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I. GENESIS OF THE WESTMINSTER ASSEMBLY.

For great events in either Church or State there are usually well defined periods of preparation. Such events do not arise suddenly, but come to pass in their fulness of time.

It is with them as with a mighty river. Its vast volume of rushing waters is the product of many smaller streams, and these in turn are made up of many lesser rivulets, which, gathering from distant mountains and flowing through fertile plains, combine to make the great river—the St. Lawrence, the Mississippi or the Amazon; the Rhine, the Danube or the Nile. To understand the river aright, we must trace its various converging streams to their respective sources, in the recesses of lofty mountains, in the depths of trackless forests, or amid the loneliness of distant lakes. Thus explorers have sought the sources of the Nile, the Mississippi and the Amazon, and in this way reliable geography is made.

So it is with the Providence of God, as it works out its great movements, alike in the life of nations and in the history of the Church. These movements can only be rightly understood by tracing the various streams of influence

III. EXPEDIENCY OF THE HIGHER EDUCATION OF WOMEN.

The woman question, in several of its phases, is occupying the attention of the thinking world to-day. We seem to be passing through a revolution of opinion and practice on the subject. The purpose of this paper is to discuss the Expediency of the Higher Education of Women.

It will be necessary at the outset to state what is meant by the Higher Education. Perhaps the clearest idea will be given in the simplest way, when the Higher Education is understood to be a thorough drill in the regular college courses, such as are found in our best institutions, leading to the Bachelor's and Master's degrees, and the degree of Doctor of Philosophy. Should our daughters pursue the Mathematics through the Calculus and Quaternions? Should they master Greek and Latin Syntax, and be able to read the classic authors at sight? Should they go beyond the elements in the Sciences, and acquaint themselves with the most and best that is known in this popular department of scholarly research? Should they not only read, but also study History under the guidance of such men as Arnold, Grote, Guizot, Froude, Buckle, Draper and Lecky? Should they undertake the abstractions of Logic, and dive into the depths of Metaphysics? Should there be colleges and universities for women of the same grade and with the same advantages as Oxford and Cambridge, and Harvard and Yale? Should our daughters be admitted to our colleges and universities along with their brothers, and be expected and encouraged to climb with them the long and rugged hill of knowledge?

A. In considering this question, the fundamental inquiry relates to its practicability. However desirable such Higher Education may be for Women, if its attainment is

impracticable, then we must dismiss it as visionary. That it may be feasible, there must be institutions for giving this advanced education to women, and she must be capable of taking it.

I. The present facilities offered for a full collegiate or university course to women are found in schools exclusively designed for her, and in those where she enters in company with the other sex.

According to the last report of the United States Commissioner of Education (that of 1896-7) there are in this country 472 colleges and universities, of all kinds and degrees, where men can pursue the higher branches. In 137 of these the privilege of admission is not granted to woman. The remaining 335 have adopted the plan of co-education, and in them woman takes her place by the side of man. In addition to these 335 colleges for both sexes, there are 157 where women enjoy the exclusive privilege of admission. It thus appears that there are 472 schools where men may take the degrees, and 492 where women possess the advantages of a collegiate course.

These figures, however, do not make an accurate exhibit of the comparative advantages offered to the two sexes. This is true, because those 137 institutions conducted exclusively for men are as a class definitely superior, in all the facilities needed for the best and most extensive work, to the 157 schools where the gentler sex alone are found. There are only 14 of these colleges for women (12 in the North and 2 in the South) which are placed by Commissioner Harris in Division A, and this division is manifestly the only one he regards as composed of real colleges. Division 13, numbering 143 institutions, (of which 114 are in the South) are called colleges, but their curriculum does not extend probably beyond the freshman or sophomore requirements of a first-class college or university. A more just comparison, therefore, of the advantages offered the sexes in the United States would be

to state that there are 472 institutions giving full collegiate privileges to men, and 349 that do the same for women.

Three hundred and forty-nine colleges and universities, if properly distributed, endowed and equipped, ought to furnish fair facilities of culture to all the young women of the land. Proper distribution and equipment are more important for the end in view than excessive multiplication of schools.

II. The practicability of the Higher Education of our Women depends as much upon their ability to avail themselves of the privileges as it does upon the opportunities offered them for mental development.

1. In the great Northern universities, it is said to cost an average of a thousand dollars annually for a young man; in the Southern, about one-half as much. Where are our daughters to get such sums for their education? Manifestly, just where our sons get them. If parents are able and willing to expend their means upon the boys, surely they are no less so in the interest of their daughters. Moreover, women can be, and usually are, more economical in the expenditure of money than are the men.

