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THE HIGHER EDUCATION OF WOMEN
IN THE UNITED STATES OF AMERICA: 1875-1900

By

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CHAPTER I

INTRODUCTION

The years 1875-1900 represented a quarter of a century of unprecedented growth for the United States of America, as a nation. In every phase of life--social, economic, political and educational--many diversified and rapid changes took place, all playing their part in helping to merge our country into a great democracy, and to place the United States among the world powers at the end of this period. This transition of the United States from a lesser to world power among nations was accomplished through our national growth and international recognition, the latter accelerated by our imperialistic attitude at the close of the nineteenth century. Each one of these phases--social, economic, political, and educational--were and are interdependent on one another and together make up the true story of a country's history.

Education is very important in the history of any nation because not only is education an integral part of a nation's development, but, without educational progress, all other material phases of life remain passive. The social-cultural growth, the economic progress, and the political development--all are dependent in some degree on education of the individual or groups included in any historical study.

The United States developed markedly in the educational

field, during the period 1875-1900. In the field of formal higher education one of the outstanding changes was that made in the educational opportunities offered women. More women were educated, more fields of work were opened for them, and women, as a whole, gained more recognition for the part they could play in helping mold our great nation. Women gained this acknowledgement, because they were more fitted educationally for social, political, or business life.

This paper will attempt to present information on the higher education of women in the United States during the last quarter of the nineteenth century. Formal public and private education, as represented by the state university and private college will be included in this discussion. Formal secondary and elementary education, either public or private, is excluded from this report; as is also the entire field of adult education--as represented by classes for foreign born and native Americans receiving a belated education. This paper will also omit any presentation of data on any phase of the fields of informal Education as represented by the circulation of books, newspapers and periodicals; by the establishment of libraries; by the founding of educational societies, as the American Historical Association; or by summer camp meetings. Any phase of the field of recreation as represented by operas and theatrical productions, attempts at social-cultural betterment as represented by expositions and lectures are likewise excluded

from the body of the discussion. Stress will be placed on giving a fair, representative picture of the development of higher education for women within the United States of America during the years 1875-1900.

This paper limits itself to an historical presentation of the subject. No attempt will be made to discuss pedagogical methods or curricular changes unless such items need mentioning in order to develop the historical study of the subject.

The ten years following the surrender at Appomattox, on April 9, 1865¹ were years of great internal adjustment throughout this nation. The North progressed more rapidly than the South, where poverty and post-war reconstruction plans retarded progress. By the year 1879, however, the nation had recovered from the effect of the War between the States, and in addition weathered a panic, in 1873². By 1875, our frontiers were gradually disappearing, due to land settlement; territories were asking for admittance as states; Alaska had been purchased from Russia and added to our nation's territory; and the soil of continental United States was spanned by a railroad running from the Atlantic to the Pacific coast. By the year 1875 the United States was, therefore, ready for the next twenty-five years of rapid internal change and growth that was to be hers.

¹George Frederick Howe, A General History of the United States Since 1865, Prentice Hall, Inc., New York, 1939, 3.

²Ibid., 40-41

The social life underwent varied changes, and became closely interwoven with the nation's economic history, during the closing quarter years of the nineteenth century. The ways of living changed greatly; there was a definite trend toward urban life, especially in the North and East. Harold Underwood Faulkner, Professor of History at Smith College, writes thus of this important change in American life:-

The dominant factor in American history during the last third of the nineteenth century was the industrialization of the nation.-----Of these effects [industrialization] the first and most important was undoubtedly the speeding of urbanization, which was evident in all sections save those where the pioneer farmer was for the first time opening the land to cultivation. Between 1860 and 1900 the number of cities of 8000 or more population increased from 141 to 547 and the population living in them from over 5,000,000 to over 25,000,000, while the percentage of people in such cities almost doubled from 16.1 to 32³.

Another great change, during the years 1875-1900 was a social-economic one. This change in American life was brought about by the large increase in immigration to our country, as groups. Professor Fairchild's book on immigration describes the situation. He states that the year 1882 stands as a

³Harold Underwood Faulkner, American Political and Social History, Crofts and Co, New York, 1937, 468/.

prominent landmark in the history of United States immigration. In that year 788,992 immigrants arrived, the largest number represented up to 1903⁴. Writing of this peak year and of the diversity of the immigrant groups, Professor Fairchild writes,

It [the year 1882] witnessed the climax of the movement from the Scandinavian countries, and from Germany; only once since then had the immigration from the United States reached the amount of the year. It coincides almost exactly with the appearance of the streams of immigration from Italy, Austria-Hungary, and Russia of sufficient volume to command attention. In that year the first Chinese exclusion act and the first inclusive federal immigration law were passed.⁵

In his book, American History Since 1865, George M. Stephenson explains that the change in the nationality of the emigrant was largely in the supplanting of Irish and British emigrants by emigrants from several southern European countries between 1875-1899⁶

The flow of immigrants here in such great and diversified numbers was one of the prime causes of the social-economic problems that developed during the years 1875-1900, particularly in the cities.

⁴Henry Pratt Fairchild, Immigration, New York, The Macmillan Company, 1926, 108.

⁵Ibid., 108

⁶George M. Stephenson, American History Since 1865, Harpers and Brothers, New York, 1939, 546-547. Graph Between pages.

During the approximate years under discussion, women actively participated in several economic and social activities. Among these activities Professor Nevins mentions office and store workers; temperance and the suffrage cause workers; nurses-following the inspiration given by the work of Clara Barton and Florence Nightengale; journalists; sculptresses, singer; and club workers.⁷

The effects of inventions causing an economic revolution in industry and living conditions "forced more and more women to find jobs as factory hands, sweat shop workers, telephone operators, typists, clerks and helpers in offices and shops. Between 1870 and 1900 the total number of female breadwinners over sixteen years old leaped from 1,800,000 to 5,300,000.⁸ This participation in life outside a secluded home, was part of the trend of the developing American nation in the last quarter years of the nineteenth century. The establishment of private colleges and the admitting of co-educational students to many universities, was also a part of this trend promoting women's active engagement in many hitherto prohibited activities. This emergence of women was in conformity with our nation's rapidly changing historical pattern.

⁷Allan Nevins, The Emergence of Modern America 1865-1878., Vol. VIII, A History of American Life, The Macmillan Co., N.Y. 1932, 338-343

⁸Arthur Meier Schlesinger, Political and Social Growth of the American People 1865-1940, The Macmillan Co., N.Y. 1941, 173

The political growth of our country kept pace with its economic-social life, in parts aiding and promoting these. The major parties had their turns in power, tariff being one of the main issues in politics. Mixed in with political life, was the silver question; another was the anti-trust legislation passed in an attempt to break up the big business combinations.⁹

The United States tended to develop more internally during the years 1875-1900, than internationally. Our nation did, however, have some dealings with foreign nations which helped prepare us for our soon-to-be recognized place as a world power. Our foreign affairs then included: the Isthmian Canal question, the promotion of Pan-Americanism, Venezuela, the annexation of the Hawaiian Islands, the Samoan question, and the War with Spain.¹⁰

The United States was definitely a fast growing nation during the closing quarter years of the preceding century. Our country's history in the period may be summarized briefly, as; an increase in population, aided by European immigration; a trend toward centralization; economic improvements; labor and agricultural problems; tariff and trust legislation; the closing of the frontier in 1890; a definite participation in foreign affairs; and the development of higher learning.

⁹Howe, X,
¹⁰Ibid., XI.

CHAPTER II

HIGHER EDUCATION: 1875-1885 PRIVATE COLLEGES

In discussing the topic "The Higher Education of Women in the United States of America: 1875-1900", it immediately becomes apparent that it was again in the eastern part of our country, that most of the initiative was taken in establishing separate institutions of higher education for women, that have continued to date, as recognized colleges. This same section of the United States had previously shown the same initiative in founding schools of college level for men. In order to develop the subject more clearly, chronologically, the first ten years of this period, 1875-1900, will be discussed, in this chapter.

It is true that so-called institutions "for the superior instruction of women" had been established westward to the Pacific coast during and previous to the years 1875-1885.¹ Most of these country-wide institutions were apparently only high schools or female seminaries and did not become accredited colleges, or in any event did not acquire sufficient prominence to be representative of a trend in higher education.

¹Annual Reports of The Department of The Interior, 1875-1885. Commissioner of Education Reports, Washington, Government Printing Office. This reference will here after be listed as R.C.E. with date, and page from which data are taken.

This chapter will, therefore, present data on institutions of higher learning for women, which originated or which were in existence during the years 1875-1885, and which became accredited colleges of prominence, and were representative of the national feeling and interest in women's rights to higher education, during this decade, 1875-1885. The limits of a thesis do not permit mentioning all such schools for the higher education of women which were established at this time.

Professor Thomas Woody, of the University of Pennsylvania, in his book, A History Of Women's Education In the United States, comments thus on the status of the higher educational situation for women in 1875:-

In 1875, 209 institutions for the 'superior' education of women were given in the report of the Bureau of Education. Many reporting were not more than secondary schools, and the vast majority were not equipped to do standard college work. Taking into account a few well known colleges for women which did not file a report, and those on the list which were fairly able to meet accepted college standards, there were probably not more than a half dozen in the entire country.²

²Thomas Woody, A History of Women's Education In the United States, II, The Science Press, New York, 1929, 185

James Truslow Adams in his book, The Epic Of America, speaking of the year 1876, says of it, in part:-

Being held, [World's Fair in Philadelphia] as it were, on so important a centenary in our history and within a few months of the complete reestablishment of the Union by the reinstatement of the last seceded State, it greatly helped to deepen the sentiments both of the Union and nationality, and although it was but one factor, we may date a very genuine advance in our cultural life from the early part of this decade---our university life emerged from the high-school stage, and the new colleges for women were beginning a revolution in feminine outlook.³

The new colleges for women which came into prominence during this decade 1875-1885, and, have continued so to date, were:- Vassar and Wells Colleges in New York, Bryn Mawr College in Pennsylvania, Wellesley and Smith College in Massachusetts, and Mills College in California.

Why did so many noted private women's colleges open at about the same time, and why were most of these institutions for the higher education of women located in the same part of our country, the East? The answer to the first part of this

³James Truslow Adams, The Epic of America, Little, Brown and Co., Boston, 1932, 301.

question, regarding the time of opening, seems to be, because there happened to be several educationally minded philanthropists, whose gifts made possible the founding of all the above named schools. The answer to the second part of the question is two-fold; first, the majority of the schools were founded in the East probably because the philanthropists, whose gifts made the colleges possible, lived in the east; and secondly, because the Eastern part of our country did not then favor co-education for women. Speaking of this last named statement, Charles F. Thwing, President of Western Reserve University in 1906 wrote:-

The method by which the older parts of the country approached the question of the education of their women was not the method of co-education. It was easier to provide for the education of girls through the organization of new colleges than to adjust colleges already organized for boys, and whose conditions were established, for the admission of girls. The older communities of New England and the Middle States, in their first endeavors to give a college education to girls, preferred to establish separate colleges.

The founders of four conspicuous colleges for women in the seventh and eighth decades of the nineteenth century were moved by the same purpose.⁴

⁴Charles F. Thwing, A History Of Higher Education In America, D. Appleton and Company, New York, 1906, 344.

Speaking of the eastern initiative in the field of higher education of women, Louise Schultz Boas writes:-

New Englanders are inclined to believe that their schools and colleges have made more noise in the world than those in other sections of the country. Certainly the leaders of the movement toward higher education for women were for the most part New Englanders.⁵

Edwin E Slosson reiterates the above mentioned reason for the eastern initiative in opening private women's colleges. He says:-

In the East, however, it was different [explaining the lack of early co-educational institutions]. The old colleges refused to open their doors to women, and many of them are still closed. It was therefore found to be necessary and deemed to be desirable to open separate colleges for women.⁶

New York took the lead in the field of higher education of women in the United States, 1875-1900, with the founding or growth of Vassar and Wells Colleges. In chronological listing Vassar preceded the quarter century, under discussion, in its origin, which was in 1865, but because it is such a well

⁵Louise Schultz Boas, Woman's Education Begins, Wheaton College Press, Norton, Massachusetts, 1925, VIII.

⁶Edwin E. Slosson, The American Spirit in Education, vol. 33 The Chronicles of America Series, Allen Johnson, Editor, New Haven, Yale University Press, 1921, 249.

known college for women and did develop during this time (1875-1900) it was felt mention should be made of this school. Omission of the establishment of Vassar, would not be in keeping with an attempt to present a fair, representative picture of the thesis topic.

The founder of Vassar College, at Poughkeepsie, New York, was Matthew Vassar, a wealthy brewer of Poughkeepsie.

His college for women is said to have been the thought of a hard working teacher, his niece, Lydia Booth, ----the idea of an institution which should do for young women what such great schools as Yale and Harvard were doing for young men gradually developed in his mind. [He said] ----It is my hope to be the instrument, in the hands of Providence, of founding an institution which shall accomplish for young women what our colleges are accomplishing for young men.⁷

Matthew Vassar carried out his plan and Vassar College was opened in 1865.

