the recognition of the fact that the curriculum for each pupil must be a different combination of specific experiences from that of every other pupil. This concept has led to the organization of the curriculum in terms of smaller and smaller units with varying levels of activity depending upon the characteristics of pupils concerned. The Dalton contract, the project, the differentiated assignment, the unit of learning, are examples of current practice in individualization of curriculum and method.

Socialization is another side to curriculum and instruction that is being emphasized and that should be complementary to individualization. Human progress is dependent upon the nice adjustment of two factors—the individual and the group. In the school, curriculum is the means of developing a proper balance between individuality and sociality or group-mindedness. Consequently, the social program represents a significant current practice in curriculum and instruction. Examples of this practice are the social curriculum, the group project, and the socialized recitation. Student activities (extra-curricular and curricular) and school and community life have provided an endless range of possibilities for socialization. In this development, interests and social tendencies of the adolescent rather than educational objectives have played the chief rôle in determining the character of the content and method. The more recent movement known as creative education has directed attention to the fundamental values in student activities by setting up more definite educational objectives by which their values may be determined.

The break from the old curriculum with its traditional standards has resulted, perhaps, in a lowering of standards of intellectual achievement. Low standards have been the result, also, of the lower average intelligence and the heterogeneity of interests and of the social inheritance of the present secondary school population as compared with the secondary school population of a generation ago. As a result of mass education, the old single standard has been forced toward the level of the lower average ability. This fundamental weakness is widely recognized and is being attacked vigorously in many schools. It is at this point that better techniques of measurement have helped to clarify the issues. Testing has become essential to the improvement of curriculum and instruction. Standards differentiated according to

ability to do school work, are now within the realm of possibility.

Organization and Administration.—An outstanding movement in twentieth century secondary education is the movement for reorganization. The chief purpose of the movement has been a better articulation of all levels of secondary education. At first, *economy of time* was the motive for reorganization. The rapid changes in social and economic conditions soon brought new and varying types of pupils into the secondary school and forced a broader interpretation of economy of time, time properly expended with due consideration for the needs, interests, and probable future of the pupils being educated.

As a result of the new interpretation the comprehensive high school has developed, to provide pupils with greater opportunity for securing that kind of specialized training which exploration in the junior high school period might lead them to choose. It was assumed that in cases of mistaken choice mistakes might be more easily rectified by transfer from one curriculum to another in the same school than by transfer from one specialized school to another.

During the last twenty years, the secondary school population of the United States has grown at an astounding rate. It has been practically impossible to provide facilities fast enough. The comprehensive high school in cities of any size has become an *institution* of thousands of pupils instead of a *school* of hundreds. Significant changes in organization and administration have been necessary in such schools. Homogeneous grouping, organization of specialized curricula, and different programs for different ability levels, individualized instruction programs, socialized programs, departmentalization, specialization of personnel, development of special features in school buildings, new types of equipment, larger buildings and

grounds, programs of guidance, and a radically new administrative procedure are some of the changes that have resulted.

Two important movements have grown out of the demand for better articulation of secondary education—guidance and standardization. Guidance is imperative in a comprehensive high school if economy and articulation are to be attained for the individual pupil. Standardization is likewise essential if necessary adjustments are to be possible. Both the terminal examination for the individual pupil and the accrediting of the school have been developed to guarantee standards acceptable to the college and university. More recently the final examination has been supplemented by the standardized intelligence and achievement test as a means of fixing age or grade standards. Fixing grade achievement standards has aided materially in proper classification of pupils, which is one of the most vital elements in real educational economy.

Value of Present Practices.—Most of the significant current changes and experiments in secondary education originated in some local situation as a solution for a pressing problem. Some of these mere incidental happenings have become movements because they have made an appeal to a general need. The guidance movement is an important illustration. No one today would argue that guidance in principle is not essential in American secondary education. The acceptance of the principle, however, is not one with the acceptance of the practice. The problems of guidance are constantly demanding change in techniques and guidance programs vary from school to school and from year to year. The movement continues to be in the experimental stage and perhaps will remain so as long as the school and society continue to change. There are certain dangers lurking in guidance practices. The most important is the tendency in some quarters to prescribe

rather than guide. Another danger is due to the difficulty of securing adequate data for guidance. This danger will be reduced with the development of more reliable and accurate cumulative records over a considerable period of time. The danger will be reduced still further with the improvement of facilities for securing information relating to the agencies of society in which youth must be prepared for membership.

Pupil activity as a fundamental principle in learning is generally accepted as sound in theory. Purposefulness of pupil activity is too frequently ignored and with disastrous results. If pupil activity results in unrepressed individualism, as it frequently happens in some child-centered schools, sure disaster may be expected. Adolescent interests are frequently transitory and any educational program that fails to provide for stimulating activity to the point of mastery as determined by individual ability and professional standards has little justification. No educational program founded upon pupil activity can succeed in any significant degree without a sane program of guidance as an essential feature.

In discussing changes in the curriculum, special attention has been paid to two significant general practices—individualization and socialization. Schools have not usually provided for a satisfactory development of both aspects of curriculum and instruction. The tendency has too often been extreme individualization or extreme socialization. Neither practice is valid without the other. There is real need for a synthesis of the individual and the social in both curriculum and instruction. It is not sound educational practice to individualize for a while and then to socialize for a while.

The present practice of the detailed analysis of objectives has aided materially in the organization of new types of curricula. Frequently schools have found it impossible

to provide immediately for such reorganization as the new objectives demanded and have been content to do nothing. Other schools have attempted the impossible by sudden change from old to new, and have only succeeded in wrecking the entire educational program. Some of us have not fully realized that objectives are goals of growth and that a curriculum must grow from what it is to what it ought to be. Such steady growth will usually require years of patient labor on the part of teachers and curriculum experts.

The organization of curricula with differentiated standards for varying ability groups has received increasing attention in recent years. Much of this differentiation is based upon what seems to me to be a false concept of differences in ability. The work for the bright pupil is too frequently an accumulation of the work required on the low, average, and high ability levels instead of work pitched on a high level and requiring a different kind of mental activity at every stage.

The changes and experiments in organization and administration of secondary education are very difficult to evaluate. The usual practice is to evaluate practices in organization and administration in terms of mechanical efficiency. In American secondary education the administrator is constantly looking for types of organization and procedures that will make the school or school system run smoothly. The theory of the economy of mass production developed in the American factory system has a counterpart in the large comprehensive high school in the educational system. Specialization of personnel and processes has grown in secondary education much as it has grown in industry. The dangers of the large school so far outweigh the benefits even to be imagined that few real claims can truthfully be set forth in its favor. Perhaps the comprehensive secondary school on a smaller scale would serve the original purpose of economy of time and horizontal

articulation. At least the claims might be made for it with greater justification.

How shall we value the many techniques of organization and administration that have been forced upon secondary education through the increase of the school enrollments with all the variations in interests and abilities? I hesitate to render a judgment because the results have not been invariably the same. Homogeneous grouping has been successful in a measure, but it has not solved the real problem of meeting the individual needs of the pupil. Moreover, the bases for grouping have not been entirely satisfactory. Grouping is, apparently, a step in the direction of individualization, but any educational scheme that stops with the group is doomed to achieve only limited success.

The organization of individualized programs and procedures has all tended toward undesirable formality. No mechanical scheme can be expected to function equally successfully in different situations. What is needed is the discovery of the essential principle of organization and administration for individualization; then let the application be made flexible and suitable to the specific demands of any situation.

Socialization, too, has suffered from too much mechanization. Form has had precedence over the spirit. In student participation in school control there has been too great a tendency to imitate adult practice in types of organization. Situations in the school life that would serve admirably as learning situations have been overlooked in the effort to reproduce adult life situations. Perhaps the greatest weakness has been lack of integration of the formal program of studies or curriculum and the activities program. In a sound educational program there can be no extra-curricular activities. If any activity is justified in the school it is justified only on the basis of its educational value and should play its part in a well-rounded educational program.

There has been a keen competition in the provision of elaborate school plants and equipment. Hundreds of millions of dollars have been expended in recent years on the purely material side of the provisions for secondary education. No one would question the desirability of schools suitable to a sound program of secondary education. Two serious criticisms should be made, however, of this matter. Frequently, too little care is shown in planning the school plant with regard to the educational program and there has been great educational waste in providing expensive buildings and equipment without making adequate provision for staff.

Finally, the movement toward standardization is productive of both good and evil results. In general, standards in American secondary education are too mechanical and lack the flexibility essential to the education of a heterogeneous group. We have neglected our gifted pupils in our enthusiasm for fixing minimum standards suitable to the less gifted pupils who flock into our secondary schools in ever-increasing numbers. One of the best results is, perhaps, the development of more scientific measuring instruments. Another result growing out of the regional standardizing practice is the growth of the spirit of cooperation between secondary schools and higher institutions.

Probable Future Trends and Needs.—The probable future trends in American secondary education are in many respects difficult to forecast. There are at present fundamental underlying forces at work that are likely to influence secondary education in the United States in ways that are beyond prediction. When we consider the amazing changes in every aspect of secondary education that have occurred during the past thirty years, it seems useless to attempt to forecast the probable changes that may occur during the next thirty years.

If present trends mean anything, perhaps we may expect important changes with respect to the care and direction of the youth. There is an increasing interest in the study of the adolescent and adolescent needs. Interest is no longer centered upon the psychopathic and unfortunate types but emphasis is shifting to the gifted youth. There is apparent also a tendency to stress preventive rather than remedial measures with respect to all types of youth. The school's interest in youth is growing more comprehensive and we may expect the school of the future to set as its standard a completely integrated personality in which every aspect of adolescent growth will receive adequate attention.

What shall constitute the curriculum thirty years hence and how shall learning be guided? I dare not hazard a guess. It may be safe, however, to suggest some characteristics of the future curriculum. I think both curriculum and method will be individualized and differentiation will be in terms of individual capacity, interests, and probable future needs. Curriculum and method will be socialized by real life situations of youth both in school and in community. Each will learn—grow completely—by living a curriculum that is alive, continuous and integrated. We shall have "plans" innumerable and empty but our salvation and that of our youth will be in the wisdom of our future teachers.

What matter the types and techniques of secondary school administration thirty years hence? We shall administer by principles, adapting practice to situation. We shall still be reorganizing—there is in the offing no rest for the weary administrator. Thirty years hence, our prize administrative practices of 1931 will be discarded, dead and forgotten by all but the delver into old mysteries—the educational historian. Secondary school administration thirty years hence will be administration *for* education rather than *of* education.

FELLOWSHIPS—A CONTRIBUTION TO INTERNATIONAL UNDERSTANDING

BY JEANNE EDER

WHEN I accepted the honor of speaking to you today on the contribution of fellowships to international understanding, I had some difficulty in reaching comprehension of why just this subject was requested. For to those of us who have been active in the fellowship work of the International Federation, the two conceptions—that our fellowships aid women in their research, and that they promote international understanding—have become so completely welded into one, that we are no longer able to separate the two ideas.

But some events of our stay in this country have helped to make me understand this problem and its peculiar aspect for you American university women, more clearly. First, President Reinhardt's stirring words at our farewell dinner in New York envisioned for us the broad sweep of your continent, its intellectual as well as geographic extent from the other verge of Europe's Atlantic to the near edge of the Pacific with Asia lying just beyond. Then the day at Radcliffe, ending in Longfellow's house, brought close to us some quiet places where men of thought and vision lived and worked out their contribution to America, to human culture. Again, some of us have seen the places where the Pilgrim Fathers landed and where a later generation fought for freedom that the pioneer spirit might work out its own fate, find its own culture. Finally, we have seen this great concourse of women—and it would not have needed Mrs. Fisher's encouragement for me to say quite publicly, of *cultured* women—from all over this country; and I think we foreign delegates who are here as your grateful and so very happy guests, have come to realize better than we did, how widespread your own problems are, how varied your conditions of

thought and life, how varied your interests. So that now I can understand Mrs. Atkinson when she tells us, as she did at the meeting on Monday night, that not all the branches of the A.A.U.W. who are so gallantly campaigning for the Fellowship Fund, feel particularly greatly interested in the international aspect of the question. We have heard that eight national fellowships are pledged and five international and that there are still nine undesignated. It is to those of you who are working for units as yet undesignated that my warm plea goes out: Come through to us, to the rest of the International Federation, in some of these designations, because we want you with us in the joy of international comradeship and good will in fellowship work just as much as in all the other objectives of our Federation.

I experience no hesitation and no fear of being misunderstood when I proffer this plea to you, for it has been my happy experience to find that when university women meet, distance and barriers and divergent interests are merged in understanding; and so I know even before I present my persuasion in logical sequence, that for this international aspect of fellowships, so alive, so vital to many of us already, you have understanding lying ready in your hearts and it needs but to be revealed to you to rise in joyous, far-sighted, clear-visioned co-operation.

A first reason why I believe many fellowships should be international is this: we want our fellows during their year of opportunity to gain not alone in actual research results, in potential research capacity, in eligibility for more responsible positions in academic and professional life, we want them to gain too in breadth of vision, in

openness of mind, in personality. Surely we are all agreed that travel helps us toward this wider vision we seek. We know you Americans must think so, else why should you come over to us in such thousands each summer? We love to have you come, but of course we do wish some of you would occasionally stay in one spot a little longer, for we do not feel quite certain that you always actually learn to know us and our ways of thought in the course of these frequently somewhat hectic migrations. Of course an international fellow does stay longer in a country. She comes to the land she has chosen in order to work, to learn, and living among a different people she makes contacts, friendships, learns to know those who receive her. It is a second asset of our fellowships that they carry with them in the widest possible sense the good will and interest of all affiliated academic and intellectual circles as well. Their holders find doors opened to them in foreign countries, hands extended, warm welcome, and effective help proffered. I think this particular element is an asset unique in its kind to our Federation fellowships, and one which makes them valuable in a peculiarly fine and inspiring way. Then thirdly, we believe that the holders of our fellowships, when they return home, will be messengers of good will and international thought in their own countries. No need perhaps is greater in the world today than this need for international understanding that shutteth out fear. We believe it is a special privilege of university women to recognize this need in all its urgency—and so again we realize that we want more international fellowships, that their holders may help in spreading, in proving international co-operation and good will.

Thus far I have tried to convey to you the intentions and ideals lying behind this conception of international fellowships. I realize that I have asked you to take these

things more or less on trust, and being a scientist myself I want to prove this by experiment. Some of our experiments have already been made and I have looked more closely into the experiences of our holders of fellowships in order to find out whether they bear out our hopes. I find them fully confirmed. I could give you this proof from the reports of a German in Australia, a French woman in Ireland, a Russian in Italy, an Austrian in Spain; but perhaps it will interest you most to hear a few words from a letter of Dr. Mes, the South African holder of last year's International Fellowship, now working on plant diseases in California. She writes:

Since the first day I landed in New York, the A.A.U.W. has taken me under its wing and I have fared very well by it. When I came, I had very definite ideas as to what America and Americans were like, as I had been told and had read a lot about that. It was therefore a very refreshing and interesting experience to find, as I traveled along, that so few of the people I met seemed to correspond to those theories and that it was, as a matter of fact, very hard to find someone who was like what I would have termed "Americans."

Although America was not very eager to let me in at first, as soon as they had decided I was harmless, they tried very hard to make up for that bit of unkindness. . . . In Washington I spent some most delightful days and Miss Caukin took good care of me in what time I did not spend at the Department of Agriculture. *That alone would have been worth a trip across the seas.* Up to now the department had seemed so remote and such a vast and superior structure! The names of the people I knew, having seen them many times in print, looking very important at the head of some publication. But now I was able to speak to them myself, to find that they were human after all; and they spoke to me about their work, and showed me everything they thought might interest me. It was the same with all the other institutions as I went across. Everybody was so kind and hospitable, it always seemed impossible that the next place could be as nice as the one I was leaving. In Berkeley finally, some members of the A.A.U.W. met me and took me to International House. Living there has come to mean a great deal to me: I have met and talked

with people from all parts of the world, got into close contact with them.

The A.A.U.W. has kept me busy giving talks to their branches and to clubs about one thing and another. At first, I must confess, I did not like it a bit, but everyone was so kind and interested that I liked telling them about my country and other things I knew and came to enjoy every single trip. One of these brought me near the Citrus Experiment Station at Riverside, a place where I had always longed to go. It is of such great importance in connection with the citrus industry in South Africa. I stayed at one of the citrus ranches down there and learned a lot of things both about citrus growing and about the country. It only made me eager to see and know more in the short time I am here. It is impossible to tell you all my feelings and reactions in this short account, but I hope you will read a bit between the lines. You will then understand how much I am enjoying it all, how much I have learned by it and how grateful I feel.

It has been my aim to convey to you the intentions and ideas in regard to international co-operation, that have determined the International Federation's policy on fellowships. We believe that, in addition to their primary purpose of keeping to the service of research the minds and energies of outstanding women, they enlist valuable forces in the service of international work. Beyond

this, they give a concrete common ideal for which all members of the Federation work with enthusiasm. Our fellowship holders are a living bond between us, the admiration and interest we feel for them spurs us on to continued efforts to increase the Fund. It is a very great thing thus to unite all our efforts to make this gift of fellowships one that goes out from the university women of all countries to the most outstanding women of any country, showing them our trust in their gifts of mind, affirming our reverence for learning, our belief in its power for the advancement of culture and of peace.

I feel my words most inadequate to convey to you the breadth of vision I know to lie behind all this. Your Handbook of the Fellowship Fund has, I think, placed the whole undertaking on its right plane by a quotation from Socrates, which conveys most perfectly the spiritual essence of all our Federation's international work, and which in closing I would beg you all to take home with you and to live up to: "Glaucón," said he, "if this ideal city, of which we speak has not been and indeed may never be, it is no matter, for he who has seen it, will live after the manner of that city."

EDITORIALS

THE PAGEANT. As the majority of the members have joined the Association since 1922, they have probably been thinking of the well organized program of adult education, research, fellowships and international affiliations as having always existed. To them particularly the pageant presented at the Boston convention revealed in dramatic manner the different status of the college woman fifty years ago.

The scene depicting the first organized group of college-trained women, bound by tradition and prejudice, brought home to the onlookers the difficulties these first college women faced. Other scenes suggested the conditions existing in different sections of the country during those early years of the Association when to mention the Far West recalled the ancient civilizations of the Spaniard and the Indian. The haunting pathos of the songs of a mountaineer woman typified the lack of educational opportunities for women in the South at the time the Southern Association of College Women was organized.

When we saw re-enacted the conferring of the first European fellowship of five hundred dollars in 1890 and heard Alice Freeman Palmer's words: "We are confident that you will worthily lead a long line of European fellows," we realized that in spite of this confidence even she did not foresee the moment when the Association she had helped to organize would embark upon a project to raise a million dollars for the endowment of fellowships for women.

The final scene of the pageant symbolized very effectively the changes that have taken place since 1881 in the attitude of society toward the trained woman. Onto the stage filed representatives of university women from thirty-one different countries clad in the robes of the great universities of the

world—doctors, social workers, lawyers, college presidents, research workers. As they were greeted by the president of the International Federation and the president of the American Association, one's mind went back to the earlier scene of the seventeen young women facing a critical society and hampered even by the clothes they wore.

The purple-robed figure who recited from her scroll the history connecting the episodes of the pageant, suggested by her passionless voice the inexorable passing of the years. This Association, too, must continue on and on. Much has been accomplished, but new problems will ever arise and all who witnessed the pageant will wish to carry back to those at home the thought that never can we lower the banner raised fifty years ago by that valiant little group of young women in Boston.

GERTRUDE H. COOPER

NAMES FOR TWO FELLOWSHIPS. Announcement was made at the convention of names adopted by two units for their fellowships. In each case the choice was particularly happy. The fellowship for which the Connecticut-Rhode Island Unit is working is to be known as the Alice Hamilton International Fellowship for Research. Dr. Hamilton is an authority on bacteriology, immunology, and industrial poisoning. In 1909-10, she was director of the Commission to Investigate Diseases of Occupation; since 1911 she has been special investigator of occupational poisons, for the United States Bureau of Labor Statistics. She is assistant professor of industrial medicine at the Harvard Medical School, and is one of the American members (and the only woman member) of the League of Nations Health Commission.

When the announcement was made that the North New England Unit had named its

fellowship for Mary E. Woolley, the hope was expressed that the holders of the fellowship might ever be animated by the spirit of the beloved leader for whom it was named. What that spirit means has already been put into words by President Woolley:

That the educated person should be the kindest person, the finest person, the most honorable and the most considerate; that all education which does not soften your heart and smooth your spirit—all education which you keep to yourself and for yourself—is waste, just waste; that learning is a torch which must be passed on and on, quickly, to light the world.

The American Association of University Women may well be proud of the service its many fellows are rendering in passing on the torch.

THE ASSOCIATION'S NEW VICE-PRESIDENT. In the case of all but one of the offices to be voted on at the convention, the present incumbent was eligible for re-election, and was re-elected. Mrs. Gertrude H. Cooper, however, was no longer eligible to serve as second vice-president of the Association, and Shirley Farr was chosen in her place.

Miss Farr, of Vermont and Chicago, is a graduate of the University of Chicago, 1904. Miss Farr did graduate work in history in Chicago and further research work in Paris in 1905 and 1906. She has been assistant professor of history in Ripon College, and instructor in history in the University of Chicago. In 1921 and '22 she was assistant editor of the *American Historical Review* in Washington. She is at present counselor in history at the University of Chicago; she is a trustee of Ripon College, Ripon, Wisconsin; a director, and secretary of the Board, University of Chicago Settlement; a director of the Vermont Children's Aid Society and the Vermont Council of the Y.W.C.A.; and historian of the Women's Overseas League.

Miss Farr was a member of the committee appointed to establish the first clubhouse and headquarters of the A.A.U.W. in Washington and an active member of the finance committee for this project in 1919-21. She was a member of the A.A.U.W. committee on historical textbooks in 1926. She is at present educational chairman for the Vermont State Division, and chairman of the board of directors for the Better District Schools Association of Vermont. Miss Farr's Vermont home is in Brandon.

THE FOUNDERS BOOK. The presentation of the Founders Book to the Association at the closing session of the convention by Mrs. James K. McClintock, marks the completion of a record which is beautiful in form and in its significance. On each page of the Founders Book are recorded the names of those who gave to the Washington Fund for the National Clubhouse. The pages were illuminated by groups making contributions to the fund—branches, alumnae associations, and groups of individuals. Many pages are dedicated as memorials to individuals, and the book has thus become not only a record of the contributors to the fund, but a roster of women whose names are held in affectionate remembrance by the college women of this country. All of the pages are decorative, many are strikingly beautiful, and the whole length and breadth of the country is depicted in the scenes which illuminate the pages.

The Founders Book was accepted by the convention with a vote of thanks to Mrs. McClintock, to whose untiring efforts is due its completion. All the innumerable details of assembling the pages were in her care, and her pen and brush have contributed much to the beauty of the book. The volume, which has been fittingly bound, has been placed in a glass-covered case at the national Headquarters and Association members who come to Washington should not fail to see it.

WHAT BECOMES OF THE MEMBERSHIP DUES? Every year a complete financial statement is given in the October JOURNAL by the treasurer of the Association. The report presented at the convention is therefore not repeated in this number. Members will be interested, however, in a statement by Mrs. Hill of the proportion of each \$2.00 membership fee which is devoted to the various activities of the Association. In considering this statement it must be borne in mind that for 1930-31 the educational and international activities were financed in part from special subventions.

To the General Fellowships Fund	\$.25
To the I.F.U.W. ....	.24
International Program .....	.15
Educational Program .....	.30
General officers' and Directors' expenses ....	.11
Work of general committees .....	.07
Headquarters offices and Staff .....	.55
JOURNAL .....	.20
Headquarters Building .....	.02
Convention expenses .....	.04
Advance for campaign expenses .....	.07

Annual dues\$2.00

THE VILLA COLLINA RIDENTE. A new venture in education for American students in Europe has recently been organized. The Villa Collina Ridente, which has a beautiful situation just below Fiesole overlooking Florence, is a center for European and international study open to women students and recent graduates of American universities. The Center is directed by Miss Edith May, is sponsored by European and American educators, and endorsed by the Italian Government.

The aim of the work at the Villa is not to serve the specialist, but to meet the pressing need of the average student who desires to lay a foundation for future study, and to obtain a general and practical knowledge of the life, culture, history, and international problems of present day Europe.