2. A more serious question presents itself here as to the capacity of women to pass through the ordeal of an extended course in college or university.

a. Dr. Clark, in his well-known book, *Sex in Education*, takes the ground that woman is physically inadequate to the demands necessary for a successful college career. He bases his opinion upon the weakness of her constitution at that period of her life when this long-continued application to study must be made. As health is essential, not only to comfort, but to the greatest success in life work, this seems to shut the door of the college in the face of the entering woman.

But against this professional opinion, may a layman be allowed to urge that, in all the ages and over much the larger portion of the earth, woman has been the physical

drudge of the race? If her body has allowed her to do all the house work and a large part of the field work in the lower stages of civilization, is she naturally and necessarily so delicate in physique that she is not able to walk by the side of her brother up the toilsome step of Science? Is it not probable that Dr. Clark's observation was confined to those whose constitution had been enfeebled by a pampered life of luxury, led by themselves or by their parents?

What is there in a student's life that makes it unfavorable to health? It is not the regularity of habit which properly belongs to it; nor its immunity from unfavorable hygienic conditions as to food, shelter and cleanliness; nor the pleasant congeniality of its associations; nor its delightful companionship with the best minds in their best thoughts; nor in the sweet consciousness of daily mental growth and enrichment.

There is only one unfavorable condition, and that is protracted sedentary confinement. This, carried to excess, while frequently a fact of student life, is neither essential nor even conducive to its success. On the contrary, the highest average of distinction in study is obtained as a rule by those who give themselves relaxation in active physical exercises. Moreover, womanly habit is more accustomed to an indoor life, and better able to bear its confinement.

The truth is, that men or women seldom injure themselves by work either of body or of mind. Hereditary weakness, unfavorable sanitary conditions, injurious personal habits, and unnecessary worry undermine the health and dig the graves of the race, while earnest, persistent, cheerful, useful work, is good for body, for mind, for soul.

b. We have now come to the Alps, to Sebastopol, to the bridge of Lodi, as we inquire into woman's mental capacity to take the Bachelor's, Master's and Doctor's degrees of the university. A negative judgment is common, if it does not prevail as to this issue.

Let us clear the way by bringing before us the exact point to be settled.

The question is not as to whether every woman, or even the average woman, is adequate to the mastering of the mathematical, scientific, linguistic, or philosophic difficulties of the degrees. Of the ten millions (10,661,992) of males in the United States for the school year 1896-7, between five and eighteen years of age, only 52,439 were in college or university, and of these only 9,025 succeeded in getting any of the academic, or non-professional degrees; that is, about one in twelve hundred of the young men of our country are able to take a thorough, full course in college or university. As it is the exceptional man who avails himself of the opportunity offered for Higher Education, we need not insist nor expect that any but the exceptional woman should do so.

It must not be forgotten, moreover, that the nine thousand young men who graduated in 1897 were not the only ones benefitted by their college course. It is sometimes true that the non-graduate has done in mere partial or less regular courses as faithful and as successful work as the graduate has done in the curriculum. Still, more of the fifty-two thousand men enrolled in the colleges, it may be safely said that not less than fifty thousand were developed and strengthened for life's duties by their contact with students, professors and text-books.

The question then presented for our consideration is, has the exceptional woman the mental capacity to avail herself of the benefits of the college or university, so as thereby to be materially aided in doing her work in the world?

That the common judgment is prejudiced upon this issue is doubtless true, and is due to two chief causes. The main one is the force of custom. Until recently, woman's place was held to be that of man's slave, or of man's plaything; she was either a drudge or a doll, a cook or a coquette. For one role she needed no education, and for the other nothing more than to read and write, paint and play on piano

or guitar. Such have been men's thoughts and woman's habits for generations past. As she had never been to college, ultra-conservatism said she ought never to go to college; let her content herself with the training that made her mother and her grandmother good wives and good mothers.

Again, the age tends to materialism in the lower stratum of its civilization; and materialism has essayed to speak with scientific, mathematical certainty and authority upon the question of woman's mental capacity. It is made a matter of ounces and pounds; woman's brain is put into the scales and weighed and said to be wanting; as though quantity was the determinant, irrespective of quality; as though an ounce of diamond were inferior to a ton of coal; as though the disembodied dead, the never-embodied angels and God, destitute of brain, were equally destitute of mind.