Miss Thomas, President of Bryn Mawr College, a rival Pennsylvania institution, said of Vassar, "in Vassar we have the legitimate parent of all future colleges for women which were to be founded in such rapid succession in the next period."⁸

⁷Mary Caroline Crawford, The College Girl of America, L.C. Page and Company, Boston, 1905, 57-58.

⁸Slosson, 250, quoting Butler Monograph on Education in the United States.

It was apparent that Vassar College had at least moderate success from its inception, as one of its own professors wrote in 1874. This writer, Professor Orton, felt that the college standard was not equal to men's, but, "The faculty of Vassar College will advance the standard just as fast as the women will follow."⁹ Of the early years of Vassar college, as a new force in the socialization of women by offering them new opportunities for higher education, Anna C. Brackett, said in 1876 that Vassar's successful opening did away with the feeling "that it was useless to offer a course of higher education to women because they did not want it."¹⁰ Writing further of the part played by higher education in aiding our country's growth and of the continued need for more education Anna C. Brackett, continued:-

Vassar should have scholarships in abundance for the whole business of the school education of this nation is rapidly and inevitably passing into the hands of its women; and the man or woman who founds scholarships there for able girls thereby becomes the benefactor of the whole nation, not only for the present, but for all coming time.¹¹

⁹ "Four Years In Vassar College" by Professor James Orton, The Addresses and Journals of the National Education Association. Charles Hamilton Printers, Worcester, Mass., 1874, 110.

¹⁰ "Vassar College" by Anna C Brackett Harper's New Monthly Magazine, February 1876, Harpers and Brothers, New York, No. 309, 346.

¹¹ Ibid., 361.

As to the type of Vassar College student, Professor Orton wrote,

[The students] have been earnest women coming of their own free will---They are drawn from all classes in [the] community between Halifax and San Francisco. The standard is too high to make Vassar a fashionable resort.¹²

Wells College, in Aurora, New York, was opened as a college in 1870. It was begun largely through the generosity of Henry Wells, whose wealth came from the express company bearing his name. At the corner stone laying of Wells College, the founder said "---I desire to furnish the highest grade of education to women, by means of advantages equal in every particular to those which are now afforded to young men in the most advanced colleges of the land."¹³ Wells was "one of the few institutions exclusively for women to take first rank educationally."¹⁴

Joseph W. Taylor had the same motive in founding another girl's college in another eastern state, Bryn Mawr College, near Philadelphia, Pennsylvania. Bryn Mawr was established in 1885, for the purpose of providing "an institution of learning for the advanced education of women, which should afford them all the advantages of a college education which are so fully

¹²Orton, 112

¹³Crawford, 184-185.

¹⁴Ibid., 185-187.

offered to young men."¹⁵ Dr. Taylor was a New Jersey bachelor, who died in 1880, leaving most of his estate for the founding and maintenance of Bryn Mawr College.¹⁶ The founding of Bryn Mawr was another attempt "to meet the challenge of coeducation [in] the East."¹⁷

The last eastern state to be mentioned as a place where higher private education for women developed, during the years 1875-1885, is the Bay State, Massachusetts. Earlier in this chapter it was stated that initiative for private women's colleges was taken in the East. The founding of three such noted schools was later discussed in support of this statement. Two other women's colleges, located in Massachusetts, add further weight to the proof of Eastern initiative in this phase of American education. Louise Schultz Boas in her book, Woman's Education Begins, explained that the reason for eastern preeminence, in the educational field, was due to these facts: (1) the most prominent educators lived and worked in Massachusetts and New York States; (2) in Massachusetts education was taken seriously; (3) in Massachusetts it seemed more essential to found and regulate schools.¹⁸

¹⁵Edwin Grant Dexter, A History of Education In The United States, The Macmillan Company, 1922, 439.

¹⁶Crawford, 119.

¹⁷Schlesinger, 205.

¹⁸Boas, VIII.

Wellesley College was made possible through a gift of Henry Durant in 1870.¹⁹ The college was built on a large tract of land owned by Mr. and Mrs. Durant, at Wellesley, Massachusetts.²⁰

"In September, 1875, the original Wellesley buildings, erected at a cost of \$1,000,000, were opened by the Durants in their beautiful park of three hundred acres, on the shore of Lake Wabau."²¹ "Mr. Durant in founding Wellesley definitely had the poor girl in mind---"²² This statement is amplified by Professor Woody:-

All college have been nurseries of teachers. Early women's college graduates often entered this field, but the colleges did not aim primarily at such professional preparation. Wellesely College is rather unique in that her first Calendar evinced a definite interest in the then professional spirit, encouraged it. One prominent purpose in organizing the college has been to give peculiar advantages to students of limited means, who intend to prepare themselves to be, teachers---To assist [training poor girls for teaching] they are allowed to

¹⁹Thwing, 346

²⁰Bureau of Education, Circular of Information No.6,1891,
History, Of Higher Education in Massachusetts, by George G.
Elish, Washington, Gov't Printing Office, 1891, 421.

²¹Crawford, 28-39.

²²Boas, 255.

suspend their studies for a year for the purpose of teaching and then to return and resume them and take their degrees.²³

Mr. Durant, a childless, wealthy lawyer, was greatly interested in this college to which founding he and Mrs. Durant gave so generously. He "visualized Wellesley in broader fashion than any woman's college has yet followed, a university with schools of science and medicine. It is significant, however, that from his bequest of his private library to Wellesley, he omitted his law books."²⁴

The last eastern college to be mentioned is Smith College. This institution was made possible largely through the gift of about \$400,000 of Miss Sophia Smith of Hatfield, Massachusetts. "The design of the founder and trustees was not to add another school to the list of seminaries and academies then existing for young ladies, but to establish a college which should be more definitely a women's college."²⁵

The opening of Smith college in 1875 appears to have marked the real beginning of a private woman's college established on a basis equal to the men's colleges. Wellesley College opening also in 1875, and supported Smith's attempt at this new college plan for girls.²⁶ "Smith college admission studies, with but

²³Woody, quoting (Wellesley's) Calendar, 1876-1877, 5.

²⁴Boas, 255.

²⁵Bureau of Education No. 6, 1891, 442.

²⁶Woody, 182.

few exceptions, matched those of Amherst (1874-5) and Harvard (1873-4). A similar parallelism is to be noted in the work of the four years. This is true of both Smith and Wellesley."²⁷

The period of experimentation, during which female colleges had earnestly striven, but with varying degrees of success, to reach male college standards, may be said to have come to an end in 1875, when Smith was so conspicuously successful. Thereafter, it is impossible to read the literature of a single year without finding some one criticizing the women's colleges for so successfully imitating the men's. In the opening of Wells, Smith, and Wellesley, too, we recognized the passing of the era of the "Female College" which had been the previously idea for fifty years---Smith was simply a "College" *the object of which shall be the higher education of young women---,²⁸

Louise Boas and Alice Freeman Palmer, President of Wellesley, concur with Professor Woody in the idea that the opening of the above mentioned private women's colleges represented a landmark in American higher education. This landmark was in keeping with the social, economic and political freedom trends for women, that gained such momentum, during the closing

²⁷ Ibid., 182 quoting Catalogues and Circulars of Wellesley, Smith, Harvard, and Amherst of various periods, 1874-1881.

²⁸ Ibid., 183-184, quoting Laws of Massachusetts, 1871 act of Incorporation.

quarter of the nineteenth century.²⁹

Vassar, Durant [Wellesley], and Sophia Smith did have wide views of the individual, civic and spiritual betterment that would result from the education of women. Childless people, all of them, they recognized the importance of education for mothers.----It was [in addition to preparing future homemakers] becoming socially respectable and economically necessary for girls to earn their own living, even in fields other than teaching.³⁰

The last private women's college which gained a highly accredited college rating during these years, 1875-1885, was Mills College, founded in California in 1885 by Dr. and Mrs. Cyrus T. Mills. To this institution Dr. and Mrs. Mills devoted "their entire fortune and the strength of their mature years. And, when the place had risen to wide renown, they deeded the property to a board of trustees who should hold it forever for the highest Christian [but not sectarian education] of women."³¹

The six foregoing mentioned private women's colleges all started through one source of funds, namely private philanthropy of wealthy Americans; all were non-sectarian institutions. The fact that these six colleges, at least four of which rank today among the best of the nation's private girls'

²⁹Boas, 242 and 245

George Herbert Palmer and Alice Freeman Palmer,
The Teacher, Houghton Mifflin Co., Boston, 1908, 317-319.

³⁰Boas, 242.

³¹Crawford, 206-210.

institutions for higher education, were all begun by private initiative, within a few years of each other, would seemingly indicate a very definite need about the year 1870 for such opportunities for women in the United States. These institutions were not, as previously stated, the only women's colleges in the United States during the decade. These six colleges were, however, the best known institutions, of that decade, which approached college education, on a truly college level, and with curricula more resembling men's institutions of higher learning, than that of a finishing school or a seminary.

How did these six colleges represent any part of the great historical scene that moved swiftly through the years, 1875-1885? In general these six institutions, Vassar, Wells, Bryn Mawr, Wellesley, Smith, and Mills, fitted into the historical picture and became a part of it, by providing, through their very existence the means of educating women, on an accredited college level, so that the female sex might be better fitted to participate in our national life. Specifically, these institutions answered this question in several ways. The need for better educated American women for the then present and future years was recognized. Their existence was due to the generosity of wealthy Americans, and the number of wealthy Americans increased greatly during the years 1875-1885. The concentration of wealth and the urbanization trend in the East, plus previous educational precedence

apparently motivated the Eastern dominance of higher education for women there in the closing years of the nineteenth century. These colleges opened their doors to students of the middle class in society. This represented a part of our historical development-the rise of the middle class, which class grew rapidly due to the economic revolution in industry, during the last quarter of the century under discussion. The founding of Mills College, in California, across the continent from the other five institutions mentioned, is proof of the certainty with which our country's westward movement was taken. It was a testimony to the faith that the people had in the growth of our nation to the Pacific Coast.

In addition to the six above-named private colleges, there were scattered throughout the states and territories, other schools classified in the Reports of the Commissioner of Education, as "Statistics of institutions for the superior instruction of women----"³² The following tables show the numbers of states chosen in attempt to give a fair geographical survey, for the years 1875-1880.

<u>State</u>	<u>1875</u>	<u>1880</u>	<u>1885</u>
Alabama	11	10	11
California	2	2	4
Delaware	0	1	0
Georgia	20	17	16
Illinois	8	12	9

³²R.C.E. - 1875, 702 -Table VIII

			23
<u>State</u>	<u>1875</u>	<u>1880</u>	<u>1885</u>
Iowa	1	3	2
Kansas	0	1	2
Louisiana	1	5	3
Maine	1	2	1
Massachusetts	10	10	9
Minnesota	2	2	3
Nevada	0	1	1
New York	22	16	10
Ohio	13	13	11
Oregon	1	1	1
Pennsylvania	17	14	10
Tennessee	17	15	15
Texas	9	9	6
Vermont	1	1	2
West Virginia	2	3	2
Wisconsin	3	4	3 33

During this decade 1875-1885, many of the institutions in the Commissioner of Education Reports, are listed as female colleges or seminaries. In an attempt to carry out further a fair, representative treatment of the thesis topic the following data on the accredited degree giving rights of women's schools is given. The information is again taken on a representative geographic basis:

³³Ibid., 702, 1880, 632,631. 1885, 444, 445.

1875	State	Number conferring degrees
	California	None
	Connecticut	None
	Delaware	None
	Florida	None
	Illinois	Woman's College of Northwestern at Evanston; but no private women's college.
	Massachusetts	Smith, Wellesley
	New York	Vassar, Wells, Elmira
	Wisconsin	Three: names not given

Territories: Districts Number conferring degrees

Washington Territory	One: Holy Angels	
Washington D.C.	None	
Wyoming Territory	None	34

<u>1885</u>	<u>State</u>	<u>Number of Confering Degrees</u>
	California	Three
	Colorado	Possibly one: The College of The Sacred Heart.
	Illinois	No private Colleges
	Iowa	Four
	Louisiana	Four
	Maine	One
	Maryland	Three

³⁴ Ibid., 1875 Calif. 32-33. Mass. 197. Fla. 65-60. N.Y. 304. Conn. 44-59. Del. 60-64. Ill. 89-90. Wash. Terr. 517. Wyo. Terr. 518. Wash. D.C. 490-92, Wis. 458.

<u>1885</u>	<u>State</u>	<u>Number of conferring degrees</u>
	Massachusetts	Two
	New York	Five ³⁵

The lack of sufficient endowments appears to have been the main reason for a lack of a greater increase in private women's colleges during the years 1875-1885 in the United States. Of the \$266,285 donated \$124,072 was donated to four institutions in Massachusetts, and \$100,000 to a college in Ohio, leaving \$42,213 for the rest of the United States.³⁶ This proves again the dominance of the East, supported by the concentration of wealth there, because the "big business" interests were then in the East. The endowments were not sufficient, however, for a more rapid growth of the schools under discussion. This fact is explained in the Government Report of 1885-1886. "The lack of endowments, which is a serious drawback to this class of schools, seems the more surprising when it is remembered that the patrons of the schools are found largely among the wealthier classes."³⁷ Professor Maria Mitchell of Vassar College wrote also of the need of greater endowments in 1881, in her article entitled, "The Collegiate Education of Girls."