The permanent staff is drawn from the University of Florence and the program is supplemented by professors and other representative men from various parts of Europe who come as visitors to the Villa and who lecture and conduct informal discussion-groups on various questions pertaining to the problems and culture of their respective countries. Lectures are given in English, French and Italian. The study is completed by travel to various parts of Italy, to Austria, Czechoslovakia, Germany, France and Switzerland. In each city, opportunity is given to meet eminent men who interpret questions relative to their nations. The diverse lines of work are converged through a week of study of the League of Nations at Geneva.

Enrollment is limited to twenty students and is on a competitive basis, open to those students who have not only high scholastic standing, but well-balanced interest—who desire the broader international outlook which characterizes this type of study.

The Center is not organized for profit but is conducted strictly on a cost basis. It is designed for the advancement of international understanding between young Americans and leading Europeans by affording opportunities for intimate penetration into European cultures, languages, art, and national and world problems.

RADIO: A PROBLEM IN CONSERVATION. Foresight is not a characteristic of the American public. Our forests and mineral resources were handed over to those who could first stake their claims, and a tardy conservation movement managed to save for the public domain only a small fraction of the country's wealth. Now we may well ask whether the same thing is not happening to the newest of our natural resources—the air.

It is possible to maintain in this country some ninety clear channels for radio broadcasting. It is the duty of the Federal Radio

Commission to assign these wavelengths to the various stations competing for them. Naturally, the competition is very keen. University stations, established with the idea of bringing the services of the university to the people, find it increasingly difficult to withstand the competition of the commercial broadcasting companies. In December 1929 there were seventy-seven stations maintained by educational institutions; today there are approximately fifty-two. If this rate continues, such stations will soon be extinct.

In order to forestall the complete disappearance of the educational stations, a National Committee on Education by Radio has been formed, with representatives of eight leading national educational organizations, including the Association of College and University Broadcasting Stations. In a statement adopted at its meeting January 28, the committee sets forth its convictions:

The National Committee on Education by Radio looks upon the service of radio stations associated with educational institutions as a service of the whole people. Such service is one of the highest uses to which this national resource can be put. Because such service concerns the entire body of citizens it should be given first place when the question of assigning radio channels is before legislative bodies, the Federal Radio Commission, or the courts.

As a first step, the committee is sponsoring a bill, which was introduced in the Senate in January, providing that not less than 15 per cent of the radio channels under the control of the Federal Radio Commission must be reserved for educational broadcasting exclusively, and assigned to educational institutions and to state and federal educational agencies.

The case is by no means a clear one. The commercial broadcasting companies protest that should this provision become law, a considerable territory would find itself served only by the educational broadcasters (certainly a fate to give one pause!) They point out that

broadcasting is an exceedingly expensive business, that state legislatures are not likely to be so generously inclined toward education as to provide adequately the wherewithal for such a costly undertaking. They repeat the assurance that broadcasting companies will be glad to give a place on their programs to education as soon as the educators are ready with suitable material.

Undoubtedly, many excellent educational features have already been put on the air by the companies, and they are in a position to command higher-salaried stars than educational broadcasters can hope to do. But the possibilities of radio in the field of education, and particularly of adult education, cannot be discovered without a good deal of patient experimenting—experimenting which will scarcely appeal to companies whose income must depend on pleasing the largest possible number of people. Even when education is ready with a radio technique, it seems probable that much of its most valuable service should be rendered to groups too small to be commercially important.

The Committee on Education by Radio reminds us that complicated as the subject is we cannot wait indefinitely to make up our minds. Unless action is taken soon the facilities for broadcasting will have slipped out of the hands of the agencies who would use them for educational purposes, and it will be too late to retrieve them. President Hoover, as Secretary of Commerce, declared:

Radio communication is not to be considered as merely a business carried on for private gain, for private advertisement, or for entertainment of the curious. It is a public concern impressed with the public trust and to be considered primarily from the standpoint of public interest to the same extent and upon the basis of the same general principles as our other public utilities.

But it remains for intelligent public opinion to form some conception of wherein the public interest lies.

A DRAMA FOR PEACE. Colleges, it is hoped, may be interested in the suggestion that an excellent step in education for peace is the production by students of Euripides' noble and moving tragedy, *The Trojan Women*, in Gilbert Murray's beautiful translation. Professor Murray has very graciously given permission to use his translation without royalties. Constance Mills Herreshpff will likewise allow the use of her beautiful music for choruses. Mabel Hay Barrows Mussey, who first produced *The Trojan Women* in this country, has agreed to act as consultant, and will be glad to give advice on the production, and to answer questions on the casting, the acting, costumes, dancing, and setting.

Copies of *The Trojan Women* may be obtained from the Oxford University Press, 114 Fifth Avenue, New York, at 90 cents. Questions may be referred directly to Mrs. Mabel Hay Barrows Mussey, 149 East 40th Street, New York.

KEEP THIS JOURNAL! In the committee reports and other material from the Boston Convention contained in this JOURNAL will be found the answers to many questions which arise in the minds of members of the Association as to organization, programs, et cetera. If you will keep this JOURNAL on file, the answers will be at hand.

THE CALENDAR

THE ASSOCIATION

Vermont All-College Day, Middlebury College, Middlebury, Vermont, June 19.

OTHER MEETINGS

Iowa State Conference on Child Development and Parent Education, Iowa City, Iowa. June 16-18. Open to all. Address Iowa Child Welfare Research Station, State University of Iowa, Iowa City, Iowa.

American Home Economics Association. General theme: The rôle of the home in individual and family development. Detroit, Michigan. June 22-27.

World Conference of Workers for Crippled Children. The Hague, June 28-July 4.

American Library Association, Yale University, June 22-27.

British Commonwealth Conference, arranged by the New Education Fellowship, on "Changing Education in an Old Empire." Bedford College, London. July 24-30.

Institute of International Relations, auspices American Friends Service Committee. See January JOURNAL, page 102.

World Federation of Education Associations. Subject: Plans for promotion of world understanding and good will. Also, International Federation of Home and School. Denver Colorado. July 27-August 1.

International Camp for Girls on Lake George. For college students. See January JOURNAL, page 102.

International Student Service, tenth annual conference, Mt. Holyoke College, September 1-10. Object: promotion of real intellectual cooperation between the students and universities of the world, and relief of needy students.

ASSOCIATION ACTIVITIES

THE FIFTIETH ANNIVERSARY CONVENTION

Views of the Convention

To those who went to Boston, the question, "What did you think of the convention?" has become as familiar and is certainly as baffling as our national greeting to visitors from other lands, "How do you like America?" And the answers must be as various.

To the press, the convention was certainly "many things to many minds." Most of the papers, by the amount of space and care they gave to reporting the addresses, showed a gratifying recognition that there is in this country a growing intelligent interest in educational affairs. But a few of the headlines, at least, must have given members "back home" rather a startling conception of what was taking place. There was the breezy caption, "Co-Eds Meet," matched by the equally complimentary, "University Girls Gather." Most of the papers saw us as a body of intelligent women, seriously interested in finding out the latest contributions of research to education. But a few others ingeniously discovered entertaining copy even in the scientific address entitled, "Research in Early Behavior Manifestations," and joyously proclaimed to the world one of the findings mentioned in passing in that paper as—"Pull Baby's Toe and Make Him Eat."

To members of the Association and to our guests, the convention offered intellectual fare which made one groan over the limitations of time and space. Thirteen hundred people registered at the convention headquarters; 660 of these were delegates or alternates. Among the visitors were many educators of distinction, and there was opportunity to see and hear well-known leaders in the educational world who heretofore had been only names to many. The look backward over half a

century, and the presence of the delegates from far countries who were like ourselves devoted to the ideal of fellowship and intellectual achievement, gave a new sense of perspective and a deeper conviction of the value of the work to which the Association is pledged.

The Educational Program

Education Day at the convention really began on the preceding evening when more than a thousand guests assembled for the Education Dinner. Dorothy Canfield Fisher and John Erskine (whose addresses appear earlier in this JOURNAL) were the speakers of the evening.

The theme of Education Day was Present Trends in Education. The morning's program began with three discussion groups devoted respectively to Research in Early Behavior Manifestations, led by George D. Stoddard, director of the Iowa Child Welfare Research Station; the Present Status of the Progressive Elementary School, led by Laura Zirbes, associate professor of education, Ohio State University; and the Clinical Approach to the Study of Childhood and Adolescence, led by Augusta Bronner, co-director of the Judge Baker Foundation, Boston. Each paper was commented on by other leaders in the field under discussion. The latter half of the morning was given over to three discussions of current changes and experiments in the higher levels of education. Experiments in secondary education were reviewed by E. D. Grizzell, professor of secondary education, University of Pennsylvania; in the junior college, by J. J. Oppenheimer, dean of the College of Liberal Arts, University of Louisville; in the liberal arts college, by C. S. Boucher, dean of

the Colleges of Arts, Literature, and Science, University of Chicago.

In the afternoon, the disadvantages of the impossibility of being in three places at once were somewhat compensated for by a general meeting at which were presented summaries of the six morning papers and of the comments of each group. It had been expected that part of the talks at this session would be shared by radio with members all over the country but an unfortunate interruption—an S.O.S. call—cut off the broadcast. As in the morning, the speakers were leaders in their fields: Lois Hayden Meek, director of the Child Development Institute, Columbia University; Eugene R. Smith, headmaster of the Beaver Country Day School, Chestnut Hill, Massachusetts; Esther Richards, mental hygienist, Johns Hopkins Hospital; David E. Weglein, superintendent of public instruction, Baltimore, Maryland; Leonard Koos, director of the National Survey of Secondary Education; and Aurelia Henry Reinhardt, president of Mills College.

The educators who contributed to each session accepted the serious interest of the American Association of University Women in educational matters, and gave their audience, not rhetorical flourishes, but a sound and forward-looking consideration of fundamental problems of education today. It was a program full of meat, and the chief regret was the necessity for cutting short the discussions in order to meet an inexorable time schedule.

The International Relations Program

The second day of the convention was devoted to consideration of the Educational Approach to International Problems. Six groups discussed respectively the following topics under this head: Preschool Training and the International Mind, International Education in the Elementary School, the Social Studies in the Secondary School, International Aspects of Collegiate

Education, Aims and Methods in Adult Education on International Problems, and Informal Education and International Understanding.

In each group a number of specialists contributed the fruits of their experience, and discussion followed. At a subsequent general meeting, a recorder for each group gave a brief but effective summary of the discussion on each subject. Much of this material will be published in the October JOURNAL.

The afternoon meeting was devoted to a symposium on the Meeting of Cultures in the Pacific Basin, in which the participants were Mary E. Woolley; Aurelia Henry Reinhardt; and George Grafton Wilson, professor of international law, Harvard University. Dr. Wilson opened the discussion:

When you are considering the relation of the United States and of the other states of the world to that area and to that population you have a problem that rather staggers the imagination. When you think of the cultures of those people with which we are particularly concerned this afternoon you get also a very great variety of interest, a great variety of points of view. The civilizations have met from time to time in different parts of the world. But the idea that East is East and West is West and never the twain shall meet is no longer a valid statement, because we are facing the East, and we are the frontier which is facing the West.

President Woolley compared the impact of Western civilization on China and on Japan, saying in part:

There have been two distinct tendencies in China. One has been to absorb Western culture, to look with great admiration upon that which came from the West. The other to reject it altogether. A little earlier than the progress of this first point of view in China, of course, came the extraordinary development of Japan, taking from the West so many things in such a perfect way that it was almost impossible to distinguish what was manufactured in Japan from what was manufactured in the Western world. . . . Japan had a certain quality which made it possible for her to take from the West without being reduced to quite as chaotic a condition as that to which China would be reduced under similar circumstances.

Dr. Reinhardt, in closing, summarized the tentative nature of any discussion of so vast a subject:

I wonder if it isn't true as yet of the knowledge of the Occident concerning the Orient, that we are more in a state of learning the actual facts of things than in being able very much to generalize about values, certainly as far as the cultures are concerned,

At a convention where every speaker discusses a subject with which the Association is directly concerned (the penalty of adopting so broad and ever-broadening a field as education), where every speaker brings something new and authoritative, the task of selecting "outstanding events" or "high lights" to be reported is well-nigh hopeless.

But among the many elements of the program upon which we may look back with satisfaction, none more thoroughly fulfilled its purpose than the luncheon meeting devoted to fellowships. And although it has been necessary, in this brief account, to omit mention of many educators and scholars whose names lent distinction to the program, we are inclined to dwell a bit on this occasion, because it was so peculiarly our own. The subject surely is our own—as the report of the Fellowships Appeal Committee testified—and the speakers were our own, also. After Theodora Bosanquet, executive secretary of the International Federation of University Women, had conveyed the greetings of the International Fellowships Award Committee of the Federation, Ada L. Comstock, president of Radcliffe College, and a former president of the Association, spoke on Fellowships—a Contribution to Education. She stressed the fact that one of the greatest problems of education today is not the recruiting of students, but the recruiting of enough good teachers—and good enough teachers. Since society depends on those who give the

on-coming generation its idea of the world, society must solve the problem of making sure that the teaching profession gets its share of the ablest and brightest of each generation. Dr. Comstock concluded:

We need a better realization of the sources of power and success in the teacher: first, skill and pleasure in awakening the powers of the young mind; second, understanding of what knowledge is, of what the human mind has achieved in the great struggle upward.

The moral is plain. Fellowships will send some women away to increase their sense of the immensity of knowledge, and they will come back with their powers and imaginations quickened—a gain to themselves, to their students, and to us all. By subsidizing the quest for knowledge, you are doing one of the greatest things that can be done for education.

Florence R. Sabin, of the Rockefeller Institute for Medical Research, for whom one of the Association's fellowships is named, spoke on Standards in Research, in part as follows:

I am glad to be able to speak to you today on fellowships, for it was through a fellowship that I got my first chance. It is easy to speak to this Association on standards in research. During the first years of the Association, its primary work related to standards in education.

What interesting things fifty years have brought us! In medicine, research has developed whole new divisions of science, such as bacteriology and immunization, unknown fifty years ago. Today the best and ablest of the young students feel that they couldn't be happy unless research were part of their lives. . . .

Yet, as Flexner has pointed out, there is an immense amount of trivial and insignificant research. This is partly because of the popularity of research. One remedy is to see that members of boards awarding fellowships have high standards as to what constitutes research, and will see that awards do not go to women who are only locally known, but to those who would be received by any school the world over as worth training.

In the younger women there is today a new attitude. They want free competition to win their spurs in the world. In medicine, the younger women and the best do not want separate women's hospitals, though they are well aware of the high

standards maintained by the Women's Hospital in London and by others. But it is a tribute to the early women who began the work that the younger women are developing a complete lack of self-consciousness in taking their part in the work of the world.

Elsewhere in the JOURNAL appears the speech of Dr. Jeanne Eder. We wish that somehow it were possible to add to the printed text the ring of Dr. Eder's voice, and the glow of fine, earnest sincerity which animates all she says.

No better argument for the encouragement of research for women could have been found than these three speakers, who so well exemplified in their own persons the value of the educative process for which they were pleading.

The measures recommended by the Committee on Legislation for support by the Association were, for the most part, items which have received the endorsement of the Association for some time past. The convention adopted the committee's recommendations *in toto*, approving support of:

1. Legislation for establishing a Federal Department of Education
2. Adequate appropriations for the Bureau of Education
3. Participation of the United States in the Permanent Court of International Justice
4. Entry of the United States into the League of Nations on such terms as will be consistent with our constitution
5. Inter-American Arbitration Treaty
6. Adequate appropriations for the continued development of the Children's Bureau and the Woman's Bureau, Department of Labor, and of the Bureau of Home Economics, Department of Agriculture
7. A bill for the extension service of the Children's Bureau for maternity and infant welfare
8. A bill for the substitution of the metric system for the English system of weights and measures
9. A treaty providing for consultation and conference in case of threatened war

10. A measure for the limitation and reduction of land, air and naval armaments by international agreement at the General Disarmament Conference in 1932

11. Modification of the immigration law concerning the status of foreign students and teachers
 - (a) That the requirements of two years' teaching experience immediately preceding entry into this country now required of appointees to teaching positions in this country be waived
 - (b) That *bona fide* foreign students be permitted to change their status in the United States to that of teacher

An item not included in the committee's recommendation was endorsed by the convention on motion of Harlean James, acting chairman of the Committee on Legislation, as follows:

Legislation to consolidate the copyright acts and to permit the United States to enter the International Copyright Union.

This item had not been listed by the committee, since at the time the committee's recommendations were formulated it was fully expected that such legislation would be passed before Congress adjourned.

Five of the items recommended by the committee (1-4, and 6) have been part of the Association's legislative program since 1923; and 9, 10, and 11 are the only new items. At a dinner meeting devoted to discussion of the educational program, Miss James explained that although the committee recommended support of legislation establishing a federal Department of Education, the committee had not worked actively for such a department during the past two years. Since President Hoover's National Advisory Commission on Education, of which President Woolley is a member, will in all probability make recommendations concerning federal administration of education, it had seemed best to suspend action, pending the commission's report.

A question was raised as to the probability

of increasing unemployment among our own teachers by the adoption of the proposed legislation for modifying immigration requirements affecting change of status of teachers and students from other countries. It was explained that such legislation could not open our public schools to foreign-born teachers, because of state restrictions; that the number affected would be too small to add materially to unemployment, being chiefly college teachers of languages, whose contribution to the institutions employing them can scarcely be duplicated by native-born Americans. It was further stated that the law would probably not materially increase the number of foreign teachers entering this country, but would relieve some of those who come from a great deal of needless inconvenience, and that it would be very helpful to foreign students who wish to earn some of their expenses by teaching—a resource now open to them only if they enter the country as teachers, with a previous contract to teach.

Fifty Colleges Approved The Committee on Membership reported that of 125 institutions whose applications had been received, 50 were found to meet the requirements of the Association for a place on the approved list of colleges. By vote of the convention, this "birthday cake with 50 candles" was accepted. The following institutions were added to the approved list:

Alabama College, Montevallo, Alabama
 Alfred University, Alfred, New York
 American University (all degrees except those in Political Science), Washington, D.C.
 Berea College (College of Liberal Arts), Berea, Kentucky
 Bucknell University, Lewisburg, Pennsylvania
 Centre College, Danville, Kentucky
 College of Emporia, Emporia, Kansas
 Doane College, Crete, Nebraska
 Dominican College, San Rafael, California
 Drexel Institute, Philadelphia, Pennsylvania
 Eureka College, Eureka, Illinois
 Friends University, Wichita, Kansas

Heidelberg College, Tiffin, Ohio
 Hendrix-Henderson College, Conway, Arkansas
 Hiram College, Hiram, Ohio
 Huron College, Huron, South Dakota
 Incarnate Word College, San Antonio, Texas
 Jamestown College, Jamestown, North Dakota
 Kalamazoo College, Kalamazoo, Michigan
 Keuka College, Keuka Park, New York
 Lindenwood College (A.B. and B.S. degrees), St. Charles, Missouri
 Marietta College, Marietta, Ohio
 Marywood College, Scranton, Pennsylvania
 Millsaps College, Jackson, Mississippi
 Missouri Valley College, Marshall, Missouri
 Municipal University of Wichita (B.A. Liberal Arts, B.A. Journalism, B.A. Business Administration, B.A. Education and B.S. degrees), Wichita, Kansas
 New York State College for Teachers, Albany, New York
 North Central College, Naperville, Illinois
 North Dakota Agricultural College (B.S. in Literature and Science, B.S. in Education, and B.S. in Home Economics), Fargo, North Dakota
 Oklahoma Agricultural and Mechanical College, Stillwater, Oklahoma
 Ottawa University, Ottawa, Kansas
 Our Lady of the Lake College, San Antonio, Texas
 Parsons College, Fairfield, Iowa
 Salem College, Winston-Salem, North Carolina
 Texas Christian University, Fort Worth, Texas
 University of Arizona, Tucson, Arizona
 University of Hawaii (B.S. degree), Honolulu, T.H.
 University of Maryland, College Park, Maryland
 University of Pennsylvania, Philadelphia, Pennsylvania
 University of Utah, Salt Lake City, Utah
 Ursinus College, Collegeville, Pennsylvania
 West Virginia Wesleyan College, Buckhannon, West Virginia
 Wheaton College, Wheaton, Illinois
 Whittier College, Whittier, California
 Winthrop College, Rock Hill, South Carolina

The inclusion of New York State College for Teachers in the list of institutions recommended for approval was explained by the Committee on Membership as follows:

The Association of American Universities, the accepted rating agency of the American Association of University Women, does not rate teachers col-

leges. The New York State College for Teachers requested inspection from this agency as a liberal arts college, and approval was granted in 1921. Therefore, the Committee on Membership placed it on the list of recommended institutions as a liberal arts college for the following reasons:

1. It is approved by the Association of American Universities.
2. It is a liberal arts college in the University of the State of New York.
3. It grants the B.A. degree in major subjects and not in education, providing 88 per cent of its work is in liberal arts.
4. The degrees awarded constitute the duly earned degrees of the University of the State of New York.
5. It gives graduate work to graduates of liberal arts colleges in the State of New York, awarding the master's degree under the said University of the State of New York.
6. It carries no training in elementary education.

This statement of explanation was given in order to avoid any misunderstanding in regard to the status of teachers colleges in the A.A.U.W. In accordance with the 1929 convention action, applications from teachers colleges may not be accepted until the Association of Teachers Colleges furnishes a list of institutions which meet their own requirements unconditionally.

The star was removed from the names of the following institutions on the approved list:

Duke University, Durham, North Carolina
 Florida State College for Women, Tallahassee, Florida
 Howard College, Birmingham, Alabama
 University of Chattanooga, Chattanooga, Tennessee
 University of Louisville, Louisville, Kentucky

These are institutions which had been recognized by the Southern Association of College women, but had not heretofore fulfilled all the requirements of the American Association of University Women and were therefore accepted on probation. They have now met all the conditions for membership.

Bachelor of Music Degree Accepted On recommendation of the Committee on Membership the convention voted to rescind the ruling excluding the Bachelor of Music degree. Holders of a B.M. degree which contains sixty semester hours of work which could be credited for the A.B. degree (the requirement for all approved degrees) are therefore now eligible to national membership in the Association.

Mississippi Institutions Suspended Chaotic conditions resulting from the injection of politics into the management of state-supported educational institutions in Mississippi were described in the April JOURNAL in Miss Wellington's department, "News of the Colleges." The Committee on Maintaining Standards, after investigating the situation, reported to the convention as follows:

The summary dismissal in June, 1930, by the State Board of Trustees of a large proportion of the administrative officers and teachers of the University of Mississippi and the Mississippi State College for Women, without warning, without charges, without the opportunity of defence, and without action by the administrative head of the institution, indicates the entrance of politics into higher education in a manner contrary to the principles and standards of the American Association of University Women. The Association, therefore, under present conditions has no adequate guarantee of the maintenance within these institutions of the educational standards upon which its membership is based. The problem of taking suitable action in this situation is the duty of the Committee on Maintaining Standards.

The Committee on Maintaining Standards therefore recommends to the American Association of University Women and its Board of Directors, that the University of Mississippi and the Mississippi State College for Women be placed on probation by the American Association of University Women for a period of not less than two years. The Committee recommends that this action take effect September 1, 1931, and that at the end of two years from that date the Committee reconsider the academic situation of these two member colleges of the Association. It is hoped that within two

years conditions will so have changed that there will then be that security of educational standards which will make possible the retention of these two colleges within the membership of the Association.

The recommendations of the committee were unanimously approved by the convention.

The routine of reports at the business sessions on the last day of the convention was considerably enlivened by the graphic form in which the progress of the Fellowship Fund campaign was presented. On the platform stood a large map of the United States, and each unit chairman, as she made her report, pinned to the large map a section representing the territory covered by her unit. Each unit's piece in the big map puzzle was colored, yellow for the international fellowships, red for national, and blue for those as yet undesignated. This geographical review furnished a vivid reminder of the wide areas engaged in the campaign, and the reports, as one after another showed 100 per cent branch participation, gave evidence of the solidarity of the Association in its support of this project.

Our Foreign Guests

No account of the convention would be complete without some tribute to the contribution of the forty foreign delegates from the International Federation of University Women Council meeting. They came not only from the larger and better-known countries, whose representatives more often visit these shores, but also from Iceland (where the Federation numbers in its twelve members 100 per cent of the university women of the

nation), Finland, Latvia, Lithuania, Estonia, New Zealand, and South Africa. The presence of these guests, their interest in all that took place, and particularly in these meetings as a demonstration of American efficiency in organization, gave us pause, and led us to examine our procedures with a more detached and critical viewpoint. Many of the foreign delegates were especially interested in our conference and group discussion methods, and hoped to try them out in their own meetings at home.

