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NATIONAL SECULAR SOCIETY

THE
JOINT EDUCATION
OF
YOUNG MEN AND WOMEN
IN THE
AMERICAN SCHOOLS AND COLLEGES.

BEING A LECTURE DELIVERED BEFORE THE
SUNDAY LECTURE SOCIETY,

ON 27TH OF APRIL, 1873,

BY
MARY E. BEEDY, M.A.,

Graduate of Antioch College, U.S.

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JOINT EDUCATION OF YOUNG MEN AND WOMEN.

THE American colonists carried with them their practical English tendencies. They were impressed with a deep sense of the advantages of education, but it had to be got at the least expense.

In the towns and cities they could have schools for boys and schools for girls, but in the sparsely-populated rural districts separate schools were impossible. It was almost more than the farmers could do to pay the cost of one. All the boys and girls within a radius of two or three miles met together in the same school. They were companions and rivals in their pastimes, and it probably did not occur to any one to consider whether there could be any danger in continuing this rivalry in their lessons. In the rapid growth of the population some of these rural centres gradually became villages and towns, but the joint education of the girls and boys went on.

Two leading principles in school economy are, to secure the smallest number of classes, and the greatest equality of attainment between the pupils in each class; and these principles favour large schools rather than numerous schools. Schools affording a higher grade of instruction, and known

as academies, sprang up here and there. These were private enterprises, and the commercial aim was to furnish the best educational advantages for the largest number of pupils at the least expense. The teacher wanted to make as much money as he could, and the parents had in general but little to spend for the education of their sons and daughters. The same economical views made these joint schools: fewer teachers were required. These academies, with the district schools I have before mentioned, met almost the entire educational demands of the rural and village population. A few of the more ambitious boys went from these academies to the universities, and a few of the girls went to young ladies' boarding-schools; but these were exceptional cases.

You probably know that we have no men of wealth and leisure living in the country. The soil is owned by the men who work it, and the rich men live in the cities. And I suppose you also know that in any generation of American men the large majority of those who lead in commerce, in politics, and in the professions are the sons of farmers who in their boyhood worked on the farms and went to these rural schools in the leisure season; the wives of these men having had for the most part the same rural training. You can readily see from this that the peculiarities of our rural life, the circumstances that gave these men and women the energy to bring themselves to the front rank of society, were likely to meet with approval. However, joint education was simply looked upon as one of the necessities of our youthful life till about twenty years ago. Men who rose to positions of wealth and honour upon the basis of the educa-

tion received in these schools did not praise joint education any more than they praised the other natural and frugal habits that attended their rural life. No one had philosophised upon this system, and there was no occasion to think of it. It had simply been the most natural means of meeting a great need. In both the district schools and in the academies the boys and girls did about the same work. They liked to keep together. Now and then a boy went a little farther in mathematics than the girls did, in the prospect of a business career and a life in the city ; or he learned more Latin and Greek in preparation for the university. There was no question about difference of capacity or difference of tastes between boys and girls ; there was nothing to suggest it. They liked to do the same things, and the one did as well as the other. Forty years ago, in one of the academies near Boston, a number of girls went with a set of their school-boy-friends through the entire preparation for Harvard University. The girls knew mathematics and Greek as well as the boys did, and formed a plan for going to the university with them. I cannot say whether the plan grew out of a keen zest for knowledge, or out of an unwillingness to break off the very pleasant companionship. Probably from both. The girls did not think there could be much objection to admitting them at the university. They thought the reason there were no girls at the universities was that none had wanted to go, or had been prepared to go. They proposed to live at home ; so there would be no difficulty on the score of college residence. However, as their request was new, it occurred to them that a little diplomacy might be required in presenting it ; so they deputed the most

prudent of the party to do the talking, and imposed strict silence upon the youngest and most impulsive one, from whom I have the story. The girls called upon old President Quincy ; they told him what they had done in their studies,—that they had passed the examinations with the boys, and wished to be admitted to the university. He listened to their story, and evinced so much admiration for their work and aims that they at first felt sure of success. But President Quincy seemed slow in coming to the point. He talked of the newness and difficulties of the scheme, and proposed other opportunities of study for them, till at length this youngest one, forgetting in her impatience her promise to keep silent, said, " Well, President Quincy, you feel sure the trustees will let us come, don't you ? " " O, by no means," was the reply : " this is a place only for men." The girl of sixteen burst into tears, and exclaimed with vehemence, " I wish I could annihilate the women, and let the men have everything to themselves ! "