³⁵ Ibid., 1884-1885. Calif. 22, Colo., 30, Ill., 64, Ia., 83, La. 105 Me., 112, Md., 120, Mass., 134, N.Y., 201.

³⁶ Ibid., 440.

³⁷ Ibid., 1885-1886, 440.

What our colleges need is endowment.----The amount of money given to girls' colleges is pitiably small. The endowment of all the girls colleges put together does not come up to that of Harvard alone.----in the case of girls there is a positive disbelief; the tone of the press is against it.³⁸

Professor Mitchell also felt that colleges should try and extend their advantages to more students, be more representative of the middle class. This could be done by reducing college expenses.³⁹

The preceding pages of this chapter have discussed the founding of six of the leading non-sectarian private girls' colleges, during the years immediately following the War between the States. These six schools were chosen because they seemed more indicative of the trend in the United States, during those years. This trend was an attempt at social, political and economic emancipation of women. One of the issues in the War between the States had been over the economic servitude of Negroes in the Southern States. The emancipation of these slaves, and the granting of a more liberal national franchise to males in amendments passed, after Appomattox, possibly motivated women in their quest of rights. The foundings of Vassar, Wells, Bryn Mawr, Wellesley, Smith and Mills Colleges were seemingly an

³⁸"The Collegiate Education Of Girls" by Professor Maria Mitchell, Education, May, 1881, 437-438.

³⁹Ibid., 433-436

outgrowth of this general trend toward social, economic and political freedom for women. These six named institutions and similar schools seemed to be part of this trend of freedom for women, that was part of our historical pattern in the late 1890's.⁴⁰ Professor Woody, says of this trend:-

The political suffrage agitation was only one phase of the nineteenth century movement towards woman's emancipation, it was closely interwoven with other changes, some of which were fundamental; without them, political enfranchisement of women would never have become an issue. Foremost among these ^{advancement} in her education.⁴¹

During this decade, 1875-1885, there were no great political issues in national politics. Hayes won a disputed election over Tilden for the Presidency. The supremacy of law over popular vote won a victory, with the choice of Hayes.⁴²

The continued settlement of the West increased the people's faith in American progress.⁴³ "----Edward A. Freeman, the English historian, visiting America in 1882, noted that, 'where the word "federal" used to be used up to the time of the Civil War or later, the word 'national' is now used all but invariably ----"44

⁴⁰ Ibid., 430

⁴¹ Ibid., 430

⁴² Arthur Maier Schlesinger, Political and Social Growth of The American People, 1865-1940, The Macmillan Co., N.Y., 1941, 95.

⁴³ Ibid., 244

⁴⁴ Ibid., 245

Professor Faulkner writes thus the last thirty years of the nineteenth century:-

More typical of American culture of the Gilded Age was the life of the middle class.----It was this class that benefited most from new improvements in living.---- Except for the very wealthy, they were the first to gain--- from improved educational and cultural facilities, which came first in the cities.⁴⁵

An idea of what a cross section life was like in the United States is also described by Professor Faulkner:-

It was the city dweller whose manner of living was chiefly affected during the eighties and nineties. In the hectic changes that characterized the city, life became so colorful, so variegated, and, withal, so artificial, that it has been fittingly termed 'the gilded age'----At one extreme were the masses of workers, mostly immigrants---At the top of the social and economic structure were the captains of transportation and industry. Already by 1900, it was estimated, one tenth of the population owned nine tenths of the wealth, and the handful of millionaires of 1860 had grown to 3800.----the more civilized---- donated fortunes for education or charity,----⁴⁶

⁴⁵Faulkner, 472.

⁴⁶Ibid., 471-472

CHAPTER III

HIGHER EDUCATION: 1886-1900

PRIVATE COLLEGES

The establishment and development of private women's colleges in the United States of America continued during the years 1886-1900. Again the initiative and preeminence in this type of higher feminine education were taken in the East. The number of private women's colleges founded or developed during the fifteen years under discussion, was not so great, nor are the institutions so well known today, as the six private women's colleges, mentioned in the preceding chapter. There appears to have been two important reasons for the decrease in the continued founding and growth of colleges of the calibre of Vassar, Wells, Smith, Wellesley, Bryn Mawr and Mills Colleges. These reasons were: the tremendous growth of co-educational, denominational and normal schools in the Middle and Far West sections of the United States; and, the establishment of women's annex colleges in the East and South Eastern parts of our country. These annex colleges were affiliated with already established men's colleges. They will be discussed in a later chapter.

In the report for the years 1886-1887 the United States Commissioner of Education, published a classification of women's

Colleges into either "Division A" or "Division B" institutions.¹ Under the heading "Statistics for superior education of women for 1886-1887"² seven schools in the "Division A" group were listed. These colleges were: Smith, Wellesley, Wells, Ingham, Vassar, Bryn Mawr and the Society for Collegiate Education. The last named institution, the Society For Collegiate Education, is one of the annex schools which will be discussed later. This paper limits itself mostly to a discussion of schools for higher education of women in the "Division A" classification. Data on the "Division B" colleges will be largely of a statistical nature and will be presented to continue giving a representative picture of the subject. The distinction between "Division A" and "Division B" schools was given by the Commissioner of Education as:

The institutions providing advanced courses of instruction for women may be divided into two classes, the one including a small number of colleges organized upon the usual plan of the arts college [division A] the other [Division B] a large class of colleges and seminaries most of which make provisions for a complete course of instruction, beginning at a very elementary stage and carrying pupils on to the graduation.³

This classification of "Division A" and "Division B" institutions for the higher education of women seems to clarify

¹Department of the Interior-Bureau of Education. Annual Reports Of The Department of The Interior. Commissioner Of Education For The Year 1886-1887., Washington, Government Printing Office 1888.

²Ibid., 645

³Ibid., 642

the status of the old female colleges and seminaries which were mentioned in Chapter II of this paper. These institutions were, apparently, absorbed by the growth of public secondary schools at this time, or, if then still in existence as colleges, were in the "Division B" category of the Commissioner of Education for the United States of America.

By the years 1899-1900 the number of private women's colleges and annexes had grown to thirteen. Rockford, Mt. Holyoke, Elmira, Barnard, and Woman's College of Baltimore, were added to the six schools presented in the preceding chapter. The Society For Collegiate Education continued in the years 1899-1900, known by that time as Radcliffe College, Ingham was dropped from the list. Barnard and Radcliffe are in the annex group to be discussed later. These schools are mentioned now, because, they were included in the Commissioner of Education's Reports for the years compared 1886-1887 and 1899-1900, under the heading dealing with higher education of women.⁴

The "Division B" classification of schools during the years 1886-1887, and 1899-1900 included the following country wide groups. In 1886-1887 there were 152 schools in this category, and, in 1899-1900 there were 128 such schools.⁵ The decrease in the number of "Division B" institutions and the increase of

⁴R.C.E. 1886-1887, 645, R.C.E. 1899-1900, 1944

⁵R.C.E. 1886-1887, 646, 55., 1899-1900, 1945-1953.

("Division B" institutions and the increase of) "Division A" institutions is in line with the persistent attempt to raise the educational standards of schools for "The Higher Education of Woman in the United States of America; 1875-1900."

The following data show the number of "Division B" institutions in the United States during the years 1886-1887, and 1899-1900.

State	1886-1887	1889-1900
Alabama	9	8
Arkansas		1
California	2	1
Connecticut	1	0
Georgia	9	10
Kentucky	16	9
Kansas	2	1
Illinois	5	3
Indiana	2	-
Iowa	2	-
Louisiana	2	3
Maine	1	2
Maryland	5	4
Massachusetts	5	1
Michigan	1	-
Minnesota	3	1
Mississippi	8	11
Missouri	8	10
Nevada	1	-
New Hampshire	3	-
New Jersey	2	1
New York	7	1
North Carolina	8	8
South Carolina	2	9
Ohio	5	4
Oregon	1	-
Pennsylvania	8	6
Tennessee	10	11
Texas	3	5
Virginia	1	9
Vermont	2	-
West Virginia	3	2
Wisconsin	3	1

⁶ Ibid., 1886-1887 646-655. 1889-1900, 1946-1953.

These reports indicate that the majority of "Division B" schools were located in the South and South Central parts of our country; and, also that the number of such institutions had not developed to any great extent in the West and Middle Western sections of the United States during the years 1886-1900. The last named sections were those which encouraged co-educational institutions; consequently, private women's schools would have had considerable competition in developing.

Ingham University was located at Leroy, New York. It was closed in 1893, because of an inadequate endowment and low student enrollment.⁷ Ingham University was apparently a well-organized school as it had gained a "Division A" classification from the United States Commissioner of Education. The lack of financial aid had been previously mentioned in connection with other private women's colleges, discussed in this paper. The attempts to establish Ingham, and Rutgers Female College of New York [this college closed in 1895]⁸ seemed typical of the trend in the East to establish private women's colleges, in, opposition to the trend toward co-educational institutions, which flourished in the Middle and Far West in the United States, during the last quarter of the nineteenth century. Elmira College, situated at Elmira, New York was

⁷Nicholas Murray Butler, editor, Education In the United States, New York, American Book Company, 1910, 336.

⁸Ibid., 336.

established in 1855 as Elmira Female College.⁹ Elmira does, like Vassar College, antedate in origin, the quarter century under discussion. This college, is, however, included in this paper because it is representative of the already cited inclination of the eastern section of the United States, to found private women's colleges. Elmira is likewise, included in this paper, and in this chapter, because by the year 1890, this institution had obtained a "Division A" rating with the United States Commissioner of Education,¹⁰ and, could not, therefore, be deleted from an attempt at a fair, representative presentation of the subject. The name Elmira Female College was later changed to Elmira College.¹¹ Elmira College suffered a great loss of student membership in the 1860's due to a small pox epidemic in the town of Elmira,¹² and consequently suffered a set back in growth, so that it did not have sufficient rank to be discussed with the private women's colleges in the preceding chapter.

Elmira college was established through the joint ideas and cooperation of Dr. Samuel Robbins Brown, a pastor of the Reformed Dutch Church at Owasco, New York, and by an elder in the Presbyterian church at Elmira, New York, Mr. Simeon Benjamin. Mr. Benjamin heard of Dr. Brown's plan for a woman's col-

⁹Thomas Woody, A History of Women's Education In The United States, II The Schience Press, New York, 1929, 174.

¹⁰Ibid., 185

¹¹History of Higher Education in New York, No. 28, Washington, Government Printing Office, 444.

¹²Mary Caroline Crawford, The College Girl of America, Page and Co., 174.

lege, and offered a gift of eighty thousand dollars, if the proposed college be located in his home town. The offer was accepted and Elmira College was opened in 1855.¹³ "Elmira College has a unique claim to the attention of College girls, inasmuch as it seems to have been the first institution in this country to confer the Bachelor's degree upon women."¹⁴

Elmira's history in its early years was beset with drawbacks to its progress. In addition to losing students through the small-pox epidemic, the opening of Vassar College in the same Eastern State attracted students from Elmira, and lastly in 1896, the need for funds was so acute that a subscription movement was launched to aid the College,¹⁵ President M. Carey Thomas, of Bryn Mawr college, writing in 1900, said of Elmira, "---the Presbyterian synod opened Elmira college in Elmira, New York, but it had practically no endowment and scarcely any college students."¹⁶ Professor Woody wrote thus of Elmira, "Elmira College [1855] is the oldest existing women's college in the United States which succeeded in attaining standards in a fair degree comparable with men's colleges at the very beginning of her career."¹⁷ In 1900, Elmira College had "70 regular

¹³Ibid., 171-172.

¹⁴Ibid., 170

¹⁵Ibid., 173-174.

¹⁶Butler, 338. quoting monograph "Education of Women", M. Carey Thomas.

¹⁷Woody, II, 184

college studens, 17 specials and 61 special students in music."¹⁸

In the, year 1900 it was said that the requirements for admission to Elmira "are those of Smith, Wellesley, and Vassar."¹⁹

Mt. Holyoke College, was established as a seminary at South Hadley, Massachusetts in 1837 by Mary Lyon, on of our country's foremost women educators. It was chartered as a college in 1888.²⁰

At its inception, of course, Mt. Holyoke cherished three ideals,--first to give the highest and most thorough education possible; second, to combine with cultivation of the intellectual powers the no less careful cultivation of the spiritual life,---third, to offer advantages at such a modest sum that girls of slender means need not be turned aside from seeking them by money considerations.²¹

Mt. Holyoke appears to have had a plan where students worked for part of their tuition and thus reduced the cost of their education. This plan would tend to attract students of the middle class. The rise of this class was one of the characteristics of our social-economic history during the closing quarter years of the nineteenth century. The advantages of a college education to women of the middle class, was in keeping with our historical growth. "--- a girl can go to Mt. Holyoke for three hundred dollars a year, a sum at least one hundred dollars less than the minumum expense in any other

¹⁸Butler, 341

¹⁹History Of Higher Education In New York, 443.