Perhaps the presence of these interested observers had a salutary effect on our own conduct, for one delegate exclaimed, "Oh, you American women are so different from what we in our country thought! I shall go home and tell everyone, everyone!" Another said regretfully, "This visit has given me enough for a lifetime—and I have only half a lifetime before me!"

To the historical pageant the visitors from foreign lands lent an unforgettable touch. When Dr. Cullis and President Woolley, flanked by the prim little group of "founders" and the actors in the other episodes, received these representatives of university women the world over—as the colorful procession took their places, gorgeous doctor's robes and sober lawyer's gowns mingling with quaint embroidered peasant costumes—there came to the onlookers a new sense of the strong current which is bringing trained women the world over together in a common cause. As we watched the fine faces—all full of strength and character—we were moved to echo the thought of one of the foreign delegates who had said, "Only to have seen the faces of these women—that would have been enough."

PROGRESS, 1929-31

HEADQUARTERS OFFICE REPORT

Membership On April 1, 1931, the total number of paid up national members of the association was 36,818.

Details of the Association's growth in the past two years may best be set forth in statistical form.

Five branches having largest number of national members:

1. Washington, D.C. 919
2. Boston, Massachusetts 702
3. Philadelphia, Pennsylvania 591
4. Los Angeles, California 467
5. New York City, New York 467

MEMBERSHIP, 1929-31

SECTION	NUMBER OF NEW BRANCHES		TOTAL NUMBER OF BRANCHES		TOTAL NUMBER OF MEMBERS	
	1929	1931	1929	1931	1929	1931
NORTH ATLANTIC	17	20	77	96	6,700	8,655
SOUTH ATLANTIC	9	13	58	69	2,460	3,410
NORTHEAST CENTRAL	11	20	95	113	6,228	7,622
SOUTHEAST CENTRAL	4	6	27	32	1,069	1,360
NORTHWEST CENTRAL	7	10	46	55	2,828	3,190
SOUTHWEST CENTRAL	24	16	81	96	3,311	4,136
ROCKY MOUNTAIN	3	1	15	16	776	1,038
NORTH PACIFIC	2	9	29	36	1,689	2,206
SOUTH PACIFIC	5	5	35	38	2,915	3,659
GENERAL MEMBERS	82	100	463	551	27,976	35,276
					1,443	1,542
				TOTAL	29,419	36,818

State Divisions:

- Number formed since April, 1929..... 2
Total number of State Divisions..... 39

Eight states having largest number of branches:

1. California 28
2. Ohio 26
3. Kansas 25
4. Texas 25
5. Illinois 24
6. New York 23
7. Pennsylvania 22
8. Wisconsin 22

Five states having largest number of national members:

1. California 3,211
2. Pennsylvania 2,254
3. New York 2,233
4. Ohio 2,173
5. Wisconsin 1,619

Section with the largest number of general members:

- North Atlantic 828

State with largest number of general members:

- New York 277

Section with the largest number of new branches:

- North Atlantic 20
Northeast Central 20

State with largest number of new branches:

- Ohio 7

Corporate members:

- Recognized colleges on approved list 185*
Number of corporate members paying dues 107

* This figure does not include the 50 institutions approved by vote of the 1931 Convention.

Circulation of JOURNAL

1929-30	
June, 1929	36,000
October, 1929	37,000
January, 1930	35,500
April, 1930	37,500

1930-31	
June, 1930	40,000
October, 1930	45,000
January 1931	43,000
April, 1931	45,000

Work of the
Headquarters Office

This growth in membership has meant that increasingly heavy

duties are carried by the Headquarters staff. The secretarial work of the Committee on Fellowship Awards and the Committee on Membership has now been concentrated at national Headquarters, a change which has greatly facilitated their work.

The following activities are now being carried on in the Headquarters Office under the direction of the Headquarters Secretary:

1. General correspondence
2. Correspondence with sections, states and branches concerning:
 - (1) Organization
 - (2) Membership
3. Work for committees
 - (1) Mimeographing
 - (2) Reporting of meetings
4. Publication of pamphlets on organization activities:
 - (1) What Does the A.A.U.W. Do?
 - (2) International Federation of University Women
 - (3) History of the A.A.U.W.
 - (4) Fellowships of the American Association of University Women
 - (5) Information on Membership for Colleges and Universities
 - (6) Eligibility and Membership Rulings
 - (7) Your Degree Opens the Door of the A.A.U.W.
 - (8) International Clubhouses and Hotels
 - (9) Universities and Colleges Accredited
5. Editing the MONTH'S WORK
6. Publication of the JOURNAL

7. Assisting in campaign for the Million Dollar Fellowship Fund
 - (1) Arranging speaking tours
 - (2) Correspondence
 - (3) Printing
8. Correspondence and secretarial work for Committee on Fellowship Awards and Committee on Membership
9. Planning agenda and taking minutes of meetings of Board of Directors
10. Plans and arrangements for the convention
11. Supervision Headquarters Building

BELLE RANKIN
Headquarters Secretary

EDUCATION OFFICE REPORT

Recognition of
Our Progress

The Association, in fulfillment of the purpose for which it was inaugurated and developed, has attained a place as a recognized spokesman in the promotion and maintenance of high educational standards. Episodes marking our progress are too numerous to mention here, but at least four recent objective testimonies to our present status should be mentioned. The *Biennial Survey of Education* for 1928-30 of the U. S. Department of the Interior comments on five of our contributions to higher education and on our position as a national constructive force in this field. In *Alumni and Adult Education*, the report of a survey made by the American Association for Adult Education under the auspices of the Carnegie Corporation, we are commended for our pioneer beginnings and present program in adult education, with the further statement that "the practical suggestions offered may be of great value to those organizing any alumni study group." Further evidence of achievement may be seen in the convention educational program—its scope, and character, the renown of the participants, as well as the unusual number and prominence of our visitors; and in the co-operative study of changes and experiments of 315 liberal arts colleges.

Educational
Activities of States
and Branches

The Program.—In local communities college women have been alert in the improvement of educational conditions—the only true interpretation of their *raison d'être* as members of this Association. Since the last Biennial there has been a definite effort on our part to aid in the improvement of state and branch program-making, to stimulate and increase the efficiency of adult study groups in the most important phases of education, and to give suggestions and encouragement to the undertaking of educational activities in communities.

Bulletin VII containing suggested programs for the year's work in branches has been popular. In the last two years 1614 copies were distributed. A total of 674 branch meetings devoted to education have been reported during the past two years. There is further evidence that many branches have greatly improved their programs for the monthly meetings with the realization of the importance of worth-while programs in increasing membership, arousing interest, and stimulating activity. The program must be the major concern of every member and should be conceived as the life-giving frame of each unit in this association if it is to grow.

Adult Education in Study Groups.—Adult education study groups have increased in numbers, in character, and in scope. Let me repeat that we are credited as the pioneer in this all-important and popular field of education, and our materials are referred to as the prototype of all that may come in the development of alumni education. We have extended the offerings in parental education to include material for parents of older offspring and for those who are not parents but who are seeking cultural self-development along educational lines. Our materials are revised annually and new ones added; they are prepared by experts with care and for a

selected group; namely, college women. We have reason to be proud of them and we wish you to be.

To cite only a few instances, excellent study group work is being carried on in Minneapolis, Minnesota; Portland, Oregon; Omaha, Nebraska. Unusual innovations in study groups may be found in Syracuse, New York; Monmouth County, New Jersey; Ann Arbor, Michigan; Milwaukee, Wisconsin; and Knoxville, Tennessee. Poughkeepsie, New York, co-operates with the New York State Education Department in "training courses for lay leaders." Members of the Seattle Branch co-operate in the Seattle Council of Pre-School Associations which sponsors forty study groups on the preschool child.

Community Educational Activities.—In the foreword of the report of the Berkeley, California, Branch, *The Children's Community*, published by Headquarters as an account of an outstanding communal educational activity, the David Starr Jordan dictum is quoted: "Wisdom is knowing what to do next; virtue is doing it." In this we have the challenging purpose of study group and communal educational work; both should be glorified to major activity program provisions in each branch. It is our hope that state and branch members will become increasingly aware of the relationship and need of study group and communal educational activity work in the interpretation of our purpose as an educational organization.

Reports during the past two years show that branches have promoted 575 valuable communal educational activities; many co-operated with local agencies in communal ventures. A report such as this can give no adequate notion of the number and variety of these. Some noteworthy samplings follow:

The contributions of the Ann Arbor, Michigan, and Washington, D.C., Branches to aid scientific educational work

The leadership in radio education exemplified in the branches in Omaha, Nebraska; Auburn, Alabama; and Portland, Oregon
 The adult education facilities survey of the Honolulu, Hawaii, Branch
 The excellent rural educational work furthered by the branches in San Antonio, Texas; Tulsa, Oklahoma; and Manhattan, Kansas
 Co-operation in an open forum on parental education, conducted as a city-wide program, in Fresno, California
 The full and varied program of the Portland, Oregon, Branch which includes among other provisions conferences on child development, and character education exhibits
 A rest camp for mothers in Spokane, Washington
 The unusual nursery schools in Berkeley, California; Jackson, Mississippi; Sioux Falls, South Dakota; Fall River, Massachusetts; Birmingham, Michigan
 The play yard equipment study in Marshalltown, Iowa
 The New Orleans study of the length of the elementary public school day in the United States, and what is done with pupils in bad weather

There are at least two activities that should be incorporated annually in all branches: the playthings exhibit and the collegiate information service. There have been 46 toy exhibits since the last convention which have had admirably selected and arranged playthings conducive to child development at varying age levels, together with books, music, clothing, literature for parents, et cetera. Some 179 collegiate advisory and information services have been offered by branches since September, 1929. These have included the consideration of three major problems: the value of a college education, who should go to college, and which college. Unusual collegiate guidance programs have been reported by the branches of Jackson, Michigan; Birmingham, Michigan; Bradford, Pennsylvania; Anniston, Alabama. Other commendable and varied ventures in this field have

been carried on in Syracuse and Buffalo, New York; Milwaukee, Wisconsin; Denver, Colorado; Madison, New Jersey; Durham, North Carolina; Spokane, Washington; Omaha, Nebraska; and Kansas City, Missouri.

Many of the state divisions have excellent programs of activity to improve state educational conditions. The state educational program requires the concerted efforts of all of our members in each state, and should be one of constructive articulation and activity based upon a survey of educational needs, as in Minnesota, Texas, Vermont, Kansas, Oklahoma, Missouri, New Hampshire, and Georgia. The program for the improvement of rural schools by intelligent urban people, as outlined by the chairman of the Rural Education Committee of the Minnesota Division, is one of the most dynamic and worth-while procedures yet outlined. The Vermont State Division has admirably continued its interests and activity in the improvement of rural education, as well as its annual college week for all college women of Vermont—held for the seventh time in June of this year. Michigan has sponsored institutes for study group leaders, a state toy exhibit, and a collegiate guidance service. New Jersey conducted a study of the factors determining the choice of a college and the preparation of young women students of the state. Washington is planning a state vocational guidance service which will include information regarding college requirements, scholarships, et cetera. New Hampshire has a vocational guidance service for eighth grade and high school graduates.

Information Service in Secondary and Collegiate Education

In January, 1930, a printed leaflet was prepared outlining the work of the Research Information Service in Secondary and Collegiate Education at Headquarters. Before defining this work, a survey was made by ques-

tionnaire of the information services in secondary and collegiate education offered by thirty-five other organizations, and our services were outlined to supplement rather than to overlap these. In order to have material available for answering inquiries, and for other purposes, work has gone forward in assembling and indexing books, pamphlets, periodicals, and newspaper clippings. A rather comprehensive library of material has been gathered together, so that it is seldom necessary to go outside the building for data with which to answer requests. The number of inquiries has increased materially, especially in the field of collegiate education.

In an endeavor to encourage one of the most needed community activities in the nature of advisory work with high school pupils, several pages of suggestions for branch activity in this field were prepared and were distributed by the Educational Office. These suggestions were later supplemented by mimeographed material showing the high school advisory activities of numerous branches as revealed in newspaper clippings, reports, and programs.

Two study course syllabi in collegiate education have been prepared and are used by our branches: *The Student Goes to College*, covering such topics as the choice of a college, who should go to college, financing a college education, the value of a college education; and *Newer Aspects of Collegiate Education*. The latter has been sent upon request to a number of college faculties, among others, who are studying changes in anticipation of reorganizations in their own institutions. This syllabus was excellently recommended by the American Library Association as an adult education study outline of worth to college faculties, alumni, and similar groups.

A growing interest in collegiate education is shown by the increasing number of requests for information in this field, and numerous lists of references have been pre-

pared in answer to these requests, on the following topics:

- Honors Courses
- Occupations and Interests of College Women
- Women in Science
- Women in Educational Administration
- Alumni Education
- Entrance Requirements
- Housing of Students at College
- Vocational Guidance in Colleges
- Junior Colleges
- Orientation and Adjustment of the College Student
- College Teaching Methods
- Clothes for the College Girl

Research Two related, but distinct, studies engaging our efforts in the past one and a half years are the outgrowth of a national need in higher education, and are consistent with our interests as college women. The liberal arts college has been changing as a result of experimentation with what could be done in better providing for the "intellectual life." Sporadic reports have been published, but so far no one has made a comprehensive, systematic study of the newer trends; consequently sufficient data have not been available for forming judgments as to the worth of the new ventures. The two studies initiated by us furnish the most authoritative basis yet provided in estimating the progress made in the improvement of American liberal arts education. These studies have gained recognition for the Association as a constructive force in the field of education and will furnish not only those directly concerned with liberal arts education, but our own adult education program, with a wealth of new material.

The first of these studies was a catalog study showing tendencies, innovations, and experiments in thirty-six of our colleges with traditional offerings in liberal arts education. Twelve women's colleges, twelve men's colleges, and twelve coeducational colleges were studied comparatively in respect to innova-

tions in entrance requirements, units of courses required without option, units required for the major, comprehensive examinations, honors courses, orientation courses, et cetera. This was valuable, but more information was needed as to the reasons for change and the institution's estimate of the results either achieved or hoped for.

A national co-operative program of stock-taking and pooling of experiences relating to current changes and experiments in liberal arts colleges along the lines of the care and direction of students, curriculum and instruction, organization and administration was then undertaken, as described in the January JOURNAL. Three hundred and fifteen colleges of liberal arts on our list and that of the Association of American Universities in the nine geographical regions corresponding to our sections were willing participants, and seventy-eight colleges contributed to the expenses of the study. The undertaking has been stupendous, but these evidences of co-operation gave us courage to carry on in the knowledge that the study was considered needed and valuable. The results will assist all institutions to know, and thus profit by, the experiences of all other institutions in improving liberal arts education. A summary of the results thus far attained is given in Dean Boucher's paper, published elsewhere in this issue of the JOURNAL.

The McHale Vocational Interest Test for Liberal Arts College Women, which has the distinction of being the first and still the most objective psychological test in this field, has been further refined in respect to validity and reliability of prediction and published as a new edition. The first edition was published by Goucher College.

The Washington Child Research Center, established in 1928 through the joint efforts of eight groups, including this Association, has afforded us the opportunity for fundamental research in parental education and

child development, as well as participation in the direction of the center as a member of the executive committee and the Psychological Colloquium of Maryland, Virginia, and Washington, D.C.

The research necessary for the publication of three new sets of guidance materials has been an important part of our work. *The Preschool Child*, by Nell Boyd Taylor, and *Pre-Adolescence: Its Development and Adjustments*, by Dr. Kathryn McHale, were published in 1930.

The Infant, by Dr. Kathryn McHale and Dr. Elizabeth Moore Manwell, has just been published, as announced in the April JOURNAL.

A research study is under way on the ability of college-trained parents to keep records on child development. The subjects are twenty-five mothers enrolled in two preschool study groups conducted by Dr. Elizabeth Moore Manwell, and meeting weekly since November 1, 1930. Members of the groups have been given instruction sheets and three record forms—Record of Occasions of Child's Crying, Record of Child's Response to New Foods, and Record of Child's Initial Social Contacts. With suggestions by parents for improvement of the records, it is planned to work out reliable record forms which can be used in other study groups. The data are being gathered and analyzed at present, and it is hoped that the material will justify publication.

Besides the extensive service involved in our co-operative relation with other agencies, the Educational Office has assisted fourteen colleges over many months in specific studies of their institutions, such as admission work, personnel guidance, and curricula changes. We are constantly called upon for interviews and consultations on various phases of education by institutions and individuals. The Teacher Aid and Parent Guidance Course: A Talking Picture Presentation

of Leading Authorities in Education, was arranged for the Electrical Research Products Company and will be used throughout the United States.

The demands from our units, individual members, institutions, organizations, and non-members for publications have increased.

The following represent the publications of the Educational Office since the last Biennial:

1929-1931

Guidance Materials for Study Groups:

- I. How Children Build Habits
Fourth edition, first printing
- V. The Preschool Child
- VI. Pre-Adolescence: Its Development and Adjustments
- VII. The Infant

Bulletins:

- I. List of Publications
- II. State Facilities for Traveling Library Service
- III. Suggestions to Branch Educational Chairmen
- IV. Traveling Library Books and Pamphlets
- V. A Manual for Study Group Leaders
- VI. List of Reference Pamphlets
- VII. Programs for Branch Meetings
- VIII. Toy Exhibits

Leaflets:

Educational Office
Research Information Service

Outlines, Lists, and Questionnaires:

Activities of University Women in the United States
Progressive Schools
The Farm Child
Youth: Its Meaning, Genesis, and Appraisal
Newer Aspects of Collegiate Education
The Student Goes to College
Adult Education
Trends in Modern Education
Community Activities
Problems Conditioning the Work of University Women

New Facts in Hygiene for College Women
Physical
Mental
Women and Investments
Women and the Law
Fine Arts
Drama
Architecture
Literature

Reprints:

College Entrance Requirements
College Ventures in the Promotion of Intellectual Life of Students
The Right Toy for the Young Child
The National Program
The Children's Community
Some Factors in Academic Freedom
Special Education for Parents and Teachers
Understanding the Adolescent
What Do We Know About Women's College Athletics?

Charts:

Information and Advisory Services in Secondary and Collegiate Education
Changes in Men's Colleges
Changes in Women's Colleges
Changes in Coeducational Colleges

Vocational Interest Test for College Women

There is before us a double challenge in the knowledge that there is no other woman's organization with such high educational standards for membership, and no other dedicated to so fundamental a purpose as the improvement of education. We need to grow more unifiedly emotional over the realization of the possibilities that these facts present before the threshold of the promised land of education is effectively crossed. The challenge is yours!

KATHRYN MCHALE
Executive and
Educational Secretary¹

¹ By action of the Board of Directors, Dr. McHale's title has been changed, since this report was presented at the convention, to Director.

INTERNATIONAL RELATIONS OFFICE REPORT

Study Program The past two years have seen developments in both the content and the form of the international relations study program. Four of the older courses were consolidated into two, and two new courses have been added for groups ready to take up more advanced study projects. Another advanced course, on India, is to be ready for the study groups for 1931-32. A pamphlet, *Definitions of the Monroe Doctrine*, was printed in the summer of 1929 and revised a year later. The *Handbook for Leaders* has been revised and is now distributed to all international relations chairmen without charge, together with the leaflet on the International Relations Program which was printed in 1930. The guidance materials for international relations study groups now obtainable from national Headquarters are as follows:

Handbook for Leaders
European Diplomacy
Foreign Policy of the United States
International Economics
International Politics (printed)
Mexico
Pan American Policies and Problems
Problems of the Pacific
Public Opinion and International Relations
Russia
Definitions of the Monroe Doctrine
Leaflet on the International Relations Program

In 1929-30, 204 branches reported study groups on international relations. For 1930-31, the number is 244. During this period the international relations committees in the branches have extended their activities into the communities, in many cases seeking out the tasks not already undertaken by other groups, and evolving new methods of awakening an international consciousness. Among the community activities reported to the International Relations Office may be men-

tioned co-operation with the social science departments and international relations clubs in local schools and colleges, sponsoring public lectures, putting on exhibits, extending hospitality to foreign students, exchange teachers, and visitors, membership in joint councils on international affairs, participation in the newspaper survey, and work for international fellowships. One hundred eighty-five branches have engaged in some such activity during the year 1930-31.

The International Relations Office has provided suggestions for branch programs each year. Since 1929 the following subjects have been covered by the international part of Bulletin VII:

Domestic Questions and International Relations
Foreign Policy of the Hoover Administration
Intelligent Woman's Guide to Contemporary Politics
Peace Agencies in the World Today
European Foreign Policies
International Educational Relations
Activities of University Women Abroad

From time to time the International Relations Office has provided special outlines and bibliographies on subjects not included in the regular study course, and is always ready to act as an intermediary in obtaining material published by other organizations for the members and branches that ask for it.

Special Projects *Newspaper Survey.*—About fifty branches have participated in the newspaper survey, begun in 1929, which was undertaken with a two-fold purpose—first, to obtain authoritative information on which to base judgments as to public opinion concerning foreign affairs in the United States; and second, to find out in each of the communities studied how far the local press is providing adequate information about international situations. The reports are now being compiled, and the study prom-

ises to be one of even more significance than was attached to it in the beginning. It will be particularly useful as an experiment in the technique of studying public opinion on questions of current interest. The final report will be ready in the autumn.

Children's Education and Peace.—In 1929 the Board of Directors, the Educational Policies Committee, and the Committee on International Relations approved the project of co-ordinating the Educational and International Departments of the Association more closely through a study of the problem of education for peace. The most important single step in this work of co-ordination was to prepare for the group discussions on the Educational Approach to International Problems held during the convention. Over the two-year period the International Relations Office has been collecting material on the subject, and is now able to assist members and branches in search of guidance. In working on this project, the International Relations Office has had the co-operation of many organizations which are working on specific aspects of the problem and, in turn, has co-operated with them in their projects.

A number of the branches have shown a considerable interest in this development of the international relations program, as evidenced by their reports on community activities. The field is a broad one and one in which comparatively few organizations and individuals have begun to work. It is, as well, one in which the American Association of University Women is particularly well able to make a significant contribution.

Legislative Program The most active international item on the Legislative Program of the Association has been the proposal for accession of the United States to the Permanent Court of International Justice. This Association has joined with the others in the National World Court Com-

mittee in passing resolutions, writing letters, and circulating petitions in an effort to have the Protocols ratified by the Senate. The work of reaching the branches in connection with these campaigns has been carried on by the International Relations Office for the national Legislative Committee.

International Federation of University Women The most important piece of work which the International Relations Office performed in connection with the Federation was to co-ordinate the arrangements for the Sixteenth Council Meeting, held at Wellesley College April 2 to 6. The interest in and preparations for this meeting were widespread. The sessions of the Council were held at Wellesley College on the invitation of the President and Board of Trustees. The New York Branch entertained the Council members from the time of their arrival on March 27 until the first of April, when they departed for Wellesley. They visited New Haven en route, being entertained there by the New Haven Branch. Following the council meeting they were cared for by the Boston Branch in order that they might take part in the Convention of the American Association of University Women. The Providence Branch arranged for their entertainment on their way back to New York. In each of the communities where the Council was entertained, educational institutions co-operated splendidly.

The International Relations Office co-operated in furthering the projects of the Federation over the two-year period; assisting with travel and study plans of individuals, providing information about exchanges, and acting as intermediary between the committees of the International Federation and their counterparts in the American Association.

The American Association adopted the recommendations of the Geneva Conference concerning representations to be made to the

various governments about the nationality of married women in connection with the Codification Conference at The Hague in March, 1930. Together with other women's organizations in the United States, this Association was instrumental in obtaining the appointment of two women on the American delegation to The Hague, one as an official representative and the other as a technical advisor.

Oxford University *Committee on Selections for Oxford.*—In 1930 the Committee considered the applications of seventeen American women for admission to Oxford University as senior students. Eight of these were recommended, and six were accepted by the women's colleges at Oxford. In 1931, nine women applied and six were recommended. We shall not know until the summer how many of those recommended will be accepted by the women's colleges. The Committee takes some satisfaction in the steady improvement in the quality of the applicants. It would like to see the establishment of scholarships for American women at Oxford, since frequently the most capable students who apply are finally unable to take advantage of the opportunity to study at Oxford on account of financial limitations.

Summer Course for American Women.—Preparations are under way for a vacation course for American Women at Oxford University in the summer of 1932. Further information will be supplied through the publications of the Association as it becomes available.