This, so far as I know, was the first effort made by women to get into an American university, but the incident was too trifling to make any impression, and I narrate it only as marking the beginning of the demand for university advantages for women. About the same time Oberlin College was founded in Northern Ohio. It grew out of a great practical everyday-life demand. There was a wide-spread desire on the part of well-to-do people for larger educational advantages than the ordinary rural schools provided. They could not afford the expense of the city schools : besides, they wanted their sons and daughters to go on together in their school work ; they were unwilling to subject either to the dangers

of boarding-school life without the companionship and guardianship of the other. Oberlin College was founded on the strictest principles of economy. It was located in a rural village in the West, where the habits were simple and the living inexpensive. In the third year of its existence it had 500 students, and since the first ten years it has averaged nearly 1,200, the proportion of young women varying from one-third to one-half. There was a university course of study for the young men, and a shorter ladies' course for the young women, which omitted all the Greek, most of the Latin, and the higher mathematics. It was not anticipated that the young women would desire the extended university course, but so far as the two courses accorded the instruction was given to the young men and the young women in common. But the young women were allowed to attend any of the classes they chose, and at the end of six years a few of them had prepared themselves for the B.A. examination, and were allowed upon passing it to receive the degree.

The college authorities did not seem to consider that B.A. and M.A. were especially masculine designations. They regarded them only as marks of scholastic attainments, which belonged equally to men and women when they had reached a certain standard of scholarship. Not many women could stay, or cared to stay, long enough to get these degrees. The "ladies' course" required nearly two years' less time, and contained a larger proportion of the subjects that women are expected to know. The number of women who have received the university degrees from Oberlin is still less than a hundred, making an average of only two or three for each year. Oberlin sent out staunch men and women.

Wherever these men and women went it was observed that they worked with a will and with effect. The eminent success of Oberlin led many parents in different parts of the country to desire its advantages for their sons and daughters. But Oberlin was a long way off from New England and from many other parts of the country; besides some thought it an uncomfortably religious place; negroes were admitted, and it was altogether very democratic, much more so than many people liked. So parents began to say, "Why can't we have other colleges that shall provide all the advantages of Oberlin and omit the peculiarities we dislike." Now began the discussion upon the real merits of this economical system of joint education. It had sprung up like an indigenous plant. It had met a necessity remarkably well, and it was only when, its advantages becoming recognised, it began to press itself into the cities and among people where it was not a necessity, that it evoked any discussion. This was a little more than twenty years ago. People who had observed the working of the joint schools were altogether in favour of them. The wealthier people in the towns and cities, who were accustomed to having boys and girls educated apart, preferred separate schools, and thought joint education would be a dangerous innovation; that in the institution adopting it the girls would lose their modesty and refinement, and the boys would waste their time. Leading educators were divided upon this question: those who were familiar with the joint schools were the most uncompromising advocates of that system; those who had known only the schools where girls and boys were educated apart for the most part preferred separate education, where it could be afforded. Not

all, however, for many had developed the theory of joint education out of an opposite experience. In girls' schools they had felt the want of adequate stimulants for thorough work. They had seen the strong tendency in girls to fit themselves for society rather than for the severer duties of life; they believed that if girls were associated with boys and young men in their studies, they would not only be better scholars, but that they would remain longer in school, that they would have less eagerness to get out of school into society. And many who were familiar with boys' schools felt the dangers attendant upon the absence of domestic influence, and saw that it might be very largely supplied by the presence of sisters and schoolfellows' sisters. They saw too that the tendencies to a coarse physical development, which are found in an exclusive society of men, might be counteracted by the presence of women. In short, all who were acquainted with joint education gave it their most unqualified approval; while those who knew only the system of separate education were for the most part disposed to favour that, though many of these saw the need of something in girls' schools which the presence of boys would introduce, and something in boys' schools which the presence of girls would supply. The advocacy of joint education was valiantly led by Horace Mann, the greatest American educator, the man who stands with us where Dr Arnold stands in the hearts of English people.

About this time Antioch College was founded in Southern Ohio, and Mr Mann was invited to take charge of it. Its object was to provide educational facilities as nearly equal to those found at the best New England universities as possible, and it was

founded avowedly upon the principle that joint education *per se* was a good thing; that it was natural; that it was a great advantage to have brothers and sisters in the same school; that girls were both more scholarly and more womanly when associated with boys, and boys were more gentlemanly and more moral when associated with girls; and that both girls and boys come out of joint schools with juster views of life, and a larger sense of moral obligation.