²⁰Butler, 340, and Edwin E. Slosson, The American Spirit In Education, New Haven, Yale University Press, 1921, 243-5.

²¹Crawford, 76-77.

first class Eastern college for women."²²

President Thomas of Bryn Mawr writes of domestic work in Eastern colleges at about the time under discussion, 1875-1900:-

The hour of domestic service originally required of student in Wellesley was abandoned in 1896; a half hour is still required at Mt. Holyoke, but tuition, board and residence are less expensive there. The time given to domestic work is obviously so much time taken from academic work.²³

Mt. Holyoke seemed to differ in its financial origin from its neighboring sister colleges, Wellesley, Smith, Vassar, Wells, and Elmira, in that no one private individual contributed money to promote its establishment. Its origin was due to the ambition of Mary Lyon, who"----believed in, and loved to dwell on, the great work a woman may do in the world, And she was thoroughly convinced that to do that work well a girl must be educated."²⁴ Mary Lyon and some friends raised the funds necessary for the school that grew into Mt. Holyoke College.²⁵

The third private women's colleges of the "Division A" group located in the United States of America, during the years 1886-1900, was located in Maryland.

The Woman's College Of Baltimore is a memorial foundation growing out of a first centennial of the Methodist Episcopal

²²Ibid., 81.

²³Butler, 234, quoting M. Carey Thomas' monograph, "Education of Women."

²⁴Crawford, 71.

²⁵Ibid., 72.

Church. At the Baltimore Annual Conference session of 1884, the report of a committee was adopted which recommended the "founding and endowment of an institution of first grade for the higher education of women."²⁶ Money for this institution was raised by contributions of ministers and by private philanthropy. Among the latter was a Mr. Henry Shuk who gave \$100,000 toward the newly proposed school.²⁷ The Woman's College of Baltimore opened in 1888. In 1893-94 it had an enrollment of one hundred and sixty five students. This college was under the guidance of the Methodist Episcopal Church.²⁸

The Randolph-Macon Institution of Lynchburg, Virginia, was "a branch of the Randolph-Macon Methodist educational system which stretches through Virginia."²⁹ The school was established in 1891 by the Randolph-Macon Board of Trustees, for the purpose of establishing in Virginia, "a college where our young women may obtain an education equal to that given in our best colleges for young men.---"³⁰ During the year 1899-1900, Macon Randolph had an enrollment of fifty five regular college students. Including part time college, preparatory and special

²⁶History of Education In Maryland. No. 19, United States Bureau of Education, Washington, Government Printing Office, 1894, 198.

²⁷Ibid., 199-200

²⁸Ibid., 203.

²⁹Crawford, 154.

³⁰Woody, II, 150

students, it had a total enrollment of 226 students.³¹

The last private woman's college to gain a "Division A" classification from the United States Commissioner of Education, and to continue in existence, by the year 1899-1900, was Rockford College in Illinois. Rockford College and Mills College, across the continent in California, were the only two private women's colleges of "Division A" rating, which were located away from the Eastern section of the United States, and, which developed during the years 1875-1900.

Rockford Female Seminary was begun in 1874, and gained official recognition as a college in 1892.³² The idea of founding Rockford Female Seminary was proposed at a convention of the Congregational and Presbyterian churches of Wisconsin and Illinois in 1844.³³ "Rockford was fixed upon as the site of the seminary, the citizens of the place pledging suitable grounds for the school and contributing thirty-five hundred dollars toward the expense of building."³⁴ Additional money was also subscribed later by the citizens of Rockford,³⁵ and the pioneer administrator, Miss Sill, raised two other funds by contributions from the East and West.³⁶ "Beginning with class of 1896 all graduates of Rockford have been college graduates."³⁷

³¹Butler, 341-342.

³²Woody, II, 147.

³³Crawford, 194.

³⁴Ibid., 195

³⁵Ibid., 196

³⁶Ibid., 198

³⁷Ibid., 201

The above mentioned data on the institutions for "The Higher Education of Women in the United States of America," 1886-1900 seems to indicate that the historical trend was similar to that of the decade 1875-1885 which was discussed in the preceding chapter. Private women's colleges of a high ranking accrediting were made possible, largely, by private initiative and philanthropy. This latter is again indicative of the wealth and civic pride that was a part of the historical pattern of the years 1875-1900, in our country. The preeminence of the "Division A" women's institutions for higher learning in the Eastern states, is again in keeping with the Eastern encouragement to this form of education for women. The Eastern colleges were all located in these states; Massachusetts, New York, Pennsylvania, Virginia, and Maryland; where the trend of urbanization was strong. The larger cities' population, and, the concentration of wealth in these Eastern areas offered better means to support private colleges, by supplying money and students.

The colleges discussed above, Elmira, Mt. Holyoke, Randolph-Macon, Woman's College of Baltimore and Rockford differed somewhat in the initiative promoting their origin, from the six private women's colleges discussed the preceding chapter. The colleges presented in this chapter, had for the most part, the backing of a denominational group in their origin, whereas, the colleges referred to in the second chapter of this paper were of

non-sectarian promotion. The following statistical table explains this fact, as well as provides data of a recapitulation nature for all private women's colleges of "Division A" classification in existence in this country during the closing years of the time covered by this topic.

Statistics of Colleges for WomenDivision A Education Report 1899-1900

<u>Location</u>	<u>Religion</u>	<u>College Students</u>	<u>Graduate Student</u>
<u>California</u>			
Mills College	Non-sectarian	22	3
<u>Illinois</u>			
Rockford	Non-sectarian	47	2
<u>Maryland</u>			
Woman's College of Baltimore	Methodist- Episcopal	302	0
<u>Massachusetts</u>			
Smith	Non-sectarian	1109	9
Mt. Holyoke	Non-sectarian	538	4
Wellesley	Non-sectarian	662	26
<u>New York</u>			
Wells	Non-sectarian	103	0
Elmira	Presbyterian	117	0
Vassar	Non-sectarian	651	15
<u>Pennsylvania</u>			
Bryn Mawr	Non-sectarian	223	53
<u>Virginia</u>			
Randolph-Macon Woman's College	Methodist- Episcopal South	170	6

The following additional statistical information taken from various reports of the United States Commissioner Of Education, are presented to give some detailed facts as well as sidelights on the extent to which women's education in private colleges had developed during the years, 1886-1900. The data thus tabulated attempts to keep this paper in line with presenting a fair, representative picture of the subject. Spotted states and typical data are tabulated, but not all the information on the subject is included, as it would not be possible to do within the limits of this paper. The United States' Commissioner Of Education's Reports do not always designate, which are colleges of "Division A" rating, and which are of "Division B" classification. In view of statements quoted from authorities previously, on the distinction between these two groups ["Division A" had only the eleven colleges listed in preceding statistical table], it appears most of the following facts refer to "Division B" institutions.

Schools for women which were empowered to confer degrees.³⁹

³⁹ R.C.E. 1885-1886., 439-440, 1902-23.

<u>State of Territory</u>	<u>Number of Students</u>	
	<u>1885-1886</u>	<u>1900-1901</u>
California	377	64
Colorado	0	0
Georgia	1516	1379
Illinois	678	336
Iowa	149	0
Kansas	100	20
Kentucky	1598	784
Utah	0	0
Massachusetts	1687	2835
Michigan	30	0
Nebraska	0	0
New Jersey	293	0
New York	1479	1431
Ohio	950	202
Oregon	146	0
Pennsylvania	650	844
Texas	694	493
Tennessee	1749	1132
Florida	0	0
Wisconsin	274	56
District of Columbia	0	0
Montana	0	0
Washington	0	0

During the years 1900-1901 the following information was tabulated for the whole United States.⁴⁰

<u>Division</u>	<u>Number of Institutions</u>	<u>Female College Students</u>
The United States	132	15,977
North Atlantic Division	19	5,124
South Atlantic Division	46	4,969
North Central Division	19	1,574
Western Division	2	64

⁴⁰R.C.E. 1902,23.

The two preceding tables substantiate two statements made previously in this paper: First; that the majority of students in schools of a private college nature were in the Atlantic seaboard states; Second; the majority of schools and students of apparently "Division B" rating were in the South and South Central states of the United States.

The total number of colleges reporting for 1894-1895 was one hundred and sixty three of which fifty four reported as non-sectarian that is not under the control of any one religious denomination. The remaining one hundred and nine schools were divided among twelve different denominations.⁴¹ The following statistical data is included for the year 1894-1895, as it is a time period included in this chapter, and data on the subject matter of this table adds to the presentation of a fair presentation of the topic subject.

⁴¹R.C.E. 1894-1895, Vol. I, xvi, 170

	NON-SECTARIAN	BAPTIST	PRESBYTERIAN	METHODIST EPISCOPAL	METHODIST EPISCOPAL SOUTH	PROTESTANT EPISCOPAL	LUTHERAN	MORAVIAN	CUMBERLAND PRESBYTERIAN	REFORMED	CHRISTIAN	ROMAN CATHOLIC	UNIVERSALIST
United States	54	27	22	20	18	5	5	3	2	2	2	2	1
<u>Divisions</u>													
South Atlantic	13		3	3			1	2		1			1
South Central	14	12	2	6	8	2	4	1		1			
North Central	18	11	6	10	8				2		1		
Western	7	4	11	1	2	3					1	1	
<u>Spotted States</u>													
Massachusetts	5												
New York	4		1										
Pennsylvania	3		3	1			1	1		1			
Maryland	1		1	1			1			1			
Virginia	2	5	1	2	3	2	2						
Georgia	4	3		2	2								
Kentucky	6	2	1	1	1						1		
Tennessee	4	2	2	3	3				1				
Texas		1		1	1								
Illinois	2			1			1					1	
Wisconsin	1		1										
Ohio	3	1	3			1							
Kansas			1				1					1	
California	2												42

The following table shows the number of degrees conferred by colleges of "Division A" classification during the years 1894-1895. Note the preeminence of the Eastern states.⁴³

⁴²Ibid., 172

⁴³Ibid., 173--New Jersey and Ohio data deleted as whatever schools were included in the statistics, they were not included in Report of year 1900-1901.

<u>Degrees</u>	<u>A.B.</u>	<u>B.L.</u>	<u>B.S.</u>	<u>A.M.</u>	<u>Ph.D</u>
<u>United States</u>	492	30	25	15	2
Massachusetts	310	18	16	9	
New York	122	3	9	2	1
Pennsylvania	25			1	1
Maryland	24			2	
Illinois	3				
California	2	3			

This explanation is given for the low showing of the Western Division, represented largely by California alone:-

The Western Division comprises within its borders many of the newer States, in which new institutions have been established within the past ten years. These institutions [that is for both men and women], owing to the fact that there are few preparatory schools, in some of the newer states which fit students for college work, have but few students in college classes.---"44

The statistics from 1890-1895 vary considerably. The variance is due to several reasons:

- (1) Each year a number of these institutions [colleges for women] are either temporarily suspended or permanently closed.
- (2) Some institutions abandon collegiate work and devote themselves exclusively to secondary work.
- (3) In several cases institutions have become parts of the public school systems of the cities or towns in which they are located.⁴⁵

The years 1886-1900 in the United States of America may be summarized thus for the topic "The Higher Education of Women In The United States of America", (1) the continued

⁴⁴ Ibid., 187

⁴⁵ Ibid., 206-207;

preeminence of the Eastern states in the field of high ranking private women's colleges, (2) an increase in the number and enrollment of students in these private colleges, (3) the seeming gradual abandonment and absorption into Secondary schools of many "Division B" institutions, many of which were probably known as Female Colleges or Seminaries, (4) a consistent and definite attempt to place some institutions for the higher education of women on the accredited basis with men's colleges of similar rank.

The increase of institutions for the higher education of women near the urban centers was part of the social-cultural growth that was characteristic of our history during the years 1875-1900. Urbanization spread and with its spread, and the freedom resulting from mechanical invention, as well as the "Awakening of the Social Conscience" of the country, educational development became an increasing force in the history of the United States during the years 1886-1900.⁴⁶

The history of the United States of America during the years 1886-1900 included these major issues and names of leading figures: Railroad Consolidation-Labor, Organizing-The Silver Question-the continuance of the Tariff Issues-Anti-trust Legislating-the Spanish-American War-Beginning of Imperialism-

⁴⁶Jeannette and Ray Nichols, The Growth Of American Democracy, D. Appleton--Century Co., New York, 1939, XIV.

Williams Jennings Bryan and President McKinley.⁴⁷

In his book, American Political and Social History,
Professor Faulkner writes, in part of the years 1886-1900:-

While many women found a new freedom and economic independence in work outside the home, others found time to devote their attention to the numerous women's clubs that sprang up like mushrooms. Although these clubs were of an infinite variety and served many purposes, their chief reason for existence was cultural. In 1889 they were united into a great national organization, the General Federation of Women's Clubs. While some women wasted their new-found freedom in----club activity, others sought to improve the lot of their sex through political suffrage.⁴⁸

James Truslow Adams, in his book, The March of Democracy, speaks thus of late 1880's and early 1890's, in our country's history.⁴⁹

----It is true that the age of steam and machinery had wrought great changes, some of which we have already noted, in the social and economic life of the people,----Labor-saving machinery had done away with much drudgery and had increased leisure and productivity----; factory production, replacing home crafts, had forced a rapid urbanization of the population;

----50

⁴⁷ Ibid., XIV.