Co-operation With Other Organizations Co-operation with other organizations takes various forms—exchange of information, interchange and distribution of publications, and participation in meetings and programs. The list of organizations with which the International Relations Office has worked in the past two years is a long one: The American Foundation,

Campfire Girls, Committee for the Modification of the Immigration Law as it affects Foreign Professors, Committee for the Celebration of the Tenth Anniversary of the League of Nations' Cooperating Committee on Naval Disarmament, Foreign Policy Association, Institute of Pacific Relations, Institute of International Education, League of Nations Association, National League of Women Voters, National Council for Prevention of War, National World Court Committee, National Committee on the Cause and Cure of War, National Student Federation of America, Pan American Union, The American Community, Women's International League for Peace and Freedom (Pennsylvania Branch), and World Peace Posters Incorporated.

Administration The records kept in the International Relations Office are improving steadily, because of the co-operation of the thirty-three state chairmen. Perhaps one of the most important administrative achievements of the period since 1929 has been the co-ordination of the work of sectional, state, and branch international relations chairmen. In 1929-30 there were 448 branch chairmen, and 459 in 1930-31.

Information about study and travel abroad is continually being sent out from the Office. The names of the foreign women studying in the United States on fellowships and scholarships were collected and sent out to the branches located nearby. In many cases, we have received reports of the entertainment of these women by the branches.

A number of foreign women have been guests at the National Clubhouse, and arrangements were made for some of the Council members to stay there following the Wellesley and Boston meetings.

ESTHER CAUKIN
International Relations
Secretary

HEADQUARTERS NOTES

Dr. McHale Becomes Director.—By action of the Board of Directors, Dr. Kathryn McHale's title, previously Executive, and Educational Secretary, has been changed to Director of the Association. No change in Dr. McHale's duties is involved, the new title having been chosen simply to express more clearly the co-ordinating and executive character of the office she holds.

Use the Washington Clubhouse.—Members of the Association and their friends who are to be in Washington this summer should plan to avail themselves of the privileges of the National Clubhouse.

Every national member, and also every associate member who was affiliated with the Association between 1923 and 1926, is entitled to use the clubhouse and to put up friends there. Prices of rooms at the clubhouse range from \$2.00 to \$3.50 for single rooms, and from \$5.00 to \$6.00 for double rooms, rates considerably lower than at the better hotels. Excellent dining-room service is available both for meals and for afternoon tea. The location is convenient and the atmosphere friendly, and the clubhouse offers a pleasant place for meeting and entertaining friends.

Reservations for rooms should be made in advance. Non-resident members who use the dining-room and lounge facilities are requested to register at the office.

The Paris Club.—The American University Women's Club in Paris also offers privileges to members of the Association.

During the summer, when the students are away, the members of the American Association are welcome to guest privileges for two weeks. Those who wish a longer stay may become Clubhouse members on the payment of the modest membership dues.

The Club has been entirely renovated and an elevator installed. There is running hot and cold water in every bedroom. The dining-room now opens onto a charming terrace and there are several new parlors and reception rooms. Tea is served in the beautiful old garden every afternoon. The Club is a charming place for a sojourn in the heart of Old Paris.

For information and reservations address The Director, 4 Rue de Chevruse, Paris, VI.

New Branches.—Since the January issue of the JOURNAL, the new branches listed below have been recognized, making a total of 557 branches.

ALABAMA	OHIO
Troy	Delaware
FLORIDA	Dover
Ocala	OKLAHOMA
Sanford	Durant
GEORGIA	Guthrie
Bainbridge	OREGON
INDIANA	Bend
Valparaiso	Forest Grove
KENTUCKY	SOUTH CAROLINA
Richmond	Anderson
MAINE	Newberry
Brunswick	SOUTH DAKOTA
MASSACHUSETTS	Brookings
Salem	Spink County
MICHIGAN	TEXAS
Grand Rapids	Mission
Muskegon	Nacogdoches
MISSISSIPPI	San Angelo
Starksville	VIRGINIA
MONTANA	Winchester
Dillon	WEST VIRGINIA
NEW HAMPSHIRE	Grafton
Berlin	Weston
NEW YORK	WISCONSIN
Long Island	Walworth County
Richfield Springs	

Convention Proceedings.—Orders for the *Proceedings* of the Boston Convention should be placed immediately with the Head-

quarters Secretary, 1634 Eye Street, N.W., Washington, D.C. The *Proceedings* this year will be of unusual interest, since the discussions covered so wide a field, and papers were in each case given by an authority of national reputation on the subject under discussion. The *Proceedings*, with a complete record of addresses, discussions, and reports, will be ready early in June. Price, \$1.00.

The Next Convention.—The 1933 convention will be held in Minneapolis, Minnesota. Since the last three national conventions have been held in the South and East, it is particularly fitting that the Association

should accept the invitation of the Minneapolis Branch—which was extended as far back as 1929.

Austrian Federation Summer Course, 1932.—A summer course on Austrian culture, designed particularly for Americans, is being planned for 1932 by the Austrian Federation of University Women. The course will be given at Schallaburg Castle, near Vienna. The charges will be figured on a cost basis, allowing only 2 per cent of profit, which will be turned over to the international fellowship fund or to a fund for establishing an international clubhouse in Vienna.

THE FELLOWSHIP CRUSADE

To the Members of the Association:

Our much-anticipated Semi-Centennial has now become a matter of history. I am sure that in hospitality, interest and inspiration, it more than fulfilled our expectations. A great impetus was given to our whole program.

In our Fellowship Crusade, all energy this year had been directed toward 100 per cent branch participation. In a year of general depression that was a more difficult goal to accomplish than might at first be realized, particularly in view of the fact that in 1929-30 only 299 branches out of the possible 516 had contributed.

However, due to the devoted efforts of many fellowship chairmen and others, the report revealed that 20 of the 22 units had reached the 100 per cent goal; and in the other two units, which contained a total of 93 branches, only 7 branches had not contributed. I know everyone will agree it is a noble achievement.

The Connecticut-Rhode Island Unit announced the name and designation of their fellowship—The Alice Hamilton International Research Fellowship. And as a happy climax at the end of the business sessions of the convention came the announcement that the North New England unit had named its fellowship in honor of president Mary E. Woolley.

Having accomplished this happy result for our Fiftieth Anniversary, with renewed devotion and ever-growing enthusiasm we will proceed with our Fellowship Crusade and will hope two years from this spring at our next national convention, to have reached the half-way mark. So let us, as we momentarily take just pride in our recent accomplishment, accept as our future challenge—HALF A MILLION DOLLARS BY 1933.

DOROTHY B. ATKINSON
*Chairman, National Fellowship
Appeal Committee*

PROGRESS OF THE FELLOWSHIP FUND

Fellowships—the symbol of growth and strength in our Association

UNIT	NAME OF FELLOWSHIP	DESIGNATION	ENDOWMENT GOAL	FUNDS RECEIVED BY NATIONAL TREASURER, APRIL 30, 1931	
				Items by designation	Total
Greater Boston	.....	International	\$30,000	Intern'l. 5,591.15	5,591.15
Connecticut-Rhode Island State Division	Alice Hamilton	International	30,000	Intern'l. 3,611.81	3,611.81
North New England Unit (exclusive of Greater Boston)	Mary E. Woolley	Undesignated		Nat'l. 108.67	
				Intern'l. 438.68	
				Undesig. 1,852.90	2,400.25
New York City Branch	Virginia C. Gildersleeve	International	40,000	Intern'l. 940.00	940.00
New York State Division (exclusive of New York City)	New York State	National	40,000	Nat'l. 5,621.00	5,621.00
New Jersey State Division	New Jersey State	Undesignated	40,000	Intern'l. 50.00	
				Undesig. 4,298.51	4,348.51
Philadelphia Branch	Marion Reilly	International	30,000	Intern'l. 6,153.20	6,153.20
Pennsylvania-Delaware State Division (exclusive of Philadelphia)	.....	Undesignated	30,000	Nat'l. 165.81	
				Intern'l. 23.00	
				Undesig. 4,475.83	4,664.64
Washington, D.C. Branch	.....	International	40,000	Intern'l. 5,800.00	5,800.00
South Atlantic Section (exclusive of Washington, D.C.)	.....	Undesignated	40,000	Nat'l. 196.00	
				Intern'l. 235.00	
				Undesig. 7,234.90	7,665.90
Ohio State Division	.....	Undesignated	30,000	Nat'l. 1,397.03	
				Intern'l. 1,469.52	
				Undesig. 8,653.78	11,520.33
Michigan State Division	.....	National	30,000	Nat'l. 7,206.42	7,206.42
Indiana State Division	.....	National	30,000	Nat'l. 5,800.98	5,800.98
Wisconsin State Division	Ellen C. Sabin	National	30,000	Nat'l. 6,492.57	6,492.57
Illinois State Division	Marion Talbot	National	30,000	Nat'l. 7,114.34	7,114.34
Southeast Central Section	.....	National	30,000	Nat'l. 7,107.02	7,107.02
*Northwest Central Section	.....	National	40,000	Nat'l. 14,000.00	14,000.00
**Southwest Central Section (exclusive of Texas)	.....	Undesignated	40,000	Nat'l. 5.00	
				Intern'l. 3.25	
				Undesig. 6,998.88	7,007.13
Texas State Division	.....	Undesignated	40,000	Nat'l. 200.00	
				Intern'l. 275.00	
				Undesig. 3,414.65	3,889.65
Rocky Mountain Section	Florence Sabin	Undesignated	30,000	Intern'l. 45.00	
				Undesig. 8,289.60	8,334.60
North Pacific Section	Margaret Snell	National	30,000	Nat'l. 13,180.00	13,180.00
South Pacific Section	.....	Undesignated	40,000	Nat'l. 655.00	
				Intern'l. 1,211.21	
				Undesig. 14,016.55	15,882.76
General International Fund	.....			Intern'l. 2,151.57	2,151.57
				TOTAL ALL UNITS	\$156,483.83

* This section has in addition awarded three fellowships of \$1,500 through the National Fellowship Awards Committee.

** This section in addition awarded two fellowships of \$1,500 through the National Fellowship Awards Committee, previous to the formation of a separate unit by the Texas State Division.

BOOK REVIEWS

OPPORTUNITIES FOR WOMEN— NEW AND OLD

Struggle. The Stirring Story of Woman's Advance in England. By RAY STRACHEY. New York: Duffield and Company, 1930. Pp. 421. \$3.50.

Colonial Women of Affairs. By ELIZABETH ANTHONY DEXTER. Boston and New York: Houghton Mifflin Company, 1931. Pp. 214. \$3.50.

Mrs. Strachey's account of the liberation of English women from the restrictions and conventions of early Victorian days is extraordinarily good reading. The author has a gift for portraiture, and her pages are a gallery of vivid pictures—Florence Nightingale, bitterly arraigning the vapid, empty lives of the women of her time; beautiful and long-suffering Caroline Norton; Emily Davies, patient and far-seeing tactician of the cause of education; Sophia Jex Blake, stormy petrel of the movement to open the medical profession to women; Josephine Butler, whose wit and beauty of spirit overcame unbelievable opposition in her fight against the double moral standard; and so on down to Lady Astor and Sylvia Pankhurst.

Much of the struggle had its counterpart in the history of our one woman's movement. Yet through all of Mrs. Strachey's story one is conscious of a difference. Her memorable chapters describing the utter vacuity (Florence Nightingale's term is *imbecility*) of the lives of the better-class English women, and the sad plight of those who, thrown on their own resources through some misfortune, were utterly unable to earn a decent living because they had never learned to do anything useful—these passages depict conditions which were never duplicated, to anything like the degree described, in our own country.

Mrs. Dexter's book, *Colonial Women of Affairs*, gives part, at least, of the reason. Searching through colonial newspapers and old records, she finds evidence that colonial women knew how to manage—and found no hindrance to undertaking—any number of ambitious enterprises. Many of them acted as inn-keepers, as "she merchants" (of everything from laces to iron-mongery), as teachers, printers, newspaper editors, and managers of plantations. In a new country, where there was much work to be done, the question of gentility or "woman's sphere" seems not to have figured in the picture. Indeed, in settlements where some of the lead-

ing citizens and their wives had landed as indentured servants, there was little room for the ideal of the "lady." As pioneer conditions gave way to a more industrialized and wealthier society, this ideal did appear, but the frontier left its mark on our conception of woman's work, and it was not from idleness and vacuity that Susan B. Anthony and Anna Howard Shaw rebelled.

At this time, when our own progress of fifty years is under review, college women will find especial interest in Mrs. Strachey's account of the untiring efforts which at long last opened the doors of opportunity in education. Summing up the whole struggle for greater freedom, the author concludes:

Something, no doubt, has been destroyed, something innocent and restful and pure; but ignorance, ill-health, and the dangerous spirit of dependence have been banished with it, and in their place there is education and self-reliance. No woman of today would go back if she could to the conditions which her grandmother endured. No girl would submit to the clothing and the restraints of 1837; no wife would be content to merge her whole legal and financial existence in that of her husband; no matron would agree to put on her cap and retire from life at thirty-five. And even if women would do these things, men would not approve! For as the Women's Movement has gone along its course men, too, have been influenced thereby. They have found better comfort and joy in companions who have shared their own world, and neither sex would now, even if it could, turn back the hands of the clock.

What Your Voice Reveals. By HELEN HATHAWAY. New York: E. P. Dutton and Company, 1931. Pp. 39. \$1.00.

However much women may plead for equal rights, they can scarcely expect an equal place with men on public programs so long as their voices from the platform are—as, alas, is too often the case—either squeaky or inaudible. Helen Hathaway in this slender book not only points out the many bad habits which mar American speech, but gives definite suggestions for achieving a pleasant, vibrant voice, and for using it correctly and agreeably. She warns the reader that "voice reform was never accomplished in a day"; but since the voices of women are more and more being put to the test in public speaking (to say nothing of the desirability of well-modulated tones in private conversation), it is to be hoped that her admonitions will find persevering followers.

COLLEGIATE EDUCATION

Successful Alumni—What They Do and What They Think. By G. C. BRANDENBURG. *Studies in Higher Education XVI.* Lafayette, Indiana: Bulletin of Purdue University, November 1930. Pp. 36. 50¢

An analysis and interpretation of the replies of 480 successful alumni of Purdue University to the general question—"What are the factors which have contributed to your success?" Interesting suggestions are recorded as to: What is success? Value of extracurricular activities; Success qualities; Scholarship and success; The time at which vocational decisions are made; Vocational shifting after graduation.

The Training of College Teachers, Including their Preliminary Preparation and In-Service Improvement. Proceedings of the Institute for Administrative Officers of Higher Institutions: 1930. Edited by WILLIAM S. GRAY. Chicago: University of Chicago Press, 1930. Pp. 242. \$2.00.

There is excellent material here, not only on methods being employed to improve the training of prospective college teachers, but on the measures that colleges are taking to improve the quality of instruction given in the colleges. One chapter presents a survey of what forty institutions are doing in this direction; other chapters describe in detail efforts to improve teaching at the Ohio State University, at the University of Idaho, at the University of Iowa.

Higher Education Faces the Future. Edited by PAUL ARTHUR SCHILPP. New York: Horace Liveright, 1930. Pp. 408. \$3.00

Twenty leading educators have contributed their views on higher education, past, present, and future. A few of the contributions are: *The Most Critical Failure of the American College*, by Paul A. Schilpp; *A German Looks at American Higher Education*, by Friedrich Schönmeyer; *Self-Education in Harvard College*, by A. Lawrence Lowell; *The Newest Experiment in American Higher Education*, by Robert D. Leigh; *New Leaders Needed*, by Dorothy Canfield Fisher.

The American College Girl. By Ten American College Girls. Boston: L. C. Page and Company, 1930. Pp. 313. \$3.00.

This volume is composed of the ten best essays submitted in prize competition on well-known colleges for women. The ten colleges are: Bryn

Current Notes on Women at Work. Compiled from information supplied by members of the Altrusa Clubs of Boston, Providence, and Portland. Miss Teresa S. Fitzpatrick, 8 Arlington St., Boston, Mass.: October, 1930. Pp. 23. 10c.

This compilation should be extremely useful in advising girls in school and college regarding opportunities in fields of work. A great many occupations open to women have been analyzed from the standpoint of requirements, present outlook for women, future, and recent changes in the occupation of interest to women. The facts were secured through the Committee on Vocational Guidance, Boston Altrusa Club, Miss Florence Jackson, chairman, from women actually engaged in the professions and businesses.



RE-EDUCATING AGAINST UNEMPLOYMENT

Unemployment and Adult Education. A Symposium edited by MORSE A. CARTWRIGHT. New York: American Association for Adult Education, 1931. Pp. 63. 50¢.

The sub-title of this publication of the American Association for Adult Education is "A Symposium on certain problems of re-education arising from 'permanent lay-off'—the displacement of men and women in industry through the introduction of machinery and other labor-saving devices sometimes known as technological unemployment." The articles included are by such leaders as Charles A. Beard, Stuart Chase, Paul H. Douglas, Newton D. Baker, and James E. Russell. They formed the basis of discussion at a meeting in December, called by the American Association of Adult Education, of citizens and educators, to consider what attack should be made by educational agencies on the problem of technological unemployment. The magnitude and nature of the problem, the elements of our population affected, resources of education which might be utilized, and other factors are discussed. Newton D. Baker sums up the objective of the conference and the challenge which is before the country today:

By taking thought of and having a program and some real knowledge of what the problem is, and by adapting to its solution the resources of adult education as it is coming now to be understood and valued in this country, it seems to me wholly likely that we can re-endow some of the dispossessed with capacities for industrial occupation that will be very helpful to them and to society.

Mawr, Goucher, Rockford, Scripps, Radcliffe, Simmons, Smith, Mount Holyoke, Vassar, and Wellesley. We are given a brief description of each, the characteristic educational methods employed, the student activities and amusements, the objects of reverence, and the manner of the founding of each college.



SECONDARY EDUCATION

Private and Public Secondary Education. A Comparative Study. By LEONARD V. KOOS. Chicago: University of Chicago Press, 1931. Pp. 228. \$2.50.

The report of an investigation comparing the private and public secondary schools of Minnesota. The author states that "the situation disclosed for Minnesota may be regarded as an epitome of that for the country." A number of the chapters are of the nature of technical and statistical reports, but the final chapter gives in summary form the significance of the comparison of (1) students; (2) their achievement as measured by tests; (3) their subsequent success in college; (4) the curricula; (5) the teachers, as to the extent of training and experience. The report includes also a consideration of the place, or "function," of the private school.



CHILD DEVELOPMENT

Child Health. NORMA SELBERT. Philadelphia: W. B. Saunders Company, 1931. Pp. 261. \$1.50.

An epitome of advanced knowledge of the child, his care, promotion and preservation of his health presented in a clear, practical and non-technical manner. The book treats physical and social problems involved in child growth and parents' relationships, the care and health of the baby and school child, characteristics of adolescence, health of the university student and the working child, youth's leisure time, health in camps.

The Development of Character Traits in Young Children. AMELIA MCLESTER. New York: Charles Scribner's Sons, 1931. Pp. 126. \$1.25.

In this book Miss McLester has kept a faithful record of children's free discussions of the moral principles involved in their work and play.

She is in accord with President Eliott in that "the real object in education in so far as the development of character is concerned, is to cultivate in the child a capacity for self-government, not a habit of submission to an overwhelming, arbitrary, external power." Along with our search for the best technique in teaching the three R's might we not, she asks, spend a little time and money in discovering the best technique in teaching honor, truth, and rightousness in daily living, especially in early childhood?

The Questioning Child. ANGELO PATRI. New York: D. Appleton and Company, 1931. Pp. 221. \$2.00.

This is a valuable discussion of child training and child problems which will appeal to parents, teachers, and parent-teacher organizations. Each chapter deals with a specific phase of child psychology, is introduced by an actual episode from the life of a child and ends with definite conclusions and suggestions by Mr. Patri. Various stages in the mental and emotional and physical growth of the child are discussed. The normal and subnormal as well as the gifted child are considered.

White House Conference, 1930. Addresses and Abstracts of Committee Reports. Prepared by the White House Conference on Child Health and Protection called by President Hoover. Foreword by RAY LYMAN WILBUR. New York: The Century Company. Pp. 365. \$2, boards 50 cents.

This is the first of a series of books to be published for the White House Conference held last November at which were presented the reports of twelve hundred experts after sixteen months of study, research and the assembling of facts.

The book opens with the addresses of President Hoover, Secretaries Wilbur and Davis, and Martha Van Rensselaer and then presents digests of the reports made by the chairmen of the seventeen main committees composing the four different sections. Three reports each are contained in the first and second sections, while seven compose that dealing with education and training and four the one concerned with the handicapped. The volume ends with a list of committee chairmen and members and of the subjects dealt with by each.

This volume will be followed by others giving complete reports of the work of the conference as rapidly as the material can be assembled.

MISCELLANY

Free Materials for Instruction.—In the interest of publicity, a multitude of organizations, government agencies, and industrial firms put out materials designed to give the public a clearer idea of products with which they are concerned. Much of this material is immensely helpful in teaching children, and Edna Richmond, of the Fairmont State Normal School, Fairmont, West Virginia, has performed a useful service in compiling a classified list of such supplies obtainable free, or at small cost. The items run into the hundreds, and the list includes samples of all kinds, and posters, booklets, and films showing processes, peoples, and scenery. Suggestions are also given for the use of waste materials. The book, which would be useful at home as well as at school, may be secured from the Normal School, price, 75 cents.

Agencies Concerned with International Affairs.—A valuable compilation published by the Council on Foreign Relations (45 East 65th Street, New York City), is the *Directory of American Agencies Concerned with the Study of International Affairs*. Complete information is given concerning ninety-eight organizations listed—personnel, purpose, activities, membership, facilities for study, and publications. A supplementary list of seventy-three organizations is given with less detail. The price of the *Directory* is \$1.75.

Nursery Education.—The Office of Education is supplementing its bibliographies on "The Nursery School" which were issued in mimeographed form in 1926 and 1928, by its Circular No. 32, which is a classified and annotated bibliography on the broader subject, "Nursery Education." This bibliography is not exhaustive, but brings together a classified list of publications appearing in both book and pamphlet form which explain the developing nature of the young child and describe some of the educative programs which are proposed or in operation for his benefit. This circular is issued gratis by the Office of Education, Department of the Interior, Washington, D.C.

Among the pamphlets listed, of particular interest is *An Analysis of the Free Play of Ten Four-year-old Children through Consecutive Observations*, by Eva Leah Hulson. This study of choices and uses of play materials during undirected activity periods is a reprint from the *Journal of Ju-*

venile Research. Vol. XIV, No. 3. Pp. 188-208. *Genetic Studies of Emotions*, by H. E. Jones and M. C. Jones, is a bibliography of studies of emotions, including infants and young children, classified according to research methods employed, and according to phases of emotional development. It may be found in *The Psychological Bulletin*, Vol. 27, No. 1, January, 1930, pp. 40-64. *The Merrill-Palmer Standards of Physical and Mental Growth*, by Charles A. Wilson and others, is a study which presents an all-round picture of the whole child. (Detroit, Michigan: The Merrill-Palmer School, 71 Ferry Avenue, East, 1930. Pp. 121. 50 cents.)

Of especial interest under Organization and Programs of Nursery Education is the bulletin by Helen W. Ford on *Applying Nursery School Methods of Child Training in the Home*. Miss Ford offers practical suggestions to parents for providing the right kind of toys, for habit training, and for solving problems of eating. This bulletin was published by the Kansas State Agricultural College, Manhattan, Kansas (Bulletin No. 8, Vol. XIII, 1929).

The Advisory Council on Radio in Education.—What the National Advisory Council on Radio in Education aims to do, and how it aims to do it, is set forth in a pamphlet issued by the Council as Information Series Number 1. The Council is interested primarily in encouraging the devising of radio programs of real educational value. It will serve as a clearing house of information about educational broadcasting in order to facilitate preparation of programs which will meet the demands of a successful broadcast. Active membership in the Council is limited, but associate membership (without dues) is open to individuals and organizations willing "to co-operate assiduously in the Council's program." The Council's headquarters are at 60 East 42nd Street, New York City.

Teacher Placement, Past and Present.—In a brochure of unusually attractive format, the National Association of Teachers' Agencies (8 Beacon Street, Boston) presents *The History of Teacher Placement*. The object, stated in the foreword, is: "To preserve accurate data concerning pioneer agency managers and their work and to bring about a better understanding of the aims and ideals of professional teachers' agencies of the present day."