Other new colleges followed the example of Antioch, and some of the old ones began to open their doors to women. To-day the national free schools and public schools in most of the cities of the North educate boys and girls together. In some of the older cities, particularly Boston, New York, and Philadelphia, the schools are for the most part conducted on the original plan of separate schools. The school buildings are not arranged for the accommodation of boys and girls together, and there is still a strong sentiment against the plan, though it is gradually, and I may say rapidly, giving way. In the Western cities, Cincinnati, Chicago, and St. Louis, the boys and girls study together throughout the entire course, that is, till they are ready to go to the universities; though in St. Louis, and perhaps in the other two cities, there are a few of the grammar schools where they are still apart, the buildings not being arranged for the accommodation of both. The system prevails in the rural schools almost without exception, and almost as generally in the public schools of the towns and cities, with the exceptions that I have mentioned; there are now over thirty colleges and universities that offer university degrees to women on the same conditions as

to men. On the other hand, there is still a large number of private schools in the towns and cities which are generally either boys' schools or girls' schools. They are for the most part schools established for teaching the children of some particular religious denomination, for fitting boys for a commercial career, or for giving especial drill for the universities; or, in the case of girls' schools, for giving especial training for society: but the public schools are rapidly drawing into them the children of the best educated families, for the simple reason that they are the best schools of the country.

The oldest universities and colleges still keep their doors shut against women. Harvard, within the last year, has appointed a committee to consider the demand made by women, but their report was adverse. The committee recognised the success of the system elsewhere, but thought it not wise to attempt the change in Harvard.

Michigan University, a free state university, which stands second to none in educational advantages, except Harvard and Yale, and has double the number of students of either of these, admitted women three years ago. And Cornell University, which has as good prospects as any in the country, has just received its first class of women.

I heard it announced with great gravity in the British Association a year-and-a-half ago in Edinburgh, that girls had no difficulty in learning arithmetic, and no one smiled. So completely is this question settled with us, that I think such an announcement would have been received by a public assembly in America with a derisive laugh. Joint schools and colleges have settled the question whether girls can learn not only arithmetic, but

also the higher mathematics, logic, and metaphysics; and have established beyond a doubt in the minds of American educators, that in acute perception, in the ability to grasp abstruse principles, the feminine mind is in no wise inferior to the masculine. But the question is still open, whether women have the physical strength to endure the continuous mental work requisite for the greatest breadth and completeness of comprehension. This can be determined only by experiments which shall extend through a longer series of years devoted to study. The records at Oberlin indicate that the young women are no more likely to break down in health than the young men are. The records of the city schools do not seem to be quite the same upon this point, but the same difference would doubtless appear if the girls were not in school; and this failure in health cannot be attributed to the school work, but rather to the more indoor life of the girls. The Oberlin statistics also indicate that the women who have taken the university degrees have not diminished their chance of longevity by this severe work in their youth. Women have less physical strength than men have, but there seems to be in them a tendency to a more economical expenditure of strength. Their energy is less driving, and there is, in consequence, less waste from friction.

In regard to the social morality at these schools the results are equally satisfactory. At the rural schools boys and girls have almost unrestricted companionship; they have just the same freedom in their home intercourse, but improper or even objectionable conduct is a thing unknown at the schools, and almost equally unknown in the association outside the schools. Brothers and brothers'

friends guard the sister, and sisters and their friends guard the brother. In cases where it is necessary for the pupils to reside at the school there is more love-making, but it is mostly repressed by want of time; besides, there are few occasions for meeting, except in the presence of the class, and where there is an acquaintance with so many on about equal terms an especial regard for one is less likely to be formed. The admiration of the boys is sure to centre upon the girls who are nearest the head of the class; but these girls have not time to return it and keep their position, and to lose their position would be to lose the admiration; and the same is true with the boys.

I am sure it would be surprising to any one who is not familiar with these schools to observe to what very practical and common-sense principles all these otherwise romantic and illusory relations are subjected. In this mutual intellectual rivalry the conjectural differences between the sexes, and the fancied charms of the one over the other, are submitted to very practical tests. A disagreeable boy is not likely to be considered a hero in virtue of his assumed bearing and physical strength; nor is a silly girl, by dint of her coquettish airs likely to be thought a fairy with magical gifts. Girls know boys as boys know each other; and boys know girls as girls know each other. Hence the subtle charms that evade human logic find little opportunity to blind and mislead in the constant presence of unmis-
takeable facts.

In all the time I was at Antioch College no word of disreputable scandal ever came to my ears, and in recent years I have repeatedly heard from young men who were there when I was, that in their whole

five or six years they never heard the faintest shadow of imputation against any young woman in the institution. And so stern was the morality, that smoking, beer-drinking, and card-playing were all considered crimes, and banished from the premises.