⁴⁸ Harold Underwood Falkner, American Political And Social History., F.S.Crofts and Co., New York, 472-3.

⁴⁹ James Truslow Adams, The March Of Democracy, Vol.II, Charles Schribner's Sons, New York, 1933, 209.

⁵⁰ Ibid., 209

The club activity, political suffrage agitation and growth of institutions for the higher education of women, were all part of the historical pattern of the years 1875-1900, in the United States of America and part of the social, economic, political and cultural freedom developed at that time.

CHAPTER. IV

COEDUCATION: 1875-1900

"Coeducation has meant things to different people: education of the sexes together in the same college (but not necessarily the same education for both); identical education of the sexes together and education in coordinate colleges."¹ This definition of Professor Woody, of the University of Pennsylvania faculty, seems to explain coeducation as it was interpreted and developed in the various sections of the United States of America during the years, 1875-1900. The Middle and Far West areas of our country appeared to offer higher educational opportunities during these years, 1875-1900, according to these parts of Professor Woody's interpretation of coeducation, "----education of the sexes together in the same college (but not necessarily the same education for both); identical education of the sexes together,----"² The Eastern states of our country seemed to favor the last part of the definition, in their development of coeducation, that is "----coeducation in coordinate colleges."³

The two preceding chapters have tried to show that there was a consistent attempt to increase the number of private

¹Woody, Vol. II, 224.

²Ibid., 224.

³Ibid., 224.

colleges for women in the United States, during the last quarter of the nineteenth century; as well as to increase the quality of the nineteenth century; as well as to increase the quality of the educational opportunities offered by these institutions. Both movements, to increase the quantity and quality, of women's private colleges, were part of our historical development. The "quantity part" was made possible largely by gifts of philanthropists; the "quality part" by the interest of the Federal Government [through its Commissioner of Education], by the public, and by the schools themselves which aimed at educational improvement. The private women's colleges were situated mostly in the eastern states. The topic of this chapter, coeducation, represents part of this nation-wide attempt to develop higher educational opportunities for women in the United States during the years, 1875-1900. Coeducation was very closely interwoven with our country's historical growth, both directly and indirectly. Directly; coeducation was a part of our nation's history by the actual development of the institutions for higher learning which admitted both men and women students to their classes; by the right of women to attend public state universities, supported by taxes, as well as the right given women to attend 'land-grant' colleges, or schools whose existence depended, in part, on Federal financial aid; and, by the fact that the whole idea of coeducation was in keeping with the progress of an essentially democratic government and society.

Indirectly; coeducation was a part of our historical growth by being allied in spirit with the general trend toward feminine emancipation-changes which were public news in the closing quarter of the last century, in the United States.

The topic, "Coeducation: 1876-1900", is discussed in one chapter because, the various phases of this topic overlap in chronological order, or in some cases are so closely associated, that it seemed more logical to present all data under one chapter heading.

Coeducation, with the exception of the coordinate college phase of it, was encouraged more in the territory west of the Allegheny Mountains, than in our eastern states. The following excerpts from writers, support this statement. President Butler of Columbia University writing in 1900, said:-

Coeducation is the prevailing system of college education in the United States for both men and women. In the western states and territories it is almost the only system of education, and it is rapidly becoming the prevailing system in the south, where the influence of the state university is predominant. On the other hand, in the New England and middle [Atlantic] states the great majority of the youth of both sexes are still receiving a separate college education.⁴

President David Starr Jordan, of Leland-Stanford Junior University, said, in an address at Pasadena, California, in 1895, "This system [coeducation] is now fully established in

⁴Butler, 311.

the State institutions of the North and West, and in most other colleges in the same region."⁵ A book by Lida Rose McCabe, The American Girl At College, contained a chapter on the subject coeducation and in it stressed the precedence of the West in this field of higher education.⁶ Professor Woody did likewise in his book, History Of Women's Education In the United States II. Mary Caroline Crawford's, The College Girl of America, contains this information on the subject of coeducation and its particular relationship to the West.

It is almost universally conceded that coeducation has worked much better in the West than in the East. Some people who have had wide opportunities to observe the system in both parts of this country, even go so far as to say that while it is admirable in the West it is execrable in the East.⁷

H.S. Tarbell, writing in the magazine Education, in 1885, said of coeducation and its precedence in the West of United States, "The growth of American sentiment in favor on co-education is one of the marvels of this generation. Separate schools for girls and boys are usual in the larger cities of the Eastern States, while in the West co-education is the nearly universal rule.----"⁸

⁵Thomas B. Reed, Modern Eloquence, address of David Starr Jordan. "Higher Education of Women" 750.

⁶Lida Rose McCabe, The American Girl at College, New York, Dodd and Mead and company. 1893, 106-121.

⁷Crawford, 243-4.

⁸H.S. Tarbell, "Co-education", Education (March 1884), 434.

In the nature of a concession to coeducation, perhaps, annex or coordinate, or affiliated women's colleges were established and developed in the East, during the years 1875-1900 in the United States. Two of these institutions, The Society For Collegiate Education [later Radcliffe], affiliated with Harvard University, and Barnard College, affiliated with Columbia University, were classified as "Division A" institutions by the United States Commissioner of Education in the reports of the years 1886-1887 and 1899-1900.⁹ Radcliffe College was located in Cambridge, Massachusetts, and Barnard College in New York City.

The eastern schools were patterned after English ones. "The affiliated [also called annex, or, coordinate colleges] college in America is modeled on the English women's colleges of Oxford and Cambridge, with such modifications as are made necessary by the wholly different constitution of English and American Universities."¹⁰

Coordinate college were women's college located adjacent to a men's college, with the women students sharing, at least part, of the same curricula offered the men's students. The women students received degrees upon the completion of their academic work.

⁹R.C.E. - 1888, 645. R.C.E. - 1899-1900, vol. II, 1944

¹⁰Butler, 346.

In the discussion of coordinate colleges as well as in the discussion of other forms of coeducational institutions, this paper will continue to try to present a fair, representative picture of the topic. As much as possible "Division A" institutions will be discussed, because these schools were more representative of having attained high educational standards, than "Division B" institutions. The limits of this paper make it possible to include only the outstanding and typical colleges, of any of the particular phases of the topic, "Coeducation: 1875-1900."

The first American affiliated college was the so-called Harvard annex, which was brought into existence by the devoted efforts of a small number of influential professors of Harvard college, who voluntarily formed themselves into a 'Society for the collegiate instruction of women', and repeated each week to classes of women the lectures and class work they gave to men in Harvard college.----Mrs. Louis Agassiz, the widow of the famous naturalist, agreed to become the official head of the undertaking and she associated with herself other Boston and Cambridge women.----The annex was opened for students in 1879 in a rented house near the Harvard campus with 25 students.¹¹

Between 1882-1885, the Society for the Collegiate Instruction of Women, began to resemble other American colleges. A president was elected and larger accommodations were secured.¹² In order to encourage the granting of degrees to The Society, from Harvard University, The Woman's Education Association took steps toward raising an endowment.¹³ An article [unsigned]

¹¹Ibid, 347

¹²Woody, II, 309.

¹³Ibid., 309.

appearing in The Nation in 1888, discussed the Harvard annex schools and women's higher education.

The very increase in the number of women collegiate students, and of institutions for the higher instruction of women, is a reason for opening to women the best equipped and endowed universities so that they may as women continue most advantageously the studies begun as girls in high schools and colleges, coeducational or otherwise, or under private tuition.¹⁴

By 1893, the antipathy to conferring degrees by the Harvard Annex was overcome, and the name was changed to Radcliffe College.¹⁵ Accordingly the "degrees, instructors, and academic board of control [were] subject to approval of Harvard; no instructors not instructors at Harvard also, [were used]-----."¹⁶ Radcliffe was incorporated as a college in 1894, with degree-conferring powers.¹⁷

As with Radcliffe College, in Massachusetts, influential local women were partly responsible for the founding of a similar coordinate college in a neighboring state, Barnard College, in New York. "In 1882, there was formed in New York an Association for Promoting the Higher Education of Women, having as its primary object to secure the admission of women to Columbia College, as also, to raise the standard of instruction in exist-

¹⁴"Harvard Annex", The Nation, vol. 46, (1888), 92.

¹⁵Woody, II, 310.

¹⁶Butler, 347

¹⁷Ibid., 347.

ing schools for girls."¹⁸ A petition was made to allow women the benefits and lectures at Columbia. Lucia Gilbert Runkle, wrote, in 1882, about this attempt and apparent antipathy to making Columbia accept women students on a coordinate college basis. Her article, entitled "A New Knock At An Old Door", said in part,

By some subtle process of reasoning quite inscrutable to the ordinary mind, it is maintained, however, that though coeducation may do for the barbarian regions of Michigan and Cornell Universities the metropolis, as represented by Columbia College, cannot with propriety extend her lectures and examinations to girls.¹⁹

Miss Runkle explains further that Columbia could not justly exclude girls, on the grounds that Smith, Wellesley and Vassar, offered them educational work, as these private colleges were more expensive than Columbia would be, because of the fact Columbia was richly endowed. The charter of Columbia didn't contemplate girl students, "but it did contemplate the enlightenment and refinement of the community"²⁰ continues Miss Runkle.

Local public initiative was seemingly strong enough to have the petition, mentioned previously, effective. In writing the History Of Higher Education In the State of New York in 1900 Mr. Sidney Sherwood wrote thus of the attempt and success of

¹⁸Woody, II, 310,311

¹⁹Lucia Gilbert Runkle, "A New Knock At An Old Door", Century, Vol III, (Nov. 1882-April 1883), 686.

²⁰Ibid., 688

the Columbia annex.

In 1883, a petition numerously signed by residents of New York and the vicinity was laid before the trustees of Columbia college asking that the privileges of the college be extended to women in the form of coeducation. The petition was tabled by the trustees, but in the same year they took action to make the degrees of Columbia attainable by women who should be able to pass the necessary examination. [This system proved unsatisfactory] ----the college authorities grew unwilling to confer, on the strength of examination only, degrees, which commonly rested on daily training as well. To ease the situation it was obviously necessary to provide instruction for the women which should be identical with or equivalent to that provided by Columbia for men, and in 1889 Barnard College was organized with this purpose in view. ----In June 1894, the College received its permanent charter. ----In October, 1894, 127 students were registered.²¹

"The status [of Barnard College was] very much that of Radcliffe until January, 1900, when women graduates were admitted without restriction to the graduate school of Columbia----"²²

Barnard and Radcliffe Colleges had very similar early histories. The growth of both institutions was promoted by public interest, and by the actions of women's associations. Both colleges were handicapped by the Eastern prejudice to coeducation, in becoming established. Both schools, Barnard and Radcliffe, were seeking affiliation with richly endowed

²¹United States Bureau of Information Circular of Information, No. 3, 1900, ed. by Herbert B. Adams, The University Of The State of New York, Washington, Government Printing Office, 1900, quoting article of Sidney Sherwood, 471-472.

²²Butler, 348

older institutions. Barnard and Radcliffe's parallelism in growth included the fact that each school received its college charter in the same year, 1894. The founding of these two colleges is again a sample of the consistent attempt in our country during the years 1875-1900, to improve the higher educational opportunities for women. The interest of women's associations in the founding of those two schools is in keeping with that part of our historical pattern, mentioned earlier, the general trend toward women's freedom, and right to participate in activities.

Another New York State coordinate college which developed during the quarter century under discussion was Sage College, affiliate of Cornell University. Sage College had not received a "Division A" classification from the Commission of Education by 1900,²³ but it could not be excluded from a fair, representative presentation of the topic because it was typical again of the attempt of a local philanthropist to help his country, by an educational endowment. Cornell was really a state university, but, when Henry W. Sage offered a building and \$250,000 to Cornell, contingent on Cornell's offering educational facilities to young women equal to that given young men, the Cornell trustees accepted the gift. Before accepting the gift however,

²³R.C.E. 1900, Vol. II, 1944

²⁴Butler, 326 and Woody, II, 248.

an investigation of coeducation as it then existed [1870,] was made. Sage College opened in 1874.²⁴

Three other affiliated or coordinated colleges which opened during the years, 1875-1900; were, Women's College of Brown University, Providence, begun in 1892; College For Women, Western Reserve University, Cleveland, Ohio, established in 1888; and H. Sophie Newcomb memorial college for women, New Orleans, Louisiana, affiliated with Tulane University, opened in 1886.²⁵ None of these was in the "Division A" classification, but are representative of the growth of this phase of higher educational opportunities for women during the quarter century under discussion.

The next phases of coeducation to be discussed are those mentioned in the first part of Professor Woody's definition, "----education of the sexes together in the same college (but not necessarily the same education for both) identical education of the sexes together----." ²⁶ These forms of coeducational training were much more common in the Middle and Far Western parts of the United States, as has been previously mentioned in this paper. Edwin E. Slosson, in his book, The American Spirit In Education writes of the part of our historical background that possibly did much to encourage higher education, in

²⁵Butler, 346-348.