The record begins with references to the employment of schoolmasters culled from colonial sources, and traces the development of special agencies for placing teachers from early beginnings nearly a century ago, down to the present time. The work of the National Association of Teachers' Agencies is outlined, and the association's platform—which emphasizes service to the educational public and a code of ethics designed to prevent exploitation of either the teacher or the school—are given in detail. The cordial working relationship between the association and the bureaus operated by educational institutions is also described.

New Office of Education Publications.—Five advance chapters of the Biennial Survey of Education in the United States, 1928-30, are now available, as follows: *Educational Boards and Foundations*, Chapter XXI, by Dr. Henry R. Evans of the Office of Education Editorial Division; Chapter XV, *Medical Education*, by Dr. Willard R. Rappleye, director of study, Commission on Medical Education; *Music Education*, Chapter IX, by Osbourne McConathy, formerly director of public

school music Northwestern University; and Chapter X, *Hygiene and Physical Education*, by Dr. Marie M. Ready and Dr. James Frederick Rogers, of the Office of Education staff.

Educational Packets.—The United States Office of Education, recognizing the difficulty of mailing a nickel or a dime to the government for each publication that is wanted, has arranged a plan to simplify the obtaining of government publications relating to education. Dollar packets of educational publications are now available from the Superintendent of Documents, Washington, D.C., each containing from five to eleven selected government publications useful to educators. Five of these packets are now ready for distribution. No. 1, Nursery-Kindergarten-Primary Education; No. 2, Educational Research; No. 3, Administration and Supervision of Rural Schools; No. 4, Higher Education, and No. 5, Elementary School Principals. Information as to the contents of the Dollar Packets will be made known upon application to the Office of Education, U. S. Department of the Interior, Washington, D.C.

JOURNAL CONTRIBUTORS

The brief sketch of the Association's history by **Mary E. Woolley** was given as the president's address at the opening of the business sessions of the convention.

Winifred Cullis, known to members of the American Association of University Women as president of the International Federation of University Women, is head of the department of physiology at the School of Medicine for Women in the University of London, and is a member of the faculties of medicine and of science in the University of London.

Dorothy Canfield Fisher's gifts as a writer and her unflinching fund of common sense have lately lent a stimulating influence to the adult education movement.

John Erskine is particularly qualified to present the subject of fine arts to university

women, since his books betoken knowledge of the feminine mind, and he is president of the Juilliard School of Music.

C. S. Boucher is dean of the Colleges of Arts, Literature, and Science at the University of Chicago, and has been a moving spirit in launching the radical departures now under way in that institution.

E. D. Grizzell, professor of secondary education of the University of Pennsylvania, has made a thorough study of English secondary schools, as well as our own. His article, "Standards in English Secondary Education," appeared in the JOURNAL for June, 1930.

Jeanne Eder, of Switzerland, is a member of the Council of the International Federation of University Women and a former member of the Federation's Committee for the Award of International Fellowships.

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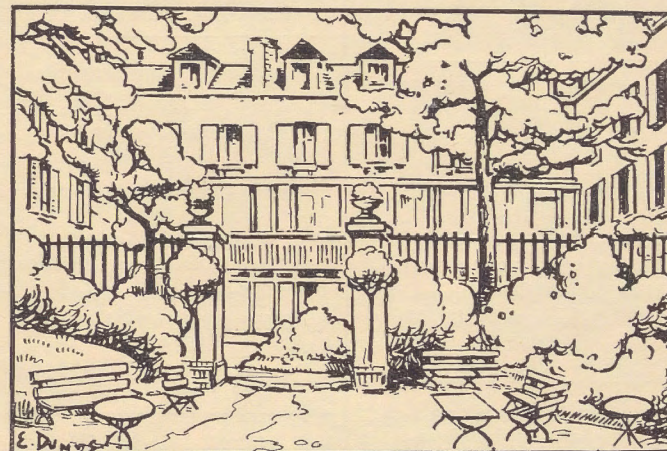
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Address of Doctor Marion Talbot

We have been hearing of late quite a bit about the "Founding Fathers". Mr. Dunn seems to think it is time that the "Founding Mothers" were put "on the air" and it is with some claim to that epithet that I have accepted his invitation to speak.

I knew two of the Founders of the University, friends of my father, Jacob Sleeper and Isaac Rich, and the son of the other Founder, Lee Claflin. Governor William Claflin, for a long time president of the Board of Trustees, was, together with his wife, a warm friend of our family. My father was from its organization dean of the School of Medicine. So it came about quite naturally that I should enter the College of Liberal Arts.

It was in the winter of 1876-77 that I began my walks from my home in Marlborough Street across the Public Garden up through the Common to the old, rather forbidding house, with winding stairway and rooms bare of any furnishings but desks, chairs, and blackboards, which was for several years to serve as the College home. Mr. Dunn's letter sent to me from No. 20 Beacon Street gave me quite a thrill for it took me back in imagination sixty years to No. 16 Beacon Street, where was gathered my class of 1880, the first freshman class to have three upper classes as mentors. For the first time the roster of four classes was complete.

Dreary as was the building itself, its atmosphere was charged with idealism. President Warren, a great educator and organizer, had set very high standards for the young University, too high and too conservative for the college, as it proved, to be entirely practicable. The School of Medicine, however, under my father's direction established and maintained standards which helped revolutionize the study of medicine. But the influence of such teachers as Augustus H. Buck and Borden P. Bowne, together with that of some of the faculty of the Massachusetts Institute of Technology who were exemplars of true scholarship, much more than offset some of the drawbacks which our pioneering little group of students faced. We felt the spirit of idealism in which we lived our days.

Later on came the removal of the college to 12 Somerset Street where in a remodelled church the work expanded. Next came the move to the building of the Harvard Medical School on Boylston Street and now we have visions of the plan for the co-ordination of the different departments of the University in its proposed home on the banks of the Charles River.

Down through the years the successive administrations, presidents and trustees alike, have kept alive the old idealism, but it has taken new forms fortunately and instead of fitting it into a pattern which served well in its time they have taken into account the changes brought about by new economic, indus-

trial, scientific, and social conditions and have been quick to meet the needs which these changes have created.

Have you ever heard that an Alumni Association is about the biggest handicap an educational institution can have? I have known rather intimately a good many of them and even when I am not in a specially pessimistic or cynical mood I am inclined to believe it is true. There are always some grumblers who resent any change from what they knew and loved, and their influence spreads even among those who realize that new times demand new measures and the result is a wall of antipathy and hostile criticism which it is hard for the administration to overcome except by great expenditure of time and strength. I could give examples from Wellesley, Mount Holyoke, Chicago, and other institutions, and even Boston, where some graduates deplored the removal from the old church on Somerset Street and thought the permanent site of the University should be just there and nowhere else. After all the situation is very much like what one finds in Europe. A few vulgar noisy Americans give the impression that they represent all Americans. A few conservative alumni, loving their old college even with its drawbacks, and resenting any change, pass on their objections, while silence rules among those who believe that their store of knowledge is not great enough to justify alarm and forebodings.

We who believe in our University should show our faith in its ideals and in those who are entrusted with the responsibility of turning them into reality as the changing times show the need. That kind of sympathetic support is greater even than money gifts. This is the belief of a "Founding Mother", who sees in an Alumni Association a group who realize, as President Warren once said, that "that educational institution is poor indeed that has no wants", and who will do all in their power to help their nurturing mother realize her ideals.

Gaspar G. Bacon Lecture

President Daniel L. Marsh has announced that the Gaspar G. Bacon Lecture on the Constitution of the United States will be delivered this year by Professor Edward S. Corwin of Princeton University. The usual practice is to have a series of lectures. This year, however, a single lecture will be given. Professor Corwin will discuss "*The Supreme Court and the Constitution*" — a most timely subject.

The lecture will be given in Jacob Sleeper Hall on Friday morning, April 2, at 10 o'clock. It is expected that Jacob Sleeper Hall will be filled to its capacity, but the President states that the alumni will be most welcome.

Debating at Boston University

GEORGE M. SNEATH



GEORGE M. SNEATH

Debating, as its participants know only too well, does not draw crowded houses, cause wagers to be lost and won, give rise to cheering sections, "pep" rallies, crimson-uniformed bands. One really is fearful for what might happen to the speakers if they stepped upon the platform and faced a real audience. Yet, as one reviews the record Boston University has made in this activity, one certainly has real reason to be proud.

When I was asked to prepare this article, I felt that I faced not only a chore but also an uninteresting one. Luckily the hard work had already been done; in 1933 Miss Dorothy Markle, of the College of Liberal Arts, painstakingly went through the files of *The News* from January 3, 1922 to May 1, 1934, making a card catalogue record of all the events associated with Varsity Debating. And to read through Miss Markle's notes not only has been interesting but also has stirred a feeling of pride in what the students have done and a sense of gratitude to the University for the opportunities it has made possible for those students. I think we are all aware in a general way of what has been accomplished, but most of us probably will be surprised to learn that in thirteen years of organized intercollegiate debating two hundred debates have

been held by the Varsity men's teams. Of these Boston University has won 108 and has lost 30; 62 have been no-decision debates. And over the same period the girls have won 26, lost 6, and held 5 no-decision debates, while the Freshmen record is 14, 4, and 3. Even though these figures may not be exactly accurate, they give an idea of the success of our teams and the vital part debating has played in the University life.

To look back over these years (which happen to coincide with my own association with the University) recalls many interesting controversies and more delightful relationships with students on the squads. The incentive for Varsity debating apparently started in 1922. Three active debating societies were then in existence: "Bucba" at the College of Business Administration, "Buds" in the evening division of the College of Business Administration, and "Webster" at the Law School. On January 3 *The News* reported a victory of "Bucba" over "Buds" and—more important for history at least—plans in the offing for a Varsity team "next fall". On February 14 came the announcement of the appointment to the College of Business Administration faculty of Mr. James V. Giblen as instructor. The next interesting notice followed on May 2: a challenge came from Middlebury for a joint debate in the autumn.

So, turning to "next fall", we find an editorial in *The News* for October 10 urging the formation of a Varsity team and quoting President Murlin as in favor of the movement. Came then the organization of a Debating Council in November, various editorials in behalf of the activity, the appointment by the Council of Mr. Giblen as Coach, the try-outs for the team on April 9, and then the *first* debate on May 2, 1923. The opponent was the team from M.I.T., and the question was government ownership of the coal mines, which sounds rather familiar. Boston University had the affirmative and *won*. Its personnel? Men who became famous during the next few years in Boston University debating: George McLaughlin, captain, Harold Goldberg, and Arthur Brown. And thus started the long series of successes on the platform by Boston University speakers.

At the debate were announced the elections from the various debating clubs to the newly formed honorary society Phi Sigma Pi.

The college year, 1923-1924 then saw real activity. The autumn was given over to preparation; but on January 18, 1924, Dartmouth was defeated, on February 5 Massachusetts Agricultural College bit the dust, and on February 26 Maine was taken into camp. What a start! But on March 14 along came Williams College which put a stop to this cockey group, and Boston University suffered its first defeat. Its victories had been on the question of the World Court, its defeat was on the idea that a Liberal Party should be formed; but whether this was the cause of

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OF THE AMERICAN ASSOCIATION OF UNIVERSITY WOMEN

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CONVENTION ADDRESSES

Because of inexorable limitations of space, it is possible to include in this JOURNAL only a few of the 1937 Convention addresses. Others will appear in the October number.

As Meta Glass, president of Sweet Briar College, leaves the presidency of A.A.U.W. after four years of wise administration of its affairs, A.A.U.W. members will welcome her illuminating picture of the place of A.A.U.W. in modern life, and the special "call" which it must meet.

In the *History* of the first fifty years of A.A.U.W., the chapter on the International Federation of University Women begins with a conference between Virginia C. Gildersleeve, dean of Barnard College and then chairman of the Association's Committee on International Relations, and two women members of the British Educational Mission to this country, one of whom was Caroline Spurgeon, president of the British Federation of University Women. From their discussion sprang the idea of an organization which would unite the university women of the world for better understanding and cooperation. When, the following year, a meeting was called in London to work out practical plans for an international organization, Dean Gildersleeve represented the American Association and helped to draft a constitution for the new federation. She was its second president, and last summer at Cracow was again elected to that office.

Marion Talbot looks back on many years of service in developing the work of the Association and shaping its policy — as the first secretary, as president, 1895-97, and as member of numerous committees. The very brief résumé which she gives in these pages of the Association's early activities will send many members to the fuller account in *The History of the A.A.U.W., 1881-1931*, of which Miss Talbot was joint author with Lois K. M. Rosenberry. In another book, *More than Lore*, recently published, Miss Talbot recounts her pioneering work in behalf of women as Dean of Women at the University of Chicago, 1892-1925. She should also be induced to set down her experiences as acting president of Constantinople College for Women — a position which she held after her supposed retirement!

William Ernest Hocking, professor of philosophy, Harvard College, is author of a number of books in the field of philosophy, the most recent being *Types of Philosophy*, *Spirit of World Politics*, and *Rethinking Missions*, of which Dr. Hocking was editor and co-author. His address as given here is considerably abridged.

Esther Caukin Brunauer, A.A.U.W. associate in international education, is third vice-president of the National Committee on the Cause and Cure of War, and chairman of the Committee's Study Commission on National Defense.

In January 1937 the JOURNAL carried an article, "Who Selects America's Movies?" by Mrs. Ray T. Nourse, who as a member of the A.A.U.W. national Committee on Legislation had represented A.A.U.W. at hearings in connection with a bill to abolish compulsory block booking and blind-selling of motion pictures. An answer to Mrs. Nourse's article

by Carl E. Milliken has been published by the Motion Picture Producers and Distributors of America, Inc. Ray Lyman Wilbur, president of Stanford University and president of the National Motion Picture Research Council, considers the discussion important enough to warrant further comment.

Looking Backward—and Forward—in A.A.U.W.

*A Review of Our Adventure in Setting
Stakes Ahead in Women's Education*

By MARION TALBOT

WE HAVE been hearing recently a good deal about the Founding Fathers. I am told that you are interested in seeing and hearing a Founding Mother. So here I am, not much to see. I hope what you hear will be interesting and suggestive. I shall try to avoid the garrulity of old women and to keep fairly within bounds the egotism which is to some extent an essential part of the picture I am to paint.

I must take you back in imagination to that day in October 1881, when in my comfortable home at 66 Marlborough Street, Boston, my mother had the vision which you are turning into reality. Those were not days when it was taken for granted that a girl would go to college. It was a hard way to travel. A few had been to Vassar College or to its Preparatory Department; here and there throughout the country might be found a venturesome graduate of Michigan, Cornell, or Wisconsin; Wellesley and Smith and Boston had only recently graduated their first classes. Bryn Mawr was not to be founded for several years, and Chicago and Leland Stanford were in the dim future. Those who went to college were very earnest in their purpose and in general had to struggle against grave difficulties and obstacles. So I think you can see how it came about that my parents, deeply interested in education, found that their plan of carrying on the education of their young daughters met with scant favor in the opinion of their friends. The brunt of disapproval fell on me, the older, who had begun to study Latin at ten and Greek

at thirteen; and so learned a young lady, a little Boston bluestocking, soon found herself adrift from the group of young people who were her natural companions.

After taking preliminary examinations for admission to the new Boston University of whose Medical School my father was dean, I spent fifteen months in Europe. In the best girls' school in Germany, the senior class which I joined were found so deficient in their knowledge of percentage that they had to review it before going on as they should to interest, and I, having studied algebra, was considered a prodigy of learning, until it was discovered that I did not know the name of the river on which Berlin was situated.

Then after some intensive tutoring I began my college work and graduated in 1880. What next? Clothes and Italian lessons and balls and speedy marriage did not fit into the picture. My parents wisely sent me off on a trip to New York, Philadelphia, Baltimore, and Washington, where I had very exceptional opportunities for seeing distinguished people. Again, what next? I settled down to more studying at the Massachusetts Institute of Technology, and we all turned to to find for me some permanent occupation and interest.

On that eventful day of which I have spoken, I was studying in my room when the maid came to say that my mother wanted to see me. Downstairs I found a stranger whom my mother introduced as Alice Hayes of Cambridge. She had gradu-

ated from Vassar the preceding June, and was at a loss, as I was, to know where to turn next. She was not strong enough to teach, and having heard of my mother's interest in helping do away with the obstacles confronting young women in their efforts to enter useful occupations, she had come, a stranger, for advice. After some interesting discussion of steps which might be taken, my mother suddenly said, "There are others like you, Miss Hayes and Marion, and the number will keep on growing. Why should not you who have similar training and congenial tastes get together, and instead of struggling in isolation, cooperate and organize so that the stakes may be set ahead in educational methods, young girls be encouraged in more definite aims for their lives, and plans formed for the investigation of problems which seem at the moment incapable of solution, and through such investigation have the way pointed to their answers?" She saw in a flash of light what would come of such an association in which trained young women would learn to work together in a common interest with unity of thought along with diversity of method, all permeated with the spirit of service and sacrifice. So was our association born.

The first person to be consulted was Mrs. Ellen H. Richards, by far the best known college woman in Boston, the only woman ever on the teaching staff of the Massachusetts Institute of Technology, still revered as the founder of home economics and throughout her life a mentor and wise counsellor of the Association of Collegiate Alumnae. Between us we succeeded in finding seventeen women from eight different colleges, who met on November 28, 1881, and agreed to take steps to form an organization. Only three of those present had been graduated more than five years.

A SEARCH through New England and New York brought sixty-five graduates together on January 14, 1882. On motion

of Alice Freeman, the twenty-six-year-old president of Wellesley College, better known in later years as Alice Freeman Palmer, it was voted to form an association. Under the name of the Association of Collegiate Alumnae a constitution was adopted, and Mrs. Jennie Field Bashford, a graduate of Wisconsin University, was elected president. I was chosen secretary and held the office thirteen years.

IN LESS than two years the membership had reached 356, quite a large number residing west of the Mississippi River. Quarterly meetings were held in or near Boston for two years, and then the Association sallied forth and in the years that have passed it has met in every section of the country. The difficulty of holding quarterly meetings led in 1889 to annual meetings only. The problem of keeping the interest of scattered members led as early as 1883 to a proposal to form branches, and this plan was carried out the following year with the acceptance of the Washington Branch, whose first president, Lydia Mitchell Dame, is in attendance at this Conference. There are now 750 or more branches.

The expenses of the Association were met at first by voluntary subscriptions. The first financial report read: "Receipts, \$117.13; Expenditures, \$101.14; Balance \$15.99." In 1935-36 the cash receipts were about \$227,000. The total assets were more than three-quarters of a million dollars. The membership is now about 50,000 and the number of institutions over 250. So much for the framework.

Mrs. Lucy Stone, Oberlin 1846, strange to say, was the one person who questioned whether there was anything we should or could accomplish. The rest of us had no doubt. The first problem that we faced was primarily one of organization and membership, but it led immediately into one of the most important fields of work which the Association has entered, viz., the basis on which institutional member-

ship should be granted. Less than ten days after the Association was formed, the Executive Committee, poor blind ladies, hastily admitted two institutions which happened to have graduates in the vicinity, known to the committee. Within a few weeks it was seen that it would be impossible to admit institutions on a purely personal basis if the Association were to accomplish anything in the direction of pushing forward those frontiers of which Mrs. Talbot had spoken. Then began the noteworthy series of studies (not yet completed) of collegiate standards as affecting women, which has had without question a considerable influence on the advancement of education in this country. There is not time to dwell on this role of the Association. I sometimes think that in the clamor for bigness we have occasionally failed to live up to our opportunity, and there is still much to be done in strengthening collegiate institutions, and especially the place of women in them.

IN ADDITION to this question of institutional membership, our immediate problems had taken three forms. If we were to make the educational path an easier one to follow, we must disprove three views concerning collegiate education held by the general public: first, it destroyed the grace and charm inherent in young women; second, it ruined their health; third, their brains were not equal to it. So we set about convincing the public of the errors of their ways.

Of course we could not carry on a campaign to show how charming we were. We had only to exhibit Alice Freeman, Florence Cushing, and Margaret Hicks, as well as others whose attractive personal qualities distinguished them even in a group of ladies who had not been interested in educating themselves. But we proceeded at once to see what we could find out about the effect of mental training on health. We were stimulated by the opinion expressed by a distinguished

Boston physician, Dr. E. H. Clarke, in his widely read book, *Sex in Education*:

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*.

What we did is again a story too long to give in detail. Under the leadership of Annie Howes Barus an investigation was undertaken which was considered by experts to be of great value, and which in the judgment of the chief of the Massachusetts Bureau of Statistics of Labor, which tabulated the results, showed that there was no marked difference in health between college graduates and women engaged in other occupations. There was clearly no ground for condemning the development of intellectual powers because of resultant physical injury. I cannot help thinking as I observe the habits of the present generation of college students, men as well as women, that our first research project needs to be revived and the influence and experience of the Association directed toward more reasonable physical and social habits than prevail today.

This study of health conditions was begun at the first quarterly meeting after the constitution was adopted, because it seemed to be the first difficulty to be overcome. At the next meeting, held in May 1882, "post-graduate study" was the theme, and steps were taken to reach our next goal, greater opportunities for women in the field of scholarship and the encouragement of women to make the most of their intellectual ability. As you know, the Association has been active in many attempts to promote advanced scholarship — too many to describe in detail.

BACK in 1882 when girls were generally thought not capable of doing even college work, our future activities would have been considered chimerical. My friend, Cornelia Warren, who was the first girl

to take the Harvard entrance examinations, was considered an intellectual marvel. Some of us other girls did not think so, at least those of us whose boy friends were taking those examinations as a routine stage of their mental training. It did not seem to us that it showed any phenomenal ability, or at least any greater than we believed we possessed. So with confidence and hopefulness — and perhaps a certain degree of naïveté — we listened at our meetings to papers which our members prepared, telling us where women could secure graduate training, we had studies made of available opportunities for using such training, we devised a method for helping qualified women students enter foreign universities, we established local groups for advanced study, we put pressure on American institutions to recognize women scholars, in one way and another we devised methods by which ultimately the world might be served in full measure by whatever mental ability its women possessed.

IT WAS recognized almost immediately that there was no place for women in the procession of promising young men who were being urged and assisted to fit themselves to take teaching positions in colleges and universities. Fellowships were available whereby those men could go to Germany and other foreign countries for training in research, but no help was in sight for women. It was hard enough for women to secure advanced degrees in this country. In the first list of members published in 1884, of the 356 members only 4 had received the degree of Ph.D. and 26 a master's degree.

The Association worked persistently and tactfully on the problem, and felt a pride not unjustifiable when in 1892 the great universities of Chicago, Yale, Pennsylvania, and Leland Stanford Jr. offered women their advanced degrees. In the eight years after 1884 one eighth of the membership of the Association had taken higher degrees.

Cornell University (all honor to her!) was the first institution in the United States to offer a fellowship to a woman, Harriet E. Grotecloss. An offshoot of the Association of Collegiate Alumnae, the Western A.C.A., which later discontinued its independent organization, offered a fellowship to a woman in 1888. The A.C.A. in May 1888 appointed a committee, with Mrs. Christine Ladd Franklin as chairman, to consider the subject of establishing a European fellowship. I wish I could take you back in memory with me to that meeting at Cornell University in October 1888, and let you share the thrill that we all had when we heard Mrs. Franklin's stimulating report, and then voted with one heart and one voice to undertake the rather stupendous task of raising the money. Times and standards have changed, and that sum of \$500 loomed much larger than the \$1500 which is now awarded. Then and there was sown the seed for the Million Dollar Fellowship Fund, which bids fair to reach completion in spite of all the years of disheartenment which the depression has brought.

That first venture of nearly fifty years ago had until the time of her death the active support of Mrs. Alice Freeman Palmer, who gave to it her unstinted devotion. Her confidence that it was a necessary undertaking spread throughout the Association, and one after another fellowships of different types were established by the Association, or were placed in its keeping by other groups, so that now the Association has the responsibility of administering fourteen different fellowships. You will agree, I am sure, that this has been a great achievement in one of the fields which the Association determined to enter at the very outset of its activities.