We shall not decide this question on the prejudice of custom, nor on the false principles of materialism, but by a candid observation of facts.

The range of observation must be limited to the more recent past. It is within the limits of the life and recollection of the present writer that the college door has been opened for the admission of woman. The first institution with a regular and full curriculum, to admit her to its course was Antioch College in Ohio, in 1855, presided over by the distinguished educator, Horace Mann. In 1874, there were only about a hundred schools in the country that gave woman the opportunity of a liberal course of study. The movement for her higher education, in the establishment of first-class female colleges, dates from the close of our civil war. Vassar, the pioneer, began its work in 1865, and Wellesley and Smith followed in 1875, while Bryn Mawr is of a date still later—1885.

In England, no movement was made for the collegiate enfranchisement of woman until 1863, when Cambridge

University "permitted an experimental examination for girls in connection with the junior and senior local examination for boys."

These facts will show that the Higher Education of Woman has hardly yet passed its initial experimental stage; so that the facts to be noted are of the immediate past and present.

An appeal will first be made to the experience of practical teachers. If the writer may without impropriety introduce himself, as the first and most important witness; he would say that, with a limited experience in the class-room and some further observation, as he has visited other schools at their closing exercises, he has been impressed with the fact that wherever the sexes have come into class competition, the girls have not only been able to hold their own, but have usually carried off the prizes.

There are other witnesses—eminent teachers—who have had the amplest opportunity for testing the capacity of women in their attempt to secure a collegiate education, and who have given us the benefit of their judgment upon the facts observed. Pres. Fairbairn, of Oberlin, says: "During my experience as professor, twenty-seven years in all, I have never observed any difference in the sexes as to performance in recitation." President Angell, of the University of Michigan, late minister to Turkey, testifies: "We have not had the slightest embarrassment from the reception of women. They have done their work admirably and apparently with no peril to their health." President White, of Cornell, now ambassador to Germany, says: "The best Greek scholar among the 1,300 students of the University of Michigan, the best mathematical scholar in one of the largest classes of the institution, and several among the highest in natural science and in the general courses of study are young women." President Magill, of Swarthmore, says: "As a rule, the more faithful and conscientious discharge of their duties, which charac-

terizes the young women, has produced a slight difference in their favor in the matter of scholarship." Recently in the University of West Virginia, a young woman passed a perfect examination in calculus.

As further proof of the capacity of woman to undertake the Higher Education, is the fact that it has been recognized by the majority of the colleges and universities of the progressive nations. We have already seen that of the 472 male colleges of this country, 345 admit her to their classes. In England, Cambridge, Oxford, Durham, and the University of London, arrange university examinations for women. Examinations are conducted for them by the University of Edinburg. The Swiss universities admit them to their various departments; and they are received into the universities of Paris, Vienna, Leipsic, Gottingen, Breslau, and probably into others. At Giston College, Cambridge, established for women, the regular university examinations are given.

As the most conclusive proof of woman's capacity for Higher Education, let us see what she is actually doing in her efforts to secure it. By the courtesy of the officers of the institutions named, some comparative facts will be given as gathered from a few of the leading schools of the North and South. The University of Virginia, Vanderbilt, and Washington and Lee were chosen as representative Southern schools for men; Harvard, Yale, and Princeton, for the North. The Universities of Missouri, Texas, Chicago, Michigan and Cornell were taken as leading schools where the sexes are educated together. Bryn Mawr, Wellesley, Vassar and Smith were selected as the great female colleges of the country. It was found that in all these fifteen institutions, for the past three years, there was an average non-professional, undergraduate attendance of 8,621 men, and 3,840 women. Of the men, 1328 took the several Bachelor degrees, or an average of 1 for every $6\frac{1}{2}$ students; 180, the Master's degree, or 1

in 48; and 93 the Ph. D. degree, or 1 in 93. Of the women, 549 took the Bachelor's degree, or 1 in 7; 36, the Master's degree, or 1 in 107; and 12 the Ph. D., or 1 in 312. These figures show that the two sexes were substantially equal so far as the Bachelor's courses are concerned; while comparatively few women attempted the higher work of the Masters, and Doctors. The few that tried this most advanced work, and succeeded, have shown their sisters and the world that woman can do as heavy work in study as her brother can.