²⁶Woody, II, 224.

the Western sections, and in particular the newly settled areas. Mr. Slosson explains that, as the western states developed the settlers there in tried to avail themselves of opportunities for educational institutions. "----a college of any sort had the advantage in that it gave a certain prestige to a town and attracted a superior class of settlers. In order so far as possible to satisfy these local demands the university was sometimes given to one town, the agricultural college or colleges to another, ----and one or more normal schools elsewhere.²⁷ Mr. Slosson also stated that the various religious denominations were eager to secure college establishments in the newly settled places.²⁸ The fact that coeducation was favored in the West, has already been explained, so that it could follow that most of the institutions of higher learning founded in the Middle West and Far Western states during these years, 1875-1900, would admit both men and women students. Several typical coeducational private colleges are presented in the next part of this discussion. Most of these schools were not in the "Division A" classification of the Commissioner of Education through the year 1900,²⁹ but they are a necessary part of this paper, in order to continue a fair, representative presentation of the subject.

²⁷Edwin E Slosson, The American Spirit In Education, Yale University Press, New Haven, 1921, 156.

²⁸Ibid., 156

²⁹R.C.E., 1900 II, 1944, only private colleges listed.

In 1833 Oberlin [Ohio] collegiate institute was opened, admitting from the first both men and women.----it was the first institution for collegiate instruction in the United States where large numbers of men and women were educated together, and the uniformly favorable testimony of its faculty had great influence on the side of coeducation.³⁰

Oberlin College [chartered A college in 1850] was seemingly a real pioneer in the field of coeducation. Another Ohio college, which also pioneered in coeducation, was Antioch college. Antioch College opened in 1853, and was established on a coeducation basis from its opening.³¹ "Its [Antioch] first president Horace Mann, was one of the most brilliant and energetic educational leaders in the United States, and his ardent advocacy of coeducation, based on his own practical experience, had great weight with the public."³² President Butler, of Columbia University explained, further, that, "From this time on it became a custom, as state universities were opened in the far West, to admit women."³³

An example of a Middle West state where several denominations founded schools on a coeducational plan, was Kansas. This State was chosen, because of its geographic location in the United States. "Like most Western States, Kansas has been prolific in charters of colleges and universities under the auspices of religious denominations, associations, or private enterprises. A large number of these institutions have failed

³⁰Butler, 324.

³¹Ibid., 324

³²Butler, 324

³³Ibid., 324

on account of the conditions which surrounded their early existence."³⁴

The following Kansas institutions were listed in the United States Bureau of Education Report for the year 1900.

The University of Kansas, organized in 1864. "The university was declared to consist of two branches, a male and a female branch."³⁵

Washburn College, coeducational, under auspices of the Congregational Church, established in 1879. The buildings were the gifts of Easterners, philanthropists and local Kansans. "In 1891 there were 7 graduates."³⁶ Ottawa University, coeducational, under the Baptist Church. It received its land and name from the Ottawa Indians, and, its financing from various parts of this country. In 1892, Ottawa had 24 college graduates.³⁷ Midland College, "founded in 1887 by the board of education of the General Synod of the Evangelical Lutheran Church.----Both sexes are admitted in equal terms. The enrollment for 1891-92 was 113; for 1892-3 125."³⁸ Bethany College, coeducational, located at Lindsborg, Kansas, was chartered in 1881. It was founded under the auspices of the Swedish Lutheran Church.³⁹ Southwest Kansas College, coeducational founded in 1885. It was under the auspices of the Methodist Episcopal Church.⁴⁰

Two other privately founded institutions for higher education that opened their doors, on a coeducational plan were the University of Chicago, located in Chicago, Illinois, and Stanford Junior University located in Pasadena, California.

³⁴Higher Education in Kansas #27, United States Bureau of Education, by Frank W. Blackmar, Washington, Government Printing Office, 1900.117.

³⁵Ibid., 38.

³⁶Ibid., 130-138-139

³⁷Ibid., 139-146

³⁸Ibid., 151

³⁹Ibid., 154

⁴⁰Ibid., 158-159

The Geographic locations of these schools substantiates, in part at least, the statement about the Middle and Far West supporting coeducation.

The establishment of the University of Chicago was made possible largely by the financial aid of Mr. John D. Rockefeller and other donors.⁴¹ The University opened in 1892.⁴² "At its very foundation the aspiring University of Chicago elected to go upon the full coeducational plan----."⁴³

An interesting sidelight on foreign opinion of the subject, coeducation, is mentioned in Mary Caroline Crawford's book, The College Girl of America, writing of the visit of a German educator to the University of Chicago:

---Doctor Delbrueck, the famous German Philologist, ---looking on at the spectacle of 1,360 women students there, remarked with unquestionable sincerity, "I have found these American women wonderfully brilliant and as wonderfully beautiful."⁴⁴

Far westward from the University of Chicago, was Leland Stanford Junior University, the founding of which was made possible by the philanthropy of Mr. Stanford. This coeducational, school which opened in 1891,⁴⁵ "undertook to limit the number of women students in attendance at any time to five hundred."⁴⁶

⁴¹Butler, 274

⁴²Pioneers Must Pioneer, The Alumni Foundation Of the University of Chicago, Chicago, 1944, 3.

⁴³Woody, II, 251

⁴⁴Crawford, 246

⁴⁵Butler, 326-328

⁴⁶Woody, II, 294

President David Starr Jordan of Leland Stanford, expressed some views on higher education, in a speech made in 1895.

---The highest product of social evolution is the growth of the civilized home--the home that only a wise, cultivated and high minded woman can make. To furnish such women is one of the worthiest functions of higher education.----The higher education of women means more for the future than all conceivable legislative reforms.----

The best education for a young woman is surely not that which has proved unfit for the young man----Those who have had to do with higher training of women know that the severest demands can be met by them as well as by men.⁴⁷

President Jordan further explained that, "----untimely zeal of one sort or another has filled the West with a host of so-called colleges. It is true that most of these are weak and doing poor work in poor ways,----most of these are coeducational."⁴⁸ Professor Jordan felt this weakness in coeducational schools was due to the fact that most of their students were not of college level.⁴⁹

The next phase of coeducation to be discussed, is the one represented by the public or state universities. Many of these state universities had agricultural experiment stations, and received financial aid from the Federal Government under three acts designed to encourage higher education in the United States

⁴⁷Modern Eloquence, Ed. by Thomas B. Reed, 745-751.

⁴⁸Ibid., 751.

⁴⁹Ibid., 751

of America. These Acts were, the Morrill Acts of 1862 and 1890, and the Hatch Act of 1887. The Morrill Act of 1862 "gave to each state 30,000 acres of land per Congressman, to be used for the endowment and support of a college of agriculture and mechanical arts."⁵⁰ Professors Morison and Commager write in their collaborated work, The Growth Of The American Republic, that, "The Morrill Act was, undoubtedly, the most important piece of educational legislation ever passed in this country. 'It recognizes the principle;----that every citizen is entitled to receive educational aid from the government.-----"⁵¹

The Hatch Act of 1887,-----"provided funds for experiment stations in the various state colleges,-----"⁵² The Morrill Act of 1890, provided for further college endowments.⁵³

The Universities of Michigan, Wisconsin, Illinois and California, all state institutions, operated on coeducational plans, during the years under discussion in this paper, 1875-1900. All except the first named university, Michigan, received Federal Aid, as land grant colleges.⁵⁴

⁵⁰Samuel Eliot Morison and Henry Steele Commager, The Growth Of The American Republic, vol. II, New York University Press, 1937
308.

⁵¹Ibid., 310. Quoting in part- E.H. Bailey.

⁵²Faulkner, 436.

⁵³Butler, 618

⁵⁴Butler, 646-647. N.B. College benefiting under the Morrill Act are called, often, land-grant college, Faulkner 365.

The State universities whose pioneering in the field of coeducation was outstanding, were, the Universities of Michigan and Wisconsin. The former admitted women students in 1870, and at the latter, in 1874, "was coeducation [was] fully recognized in practice."⁵⁵

President James B. Angell, of the University of Michigan, made a plea, in 1879, to make higher education accessible to all classes. He felt that such a situation was essential for the best interests of society because the workings of our republican system of government "depends upon the distribution through the smaller towns and villages and through the rural districts of men of intelligence,-----"⁵⁶

The Annual Reports Of The Department of The Interior, of 1875, contained this information on the University of Wisconsin, "During the past year [1875] the young women have been put, in all respects, on the same footing in the university with the young men.-----There were eight young women among the graduates at the last commencement."⁵⁷ In 1883, the president of the University of Wisconsin, wrote, "After an experience of ten years in large college-classes, I am more than convinced of the

⁵⁵Woody II, 258.

⁵⁶James B. Angell, The Higher Education, Ann Arbor, Board of Regents, 1879, 12.

⁵⁷R.C.E., 1875, 457.

suitableness of coeducation."⁵⁸

The University of Illinois was established in 1867, and women were admitted in 1870, following the example of the University of Michigan.⁵⁹

President Charles Kendall Adams of the neighboring state university Wisconsin, said of the University of Illinois, in an address given in 1894, "As I contemplate what you are doing here, [at the University of Illinois] and what is doing in adjacent states, it seems to me that we are entering upon a new era in the history of advanced education."⁶⁰

The University of California, also followed the example of Michigan, and admitted women students in 1870,⁶¹ although at its organization in 1868 "its doors were freely opened to all properly qualified students above a certain age."⁶²

It is interesting to note here, that the Washington Territorial University located at Seattle, in operation 1875, on a coeducational plan.⁶³

Andrew S. Draper, of the University of Illinois, writing in 1903, connected the developing State Coeducational institutions with the growth of democratic living in the United States.

⁵⁸C.F. Thwing, "Women's Education", Education, vol.4, Sept.1883

⁶¹Butler, 325.

⁶⁰University Ideals, An Address delivered at the dedication of The Engineering building at University of Illinois, Nov.15, 1894, by C.K. Adams, President of the University of Wisconsin,

⁶¹Butler, 325.

⁶²R.C.E. 1875, 35.

⁶³Ibid., 517

The decline in the relative number of men's colleges is due in some part to the admission of women to the older institutions, for both in the newer and the freer states. Democracy has broken thru tenacious conditions in the East, she had her free way in the West.⁶⁴

No one can doubt the cause of this, for wherever democracy has had any development in the world, even under autocratic or aristocratic forms, there the rights of women have been enlarged.⁶⁵

The last phases of coeducation to be considered in this discussion, are those of graduate and professional education. These two phases will be treated together, since the work in these fields often overlaps.

The graduate field of coeducation again represents a definite attempt to offer the best in education study here, in the United States. Up to about 1867, it was not uncommon for graduate students to go abroad for their work.⁶⁶ Improved educational facilities, at home, did much to encourage graduate study in this country, during the closing quarter years of the nineteenth century.

"Johns Hopkins university was organized from the first with chief regard to graduate work; its influence upon older institutions became very marked from the time of its opening in 1876."⁶⁷ Although Johns Hopkins did much to stimulate graduate study, it did not admit women students to any of its departments,

⁶⁴A. S. Draper, "Co-education in the United States", Educational Review, XXV, (1903), III.

⁶⁵Ibid., 113.

⁶⁶Woody, II, 334.

⁶⁷Butler, 287

except the School of Medicine. Johns Hopkins is mentioned because of its general influence in promoting graduate study in the United States.

The history of attaining permission for women to attend the Medical school at Johns Hopkins university, somewhat resembles, that of the Radcliffe and Barnard Colleges. All three schools are located in the East.

In order to raise an endowment for the medical education of women at Johns Hopkins, committees of women in Baltimore and other cities worked to get the money.⁶⁸ "Miss Mary E. Garrett has offered \$100,000 to the Trustees of the Johns Hopkins University, the money to be added to the women's fund, for the Medical School of the university. This fund----was handed over to the Trustees on May 1, [1891],"⁶⁹ explained an article in The Critic, of May, 1891. Johns Hopkins Medical School opened to women students in 1893.⁷⁰

In the graduate schools in the faculty of philosophy of the following universities, women students were admitted "without restriction and compete with men for many of the scholarships

⁶⁸History of Education in Maryland, #19, by B.C. Steiner, Washington Printing Office, 1894, 158.

⁶⁹The Critic, (May 1891), "Notes" 257.

⁷⁰History of Education in Maryland, 158

and honors. Yale, Brown, Cornell, Columbia, New York University, Pennsylvania, Columbia, Vanderbilt, Missouri, Western Reserve, Chicago, Michigan, Wisconsin, Minnesota, California, Leland Stanford Junior."⁷¹

The Catholic University of America, established in 1887, conducted a summer school for Catholic women teachers. This institution was another example, of a well founded privately supported school.⁷²

The lack of college training for professional women was decried as late as 1885.⁷³ Possibly because of this need the above named institutions opened their doors to the higher education of women. Professor Woody writes of the opening of schools for women's graduate work:-

The last half of the nineteenth century, however, witnessed the gradual opening of medical, law, and theological schools, as well as the graduate departments of universities, wherein women were to be given the chance to prove that they could master not only the literary and scientific studies to the extent developed by men, but also assist in extending the boundaries of that knowledge.⁷⁴

The University of Chicago had the greatest number of women graduate students in the year 1898-1899, with the University of California next in number, in the West. In the East,

⁷¹Butler, 351 [Graduate work was also offered at Wellesley and Bryn Mawr. Woody, II, 334.]