IN THIS brief retrospect I can name only a few of the topics we studied and discussed and worked on actively. You would be wearied with a complete list. I am sure it would interest you to know that Committees on Child Study and Infant

Development did outstanding work, a bibliography of the higher education of women was issued, a Standing Committee on Endowment of Colleges worked toward strengthening existing colleges and discouraging the establishment of new institutions with inadequate endowment, a study was published showing the amount of gifts by women to educational institutions, a Bureau of Collegiate Information was established, various studies were made concerning special fields of work for women, and it is especially significant that the Association as early as 1887 published a paper by Florence Kelley on "The Need of Theoretical Preparation for Philanthropic Work." And all through the years the intensive studies of academic standards which the Association carried on in connection with its difficult problem of fixing a norm for the admission of colleges contributed greatly to a more widespread understanding of the interdependence of educational institutions.

IN MAY 1893, I prepared for distribution at the World's Columbian Exposition a leaflet describing the Association of Collegiate Alumnae and its activities. I closed with these words of Henry Drummond: "The kingdom of God is a society of the best men working for the best end with the best methods," and my own words: "It is not too much to say that the aim, the method, and the spirit of the Association of Collegiate Alumnae should be in line with this thought."

This review of our early aims and accomplishments is necessarily brief, but I hope it has left you with the conviction that there is much yet to be accomplished. Our influence has been great and eagerly sought. From time to time we have yielded to pressure and joined forces with groups traveling different paths, leaving our own field neglected. There are many organizations set up to carry on a variety of activities in which we as individuals are interested, but ours is the only one equipped and responsible for educational

standards and opportunities for women. Not only the national organization but every small group is bound by our charter to make education its first interest. This may mean in some branches the lessening of social functions, but I think I am not wrong in believing that working together for the advancement and improvement of education will still prove to be the best possible foundation for real friendship, better certainly than teas and bridge parties. There is a widespread and, some of us think, a well-founded belief that clouds are threatening, the doors are closing, the third-class man has a better chance in our educational system than the first-class woman. In every community where there is a branch there is need for active and intelligent leadership and fearless determination that politics and partisanship must give way to fairer and juster methods. Hand in hand with our fellowship campaign must go a demand that scholarship and educational leadership must be esteemed regardless of sex. It may be a more difficult campaign to wage than the fellowship fund, but it must be won.

I HAVE told you the tale of our "horse and buggy" days. You will agree, I think, that we knew pretty well where we were going, and even made quite fair progress. If my mother were to sit as a court, I think she would hand down a decision that our procedure was constitutional. We have now come to "high-speed days" and marvellous methods of communication, and new understanding of our social responsibilities. Our aims remain the same. Our methods of attaining them will be to some degree different. Under our recent brilliant leadership we have changed our procedure. Here, too, I am sure my mother would declare it constitutional, provided we are staunch in our determination to serve this day and generation as faithfully as did that little group of more than half a century ago, and keep steadfastly in mind that their aim is not yet wholly fulfilled.

Philosophy—the Business of Everyman ♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦

*It Is Philosophy's Function to Help
Us Find the Meaning of Our Lives*

By WILLIAM ERNEST HOCKING

LIKE all words of ancient use, philosophy has many meanings, and some of them are formidable if not pretentious. The word suggests to us a certain special or luxury subject which is not any part of the daily bread of education. My belief is just the opposite of that. Philosophy is the daily bread of higher or mature education; there is no subject which is so much every man's business.

If you consider what you mean by anybody's philosophy, perhaps a short phrase for it is that philosophy is the sum of a man's beliefs, — the sum of his working beliefs, the beliefs that he is using. Gilbert Chesterton said in one of his essays, "There is nothing so important to a man's landlady as his philosophy." She wants to know among other things whether he is going to pay his debts, that is, whether to do so is a part of his code — which in turn is part of his philosophy. There is nothing so important to a physician as his philosophy. He will have to decide from time to time whether he is going to act on the ancient code of physicians to save a life under all circumstances whether he regards that life as likely to be of benefit to any individual or not. He will be in many a tight place, as a physician, and he will have to fall back on his philosophy for a solution.

Everybody has a philosophy, and the differences between man and man are chiefly philosophical differences. I will say more than that: the difference between a man and himself is a philosophical difference, by which I mean that peo-

ple frequently fall into a philosophy which does not belong to them, and which leads them away from themselves because they borrow the philosophy from somebody else. It is a misfit philosophy. If you see somebody going wrong — if you see a student going wrong, as you frequently do — you can usually, without psychoanalysis, find that there is something wrong in his philosophy. C. G. Jung, psychiatrist, says the reason people come to him, all of his patients above thirty-five years, is because they do not know the meaning of life, they have lost the sense of the meaning of their own lives. And he says further that as a psychiatrist he hasn't anything to say to them. Neither the theologian, nor the philosopher — according to Jung — is likely to be consulted by these people, because they expect to get the meaning of life from science, and, as he says, science cannot give it to them. That is a serious situation for the modern world to be in; and it suggests that philosophy probably has not been doing its duty. For it is the duty of philosophy to aid people to discover the meaning of their lives.

LOOKING at the world of action you realize at once that men who have done anything have done it under some philosophy. Here is Gordon in the Sudan. Why was it that this extraordinary man was able to put the Sudan in order, and to gain the confidence of the Sudanese in his early administration? It was because of a certain item of his philosophy which

Journal of Home Economics



MARY HINMAN ABEL

1850 TO 1938

Mary Hinman Abel was not only the first regular editor of the Journal of Home Economics; she was also a leading spirit in the group which established the American Home Economics Association and largely directed its early policies. Those who enjoyed the rare privilege of her friendship and those who knew her only by reputation will all wish to see some tribute paid to her. The papers here assembled will recall her contributions toward "the improvement of living in the home, the institutional home, and the community," and reflect at least something of the richness of her personality.

BIOGRAPHICAL FACTS

Mary Hinman Abel was born on August 8, 1850, in Montour Falls, New York, the daughter of Dr. George Theodore and Irene Benson Hinman. She received the degree of B.A. from Elmira College and taught for a few years before July 10, 1883, when she married John J. Abel, later an internationally famous pharmacologist, from 1893 to 1932 professor of pharmacology and since 1932 professor emeritus at Johns Hopkins University.

In 1900, Mrs. Abel was appointed to the Baltimore Board of Supervisors of City Charities, and until her resignation in 1909 gave special and painstaking attention to the diet in city institutions. From 1909 to 1915, Mrs. Abel was editor of the Journal of Home Economics. During the War she served as home economics director of the Maryland Food Administration. She was a frequent contributor to magazines, wrote popular bulletins on home economics subjects for the United States Department of Agriculture, and in 1922 published "Successful Family Life on the Moderate Income."

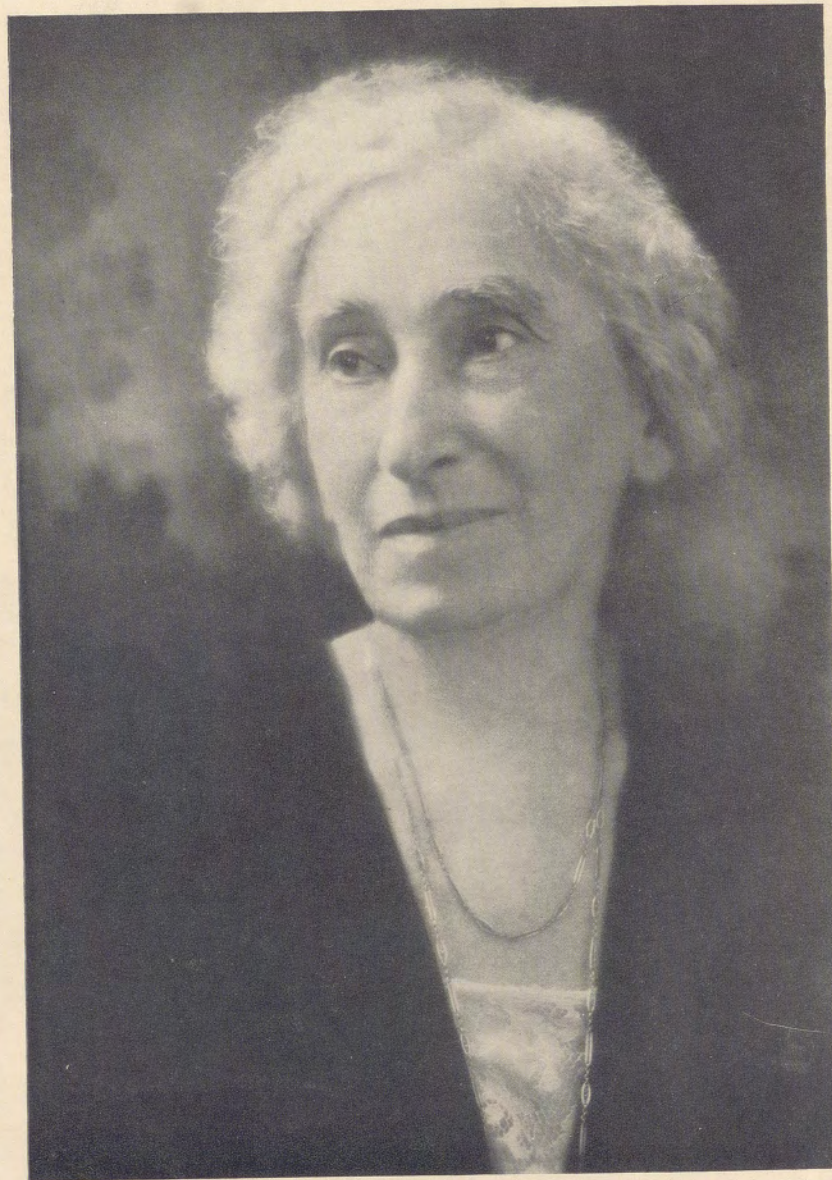
She died at her home on the outskirts of Baltimore on January 20, 1938, after several years of gradually declining strength and was buried in Montour Falls, New York. She is survived by her husband and two sons.

MRS. ABEL'S ENTRY INTO HOME ECONOMICS

MARION TALBOT

As Mrs. Abel's outstanding contributions to the home economics movement are recorded, it is interesting to note that even as Mary W. Hinman, or three years before she began to add luster to the name of Abel,

later so greatly distinguished, she made an impression as an observing student of problems in home life. On September 8, 1880, Miss Hinman, then living in Batavia, New York, read a paper on "Home Life in Some of Its Relations to Schools" before the American Social Science Association. The paper was presented through the Department of Education of which Dr. W. T.



© Bachrach

Mary H. Abel

Harris was chairman and Mrs. Emily Talbot was secretary. It was published shortly afterward in the journal of the Association. This led to a warm friendship between her and Mrs. Talbot, who, a little later, made the suggestion which resulted in the formation of the Association of Collegiate Alumnae, now known as the American Association of University Women. The two women had many interests in common and kept up a correspondence while Mrs. Abel lived in Germany with her scientist husband.

Mrs. Abel's success in winning the Lomb Prize of the American Public Health Association in 1888 was the more marked because no one of the sixty-nine other essays presented was judged worthy of receiving the second prize. Mrs. Abel's treatment of the assigned subject, "Practical Sanitary and Economic Cooking Adapted to Persons of Moderate and Small Means," was considered by the Committee of Award, of which Mrs. Ellen H. Richards was one, to be "not only the best but also intrinsically an admirable treatise on the subject." The movement which was later to be called home economics was making some headway, and Mrs. Abel's little volume was like a lamp in the wilderness showing the way through the darkness. The vocabulary used would be today inadequate and in some respects inaccurate, but for years an increasingly large number of teachers depended on it as a guide and its significance in the development of interest in nutrition and the preparation of food cannot be overestimated.

Mrs. Richards met Mrs. Abel at a meeting of the American Public Health Association soon after the award was announced. When the project of the New England Kitchen was broached, Mrs. Richards thought at once and with enthusiasm of Mrs. Abel as a coadjutor in organizing and developing it. She persuaded Mrs. Abel to join her in Boston, where a warm welcome was given the newcomer, especially from Mrs. Talbot, who was glad to continue her

friendship in a more personal way than had been possible hitherto. Mrs. Abel quickly made for herself an important place in a group of influential and sympathetic supporters of the new enterprise. In this way she gave another forward impulse to the movement for the sanitary and economical preparation of food.

A later generation was grateful for the new light she threw on domestic duties in her stimulating and forward-looking book, *Successful Family Life on the Moderate Income*. It opened wholly new vistas to many who had blindly followed outworn social and economic as well as scientific traditions.

The leaders of the movement for the betterment of American homes have been a remarkable group—remarkable not only for the devotion and intelligence they have shown but for personal qualities which have endeared them to their students and associates alike. Even in this group Mary Hinman Abel was outstanding. She was distinguished for her varied achievements, but not less for her lovable and friendly nature. Home economics is indebted to her for long years of valuable service along many lines and for her rare personal qualities.



MRS. ABEL AND HOME ECONOMICS

BENJAMIN R. ANDREWS

As a high school boy I came under Mrs. Abel's influence—though I did not know it at the time—when I watched my father experiment with the Aladdin Oven, or heat-storage box operated with a kerosene lamp which Edward Atkinson of the New England Kitchen group had designed. Mrs. Abel was then conducting this New England Kitchen enterprise that Ellen H. Richards's boundless energy and social vision had set going around 1890 in Boston and was experimenting with a central food kitchen to sell hot dishes for working families'

Making a Decision: Yes or No



Address delivered at

ROCKEFELLER MEMORIAL CHAPEL,
THE UNIVERSITY OF CHICAGO,

NOVEMBER 27, 1938

DEAN SHAILER MATHEWS, *presiding*

By

MARION TALBOT

Dean of Women, 1893-1925

SCRIPTURE LESSON

Read by Ruth Neuendorffer

Matthew VI: 33

- 33 But seek ye first the kingdom of God, and his righteousness; and all these things shall be added unto you.

Matthew VI: 1-5

- 1 Judge not, that ye be not judged.
2 For with what judgment ye judge, ye shall be judged; and with what measure ye mete, it shall be measured to you again.
3 And why beholdest thou the mote that is in thy brother's eye, but considerest not the beam that is in thine own eye?
4 Or how wilt thou say to thy brother, Let me pull out the mote out of thine eye; and, behold, a beam is in thine own eye?
5 Thou hypocrite, first cast out the beam out of thine own eye; and then shalt thou see clearly to cast out the mote out of thy brother's eye.

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- 7 Ask, and it shall be given you; seek, and ye shall find; knock, and it shall be opened unto you.

Matthew VII: 13, 14

- 13 Enter ye in at the strait gate; for wide is the gate, and broad is the way, that leadeth to destruction, and many there be which go in thereat:
14 Because strait is the gate, and narrow is the way, which leadeth unto life; and few be there that find it.

MAKING A DECISION: YES OR NO

You have heard these familiar passages of scripture. I hope you have noted the sequence of contrasts, the "shalt" and "shalt not." It is that contrast or conflict I take for my theme.

The "yes" or the "no," the importance of establishing habit of swift and wise selection and developing the ability to discern the implications involved in making decisions as we are frequently called upon to do.

A personal word may not be inappropriate as I shall draw largely from my personal experience in discussing my theme. It is, as many of you know, little short of fifty years since I came to take part in this great adventure that was then the prospective and is now the realized University. I have seen about eighty-three buildings take their shape. I have lived and worked in four unfinished buildings. I have heard from a nearer or a slightly more remote point the passing feet of almost 200,000 students. Our little faculty of 90 has become a great assembly of almost 1,000. I have seen many important decisions made. One of the most important in my mind was made when the question was raised as to whether women were to be admitted to the proposed University and both Mr. and Mrs. Rockefeller replied "yes" at that dinner table.

When the kaleidoscopic scene I have described is viewed and the shifting formations are examined, the eye finds itself fixed on that moment of significant choice in the midst of multitudinous conflicts. To some of our social and personal conflicts I ask you briefly to give your attention.

There is the conflict between generations in the family group.

I quote a passage from Malvina Hoffman's remarkable book Heads and Tales. In writing of her mother she said,

There were very few events that I did not relate to my mother. Her understanding was so complete that I had no reason to dissimulate or hide anything from her. My experiences often amazed and alarmed her, but she heard them to the end and then would sigh and say, "One lives and learns, but this new world of yours is all strange to me—you must have your own weapons for your own warfare; in my youth such things never seemed to happen—or at least they were never spoken of."

Miss Hoffman herself adds

This eternal bridge of sighs between the generations! What our grandparents thought and did was accepted as law by our parents up to a certain point, but they in their time found new codes and new hungers threatening their young existence. There comes a tide for everyone of us, and each in our own cycle of evolution grasps desperately for whatever solution may save us from destruction and decay. When Nature starves for new life and new blood, we puny mortals can but follow her dictatorship. Our parents may strive to force their will or their love upon us—it is of no avail. Youth, like a hunter, follows the fresh trail of the wilderness and no one may change his course.

Divergences of view, resulting at times in strife between the generations, are not a new phenomenon. As far back as history goes they are recorded, but the economic and social changes in the world due to the World War and the financial depression have made us conscious of them and have greatly increased the seriousness of the situation. Undoubtedly it is a wise provision of Nature that each generation should chafe under the codes of its predecessor and seek a new outlook on life, and it must be admitted that the situation which confronts the world today needs careful study and calls for a revision of many long prized social attitudes.

The stability of family life is threatened by many perils but by none more seriously than by the conflicts which go on within the home. Much is heard of adult education which is coming more and more to the front of public interest. What seems to be overlooked, however, is the need for re-education rather than more education, especially as regards the relations between the generations.

On the other hand, the younger generation needs help in learning tolerance and sympathy, even if respect seems to be outmoded.

The methods to be used in lessening the friction and preserving the values of natural differences require keen insight and wise discrimination, if the "bridge of sighs" between the generations is to be a means of social progress rather than a road to warfare and ruin of both individuals and families.

This leads me to say that in making the choice between "yes" and "no" one must not be too dogmatic about what is right and what is wrong, the shalt and the shalt not.

There is also the dilemma of skepticism. Why not choose the easy way and follow the crowd? Why hold on to what one believes is the real good when it seems remote and impracticable?

I have recently heard it said that we must use all our spiritual force to see the right. I think that is not enough.

We, for the most part, are given minds, the power to think, and that power we must use in making our choice.

I once heard William James say, "faiths and utopias are the noblest exercise of human reason."

There is also the pressure of the external demand.

I have not infrequently talked with mothers who have been unhappy about their young daughters' late hours and social dissipation. When I have asked, "why do you allow it?" the reply has been, "I can't help it, all the other girls do it in spite of their mothers' conviction that it is not for their good." Sometimes I have had the hardihood to suggest that if one of them had the courage to say "no" and to set about the interesting task of devising more healthful, suitable, and even more enjoyable recreation than the formalities of the ballroom afford to the ordinary girl, there might be a break in the vicious circle and some at least of the mothers would be relieved to find a way of substituting a more healthful amusement.

Our ideas and language are permeated with words and phrases that, though false, dominate our social codes so that we give little thought to their effect. Men, women and children react in ways that are distinctly demoralizing to much of what they hear over the air and see at the movies and are impelled to live up to standards, which in their inmost hearts they do not approve. "Boys will be boys" is such a phrase which stimulates to conduct which contravenes traits of consideration, courtesy, respect, sense of responsibility, respect for life and property which in my opinion are more truly inherent in boy nature. Under such circumstances the word "no" is difficult to say.

To turn now to the panorama of generations of young students which I have seen pass before me, I recall the tragedies which have happened needlessly because of wrong decisions and false standards and lack of will power and failure to realize what the consequences would be. Over and over again students whose records were not distinguished have told me that if they had been less neglectful of some of their freshman work their names might easily have been on one of the rolls of honor at graduation. I had sometimes foreseen the disasters which lay before them and in all my official life used every influence in my power to prevent such catastrophes. But in their eagerness to be liked or popular, to profit by opportunities to share in different activities, to gain some social prominence, to have their names listed in the college paper, students have stolen time from the library,

the laboratory, the lecture hall and classroom, and failure to do credit to their ability and even to justify the efforts of their parents to keep them in college has been the result. How often, "No, I cannot" should have been the reply to an invitation to serve on a committee or engage in some other activity, rather than the ready acquiescence that was so fatal.

If we turn now away from parents and children to general social life, how often we come across people, mostly women, I am sorry to say, from whose lips come frequently the phrases, "I am driven to death," "I haven't a minute to myself." If we scrutinize their doings what may we find? Very often days crowded with window-shopping, bridge parties, luncheons and teas, hours spent in beauty shops, great elaboration of food and its preparation, as well as of clothes, an over-vigilant eye for dust resting harmlessly in quiet out of the way nooks. Where are the minutes for relaxation of nerves, for a beautiful poem, a bit of a sonata at the piano, or even for quiet thought as to what human life should really mean?

Dr. Crothers in his book "The Gentle Reader" says:

The Gentle Reader also has his business hours, and has learned to submit to their inexorable requirements, but now and then he has a few hours to himself. He declines an invitation to a progressive euchre party on the ground of a previous engagement he had made long ago, in his college days, to meet some gentleman of the fifth century B.C. The evening passes so pleasantly and the world seems so much fresher in interest, that he wonders why he doesn't do that sort of thing oftener.

Each one must determine when to say "yes" and when to say "no," but "no" it must be sometimes.

When I have travelled in Europe, even in Turkey, I have sometimes had acquaintances comment on the way Americans always seem to be "on the go" and yet they don't know where they are going and are so intent on material progress that they have no interest in spiritual or cultural affairs. I have always denied this though I confess I have seen Americans both at home and abroad who seem to justify the criticism. President Hutchins' efforts to develop in the students the power to think seem sometimes to meet with discouraging returns. This power should lead to the exercise of individual restraint, of the power to say "no" and that in turn leads to the development of personal responsibility whose alternative is the imposition of authority from without. In these critical times human beings need greatly to cultivate these qualities. The use of the word "no" often demands great courage. It may be another evidence of the need to which

William James referred when he called for a "moral equivalent of war."

Once in doing a cross-word puzzle I came across a word which seemed to be "aye-aye." It was so incredible that I looked it up in the dictionary and there it was, a kind of lemur of which James Russell Lowell wrote in the Biglow Papers. "One might imagine America to have been colonized by a tribe of those non-descript African animals the Aye-Ayes, so difficult a word is No to us all."

My plea is for the wisdom and courage that says "no" to the futile and aimless so that opportunity may be left for the great and the constructive.

What guide may we find?

In the face of these conflicts and perplexities we might go back to the ancient philosophers and test ourselves and our decisions by what were called the cardinal virtues, prudence, temperance, justice and fortitude.

Whatever the special form our religious faith seems to take we are all aware of a guide within ourselves which we call conscience placing inhibitions on those acts which interfere with a well-ordered life, social, intellectual, physical or moral and we can always turn to the Great Teacher, to help us develop a conscience which will serve in time of perplexity.

I find myself a bit surprised as I urge more use of the word "no" for I remember how often my parents, recognizing an unfortunate trait in my character, used to urge me to find a way to do what should be done and not be hunting for obstacles and difficulties. In thinking over these proclivities I very often recall with gratitude words I heard spoken by my colleague, and coadjutor in this service, Dean Shailer Matthews, "Ideals work when men work toward them," and I know how false is the belief I heard expressed last summer that the teachings of the Sermon on the Mount are ideal but quite impracticable.

You have listened this morning to some of those memorable teachings: I would suggest that we all reread often the entire Sermon on the Mount. We shall find there ideals which can be realized if we work toward them and which will help in making our decisions "yes" or "no."

The General Federation of Women's Clubs chose as its theme for its recent convention a verse from The Book of Proverbs, "For I give you good doctrine, forsake ye not my law."

Briefly this law was given Paul in his epistle to the Philippians.

MAKING A DECISION: YES OR NO

Finally, brethren, whatsoever things are true, whatsoever things are honest, whatsoever things are pure, whatsoever things are lovely, whatsoever things are of good report, if there be any virtue and if there be any praise, think on these things.

We shall find these doctrines of the Great Teacher positive, constructive, personally strengthening, the right, sometimes difficult, road leading to happiness and to the rich fulfillment of the best that is in us. Saying "no" may help guide us to our best accomplishment.

If one wishes to reach his destination safely and successfully he is careful to avoid the road which says "no passing."

I should feel very badly as well as faithless to my parents, if I were to leave you this morning with the impression that I urge a policy of negation merely. Certainly not in these troublous times when we all feel perplexed and discouraged. Now is the time to say "no" to treachery, to cowardice, to pretense, to dishonesty, to selfishness, to cruelty, to steel ourselves against misrepresentation and false propaganda, to believe that we can help make the world a better and more civilized place to live in if each one does his part. Now is the time to do our best thinking and to let the Law as given by Paul motivate our thinking. Then we shall make decisions worthy of the Children of God.