You have now heard my statement respecting the effectiveness of joint education, and, though it is made from a very extended and thorough acquaintance with the system, I shall not ask you to accept it without the support of other and authoritative testimony. Abundant confirmation of my statement will be found in all Official Reports and in treatises that review this system, while no testimony of a contrary character is anywhere to be found. I will first quote from the published Report of Mr Harris, Superintendent of the Public Schools in St Louis. He is well known to the leading students of German philosophy in all the countries of Europe, and I think I may say in his own country is recognised as standing in the front rank of American educators. No other man has brought so much philosophical insight to the study of our public school system. I quote from Mr Harris's Report of 1871 a condensed summary of the results of this system of joint education as they have developed themselves under his observation and direction. He says:—

- "Within the last fifteen years the schools of St Louis have been remodelled upon the plan of the joint education of the sexes, and the results have proved so admirable that a few remarks may be ventured on the experience which they furnish.

"I.—Economy has been secured, for, unless pupils of widely different attainments are brought together in the same classes,

the separation of the boys and girls requires a great increase in the number of teachers.

“II.—Discipline has improved continually by the adoption of joint schools; our change in St Louis has been so gradual that we have been able to weigh with great exactness every point of comparison between the two systems. The joining of the male and female departments of a school has always been followed by an improvement in discipline; not merely on the part of the boys, but with the girls as well. The rudeness and *abandon* which prevails among boys when separate at once gives place to self-restraint in the presence of girls, and the sentimentality engendered in girls when educated apart from boys disappears in these joint schools, and in its place there comes a dignified self-possession. The few schools that have given examples of efforts to secure clandestine association are those few where there are as yet only girls.

“III.—The quality of instruction is improved. Where the boys and girls are separate, methods of instruction tend to extremes, that may be called masculine and feminine. Each needs the other as a counter-check. We find in these joint schools a prevalent healthy tone which our schools on the separate system lack—more rapid progress is the consequence.

“IV.—The development of individual character is, as already indicated, far more sound and healthy. It has been found that schools composed exclusively of girls or boys require a much more strict surveillance on the part of the teachers. Confined by themselves and shut off from intercourse with society in its normal form, morbid fancies and interests are developed which this daily association in the class-room prevents. Here boys and girls test themselves with each other on an intellectual plane. Each sees the strength and weakness of the other, and learns to esteem those qualities that are of true value. Sudden likes, capricious fancies, and romantic ideas give way to sober judgments not easily deceived by mere externals. This is the basis of the dignified self-possession before alluded to, and it forms a striking point of contrast between the girls and boys educated in joint schools and those educated in schools exclusively for one sex. Our experience in St Louis has been entirely in favour of the joint education of the sexes, in all the respects mentioned and in many minor ones.”

I give Mr Harris's statement as representative of the sentiment of those who are engaged in public school instruction in America. As I said before, in some of the older cities, where the public schools were earliest organised, the joint system has been accepted as yet only partially, and the teachers, who are only familiar with the separate system, generally prefer it. But a very large proportion of the public schools of the country are joint schools, and a still larger proportion of the instructors and managers of public schools favour the system of joint education. Mr Harris's testimony applies to city schools, when the pupils reside at home.

I now quote to you from another authority, additionally valuable inasmuch as it represents the results of this system of education upon young men and women who reside at the school and away from the guardianship of parents.

In 1868 a meeting was called of all the College Presidents of the country, to discuss questions relating to college discipline and instruction. As Oberlin was the oldest college that had adopted the system of joint instruction, a strong desire was felt to secure a critical and comprehensive statement of the results of the system there. Dr Fairchild, the present President of Oberlin, was deputed to make the Report. He had at that time been connected with Oberlin seven years as a student and twenty-five years as professor, and has long had the reputation of being the most accomplished scholar and acute thinker among the Oberlin professors. His statements may therefore be accepted as absolute in point of fact, and as wholly representative of the opinion of those who have conducted the instruction and discipline at

Oberlin. But my chief reason for selecting this out of the accumulated published testimony is that it seems to me the best digest of the subject that I have seen.

Dr Fairchild says :—

“1st.—On the point of economy :—In the higher departments of instruction, where the chief expense is involved, the expense is no greater on account of the presence of the ladies.

“2nd.—Convenience to the patrons of the school :—It is a matter of interest to notice the number of cases where a brother is followed by a sister, or a sister by a brother. This is an interesting and prominent feature in our work. Each is safer in the presence of the other.

“3rd.—The wholesome incitements to study, which the system affords :—The social influence arising from the constitution of our classes operates continuously and upon all. Each desires for himself the best standing he is capable of, and there is no lack of motive to exertion. It will be observed, too, that the stimulus is of the same kind, as will operate in after life. The young man going out into the world does not leave behind him the forces that have helped him on. They are the ordinary forces of society.