⁷²Slosson, 204.

⁷³Woody, II, 322.

⁷⁴Ibid., 322.

Barnard-Columbia led in students, during this same year.⁷⁵

Normal schools, as another means of "The Higher Education of Women in the United States of America: 1875-1900", will be the last phase of professional coeducation to be discussed in this report. The need for teacher training on a professional basis, stimulated the opening of training schools all over the country during the quarter century under discussion. "In America, as in Europe, the demand for better teachers was a marked feature of the great democratic movement toward popular education; perhaps it may be called the feature of this movement."⁷⁶

Normal schools of a permanent nature, originated in the same state which has been previously cited as the seat of other educational institutions, Massachusetts. Northern and western states generally, encouraged the founding of normal schools, along with their growth.⁷⁷

Normal schools were classified into two large groups; private or public institutions. The former included schools that were supported by private funds or tuition; the latter group included state and city schools that were supported by tax revenue. The public schools drew the greater number of women students, "which is owing for the most part probably, to

⁷⁵Butler, 352, Bryn Mawr followed Barnard-Columbia in the East.

p. 352

⁷⁶Ibid., 367

⁷⁷Ibid., 368-370.

the fact that tuition is free in the one case [public schools] and not in the other [private.]⁷⁸ In a report of the Commissioner of Education for the year 1897-98, the public normal schools had 33,667 female, and, the private normal schools, 10,696 female students.⁷⁹

The total number of normal schools in the United States nearly doubled from 1875 to 1900. In 1875, there were 137 normal schools. The Commissioner of Education's report for 1875, did not list public and private schools separately. In the year 1887-88 there were 134 public institutions for teacher training, and 43 private institutions. In 1900 there were 172 public normal schools, and 134 private schools. In the 1900 report it was noted that most of the schools, both public and private were located in the Middle Western part of the United States. The 1900 report also showed a great increase in the number of private institutions for teacher training. In the report for 1900 there were listed 47,521 female students in public normal schools, and 22,172 in the private institutions.⁸⁰

Two of the several highly recognized private normal schools were Teachers College, in New York City, and at the University of Chicago, in Chicago.

⁷⁸Ibid., 376

⁷⁹Ibid., Quoting R.C.E. for 1897-1898, 377

⁸⁰R.C.E. 1876, 587-91, 1887-88, 459-63 and 472-475, 1899-1900-I
III.

"Instruction in the science and the art of teaching was included in the university scheme that was proposed for Columbia college in 1858, but then without avail."⁸¹ This plan, of President Barnard's, was not successful until 1888, when Teachers College was organized, on a partly affiliated basis with Columbia University. In 1898, "Teachers College was made an integral part of Columbia university."⁸² President Butler explained further that, "The Teachers' College is a Professional school, designed to equip intending teachers thoroughly for their profession and to afford to those who are already members of the profession opportunities for specialization and graduate study."⁸³

The University of Chicago established a college for teachers in 1898. The monograph of B.A. Hinsdale, "The Training of Teachers," described the Chicago project thus "While it is not exclusively a teachers school, the college, nevertheless, emphasizes instruction suitable to the special needs of teachers sufficiently to justify its name.----At the close of its first year of life the outlook is an encouraging one."⁸⁴

⁸¹Butler, 396.

⁸²Ibid., 396

⁸³History of Higher Education in New York, #29, 490.

⁸⁴Butler. 399-400

The Peabody Normal College, at Nashville, Tennessee, was made possible originally through the philanthropy of George Peabody. The normal school was established in 1875, by the board of trustees of the Peabody Fund. Since then the state of Tennessee has aided in the continuance of this school.⁸⁵ "The settled policy of the trustees is to use the greater portion of the annual income for normal schools and institutes, believing that nothing is so much needed in the South as trained teachers for the public schools."⁸⁶ This normal institution, therefore, represents a combination of private and public money united for professional training of teachers.

In the field of public teacher training, the University of Michigan again, did much to set a strong, precedent, as it had in the field of general coeducation. "In June, 1879, the regents, on the recommendation of the president [Angell] and faculty, established a chair of the science and the art of teaching----"⁸⁷ Michigan's example "proved to be stimulating to other institutions of learning,----Since 1879 numerous chairs of education have been established in colleges and universities, and additional chairs are being founded every year. Education has come to be recognized as a

⁸⁵Ibid., 375

⁸⁶R.C.E., 1886-7, 451.

⁸⁷Butler, 393

fit, if not, indeed, a necessary subject of college and university instruction."⁸⁸ Mr. Hinsdale's monograph explains also that the state universities of the northwestern and western states were leaders in the field of allying teacher training to their schools' curricula.⁸⁹

An article in a Circular of Information published in 1883, linked the field of coeducation and teacher training as a public necessity.

---Both the general instruction of girls and the common employment of women as public school teachers depend, to a very great degree, on the prevalence of coeducation, and that a general discontinuance of it would entail either much increased expense for additional building and teachers or a withdrawal of educational privileges from the future women and mothers of the nation.⁹⁰

The following statistical data was taken from various reports of the Commissioner of Education, and are presented, to show the great difference in both the number of coeducational colleges and female students, between 1875-1900, in the United States of America.

In 1875, there were 58,894 students in coeducational institutions, and 355 coeducational schools.⁹¹

In 1887-1888, 24 state universities had been established, located mostly in the Central West and the South. During the

⁸⁸Ibid., 394

⁸⁹Ibid., 394

⁹⁰Circular of Information, of the Bureau of Education, No.3 Washington Government Printing Office, 1883, 27.

⁹¹R.C.E. 1876, LXXXIV. No separate grouping of male and female students.

same year, there were 143 graduate coeds.⁹²

The Report for 1900-1901 listed 473 colleges and universities, including state universities. The number of female students was 7,688 in public institutions and 609 graduate students; in private institutions, 29,335 students in the regular college department, and 1,373 graduate students. In the geographic divisions of the Commissioner's Reports, in the year 1900-1901, the Middle West had the highest number of schools and students, in every branch except in graduate students in private college, in which branch, the East still led.⁹³

The following statistical table proves further the increase in the number of women students availing themselves of the opportunities for higher education offered during the last decade of the years under discussion, 1875-1900.⁹⁴

WOMEN STUDENTS

SPOTTED YEARS	COEDUCATION SCHOOLS	PRIVATE DIVISION A COLLEGES	SCHOOL OF TECHNOLOGY	TOTAL
1889-90	8,075	1,979	707	10,761
1893-94	13,144	3,578	1,375	18,098
1895-96	16,746	3,910	1,065	21,721
1897-98	17,765	4,415	1,289	23,740
1899-1900	20,452	4,872	1,440	26,764
PERCENTAGE INCREASE	153.3	146.2	103.7	148.7

⁹²R.C.E. 1887-1888, 626-629 for a graduate data.

⁹³R.C.E. 1900-1901, 1618, and 1652-1671.

⁹⁴R.C.E. 1899-1900 vol. 2, 1875. Part of a statistical table quoted. Only spotted years included

"These figures show that while men students have increased during the period 60.6 percent, the women students have increased 148.7 percent."⁹⁵

In the beginning of this chapter it was mentioned that coeducation represented part of a trend on our country's history, toward the general emancipation of women, and the obtaining for women privileges which they then did not have, under law or custom. A very strong force in the interests of women, current during the years 1875-1900, was the suffrage movement. Since suffrage and coeducation are related fields in granting rights to women, some data on the former seems timely in this chapter.

The dream of equal suffrage by federal amendment was encouraged by the events following the Civil War; and, after the successful adoption of the fourteenth and fifteenth amendments----federal action appeared to be all the more justified. There must be a woman suffrage amendment to raise women from her degraded political slavery.⁹⁶

A federal amendment to grant women the right to vote was proposed January 10, 1878 and in the years following, men and women worked for its adoption.⁹⁷

⁹⁵Ibid., 1875

⁹⁶Woody, II, 420, 421.

⁹⁷Ibid., 420,421. Women were not granted this suffrage right until 1920, with the passage of the 19th amendment, Morrison and Commager, after index.

Kirk Harold Porter's dissertation entitled, A History of Suffrage In the United States, explains that "The real problem of suffrage merely was; Who should choose those who are to represent all the people?"⁹⁸ Doctor Porter explains that the East was very conservative about accepting suffrage, whereas in the West the movement gained headway."----Colorado came into the union in 1876 with a constitution permitting women to vote in school elections and containing a clause permitting the legislature to submit the question of full woman suffrage to referendum."⁹⁹

These states which entered the Union between 1889-1896 had partial provisions for woman suffrage: Montana, North Dakota and South Dakota. These states ammended their old constitution with new suffrage provisions, during the years 1890-1900: Maine, Colorado, Minnesota, California, Connecticut, and Delaware.¹⁰⁰

The collaborated work of three of the foremost suffragetes, cites repeated unsuccessful country-wide attempts to get federal approval for woman voting and to promote the temperance movement. National Conventions, Reports and Congressional debates all held the historical spotlight in the cause of suffrage.¹⁰¹

⁹⁸Kirk Harold Porter, A History of Suffrage In the United States, The University of Chicago Press, Chicago, 1918, 236.

⁹⁹Ibid., 243.

¹⁰⁰Ibid., 244-245

¹⁰¹E.C. Stanton, Susan B. Anthony, and Mathilda J. Gage, History of Woman Suffrage, Vol. III, 1876-1885, Rochester, Charles Mann IX-XVII

The political suffrage agitation was only one phase of the nineteenth century movement towards woman's emancipation; it was closely interwoven with other changes; ----. Foremost among these were the change in woman's economic position and the advancement in her education.¹⁰²

¹⁰²Woody, II, 430

CHAPTER V CONCLUSION

During the years 1875-1900, the Higher educational opportunities offered to women progressively increased in the United States. Consistent attempts were made from several sources to improve the quality, variety and quantity of these educational institutions. These sources of encouragement for the higher education of women have been mentioned in the preceding chapters of this paper. To summarize briefly, these aids in advancing women's higher education in the closing quarter of the nineteenth century, were: the public, the federal and state governments, individual educators, individual philanthropists, and women's associations. Public approval was shown by the very fact that women students were sent to the colleges opened to them. Public interest also manifested itself in the support given the petition for the opening of Barnard College. The concern and support of the federal and state governments was very marked during the years 1875-1900. The federal government through its special agency of the Commissioner of Education, in the Department of Interior, had statistical and informative data compiled on the educational facilities of the whole country. Arthur Meier Schlesinger, in his work entitled, The Rise of the City 1878-1898, says of this--

Taking the nation as a whole, improvement of the educational system occurred at every point from top to bottom. Congress had evidenced its interest in 1867 by creating a special department (later bureau) of education which, under able leadership, served as a national clearing house, gathering statistics, disseminating information and holding up the torch for the more backward commonwealths.¹

The plan of the Commissioner of Education in 1886 to separate institutions for the superior instruction of women into "Division A" or "Division B" institutions, on the basis of their college organization, probably did much to raise the standards of women's colleges and to clarify the difference between institutions of true college level and those institutions which were called "female colleges" and "female seminaries", many of which, possibly, were actually only secondary schools.² State governments aided women's higher education, in this country, by the financial support to the state universities which admitted women students, as coeds among the students.

Individual educators whose interest and work did much to promote higher educational opportunities for women were, Mary Lyons, Horace Mann, President Barnard of Columbia, President Angell of the University of Michigan and President David Starr Jordan of Leland Stanford Junior, University.

¹ Schlesinger, 161. This report has frequently used the statistical data referred to by Mr. Schlesinger, under the title Annual Reports of The Department of Interior Commissioner of Education. Shortened form used, R.C.E. 103

²R.C.E. 1886-1887, 642. 1876- LXXX and LXXXI 104

The gifts of individual philanthropists promoted the founding of Vassar, Wells, Wellesley, Smith, Bryn Mawr, Mills, and Sage Colleges: as well as the Universities of Chicago and Leland Stanford; and the medical schools at Johns Hopkins University.

Active participation by women's associations did much to keep alive public interest, and to raise funds for several institutions. This feminine public concern helped found Radcliffe and Barnard Colleges, and to secure the right of women to be admitted to the medical school of Johns Hopkins University.

The quality of the institutions for the higher education of women, during the years 1875-1900, was improved by the work of the federal and state governments, previously mentioned, and by the attempts of the better women's colleges [most of which were established during these years] to emulate the standards of men's colleges, or by their own improved plans of organization.

The variety of education offered to women, on college level or above, increased greatly during the years 1875-1900. Improved private colleges, the growth of coordinate colleges, the increased opening of private and public coeducational institutions, normal colleges and graduate schools made this increased variety in higher educational opportunities for women possible.