We may learn similar facts on a larger scale from the national statistics of the bureau of education. For the year 1896-7, there were in all the colleges and universities, as has been already stated, 52,439 men, of whom 7,051 were graduated Bachelors, or 1 for every $7\frac{1}{2}$ students; 1,119 Masters, or 1 in 50; and 269, Ph. D., or 1 in 195. For the same year in the colleges and universities proper, there were 19,393 young women; of whom 2,371 attained the Bachelor's degree, or 1 in 8 1-6; 211 the Master's, or 1 in 92; and 15 the Ph. D., or 1 in 1,300. Here again we see that the proportion of women, striving for and winning the lowest, and ordinary, college degrees, is nearly as large as that of the men; while it is noted that so far it is only the rare woman whose ambition soars to the aerial flight of the Masterate of Arts or the Doctorate of Philosophy.

This showing is more favorable to the aspirations and capacity of the gentler sex, when we remember that this Higher Education for Woman is still in its infancy, and that they who undertake it or consider it encounter much remaining prejudice and skepticism as to its propriety or feasibility. When these obstacles are noted, the conclusion seems to be justified that woman has fairly proved her capacity to appropriate the advantages offered for Higher Education.

B. As a second and less important inquiry, we ask whether woman desires the advantages of a liberal education. Upon this but little need be said.

The government report for 1896-7, shows that of the pupils enrolled in all the public schools of the United States there were 7,447,748 males, and 7,204,741 females. In all the intermediate or secondary schools, embracing public and private high schools, academies, seminaries, and institutes, there were in attendance 267,289 males, and 218,615 females. Of graduates in these schools, there were 24,391 males, and 37,423 females. Of those attending all the institutions of real college rank there were 52,439 males, and 19,373 females. In 1885-6, the number of women attending the colleges was only about one-half as large.

These figures seem to show that, so far as public opinion and the willingness of parents encourage them, the girls are present in our schools in equal or larger numbers than the boys; and that, despite the fact that the present passing generation has witnessed the inauguration of the movement for the Higher Education of Woman, she is showing her eagerness for its advantages by pressing, as she has opportunity, with increasing numbers into our best colleges and universities. The exceptional woman, just as the exceptional man, desires the Higher Education.

C. Woman not only has capacity for the Higher Education and desires it, but finally, for the successful accomplishment of her highest destiny, she needs the culture of the college and university.

The day is doubtless past when intelligent, judicious men doubt the advantage of a wisely conducted collegiate education. By many, however, it is thought that the time, money and labor expended to secure it are justified only on the part of those who propose to enter one of the professions. There is with these, and probably others, a more or less positive skepticism as to the ability of the Higher Education for Woman.

As the basis for this doubt there is a misapprehension of the main purpose and effect of a liberal college course. Under this misapprehension, Chas. Francis Adams, Jr., put

the ban upon the study of Greek, declaring that in his life he had never found any need for his knowledge of that greatest of languages. It is doubtless true that, with the exception of teachers, whose profession keeps them in constant contact with the text-books, graduates seldom have occasion to apply their college learning in the practical pursuits of business, and soon become dull and hazy as to the languages and sciences, over which they pored to make their degrees. If this were all that men gain from a college career, its utility in most cases might well be questioned.

But not so; the chief benefit of the pursuit of the Higher Education is not the storing of the memory with the details of the text-books; it is the development of all the mental powers, the discipline of the mind, the formation of correct habits of thought and action, the widening of the horizon, the elevation of the ideal of life. The college graduate is a stronger man, physically, mentally, morally, than when he entered as a freshman; if he is not, he has failed to secure the proper and better results of an under-graduate's life. The object of the Higher Education is the building of character, the making of true, strong men and women.

Bearing this purpose in mind, does Woman need the Higher Education? She can take it; she desires it; does she need it?

I. Let us view her first in the relation of marriage, for which she, as well as man, was designed, and where she usually does her noblest, most beneficent work.

1. As a wife, she needs the Higher Education to be a suitable companion for her husband. There are sixty thousand men every year in our highest academic and professional schools receiving the most advanced culture. There should be sixty thousand equally educated women to be their congenial associates in the journey of life. Why drive the husband to his club, that he may spend his earnings there in society whose tastes are like his own? Will

it not be better for his children, will it not be more pleasant for his wife, will it not be more happy and safe for himself, that the home circle shall be made equally congenial, and more attractive and pure for him, in company with his wife, his equal in intelligence and culture ?