“4th.—The tendency to good order that we find in the system :—The ease with which the discipline of so large a school is conducted has not ceased to be a matter of wonder to ourselves. More than one thousand students are gathered from every State in the Union, from every class in society, of every grade of culture, the great mass of them bent on improvement, but numbers are sent by anxious friends with the hope that they may be saved or reclaimed from every evil tendency. Yet the disorders incident to such gatherings are essentially unknown among us. Our streets are as quiet by day and by night as in any other country town. This result we attribute greatly to the wholesome influence of the system of joint education. College tricks lose their attractiveness in a community thus constituted. They scarcely appear among us. We have had no difficulty in reference to the conduct and manners in the college dining-hall. There is an entire absence of the irregularities and roughness so often complained of in the college commons.

“5th.—Another manifest advantage is the relation of the

school to the community. A cordial feeling of goodwill and the absence of that antagonism between town and college which in general belongs to the history of universities and colleges. The constitution of the school is so similar to that of the community that any conflict is unnatural; the usual provocation seems to be wanting.

"6th.—It can hardly be doubted that people educated under such conditions are kept in harmony with society at large, and are prepared to appreciate the responsibilities of life, and to enter upon its work. If we are not utterly deceived in our position, our students naturally and readily find their position in the world, because they have been trained in sympathy with the world. These are among the advantages of the system that have forced themselves upon our attention. The list might be extended and expanded, but you will wish especially to know whether we have not encountered disadvantages and difficulties which more than counterbalance these advantages.

"As to the question whether young ladies have the mental vigour and physical health to maintain a fair standing in a class with young men, I must say, where there has been the same preparatory training, we find no difference in ability to maintain themselves in the class-room and at the examinations. The strong and the weak scholars are equally distributed between the sexes.

"Whether ladies need a course of study especially adapted to their nature and prospective work?—The theory of our school has never been that men and women are alike in mental constitution, or that they naturally and properly occupy the same position in their work of life. The education furnished is general, not professional, designed to fit men and women for any position or work to which they may properly be called. The womanly nature will appropriate the material to its own necessities under its own laws. Young men and women sit at the same table and partake of the same food, and we have no apprehension that the vital forces will fail to elaborate from the common material the osseous, fibrous, and nervous tissues adapted to each frame and constitution.

"Apprehension is felt that character will deteriorate on the one side or the other,—that young men will become frivolous or effeminate, and young women coarse and masculine.

"That young men should lose their manly attributes and character from proper association with cultivated young women is antecedently improbable and false in fact. It is the natural atmosphere for the development of the higher qualities of manhood—magnanimity, generosity, true chivalry, and earnestness. The animal man is kept subordinate in the prevalence of these higher qualities.

"We have found it the surest way to make men of boys and gentlemen of rowdies.

"On the other hand, will not the young woman, pursuing her studies with young men, take on their manners, and aspirations, and aims, and be turned aside from the true ideal of womanly life and character? The thing is scarcely conceivable. The natural response of woman to the exhibition of manly traits is in the correlative qualities of gentleness, delicacy, and grace.

"It might better be questioned whether the finer shadings of woman's character can be developed without this natural stimulus; but it is my duty not to reason, but to speak from the limited historical view assigned me.

"You wish to know whether the result with us has been a large accession to the number of coarse, strong-minded women, in the disagreeable sense of the word; and I say, without hesitation, that I do not know a single instance of such a product as the result of our system of education.

"Is there not danger that young men and young women thus brought together in the critical period of life, when the distinctive social tendencies act with greatest intensity, will fail of the necessary regulative force, and fall into undesirable and unprofitable relations? Will not such association result in weak and foolish love affairs? It is not strange that such apprehension is felt, nor would it be easy to give an *a priori* answer to such difficulties; but if we may judge from our experience, the difficulties are without foundation. The danger in this direction results from excited imagination, from the glowing exaggerations of youthful fancy, and the best remedy is to displace these fancies by every-day facts and realities.

"The young man shut out from the society of ladies, with the help of the high-wrought representations of life which poets and novelists afford, with only a distant vision of the reality, is the one who is in danger. The women whom he sees are glorified by his fancy, and are wrought into his day

dreams and night dreams as beings of supernatural loveliness. It would be different if he met them day by day in the classroom, in a common encounter with a mathematical problem, or at a table sharing in the common want of bread and butter. There is still room for the fancy to work, but the materials for the picture are more reliable and enduring. Such association does not take all the romance out of life, but it gives as favourable conditions for sensible views and actions upon these delicate questions as can be afforded to human nature.

“But is this method adapted to schools in general, or is the success attained at Oberlin due to peculiar features of the place, which can rarely be found or reproduced elsewhere, and can it be introduced into men’s colleges with their traditional customs and habits of action and thought? Might not the changes required occasion difficulty at the outset and peril the experiment? On this point I have no experience, but I have such confidence in the inherent vitality and adaptability of the system that I should be entirely willing to see it subjected to this test.”