The increase in quantity of institutions for higher learn-

ing for women was also very marked in the United States during the last twenty five years of the nineteenth century. In 1875, there were 222 institutions and 23,795 students in the Commissioner of Education's Report for the superior instruction of women.³ During 1875, there were 355 universities and colleges with 58,894 students, including both sexes, [there was no separate classification of male and female students in the report].⁴ These statistics for 1875 may seem high in proportion to the figures of later years, but, during this year, 1875, the quality of schools reporting may not all have been of truly college level, as was explained before in this report. There were no known classifications of "Division A or B" colleges in 1875.

In the 1886-1887, Report to the Commissioner of Education, there were 159 schools and 20,772 students listed under the heading "----institutions for the superior instruction of women."⁵ During this time there were seven "Division A" colleges for women in existence.⁶ During 1886-1887 there were 24 state universities and 12 colleges and schools of "related faculties" listed. There was no distinction made again in statistics in

³R.C.E. 1876 LXXIX.

⁴R.C.E. 1876 LXXXIV

⁵R.C.E. 1886-87, 644.

⁶I bid, 642,3.

the numbers of female or male students.⁷

The Commissioner of Education's Report for the years 1899-1900 is much more complete and detailed so that a better picture of the situation is possible. During that time there were 13 "Division A" colleges and 128 "Division B" colleges. In the "Division A" group were listed 4,624 colleges and 248 graduate students. The North East still held precedence in this type of women's higher education.⁸ In the "Division B" group were 10,843 collegiate and 163 graduate students. The South Atlantic and South Central states led in this field.⁹ During the year 1899-1900, there were 344 public and private coeducational institutions, with 19,199 women undergraduate students. In this field, the number of women students in the North Central Division of States, was about five times as great as the number in the next highest Division.¹⁰ The number of women included in the group listed as, "Students in universities and colleges for men and for both sexes,"¹¹ were 19,999 collegiate students, 1,377 graduate students, and 1,021 professional students. The North Central Division led in the numbers of women students in all three levels of Study listed.¹² This proves again the

⁷Ibid., State universities-606-66. Colleges and Schools of "related faculties" 658-9.

⁸R.C.E. 1899-1900, 1892-1894, 1944-1953

⁹Ibid., 1894

¹⁰Ibid., The States in the North Central Division were: Ohio, Indiana, South Dakota, Nebraska and Kansas, 1884.

¹¹Ibid., 1884

¹²Ibid. 1884

¹⁰In addition: Illinois, Michigan, Wisconsin, Iowa, Minnesota, Missouri, North Dakota.

the support and response given to coeducation in the middle west, as against the encouragements given to private women's colleges in the East.

Statistics in the field of Normal School training for women is likewise not so complete for the year 1875 as it is for later years included in this discussion. In 1875 there were a total of 137 Normal Schools: and in 1886-1887 there were 124 Public Normal Schools and 24 Private Schools; and in 1899-1900 there were 172 Public Normal Schools and 134 Private ones, with a great number of "----institutions having departments or courses for the training of teachers----."13

This increase in the higher educational advantages offered to women during the period 1875-1900 was part of the historical development of the United States of America. Educational growth represented part of the trend of our country to develop herself internally and to be an important leading nation in the world. These aims were accomplished by the turn of the century. The interest and gifts of the philanthropists was an indication of the wealth in the United States, as well as the civic pride and desire to improve the national educational opportunities. The establishment of graduate schools here was a definite step in providing the highest educational facilities, in this country,

¹³R.C.E. 1876, data for 1875, Table II, LVIII.
1886-87, 455
1899-1900, LIII.

making it unnecessary to go abroad for this form of study. The opening of the graduate schools seems a real challenge, to our ability as a nation, to compete with foreign education. The encouragement given to coeducation, in the middle and far West was in agreement with democratic ideals and the trend toward freedom which were characteristic of the newer settled states, during the last quarter of the nineteenth century. All phases of higher education mentioned in this report were truly part of the United States growth toward offering equal educational opportunities for all classes of society.

Professor Schlesinger writes thus of this internal growth of the United States:

The United States in the eighties and nineties was trembling between two worlds, one rural and agricultural, the other urban and industrial. In this span of years the fateful decision was made. Traditional America gave way to a new America, one more akin to Western Europe than to its former self, yet retaining a authentic New World quality.¹⁴

The trend toward urbanization as a promoter of education was mentioned by Professor Schlesinger and Professors Nichols in their works. Professor Schlesinger wrote, ----the city is envisaged as the dominant force of all those impulses and movements which made for a finer, more humane civilization. Education, literature, science, invention, the fine arts, social reform----were given lift and direction by those who lived in

¹⁴Schlesinger, XIV.

urban centers."¹⁵ Professors Nichols discuss Education, Culture and Awakening of Social Conscience, under the heading Urbanization.¹⁶

Another statement of Professor Schlesinger's seems to summarize well the connection of education with our country's history. -He wrote,

Despite all setbacks and short coming's the educational advance during the 1880's and 1890's was astonishing. All parts of the country and all classes of society were affected.----If cultural progress in a democracy depends upon a continuous process of recruitment from the ranks of the many, never before had America so ample an opportunity for a forward push along all lines of intellectual endeavor.¹⁷

Ralph H. Gabriel, in his book entitles, Main Currents In American History, connects the development of higher education with the objective of obtaining security for the individual. Mr. Gabriel wrote-

----The foundation of American thought has been from the beginning that the political state is an instrument in the hands of its citizens, not only for the creation of a better civilization but for the assisting of individuals to realize fully their powers and possibilities. The chief expression of this ideal is the American public schools system extending from grammar school through the university, an educational organization giving to individual Americans opportunities to be found in no other great nation in the world.----¹⁸

¹⁵Ibid., XIV

¹⁶Nichols, XIV

¹⁷Schlesinger, 201.

¹⁸Ralph H. Gabriel, Main Currents In American History, D. Appleton-Century Co. New York, 1942, 185.

President Charles F. Thwing of Western Reserve University and Adelbert College, wrote, as part of a memorable address on the twenty fifth anniversary of Vassar College, in 1895, '----in the enlightened American daughter, wife, and mother, in the free American home, we find the fairest flower and the highest promise of American civilization.'¹⁹ President Thwing's address stated also that about fifty-five percent of the woman graduates of United States' colleges had married, and of the non-marrying group, teaching had become the most popular profession.²⁰ The speaker continued:

The fears early expressed that the college women would prefer a public to a domestic career, have proved to be false. Women have resigned exalted public places to become heads of simple American homes.----The home is the center of life; it is the source of life's best influences. No contribution for its enrichment is too costly.----all that which the college represents and embodies, is none too rich for the betterment of the home.²¹

Professor Herbert B. Adams, the noted historian, of the Johns Hopkins University faculty, quoted Bishop Spalding, at an address delivered at Johns Hopkins University in 1898. Professor Adams, said, "At the founding of the new Catholic University in Washington, Bishop Spalding said that a university 'is an institution which, better than anything else, symbolizes the aim and

¹⁹ Charles F. Thwing, "What Becomes of College Women?", North American Review, vol. CLXI, Nov. 1895, 546.

²⁰ Ibid., 547.

²¹ Ibid., 546.

tendencies of modern life."²²

²²State Aid To Higher Education, Addresses Delivered at Johns Hopkins, Baltimore, The Johns Hopkins Press, 1898, address of Herbert B. Adams, "The Encouragement of Higher Education.", 83

Critical Essay on Authorities

Primary Sources

The Annual Reports Of The Department Of The Interior, Commissioner Of Education, Washington, Government Printing Office, for various years from 1875-1902, contained statistical data compiled by an office of the federal government from institutions of the entire United States and Alaska. The information was of particular value for the period 1886-1900, as previous to that time, the Reports used were not as complete as the later issues. This difference between the earlier and the later Reports is probably due to the fact that in 1875 the Commissioner Of Education's Office was then only recently organized and not as well able to present data as in later years. Also, after 1875-educational institutions improved themselves and increased in number so that the reported data tended to be more representative.

Special publications of the United States Bureau Of Education, Government Printing Office, Washington, D.C., presented chronological and historical information on various phases of the educational history of specific states. These publications were listed under the titles of the various states about which the report was given, each publication also was numbered and contained the name of the author of the report. Among the publications used were these: History Of Education In Maryland, No. 19, History Of Higher Education In New York, No. 28, History Of Higher Education In Massachusetts, No. 6, and Higher Education In Kansas, No. 27.

Secondary Sources: Educational background

The book, Education In the United States, A Series Of Monographs, Edited by Nicholas Murray Butler, President of Columbia University in New York City. The work was published by the American Book Company, New York, 1900 and 1910. Two monographs were useful for a brief chronological study of the growth of either a particular phase of education, or of a particular institution. These monographs were, "Education Of Women," by M. Carey Thomas, President of Bryn Mawr College, and the "Training of Teachers", by B.A. Hinsdale, sometime Professor of the Science and Art of Teaching in the University of Michigan. Thomas Woody, a Professor of the History of Education, University of Pennsylvania, wrote a lengthy book with diversified data, entitled, A History Of Women's Education In The United States.(volume II,) The Science Press, New York, 1929. Information on the educational history of the topic subject, as well as, on the trend towards women's freedom, were included in Professor Woody's work. Kate Holladay Claghorn, Ph. D., Yale University, wrote a book entitled, College Training for Women, Crowell and Company, New York, 1897, which was helpful for understanding the then [1897] current information on life, in general, at women's colleges. The author did not stress activity at any particular college. The College Girl of America,

by Mary Caroline Crawford, L.C. page and Company, Boston, 1905, was useful for historical date on particular colleges. The work of Professor Edwin E. Slosson, The American Spirit In Education, New Haven, Yale University Press, 1921, was of value because of the author's presentation of higher educational growth with the country's historical development. The writings of Charles F. Thwing, President of Western Reserve University, was useful in discussing the trends of various sections of the United States, in the growth of institutions for the higher education of women. President Thwing's work was entitled, A History Of Higher Education In America, D. Appleton and Company, New York, 1906.

Secondary Sources: Historical background

Two works of Arthur Meier Schlesinger, Professor of History, Harvard University, were useful for factual and varied historical data, The works were: The Rise Of The City, 1878-1898, New York, The Macmillan Company, 1933, which was Volume X, of, A History of American Life Series; and Political and Social Growth of the American People 1865-1940. The Macmillan Company, New York, 1941. Professor Harold Underwood Faulkner of Smith College, wrote a book entitled, American Political and Social History, F. S. Crofts American History Series edited by Dixon Ryan Fox. This was good for a general background study of the topic, Two works of the noted chronicler of American life, James Truslow Adams, were used for information on the gradual emergence of the historical pattern. These works were: The Epic Of America, Little Brown and Company, Boston, 1932, and, The March of Democracy, From Civil War To World Power, vol. II, Charles Scribner's Sons, New York, 1933. The Collaborated book of Professors Jeanette and Ray Nicols, The Growth of American Democracy, D. Appleton-Century Co., New York, 1939, treated the historical scene in unit manner. A recent publication by Ralph H. Gabriel, Main Currents In American History, D. Appleton-Century, New York, 1942, is a compact study for background history. The data was compiled for use in teaching to the Second Army, in the fundamentals of American democracy.

Periodical Literature

In general the information obtained from periodical literature was of value because it was written current or nearly current to the time under discussion in this paper, 1875-1900, and because this information represented public opinion or thinking in that quarter century in the United States. Among the magazine articles used were "Co-education in the United States", by Andrew S. Draper, Educational Review, 1903; "Harvard Annex", an editorial signed C. B., The Nation, vol. 46, 1888; also in The Nation, three other unsigned articles, "The Columbia College Scheme of Female Education", June 1883, "Educating Women", February, 1883. "The Progress of Education," Jan. 1888.

In the magazine, Education, the articles, "The Collegiate Education of Girls", by Professor Maria Mitchell, May 1881; and "Women's Education" by Charles F. Thwing, September, 1883, were very helpful.

Addresses to University Groups

The following university addresses all explained the need for and the part higher educational facilities were playing in our historical growth. The addresses used were: "The Higher Education", delivered in 1879 by President James B. Angell of the University of Michigan, Ann Arbor, Board of Regents; the address of President David Starr Jordan, of Leland-Stanford Junior University, delivered in 1895, entitled "Higher Education Of Women" in Modern Eloquence, vol. 8, edited by Thomas B. Reed (Modern Eloquence Corp., New York City, 1923); the address of President Charles Kendall Adams of the University of Illinois, November, 1894; and the address of the noted historian, Herbert B. Adams, "The Encouragement Of Higher Education", delivered at Johns Hopkins University, in 1898.

APPROVAL SHEET

The thesis submitted by Miss Mary Alice Gallagher has been read and approved by three members of the Department of History.

The final copies have been examined by the director of the thesis and the signature which appears below verifies the fact that any necessary changes have been incorporated, and that the thesis is now given final approval with reference to content, form, and mechanical accuracy.

The thesis is therefore accepted in partial fulfillment of the requirements for the Degree of Master of Arts.

Nov. 18, 1944
Date

Paul Finney
Signature of Adviser