2. As a Mother, she needs the Higher Education, that she may be the proper guide and example of her children. This is her highest, her holiest earthly duty. Her daughters and her sons are her constant associates during those precious years in which their habits are forming and their characters are receiving the impress which is to determine their permanent future. The father is away from home, engrossed with the cares and responsibilities of providing for the family. He is not possessed of the sympathetic nature that will cause his children to gather at his feet or to nestle in his bosom. The mother is ever with them ; their guide, their comforter by day, their guardian angel by night. She puts her stamp upon the child ; shall it be that of ignorance, of mental feebleness ? or, with the purity of the diamond, shall the seal be as clean cut and as brilliant ? The most intellectual, virtuous and pious mothers are needed for the best training of the coming generation.

II. Woman, as widowed or single, needs the Higher Education.

1. It may be that the support of herself and of others may devolve upon her. As our civilization advances and becomes more and more complicated, the instances seem to multiply, in which, from reverses of fortune, or otherwise, it is necessary for woman to become a bread-winner ; sometimes for aged parents ; sometimes for invalid brothers and sisters ; often for children ; and still more frequently for herself. With an untrained mind, she is doomed to a life of drudgery and to employments that involve more or less of social disability, which is galling to her sensitive nature. On the other hand, educated women have resources at their command by which in such emergencies they can,

with respectability and comparative ease, sustain themselves and the loved ones dependent on their bounty.

2. But more than this, whether it be necessary or not for her to gain a livelihood, the unwedded woman needs the Higher Education that she may do her greatest work in the world. The butterflies of fashion may content themselves with a life of indolent ease, or of wearying, worrying, wasting dissipation. But such a career, however gay and brilliant it may be, is unworthy an immortal soul, bearing the image of the infinite Creator. Life is too real and too earnest; eternity is too awful in its dread possibilities, for our years to be frittered away in vacuous idleness or enervating luxury.

There is a higher, nobler, grander pathway opened for the delicate feet of woman; but a pathway she cannot tread, unless her powers of head and heart are developed to their best capacity. Every man may be a hero, and every woman may be a heroine; for the Master has said, "Whosoever would become great among you shall be your minister; and whosoever would be first among you, let him be your servant." The cross of service is the crown of glory. By serving God in blessing man, every life may become sublime.

How may the unmarried woman do this? If she have the culture of the Higher Education, medicine, journalism, authorship, the professorate, the principalship of schools are all open to her modest occupancy. Many of the most successful schools of the land are under her charge. The bar, the bench, the forum, the pulpit, she will not enter, as these involve a publicity from which her nature shrinks.

In 1896-7, there were nearly two thousand women preparing themselves for the medical profession in the various colleges of our country, besides nearly seven thousand training for the work of nurses. In our public schools there were 271,941 female teachers, with less than half as many male (131,386). In the Southern States 63,560 women

taught in the public schools. In the public night schools of the United States there were 9,151 women teaching, and in the colleges and universities, 3,352. Here are nearly three hundred thousand women (almost twice as many as there are of men) engaged in the most important work connected with our advancing civilization. Who can estimate its value, as a factor influencing the future of the country and the world?

III. As either married or single, woman needs the Higher Education, 1. For her own development. Why should man monopolize the culture of the schools? Woman's interests are as precious as his. She was made in the image of her Maker as was he. She is endowed with the same mental powers; there is not one psychology for him and another for her. She is equally gifted with the endowment of immortality, and she is intended to grace the glories of the New Jerusalem.

3. Woman, as woman, needs the Higher Education because of her relations to the social circle, of which she is meant to be the basis, the bond, and the beauty. Her nature makes her the foundation, the corner-stone, the polished corner-stone, as the psalmist says, of the social structure. As its most important element, its chiefest charm, its most precious jewel, she must receive the most careful, the most perfect polish, the supremest culture of which she is susceptible.

3. Finally, woman, as married or unwed, needs the Higher Education, that she may do her best work in the Church. She may not publicly preach, nor bear rule in Christ's earthly kingdom, nevertheless her influence in the Church may be and is more potent than man's, though it be more privately exerted. In the Sunday school, in her mission circles, in her direct personal influence upon her husband, her children, her servants, and her neighbors, she has a sphere in which she can, if mentally and morally fitted for it, accomplish much for the Master. All observation shows

that she is a willing worker; in every proper department of Christian effort she puts man to the blush by her superior zeal and general eagerness to do. Put the 13-inch gun of the highest culture under her direction, and she will use it effectively upon the fortresses of error, vice, and unbelief.

The Higher Education is expedient for woman; for she can take it, she desires it, and, for her best service, here and hereafter, she needs it.

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