In the light of the conduct of great nations and governments today, the teachings of Jesus may be treated by some people as absurd and "impracticable," wholly inadequate to modern situations. If we agree with that view, and force from without is to dominate, the world of the future presents a dark picture. If, however, we believe cruelty and brutality are not inherent in all men and that a large measure of range of choice based on nobler traits can be preserved because of the nature of the responses and because of the swiftness with which they can be realized, a life of the generous spirit, of the active intellect, of the compelling challenge seems not wholly outside the range of our democratic christian achievement, and should we not loudly and confidently proclaim our belief and even suffer martyrdom rather than abandon it.

Revised

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MAKING A DECISION: YES OR NO

X *new*
I shall begin by reading some familiar verses from the Holy Scriptures: "Thou shalt not kill"; "Thou shalt not steal"; "Thou shalt not covet"; "Whatsoever ye would that men should do to you, do even so to them"; "Love thy neighbor as thyself"; "Speak every man truth with his neighbor"; "Be thou faithful unto death."

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Her interest in the education of girls is shown further by her reply to an invitation to read before a group of people who were endeavoring to open the gates of educational opportunity to girls:

I am very sorry to say No—but I am not a reader and certainly could not read my own rubbish. I will do anything that I can, even get on a stool and "revolve" as I did for the Vassar girls, if that will aid the cause of education. But read or lecture I cannot much as I should like to oblige you. Forgive yours truly, L. M. A.¹¹

When, under the presidency of Mrs. Abby Morton Diaz, the author of the *William Henry Letters*, efforts were made to increase the financial resources of the Women's Educational and Industrial Union of Boston, the writer of this sketch arranged a benefit entertainment. She had a vivid memory of playing, as a child of nine years, the role of the Welsh Dwarf in Mrs. Jarley's Wax Works, in which Miss Alcott was the inimitable show woman, and of the delightful home evenings when Miss Alcott joined the young people of the family and their college friends in impromptu charades. Miss Alcott would play the nurse in a hospital scene and gobble up the delicacies intended for the patient, or take any role that came to hand with inimitable humor and skill. So

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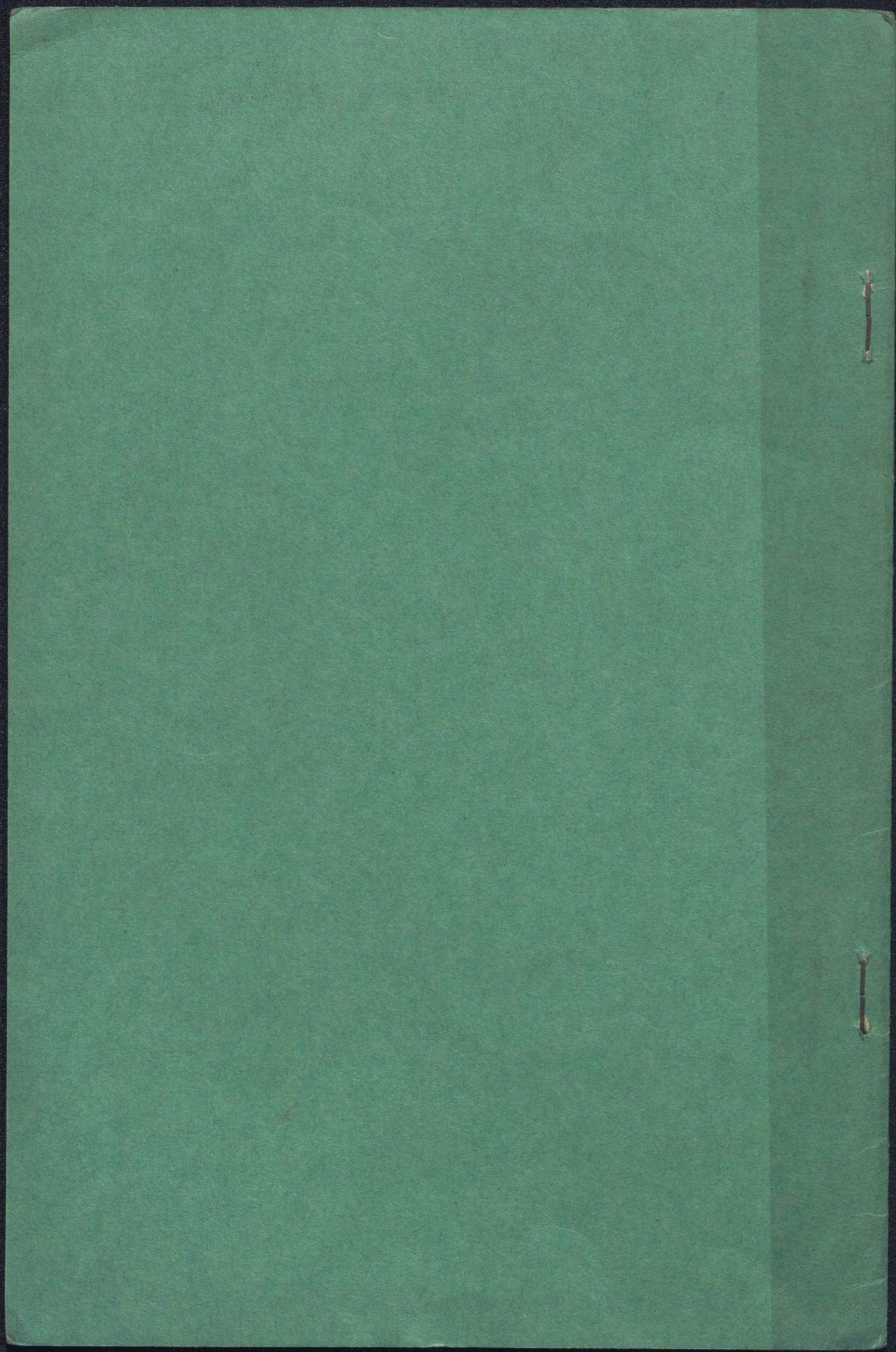
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JOURNAL CONTRIBUTORS

Few organizations have the distinction and privilege that has been given to A.A.U.W. in having for more than half a century the interest, support, and guidance of the woman who was responsible for its founding. It was **Marion Talbot** who in 1881, acting on a suggestion from her mother, presented the idea of an organization of college women to the little group of pioneers who had responded to the invitation to consider such a possibility. From that time, she has continuously given not only devoted service to the various enterprises of the Association, but wise counsel in helping to shape its policies. She was the Association's first secretary, its president from 1895-97, and a member of numerous committees. In her thirty-three years as Dean of Women at the University of Chicago (1892-1925), Miss Talbot played an active part in the building of a great university, and in the building, too, of a new concept of education for women without restriction as to sex. In July of this year, Miss Talbot will celebrate her eighty-first birthday.

Remembering the enjoyment with which "The Occasion and Mother," by **Motier Harris Fisher**, in the January 1938 JOURNAL, was received, it is a satisfaction to bring to JOURNAL readers another sketch from Mrs. Fisher's pen. Mrs. Fisher, who is a "faculty wife" at Oberlin College and mother of two children, has contributed to numerous magazines and given radio talks which she describes as "in the parent-child-teacher category."

Barbara Claassen Smucker's first introduction to Hitler Youth in Berlin last summer was through a cousin, one of the Hitler Youth leaders. Later, she was one of four Americans attending a vacation course on "The New Germany," arranged by the Hochschule für Politik in Berlin, and lived at a student house for university women. Mrs. Smucker is a graduate of Kansas State College.

Susan M. Kingsbury, professor emeritus of social economy, Bryn Mawr College, and former director of the Carola Woerishoffer Graduate Department of Social Economy and Social Research, needs no introduction to A.A.U.W. She was first appointed chairman of the A.A.U.W. Committee on Economic and Legal Status of Women in 1934 to fill the unexpired term of the previous chairman, was re-appointed in 1935 for a two-year term, and in 1937 for a four-year term.

Ernestine Wiedenbach, who explains the why and wherefore of new opportunities in nursing for women with the necessary training, is secretary of the Nursing Information Bureau, American Nurses' Association. Her own case might be cited as an example of combined experience plus special training: she is a graduate of Wellesley College and of the Johns Hopkins Hospital School of Nursing, with a certificate in public health nursing and an M.A. degree from Teachers College, Columbia University, and has been a hospital educational supervisor, public health nurse and social worker, and supervisor and educational director of the Bureau of Educational Nursing of the Association for Improving the Conditions of the Poor, New York City.

It was for the sake of her small son and daughter that **Dorothy L. McFadden** became interested in wholesome entertainment for children — an interest which led to the founding of Junior Programs, Inc., with Mrs. McFadden as director, to supply good programs for young audiences. Mrs. McFadden has made two trips abroad to study what is being done in Europe in the field of drama and music for children, and is frequently called on to lecture, speak over the radio, or write for magazines, on the subject of entertainment for the young.

WOMEN IN THE UNIVERSITY WORLD

THE STORY OF A CENTURY'S PROGRESS

By Marion Talbot



A YEAR ago the editor of the JOURNAL asked Marion Talbot if she would not write for the JOURNAL a brief résumé of the history of higher education for women in the United States, to meet requests which have frequently come to A.A.U.W. Headquarters. Miss Talbot's answer was characteristic: she not only had, already prepared, an article such as had been requested, but she also had a similar résumé of the history of higher education for women in more than a dozen other countries. The material for the latter surveys had been gathered from Federations of University Women in various countries; the whole had been prepared for a paper which Miss Talbot presented at the Century of Progress exposition in 1933.

This material gives a birdseye view of the education of women so unique that in spite of its length the editor asked permission to present it to A.A.U.W. members through the JOURNAL. At Miss Talbot's suggestion, the various Federations of University Women were asked to bring their respective accounts up to 1938, and a few that had not originally contributed added their statements. The Federations of Australia, Estonia, Lithuania, and Holland sent no revisions, and the account for these countries appears as in the 1933 summary. While not every country represented in the I.F.U.W. has sent a statement — and some federations represented in 1933 are, unhappily, no longer in existence — enough of the leading countries are included to give an idea of the overwhelming movement which in less than a century opened the doors of colleges and universities generally to women. — EDITOR'S NOTE.

THE history of the human race is a veritable drama. It moves on toward what we are pleased to call civilization. Its scenes are many and varied. There are periods of brilliant achievement and prosperity and others of mental darkness and profound misery. All along their path men have made and remade their modes of life and their devices for community living. Systems of government, of finance, of trade, of manufacture, of law, of applied and theoretical science, of family life, of the status of women, all have undergone violent and radical changes. What has been approved and adopted by one age has been cast aside by another under the pressure of changing economic, intellectual, and social conditions or

points of view. Of no field of human interest is this more true than that of the education of women. Only a glimpse of the distant past is possible here, but even this little will help in understanding our theme, — the progress of women in university education in the last century.

A few words will suffice. While it is true that scattered through the centuries we find women of extraordinary learning and culture, such as Sappho, Hypatia, the women who held professorships in Italian universities during the Renaissance, Lady Jane Gray, Mary Astell, Hannah More, Mary Wollstonecraft, yet on the whole the education of women was not of an intellectual type. Their social and political status in general was low. On the

other hand, the domestic arts have been cultivated in nearly every age and social group, and the so-called domestic virtues, varying somewhat according to the prevailing view of women, have been strongly emphasized. Even when the rudiments of learning began to be acquired by women, there were periods and lands when it was thought, as Mrs. Makin reported in 1673, that it would "deface the image of God in man," and views were held as to the nature of

women's mentality and the qualities which should be cultivated for marriage that seem in these days incredible. Nevertheless even a cursory examination of what social history reveals gives proof that all through the ages there has been a craving for learning, though few women were able to satisfy it. The distinguished women who have been named belonged to a very small class and could not be called representative of general conditions.

THE UNITED STATES

As the movement for the higher education of women in the United States may be claimed to have had a great influence in other countries, if not to have been largely responsible for the larger opportunities their universities gradually gave to women, the story of its development is full of significance.

A well-known *History of Education in the United States*, published in 1904, contains a chapter on the "Education of Women." It is rather significant that this chapter is placed between chapters on "Art and Manual Education" and "Commercial Education" and chapters on "Education of the Negro and Indian" and "Education of Defectives." It is a vivid way of making the present generation realize how the education of women was thought, only one generation ago, to be a matter of comparative unimportance. In sharp contrast is Thomas Woody's 1250-page valuable work, published twenty-five years later, entitled *A History of Women's Education in the United States*.

In 1778, Abigail Adams, the gifted wife of John Adams, wrote to her husband, "I regret the trifling, narrow, contracted education of the females of my own country. . . . You need not be told how much female education is neglected nor how fashionable it has been to ridicule female learning." That even during her lifetime considerable advance had been made in the education of women is shown from her writing in 1817 that her "early

education (she was born in 1744) did not partake of the abundant opportunities which the present days offer. . . . Female education went no further than writing and arithmetic; in some few and rare instances, music and dancing." Shortly before her death in 1817 she pointed out in a letter that —

Solomon has drawn a portrait of female excellence in the character of a virtuous woman; but if a sound understanding had not been united with virtuous habits and principles, is it probable that he would have represented the heart of her husband as safely trusting in her? or that he would have derived so much lustre from her character, as to be known in the gates, when he sat with the elders of the land? It is very certain that a well-informed woman, conscious of her nature and dignity, is more capable of performing the relative duties of life and of engaging and retaining the affection of a man of understanding than one whose intellectual endowments rise not above the common level.

In the first half of the eighteenth century fewer than 40 per cent of the women of New England who signed legal papers could write their name; the others made their mark. The dame school provided a few crumbs of learning for the girls, but the public schools of Boston were not opened to them until 1769 and no high school training was available. In 1824 Worcester, Massachusetts, offered high school training to girls, and in 1826 Boston established a public school for the instruction of girls in the higher departments of science and literature. It was called an

"alarming success," and because it could not accommodate more than one fourth of those who should attend was abolished in 1828 and was not firmly reestablished until 1852.

In spite of the public indifference to the education of women or, possibly, of the fear, based on the early example of such women as Mrs. Hutchinson, that danger might attend the intellectual improvement of the "female sex," so much progress was made that in 1850 while visiting the United States Frederika Bremer of Sweden wrote, "The educational institutions for women are in general much superior here to those of Europe; and perhaps the most important work which America is doing for the future of humanity consists in her treatment and education of women."

Really dramatic happenings in the field of women's education were achieved a century ago by a group of notable women who stand out in bold relief as leaders in the movement for the establishment of private seminaries for girls. Beginning in the 1820's and 1830's, the struggles and successes of Emma Willard and Troy Female Seminary, of Catherine Beecher and Hartford Female Seminary and other schools which she founded, of Mary Lyon and Mount Holyoke Female Seminary, as well as of other pioneers, contributed largely toward making the educational path easy and pleasant for the present generation.

In 1852 a very important agency for promoting the education of women was formed — the American Women's Educational Association. Its purpose was —

to unite American women of all sects and parties in an effort to secure to their sex a liberal education, honorable position, and remunerative employment in the appropriate profession of woman, this profession being considered as embracing the training of the human mind, the care of the human body in infancy and sickness, and the conservation and domestic economy of the family state.

The Association held that these aims could be accomplished best by "endowed institutions for women in which the college plan of organization shall be adopted."

This type of organization had already begun to receive recognition. Several institutions for

girls had adopted the title of college, such as Georgia Female College opened in 1839, Wesleyan Female College at Cincinnati in 1842, and Oxford Female College in 1852, but these all had lower requirements than many of the seminaries which were already in existence. Real collegiate education of women began with the founding of Oberlin Collegiate Institute in 1833, which from the beginning admitted women as well as men. It was not, however, until 1837 that women were enrolled in the college course. Antioch College followed in 1853 and the state universities, beginning with Utah in 1850, one after another opened their doors to women. In some of these the standards were low, in others the struggle to give women an equal standing with men was long and hard, notably in the University of Wisconsin. The effort to open the University of Michigan to women began with memorials to the legislature early in the 50's and lasted until 1870 when the regents announced that "no rule exists in any of the University statutes for the exclusion of any person from the University who possesses the requisite literary and moral qualifications."

Cornell University was the first large privately endowed institution to receive women, but although the founder, Ezra Cornell, expressed the wish to "found an institution where any person can find instruction in any study" and said more explicitly, "I hope we have made the beginning of an institution which will prove highly beneficial to the poor young men and the poor young women of the country," it was not for some time that accommodations for women were provided. It was undoubtedly this delay in giving practical recognition to women as students that accounts for the traditional opposition of the men students to women and the exclusion of the so-called "co-eds" from most of the activities organized and promoted presumably by the whole student body. Yet when Cornell first offered fellowships, in 1884, one of the seven was awarded to a woman, Harriet E. Grotecloss, who thus became the first woman in the United States to receive a fellowship.

Another important milestone was reached in 1869 when Boston University, a privately

endowed institution, was founded "not for one sex merely but equally for the two." It was "the first institution in the world to open the entire circle of postgraduate professional schools to men and women alike." Unfortunately the statement of the president, W. F. Warren, that "Boston University welcomes women not merely to the bench of the pupil, but also to the chair of the professor" did not prove as true as was hoped. While women held full professorships in the Medical School, under the sympathetic leadership of the dean, it was many a long year before a woman received a professorship in any other department. It is worthy of note, however, that the first degree of doctor of philosophy conferred on a woman in the United States was granted by Boston University in 1877 to Helen Magill.

Advance was made when in 1892 the University of Chicago was opened with four women holding professorships of different grades and a considerable number of women fellows. Leland Stanford Jr. University, opened the same year, offered for a time a "fair field and no favor" for women under the presidency of David Starr Jordan, but here again as in Boston, many years before, the success and the interest of women were "alarming," and it became a part of the corporate law of the university that no more than five hundred women students should be allowed to attend at a time. There is some satisfaction in reading that on May 11, 1933, the Board of Trustees of Stanford University decided because of financial emergency to admit women beyond the five-hundred limit. The money of women may be of value even if their minds are not.

The opening to women of the graduate schools of Yale University and the University of Pennsylvania gave much encouragement to women. In 1907 Johns Hopkins University gave permission to women who had taken the baccalaureate degree at institutions of good standing to be admitted to graduate courses.

It was natural that in the West where pioneer conditions existed and money was scarce and taxes difficult to collect, boys and girls should attend the same school. In the Eastern states the colleges and universities founded in colonial times for young men only were un-

willing to open their doors to young women when the demand became insistent, and this led to the establishment of the colleges for women such as Vassar, 1865; Wellesley and Smith, 1875; and Bryn Mawr, 1880. Mount Holyoke Seminary became Mount Holyoke College in 1893.

But all these gains have not been won without hard struggle. "Female education," so called, for many years was bitterly opposed by those who foresaw dangers in it. Not only was the "female" mind said to be unequal to the tax which would be put upon it, but it was prophesied that serious physical harm would follow and also that the charm of womanhood would be ruined. A famous doctor in Boston declared that "identical education of the two sexes is a crime before God and humanity that physiology protests against and that experience weeps over."

It is easy to see that the first women who went to college had to be courageous in order to meet all this opposition. It was necessary to accept the fact that they were considered very eccentric and even socially ostracized. But the number grew gradually, though for many years these young women trod a lonely path. In 1881 steps were taken to make these scattered and lonely pioneers feel their power . . . in the following January the Association of Collegiate Alumnae was organized. . . .¹

By 1935-36 the women of this country were so generally availing themselves of the opportunities offered that 272,973 of them were enrolled in liberal arts colleges and 190,459 in professional schools, and 16,992 women were doing graduate work in liberal arts institutions and 14,012 in professional schools. In all institutions of higher education in the United States in that year, women constituted 41.3 per cent of the resident students. (The figures are from the U. S. Office of Education.)

This survey shows how far a cry it is from those early days of Abigail Adams to the time of the International Federation of University

¹ The reference to the work of the A.C.A. and A.A.U.W. is too long for inclusion here. The paragraph which follows is added to bring the account to the present. — EDITOR'S NOTE.

Women. Even as late as 1878 it was impossible for a Boston girl to be prepared for college in a city high school, although since 1636 that privilege had been open to the Boston boy.

Articles entitled "Are Women People?" and "Ought Women to Learn the Alphabet?" could not be printed now as they were a little more than half a century ago, even though satirical and facetious. Today it brings a thrill to realize that national Federations of University Women exist in thirty-three countries. They are found in every continent and practically girdle the globe. Even Iceland has its own group of university women banded together. The list can but stagger the imagination of women still living who did the pioneer work.

A brief survey of what has taken place within the last century in a few typical countries will help give a conception of the extraordinary movement which is one of the most remarkable phenomena of modern civilization.

GREAT BRITAIN

The history of what has happened in Great Britain is both too involved and too well known to be given here in detail. Briefly it is a record of most persistent and self-sacrificing efforts on the part of a notable group of pioneers, both women and men.

Bedford College for Women was founded in 1849, and Hitchin College (later moved to Girton near Cambridge) in 1869; Newnham College at Cambridge was founded in 1870, and Lady Margaret Hall at Oxford in 1878. However, it was the University of London that first opened its degrees to women, in 1878. Oxford admitted women to examinations in 1884, to degrees and full membership in 1920. Cambridge admitted women informally to the Tripos examinations in 1872 and to the titles of degrees in 1923. The newer universities generally favor the entry of women, while the older institutions severely limit the numbers. In 1933, one third of the University of London students were women; 17.6 per cent of the Oxford students; and 8.3 per cent of those at Cambridge. The number of professions open to women has steadily in-

creased since the World War; but married women are not permitted to work in the English Civil Service, and women receive lower pay than men doing the same work.

IRELAND

During the nineteenth century the education of women (beyond the elementary school) was carried on in Ireland in private schools and convents and by governesses, much as in England. However, the Royal University, founded in 1849, conferred degrees on women, and by 1884 ten women had obtained arts degrees. In 1904 the ancient University of Dublin (founded in 1591 by a woman, Queen Elizabeth) opened its door to women. In 1883 there was one woman graduate of Queen's College, Belfast; by 1938 there were 1850 women graduates of that university. Figures for 1936-37 showed 1283 women in attendance at the universities of Ireland, and 300 degrees conferred on women.

In university teaching women have done well in Eire in proportion to their numbers. There are eight women professors in the National University; one in Dublin University; but in Ulster there is only one woman lecturer in Queen's University.

The progress of women in the professions is slow. In the last census in Eire (26 counties) there were 208 women physicians and 52 analytical chemists. There are two successful women oculists practising in Dublin. The only woman professor in Dublin University is a practising barrister. In Northern Ireland (Ulster), comprising six counties, there are 48 women doctors practising in one branch or another, 4 barristers, and 7 solicitors.

CANADA

The first Canadian university degree conferred on a woman was in 1875 by the small University of Mount Allison in New Brunswick, and other universities soon followed. In the first decade about 100 women were successful in finishing their courses. The number has greatly increased in recent years, so that now, nearly all Canadian universities being coeducational, at least 1500 women are being graduated annually and the total number of

women who have been graduated in Canada is approximately 25,000.

Since 1897 there have been 54 honorary degrees conferred on women in recognition of outstanding services in educational, church, nursing, social service, and political fields.

Occupational pursuits followed by university-trained women include teaching, business, nursing, library, law, medicine, dietetics, dentistry, journalism, social work, civil service, technical research, farming, and the ministry. Many women are employed on the teaching staffs of Canadian universities: McGill was the first to appoint a woman to a full professorship. Many Canadian women are carrying on valuable pieces of scientific research, especially in medicine. A few have appointments as juvenile court judges.

AUSTRALIA

The history of the higher education of women in this young country has run more smoothly than in older lands where tradition and prejudice raised barriers, the removal of which called for long and more or less strenuous efforts on the part of the pioneers. The oldest university, that of Sydney, was incorporated in 1858 for all classes of subjects without any distinction whatever, but the term "subjects" was evidently taken to mean male subjects (not the only time this ever happened, it may be noted!) and in 1884, to make the matter clear, an act was passed specifying that women should be admitted to all university privileges and degrees. The same thing happened at the University of Melbourne, which, founded in 1855, admitted women soon after it was established, but Queensland University and the University of Western Australia, founded later, felt the trend of the times and admitted women on equal terms with men from the start. The same is true of the little state of Tasmania, which with a population of only a quarter of a million founded a university in 1889 on a liberal and fair basis. In spite of the educational opportunities which women have enjoyed in Australia, they have taken no part in the political or the administrative sphere. They hold no important positions and there

have not been more than six women in all the parliaments. There seems to be almost insuperable prejudice against women. "Insularity" is thought to account for this. But this explanation can hardly account for a similar attitude which prevails in many older and more densely populated lands.