I am sorry not to give you a more lengthened account of Dr Fairchild’s Report, but the time warns me to hasten.

Respecting economy, school discipline, social order, and the improved character of both young men and young women, and the high scholarship attained by young women, you see that Dr Fairchild’s statement fully corroborates my own and that of Mr Harris. He agrees with us that the grade of scholarship of the young men is in no wise lowered by this joint work, but, on the contrary, that the average is higher.

To be definite upon this point, my own opinion is that those marvellous feats of scholarship that sometimes occur in boys’ schools are not so likely to occur in a joint school, where a little more of the domestic and social element is found. On the other hand, from a long and close observation, I feel fully justified in saying the average scholarship is higher.

There is a more general stimulus for good scholarship. The standard of respectability is somewhat different from what it is in a school exclusively for boys. A boy may secure the respect of his boy-associates by being an adept on the playground or generally a good fellow, but as he is known to the girls only through his class work, he feels more especially bound to make this creditable.

I should like to accumulate authority upon these points, but I must ask you to accept my statement that the opinions I have given you are those held by the very large majority of the educators of the country.

In this system of joint education you see that the difficulty of getting funds to establish schools scarcely appears as an obstacle to the higher education of women. It requires so little more to educate girls along with boys than it does to educate boys alone, and lack of the masculine incentive to study is largely supplied to the girls by class rivalry. The girls like to remain at school, and they like to do as much work and as good work as the boys do; and the boys are equally eager to keep the companionship of the girls, and to keep up the competition in all the departments of the work. There is a mutual rivalry which both enjoy, and the girls work with zest, without thinking whether there is to be any reward beyond the simple enjoyment of their work, without considering whether it will ever bring them any farther returns.

The work of the girls in the joint schools has done much to force up the standard in the exclusively girls' schools. These schools could not afford the disparaging comparison. So the teachers introduce the same studies as are found in the joint

schools, and do the best they can to get as good work from their girls. But in most of the girls' schools I have ever visited, the work will not compare with the work of girls in the joint schools.

When Dr Fairchild says he does not know a single instance in which a coarse, strong-minded woman, in the disagreeable sense, has been the product of the Oberlin system of education, it must not be understood that there have been no women of that type at Oberlin, for there have been, and Oberlin has done much to soften them and refine them, but it could not wholly change their natures and previously-acquired habits. Upon this point there is a pernicious popular delusion, and I am at a loss to account for its origin. It is not association with men that develops this type of character. The reverse of this is the case, as Dr Fairchild has indicated. It is true that many highly-intellectual and highly-educated women have been peculiar, have developed peculiarities or idiosyncrasies of character or habit which lessened their companionable and womanly attractiveness, but these women have generally worked by themselves, away from society, apart from the companionship of men.

Joint schools are the most complete corrective of these tendencies. Whatever elevates women in the eyes of men they are disposed to cultivate in the presence of men, and whatever elevates men in the eyes of women they cultivate in the presence of women. There is little danger of careless toilet with young women who are constantly meeting young men; little danger of angular movement, of unamiable sharpness, of egotism, and pronounced self-assertion.

The disagreeable women, the women contemp-

tuously called strong-minded, are women who have not known a genial social atmosphere. Crotchety men and crotchety women are the product of isolation from society, and formerly women could not mount the heights of knowledge except in isolation. The attractive women, the women who seem to have a genius for womanliness, are the women who have been much in the society of men,—women at court, women in political and diplomatic circles, women who are familiar with the thought and experience of men, women who talk with men and work with men.

Social intercourse at these joint schools is not of course left to chance. Girls and boys need and get as careful attention at school as in their homes. Usually they enter and leave the school building by different doors, and indeed meet only when they are receiving instruction from the teachers, where they occupy separate forms on different sides of the room. Among the older pupils, at all times, except at the lecture hours, the girls usually have their own rooms and the boys theirs, and no communication between them is possible, except as the teachers choose to grant permission, which is not asked without explaining the occasion. The boys do not appear to care very much to talk to the girls, at least they would not be willing to have it seen that they did. At the boarding-schools the young men and young women usually have their private apartments in different buildings, but meet in a common dining-hall in the building occupied by the young women. Here they arrange themselves as they like, the size of the company and the presence of teachers being quite sufficient to exclude objectionable manners. At the times allowed for recreation

the arrangements are such as to preclude for the most part opportunities for young men and young women to meet, though there are very frequent receptions at the homes of the professors or at the general parlours, when they meet as they would at any ordinary social party. At a few of the smaller boarding-schools much more freedom of intercourse has been allowed, and with very admirable results; but this requires great wisdom and care on the part of the teachers, more than they are generally able to give in a large school. Where the pupils live at home no very especial care is required on the part of the teachers, further than would under any circumstances be necessary to secure general good order.

This system of education develops self-reliance and a sense of responsibility, to such a degree that, as I quoted from Dr Fairchild, it is a constant surprise to see how little direction they need. A good many times while I was at Antioch College, young men who had got into disgrace, or had been dismissed from young men's colleges, were sent there to be reclaimed from their bad habits, and it is surprising what effect this home-like association had upon them.

I have already mentioned Michigan University as the best institution that has as yet opened its doors to women. This was done three years ago. For ten years the question had been pending before the trustees. A letter was addressed to Horace Mann, asking for minute information concerning the working of Antioch, and seeking counsel in reference to the advisability of attempting the same plan at the Michigan University. Mr Mann replied, that though he was an ardent advocate

of joint education and was satisfied with the results achieved at Antioch, he should be afraid to attempt the plan in a large town, where college residence was not required. This letter settled the matter for the time. The trustees said:—
“ We cannot endanger the morality of our students, and the reputation of our institution, to accommodate the few women who wish to come. We give them our sympathy, but can at present do nothing more.” But every now and then, with the change of trustees, the question was revived. The men of this new rich State felt ashamed to do so much less for their daughters than for their sons, and they were particularly sensitive to the argument that the privileges of the institution could be extended to the young women with almost no increase in the expenses. Three years ago the opposition found itself in the minority, and a resolution was passed admitting women to all the classes of the university.

The dangers Horace Mann feared have not, and in all probability will not come. Even the young men, who in anticipation dreaded an invasion of women into their realm of free-and-easy habits, now unite in the most cordial approval of the plan. They find a genial element added to their college life in place of a chafing restraint.

The first year only one woman came into the Arts-classes. This bold venturer was the daughter of a deceased professor, by whom she had been trained up to a point a good deal in advance of the requisites for entrance. This enabled her to step at once into the front rank of the class of two hundred young men, who had been in the university a year before her. No sooner was she there than the dread and anticipated restraint on the part of the

young men were forgotten, and the most chivalric feeling sprang up in its place.

For a whole year Miss Stockwell was alone in the Arts-classes among seven or eight hundred young men, yet nothing ever occurred to make her feel in the slightest degree uncomfortable. She took her B.A. degree last summer as the first Greek scholar in the university. There are now a hundred young women or more in the various departments of the university. The Professor of Civil Engineering has been in the habit of giving to his class every year a particular mathematical problem, a sort of *pons asinorum*, as a test of their ability. Not once during fifteen years had any member of the class solved it, though the professor states that during that time he has propounded it to fifteen hundred young men. Last year, as usual, the old problem was again presented to the class. A Miss White alone, of all the class, brought in the solution. The best student in the Law school last year was a woman.

I could tell you many other stories of the successes of women in these joint schools, but it would not be safe to conclude from these accounts that the young women in America are superior to the young men; for, as you would naturally suppose, the few women who at present avail themselves of university training, in opposition to the popular notion of what is wise and becoming, are for the most part above the average of the women of the country. I think I may say, however, that girls are a little more likely to lead the classes in the schools than boys are. They are, perhaps, a little more conscientious in doing the work assigned them, and have a little more school ambition.

I quote the following from the Annual Report of the Michigan University for the year ending 1872 :—

“In the Medical Department the women receive instruction by themselves. In the other departments all instruction is given to both sexes in common.

“It is manifestly not wise to leap to hasty generalisations from our short experience in furnishing education to both sexes in our university. But I think all who have been familiar with the inner life of the university for the past three years will admit that, thus far, no reason for doubting the wisdom of the action of the trustees in opening the university to women has appeared.

“Hardly one of the many embarrassments which some have feared have confronted us. The young women have addressed themselves to their work with great zeal, and have shown themselves quite capable of meeting the demands of severe studies as successfully as their classmates of the other sex. Their work, so far, does not evince less variety of aptitude or less power of grappling even with the higher mathematics than we find in the young men. They receive no favour, and desire none. They are subjected to precisely the same tests as the men. Nor does their work seem to put a dangerous strain upon their physical powers. Their absences by reason of illness do not proportionably exceed those of the men. Their presence has not called for the enactment of a single new law, nor for the slightest change in our methods of government or grade of work.

“If we are asked still to regard the reception of women into our classes as an experiment, it must certainly be deemed a most hopeful experiment. The numerous inquiries that have been sent to us from various parts of this country, and even from England, concerning the results of their admission to the university, show that a profound and wide-spread interest in the subject has been awakened.”