NEW ZEALAND

Word comes from another member of the British Empire, New Zealand, that the earliest secondary school for girls was instituted in Dunedin in 1871. The same year the University of Otago was opened in Dunedin, admitting women from the outset to lectures and degrees — the first university in the British Empire to do so. Canterbury College followed suit and its first woman graduate, Miss K. M. Edger (B.A. 1877) was the first woman graduate in the British Empire, while Miss Helen Connor, who graduated, B.A. 1880, was the first to obtain honors in the M.A. examination (1881). In the colleges of the University of New Zealand, opened later, women have the same privileges as men and avail themselves equally of them.

SCANDINAVIAN COUNTRIES

In Sweden the first woman to matriculate at a university entered in 1870. In Norway and Denmark the pioneer woman student entered the university scene a few years later. The position of women in the Scandinavian countries is of peculiar interest because in spite of the fact that some of their universities are very ancient, that of Upsala dating back to 1477, and Copenhagen to 1479, the admission of women, when it was finally granted, was followed with remarkable rapidity by the granting of other rights and privileges. Moreover, administrative and academic posts are in general open to women quite freely. The question may well be asked whether it is not because of this freedom and the intelligent use made of it, that an unusual proportion of Scandinavian women have ventured into research and made valuable contributions to the world's store of knowledge. The brilliant and romantic career of the gifted mathematician, Sonja Kowalewsky, who was appointed pro-

fessor of mathematics at the University of Stockholm in 1884, is one of the striking episodes in the academic history of women in Scandinavian universities. Dr. Ellen Gleditsch, a past president of the International Federation of University Women, holds a professorship in the University of Oslo and is known for her brilliant research work.

HOLLAND

In Holland, Dr. Aletta Jacobs, the well-known feminist and pacifist, broke the path for women to the university through special permission to study medicine at Groningen University. She met with a great deal of antagonism from nearly every quarter, but gradually women followed in her footsteps. Only a small percentage, however, of those who are qualified go into the universities. The present economic conditions and the difficulty of finding an occupation which will justify the long and costly training seem to act as deterrents. Nevertheless, four women have attained to the highest scientific position, that of university professor. Among them there are two in biology, one in medicine, and one in law. There are also other women among the university teachers. It is interesting to note in this connection that the Head of the Dutch Government is a woman.

FRANCE

Neither the French Revolution, which reorganized education, nor the Empire and the Restoration that succeeded it, were concerned with the education of women. To be sure, in radical publications of the 1830's and 40's the right of women to higher education was discussed; but it was not given to them generally until much later.

Statistics on women in higher education are not available until 1889; there were certain schools, however, open to women before that. To follow the history of education for women in France, the two degrees — *baccalauréat* and *licence* — must be understood. The *baccalauréat* serves as an examination for matriculation at the university; the *licence* corresponds to the English bachelor's degree, and often to the M.A. or M.Sc.

In 1861 Mlle. Daubié was the first woman to obtain the *baccalauréat*, at Lyons. In 1867 a woman registered for courses toward the degree of *licence* in mathematics at Paris, and four years later Mlle. Daubié registered for courses under the Faculty of Letters; but though these women were permitted to take examinations, women were not permitted to attend classes. Only the College of France was open to them. Despite this limitation, a few women did attain the *licence* degree in Paris, — one in mathematics, 1868; one in letters, 1871; one in law (a Roumanian woman), 1887, and another (a French woman), 1890.

From 1863, women were admitted to the medical schools of Montpellier and Paris, and a woman received the *doctorat* in medicine in 1870. In 1888 in Paris a *doctorat* in science was conferred on a woman, in 1890 in law, in 1896 in pharmacy (Montpellier), and in 1914 in letters.

In 1889, of 16,636 students enrolled in French universities, 288 (less than 2 per cent) were women. The proportion had risen to approximately 15 per cent by 1920-21.

The establishment of secondary schools for girls in 1885 had accelerated the movement toward higher education for women, but these schools did not prepare for the *baccalauréat*, and it was not until 1924 that secondary education for women identical with that for men was established.

In 1935-36, of 5,958 licenciates, about one third were women, and the 252 women who received doctorates constituted approximately one ninth of the total.

Most of the doctorates for women are from the schools of medicine, and the fewest from the field of letters; degrees in pharmacy and dental surgery are being obtained more and more by women. Advanced degrees obtained by women have opened positions for women on the various faculties. In 1936 there were 2 women professors in the faculties of law, 4 in medicine, 3 in science, and 4 in letters. In addition, 22 women occupied positions as academic deans, assistants, lecturers, and instructors.

Women holding the required degrees can be

physicians, pharmacists, dentists, professors, engineers, lawyers, archivists, librarians, curators of museums, and preachers (Lutheran). Actually, some of these positions are difficult for them to obtain because of the competition with men. They cannot be appointed judges, prosecutors, or solicitors, and certain government positions, notably in the ministries, which require a certificate of military service, are not given to women. The French woman loses none of her rights to work because of marriage.

POLAND

Until Poland regained her independence, in the part of Poland occupied by Germany there was no Polish university and students of this part of the country had to study abroad; in the part occupied by Austria, women were admitted to the Polish Universities of Cracow and Lwów in 1898. Up to this time they also had studied abroad. In the part of Poland occupied by Russia the situation was different because of the fact that no women in Russia were admitted to universities. Special schools of higher learning were opened to them in Petrograd and Moscow, and quite a number of Polish students were enrolled in these schools. Women students studying abroad went chiefly to France and especially to Switzerland. The first doctorate given to a woman by the Faculty of Philosophy at the University of Zürich was granted to a Polish woman, Stefania Wolicka, in 1874. Up to the Great War, Switzerland was the home of learning for Polish students of both sexes.

Since 1918 all the faculties with exception of theology are opened at all universities and other schools of higher learning to women. During the period 1918-36 in Poland 12,495 women graduated from institutions of higher learning. In the academic year 1936-37 there were in all schools of higher learning 48,200 students, of whom 13,100 were women.

Women are admitted to all professions for which they are trained. The majority work in education, medicine, and social welfare. The number of women in university professorial chairs is small, but the number of private docents, readers, and especially assist-

ants in all the faculties is very large. The number of women in civil service is large, but few of them occupy high positions, although no official restrictions exist. The Polish constitution provides equal rights for work to both sexes.

ESTONIA

If events occur which make women despondent and fearful that their goal of academic freedom will never be reached, they may well be heartened by the fact that the provinces of Russia in establishing themselves as republics took as one of their first steps the establishment of universities to which women were to be admitted on equal terms with men. In Estonia there were 23 women graduates in 1915, all of whom had taken their degrees abroad. The university was established at Tartu in 1919, and since then has conferred degrees on 788 women. The interest and efficiency of the women students is demonstrated by the fact that 32.5 per cent of undergraduates taking degrees are women. In 1932 the percentage of women undergraduates in different departments was as follows: philosophy 72.8, medicine 46.2, law and economics 23.4, agriculture 8.1, theology 6.7, veterinary science 3.6, mathematics and science 29.7.

LITHUANIA

The story of Lithuania is practically the same as that of Estonia. When it was under Russian rule the women were obliged to seek university training in other lands. In 1922, four years after the province became independent, a university was founded in Kaunas and again, as in all new countries, no distinction was made as to sex. During the first five years 34 women graduated and in the second five years 231. As at present the Lithuanian women have the same civil and political rights as men, they are engaged in all types of work on the same basis as men. They teach in the university and are also directors of high and normal schools. A woman is chief of the press bureau in the Ministry of Foreign Affairs and in every Parliament there have been women members. The first meeting of the Constituent Assembly of the re-established

Lithuanian State was opened by a woman. There are several distinguished women writers, several women judges.

FINLAND

In 1870 the first woman in Finland passed her matriculation examinations and was enrolled in the University of Finland, in 1875 the second. The first Master of Philosophy degree was received by a woman in 1881, the first complete medical training accomplished in 1895 (the first woman physician, trained abroad, had obtained her right to practise in 1878), and again in 1896 two women obtained the degrees of M.D. and Ph.D., respectively. The first woman architect received her diploma in 1892, and the first mechanical engineer hers in 1905. The number of women entering the university steadily grew, but until 1901 special permission had to be granted to every individual. This restriction was abolished in 1901, and since that date the growth in actual numbers and in percentage of women students has been on the increase. In all universities, in the year 1937-38, women students numbered 2504, or 29.1 per cent.

Women study at present in every section and branch of the universities. Their contribution to society is therefore very varied, but perhaps as yet not as complete as it might be. Some restrictions are still found: women are debarred from the pulpit of the church, so that the numerous women holding a final degree in divinity mostly are teachers of religion in schools. Since 1926 most careers in public service have been open to women, including the practice of law, presiding over a court, etc., but this field has so far attracted few women. Some few important administrative offices are reserved to men only, but as regards the rest it is natural that only in the course of time can the highest offices be held by women who have the training and have ascended the scales of administration.

Education — primary and secondary — shows a majority of women, according to the 1930 census 66 per cent; in 1935 among physicians 12 per cent were women; in dental surgery (qualified doctors) 65 per cent. As regards teaching posts in the universities, progress

has been comparatively slow. The first woman private docent was appointed in 1906 and some others have followed her; women can be found as instructors and in similar posts, but Professor Laimi Leidenius,¹ who holds the M.D. degree and is "ordinarius" in Helsinki University, with obstetrics and gynecology as her specialty, is the first and only woman to hold a chair in a Finnish university. Legal restrictions do not debar women from a university career, but so far their contribution to scientific research has not been as great as might be hoped.

SWITZERLAND

Switzerland is the country which for years has offered hope and opportunity to citizens of other lands who have been enslaved and fettered in their intellectual and spiritual life. It is not strange, therefore, that foreign women should seek the opportunities for medical training which the Swiss universities offered, just as the men from such countries were doing in large numbers. Women were early admitted to some of the university lectures, but always as single cases and not with the view to taking examinations or degrees. In 1864 a Russian woman, Maria Alexandrowna Kniaschina, formally requested admission as a regular medical student at the University of Zürich. The university seems to have been quite clear as to the importance of its decision, which really resulted in opening the university for women not only in the medical but in all other faculties. The first woman to take her medical degree was a Russian in 1867. The first Swiss woman began her medical studies in 1868.

Most of the other Swiss universities followed Zürich in admitting women students. However, for a long time the number of Swiss women remained small, while large numbers of foreign women flocked to Swiss universities. Unfortunately some of the personal qualities

¹ The Finnish Federation of University Women later reported the death of Professor Leidenius, November 23, 1938, and recorded their sense of deep loss in the passing of this distinguished woman pioneer in medicine and in social welfare. — EDITOR'S NOTE.

which led them to hazard their fortunes in this new field were not always of a type which was acceptable socially to the more conservative natives and it seems probable that their influence retarded somewhat the growth of interest in general university training for women.

Foreigners were, for a long time, admitted easily for studies and degrees at Swiss universities, though not to the examinations giving a right to practice their profession in Switzerland; while at the same time, Swiss women were forced to pass the stringent *examens de maturité* if they wanted to study with a view to exercising the profession in the country, at a time when no secondary schools were in existence to train them for such a course. The numbers of Swiss women students began to grow more rapidly when such secondary schools were established, and from about 1900 on their numbers increased steadily. As the universities were opened to women in other countries, particularly in Russia and the Balkans, the proportion of foreign women in Swiss universities declined. (Their number reached its maximum in 1906 with 1478 Russians, about 50 Germans, and 320 other foreign women, as against not quite 200 Swiss women in the same year.)

Permission to lecture at the university was granted in 1892 to Mrs. Kempin, a woman lawyer, by the cantonal government, in spite of a negative reply from the Senate of the university. This decision opened the way to university lectureships for women, but even today few women are called on to teach at the Swiss universities and only in exceptional cases do women reach an associate professorship.

It is doubtless right to claim that the Swiss universities had great influence in determining that the universities of the continent should be coeducational. At one of the meetings of the International Federation of University Women it was pointed out with a good deal of raillery that the segregation of women in higher education was a phenomenon limited to English-speaking countries. While there is much to the credit of the Swiss universities it must be admitted with regret that many other countries outstrip them in their academic recogni-

tion of women. Even so there is general agreement that in every country the woman who looks forward to occupying a professorial chair must be vastly better qualified than any man with whom she must compete.

SPAIN¹

To appreciate the position now enjoyed by women in Spain's intellectual life, two factors must be kept in mind. One is the Oriental influence exercised by the Arabs during the eight centuries of their sway over the Iberian Peninsula. They reigned until the fifteenth century and left deep roots in the country's customs. The other is the religious influence as exercised by the Catholic Church, which in Spain always had a narrow outlook on life and classed all innovations as sins. Both kept women aloof from the cultural and even from social life, limiting them to domestic activities, if they belonged to the middle and humbler classes of society, and to needlework or at most to music, if they were members of the upper class. In the nineteenth century, women added French to their accomplishments as an adornment rather than as useful knowledge.

Since the Middle Ages, despite this handicap, women could inherit the throne and reign as queen. Some examples are, Doña María de Molina, Doña Urraca of Castille, Doña Blanca of Navarre, and Doña Isabel of Castille, the queen who cemented Spanish national unity and, understanding the magnitude of the enterprise, was Columbus' patroness in his expeditions to discover America. All were clever and competent women who overshadowed their husbands and assumed full power. An-

¹ Since it was not possible to establish contact with the Spanish Federation of University Women, the request for a statement on higher education for women in Spain was sent to Señora Gloria Giner de los Ríos, wife of the ambassador from the Spanish Republic to the United States. Señora de los Ríos was formerly a teacher and geographer; in Washington she joined the local branch of the A.A.U.W. Because of the special historical interest attached to the account she kindly contributed, it is published here in full. The statement was of course written before the defeat of the Republic.—EDITOR'S NOTE.

other well-known woman was Doña Beatriz Galindo, lady-in-waiting to the Catholic queen and nicknamed "La Latina" because of her knowledge and mastery of Latin, a language known by the queen herself.

These were outstanding cases. But not until the nineteenth century did women begin to devote themselves to literary careers. Several achieved recognition, among them the first famous woman writer, known as Fernán Caballero; Doña Emilia Pardo Bazán, the first woman to be a member of the Royal Academy of the Spanish Language; and Doña Concepción Arenal, a woman of great heart and exceptional talent, a writer on penology to whom Spain owes the humanization of its prisons and whose literary activity was dedicated to helping those fallen in the struggle for life. Doña María Goiri was one of the first women to receive the degree of Doctor of Letters. She collaborated and still collaborates with her husband, Don Ramón Menéndez Pidal in his life work, *The Castillian Epic*, in his studies on the Cid, and in collecting Spanish ballads.

After her, the number of women students in all educational institutions increased steadily. Since 1910, some centers have had as many girls as boys, with girls predominating in certain classes.

A Spanish girl's educational life, like a boy's, begins in the nursery school, continues in the kindergarten and elementary school, as well as in its complementary classes. Then, as provided by the laws of the Republic, the government sends selected girls to high school, normal school, or to the faculties of philosophy, education, letters, science, law, medicine, and pharmacy at the various universities. All others having the means and the desire to do so, may follow the same path, though not at government expense.

After securing the bachelor's or doctor's degree, if they wish to teach, women may attain the rank of inspectress of primary education, national teacher, high school teacher, normal school or university instructor, after successfully completing special courses that test their teaching ability and cultural achievements. A few girls teach in technical schools,

although these, especially engineering and architectural schools, usually have few women students and teachers. At present many women practise law, medicine, and other professions.

Spanish law never closed the doors of any position to women; they were barred by custom and by social pressure. So when the currents of modern life filtered into Spanish society, women gradually invaded all administrative fields. By so doing they also created the problem of increased unemployment among men.

The Constitution framed by the Constituent Courts of the Republic specifically gave women the right to vote, as well as all other rights. Curiously enough, during the long discussions regarding the advisability of permitting women to vote, it was the conservative parties that favored the measure, contrary to their conviction that women should engage only in domestic activities. They believed that women, on the whole more conservative than men and amenable to their confessor's advice, would increase the votes in favor of a retrogressive regime under the control of the Spanish Church. And in painful contradiction to their principles, most liberal parties dared not give women the vote, precisely because they feared that this would be the result; it seemed to them that women had neither fully developed their personalities nor achieved any great degree of emancipation. Aware that the victory of their ideals was in the hands of its women, the Socialist Party was almost alone in its successful struggle to grant women voting power. The first elections proved them right and revealed the mistake made by the conservatives. The liberal parties won, even though their opponents had brought members of every religious order from the convents to the polls. Thus they linked the church with a particular party and involved it in the already existing social conflict that was to become sharper during the civil war.

Spanish women enjoy not only the right to vote but to be elected to all public positions. Under the Republic, women are general directors — like Victoria Kent, Director of Prisons when the Republic was established —

secretaries and attachés of embassies, aldermen, members of Parliament, and members of the Cabinet.

Spanish women take part in education, political, scientific, and social work. Doña Alice Pestafia, an admirable woman, was outstanding in the latter field. Although not Spanish by birth, she married a Spaniard and devoted her life to creating a home where delinquent children might be educated and regenerated. She persuaded the state to help her and later to continue her work.

During the war, women are chiefly concerned with looking after the boys and girls in children's colonies, caring for the wounded, and accomplishing a vast social work that requires all the self-denial of their lofty spirit of sacrifice—their dominant trait by temperament and training. They are the firm bulwarks of the rearguard, working like men or substituting for them in all kinds of factories and workshops—even in munitions factories—in the mines and in public services. And of course they do the bulk of the work in all educational centers. Today they are fulfilling their mission and are taking men's places intelligently and with determination. It can be said that in a scant quarter of a century, women have changed from decorative dolls to able and conscientious citizens.

BULGARIA

In 1901, the university opened its doors to women, and they are permitted to matriculate in all its faculties. Before this privilege was granted, a considerable number studied in foreign universities. Women students are found largely in the faculties of historical and philological studies, and physical and mathematical sciences, in preparation for teaching, which is the one profession generally open to women. In the secondary schools for young women the teachers are practically all women, and there are also a large number of women teachers in the coeducational secondary schools, the normal schools, and the agri-

cultural, technical, commercial, and industrial schools. In the administration of education there are only a few women, though in exceptional cases a woman may be named director of a secondary school for young women, or under-chief of service in the Ministry of Public Instruction. Among the posts occupied by women are: assistant-director of the National Library, curator and assistant-curator of the Archaeological Museum and also of the Ethnographic Museum.

At the university, about a twentieth of the assistantships are held by women, but the highest post attained by a woman is that of lecturer in the Germanic language; there are no women professors or associate professors.

Women graduates in medicine are often appointed as medical inspectors in industry, doctors of the province, prefecture, or municipality, in the state hospitals, workers' hospitals, etc. A woman is medical inspector for the Department of Public Health, the highest post in this field attained by a woman in Bulgaria.

A woman was appointed Chief of the Soils Section in the Ministry of Agriculture, and another Inspector of Agricultural Teaching. There are women veterinarians, in the country and at the Central Veterinary Institute of Bacteriology, and a woman is chief of a bacteriological veterinary service in the provinces.

In principle, all positions and professions are open to women except those of judges and lawyers, and the diplomatic service. However, it is rarely that a woman is named to a post of authority. With the unemployment of intellectual workers in these last years, the tendency to give preference to men candidates—future heads of families—is accentuated.

In the liberal professions and in private positions, however, where the woman is judged by her ability, one finds a large number of women doctors, dentists, chemists, architects, etc., who have created for themselves enviable positions despite much competition from their men colleagues.

Capen, he was firmly insistent on the objections held by certain college and university administrators to the accrediting agencies.

After these two papers, the meeting was thrown open to discussion. Each agency was given an opportunity to declare its objectives and justify its activities. It was generally agreed that the questions brought up at the conference needed careful study before practical steps could be taken; therefore Chairman Zook was authorized to appoint "such committees as the Chair thinks best fitted to continue these studies," with the understanding that the work of these committees should be brought before a similar conference at some future time.

The Present Status of Accrediting

It was brought out in this conference that there are roughly three types of accrediting agencies: those representing professional fields that are regulated by licensing laws, such as medicine, nursing, law, dentistry, pharmacy, teaching and engineering; those representing professions that are not regulated by law, and that are in some instances newer and less standardized, such as forestry, architecture, music, social service, library science, and home economics; and those interested primarily in the field of education as a whole, such as the A.A.U.W., the Association of American Universities, the Middle States Association of Colleges and Secondary Schools, the North Central Association of Colleges and Secondary Schools, and the Southern Association of Colleges and Secondary Schools. The two most widely recognized agencies in the latter group are the Association of American Universities and the North Central Association of Colleges and Secondary Schools.

The Association of American Universi-

ties, whose accrediting of an institution is prerequisite to consideration by the A.A.U.W., came into being in 1900 in response to the demand, on the part of both students and institutions, for a classification of colleges according to the quality of the instruction that is offered. The association is a group of the leading universities of this country who were primarily concerned with the quality of undergraduate work in the liberal arts colleges in order to insure a high standard of graduate work in the different American universities. They have gradually come to view the institution as a whole, having already undertaken a study of teachers colleges and now being at the point of undertaking a study of requirements and facilities for the master's and doctor's degrees. Their standards of accrediting, while not fixed, are based on the best practices in higher education as exemplified in their own member institutions. This is the only existing national accrediting body of this type, and, in spite of criticisms that are sometimes directed against its methods, it has enormous prestige and influence.

The North Central Association, while it has the same general objectives as the Association of American Universities, differs in both scope and method. Its territory is limited to the north central region of the United States, and it accredits secondary schools and junior colleges, as well as liberal arts colleges, and universities as a whole. In recent years this association has developed a new method of procedure which is considered by many authorities to be more qualitative than that of the Association of American Universities, inasmuch as it is based on averages of the various practices and provisions of all the institutions within its membership. Therefore it is thought to reflect changing practices in education,

rather than fixed and arbitrary standards, and to permit freedom in experimentation.

The A.A.U.W. and Accrediting

The A.A.U.W. has been a pioneer in establishing and maintaining standards in institutions of higher learning; for the founders appreciated their potential influence and their obligation in respect to the improvement of collegiate education, especially for women. Thus they made graduation from an approved college or university the requisite for membership, and went about deciding which institutions merited their approval. The difficulties and the benefits of a program of accrediting were apparent from the outset. In 1891 the secretary of the Association, Miss Marion Talbot, reported that—

no work of the Association seems more unsatisfactory, none is in reality more far-reaching, than that which is carried on by the Committee on Admission of Colleges. . . . The action taken two years ago, whereby certain requirements were specified which had to be met by a college desiring nomination to membership, simplified the problem for a time, but newer and graver difficulties have arisen. . . . The problem which confronts the Association of choosing between a broad and generous spirit of fellowship and a policy of rigid discrimination strikes at its very life. On the one hand is the inevitable result of a ponderous organization with more and more heterogeneous elements, and on the other the possibly justifiable charges of narrowness and exclusiveness. Looking at the matter in another light, the time has come when we must choose between working for the individual good of as large a number within the Association as possible, and holding the standard of collegiate education for women so high that the influence of the Association may be felt not only by all college women, whether within the Association or not, but by all collegiate interests in the country.

These words are applicable today. Throughout its history the Association has, however, maintained its position in support of liberal education with ade-

quate provision for the educational and professional advancement of women. Since 1929 the appraisal of academic facilities and practices has been left to the Association of American Universities, while the Committee on Membership and Maintaining Standards of the A.A.U.W. has devoted itself to those aspects of general education that have to do with women.

The A.A.U.W. has frequently throughout the years been challenged to abandon its allegiance to the principle of general, or non-technical, education, particularly during the recent period of technical specialization; but educational philosophy and practice have swung round again to justify its stand. The General Education Board of the Rockefeller Foundation, with all its resources, is behind the trend. The most interesting and highly publicized experiments in the field of higher education, such as the curricula at the University of Chicago, the University of Minnesota, Bennington, Sarah Lawrence, Goucher, Harvard and St. John's at Annapolis, are based on the principle of a general or liberal education. Furthermore, the leading professional organizations in medicine, law and engineering are specifying an adequate background of general education as a prerequisite to professional training. The fact is widely recognized that only an individual of broad and liberal education can make the necessary adjustments to live and work effectively today. In supporting this principle the A.A.U.W. follows its tradition of "holding the standard of collegiate education for women so high that the influence of the Association may be felt not only by all college women, whether within the Association or not, but by all collegiate interests in the country."

JUDITH CLARK MONCURE