I can say for myself, that I have never known any one who has spent a few days at one of these colleges who has not become a convert to the scheme.

There is in America a strong and constantly growing conviction, that the best plan for educating

both boys and girls is for them to reside at home and attend day schools; that this avoids the defects attendant upon the system of governesses and tutors, and also the dangers that are inherent in the congregated life of boarding-schools; and as American families seldom leave home for, at most, more than a few weeks in midsummer, this plan is easily carried out. In accordance with this conviction, the citizens of Boston have recently erected and endowed a large university in the centre of their city, although the time-honoured Harvard stands scarcely two miles beyond their precincts. The Boston University, which starts with larger available funds than those of Harvard, will be opened this autumn, and as a second step in the direction of the popular educational sentiment, the trustees have decided to offer its advantages and honours to young women on the same conditions as to young men.

There is evidently a disposition in America to open all lines of study to women, and a few women have entered each of the three learned professions, but the time is too short and the number too small for us to be able as yet to generalise upon the fitness of women for professions, or their inclination to choose them.

Most of our women—I think I may almost say all of our women—expect to marry, and most of them do marry. We have not that redundancy of women to trouble and puzzle the advocates of domesticity that you have here; and as fortunes are more easily made, men are not timid in incurring domestic responsibilities. As a consequence of this, the industrial occupations that women seek, other than domestic, are expected to be only temporary,

and are such as may be entered upon without much especial professional training, and may be given up without involving much sacrifice of previous study or discipline. I think I may say there is a very general disposition to seek those that will especially contribute to their fitness for domestic life.

This brings me to a peculiar feature of American education—the prevalence of women teachers. In the public schools of St Louis there are forty men teachers and over four hundred women teachers; only about one-twelfth of the whole number are men, and this I think would be about the general average for the cities of the north. The primary schools are taught exclusively by women—most of the grammar schools have only a man at the head of them, and in the high schools there is about an equal number of men and women.

In two of the most successful grammar schools in St Louis there are only women teachers. Recent experiments in placing women at the head of several of the grammar schools in Cleveland, Ohio, give still stronger confirmation of the marked governing power of women as contrasted with men.

Women teachers have been employed in the schools in preference to men as a matter of economy, but underneath this cloak of economy an unexpected virtue has been found. It is now pretty well settled that with equal experience and scholarly attainments women teach better than men do, and that they manage the pupils with more tact; that is, they succeed in getting from the pupils what they want, with more ease and less disturbance of temper.

Where women do precisely the same work as

men in teaching, they get less pay. Wages have followed the law of supply and demand. The guardians of the public school treasures have generally not felt at liberty to offer more than the regular market prices for work. But I am glad to say the more enlightened public feeling is beginning to make a change in this respect. A few women are paid men's wages—are paid what they ought to have, rather than what they could command in an open market.

Teaching in America, as I have indicated, is for the most part a temporary occupation; it is chiefly done by young people between the ages of eighteen and thirty who have no intention of making it a profession. The women marry and the men enter other occupations. How much the schools lose by the immaturity and inexperience of the teachers it is difficult to estimate accurately; but that they gain much by the freshness and enthusiasm of these young minds is unquestionable. Young teachers get into closer sympathy with pupils, and can more readily understand the movements of their minds and apprehend their difficulties.

The plan of teaching for a few years is very popular among young people, from the general belief that it furnishes the best possible discipline for a successful life. This experience in teaching is considered valuable for young men, but still more valuable for young women, and many young women who have no need to earn money teach for a few years after leaving school, sometimes from their own choice, but much oftener from the choice of their parents, who wish to supplement the daughter's education with the more varied discipline that teaching affords.

Thus the teaching of women is encouraged from four considerations :—

First. According to the present arrangement of wages it is economical.

Second. Women seem to have an especial natural aptitude for the work as compared with men.

Third. The general welfare of society demands that wage-giving industries shall be provided for women.

Fourth. Of all the employments offered to women, teaching seems the best suited to fit them for domestic life, the life that lies before the most of them, and so positive are its claims in this direction that it is being sought as an employment with that single end in view.

A few years of teaching forms so prominent a feature in the education of leading American women, that I could not omit it in any general consideration of this subject.

NOTE.—The *Times* of January 3rd, 1874, gives the following extracts from "Circulars of Information," just published by the United States Bureau of Education:—The total number of degrees conferred in 1873 by the Higher Colleges was 4,493, and 376 honorary. One hundred and ninety-one ladies received degrees. Illinois has thirteen Colleges, in which women have the same or equal facilities with men; Wisconsin has four, Iowa three, Missouri four, Ohio ten, and Indiana nine; New York has seven, and Pennsylvania seven.

