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OF WOMEN. NATIONAL COUNCIL

Canada.

Corresponding Secretary

ESSA F. WILSON, Haddo House, Aberdeen.

Recording Secretary

ME MARIA MARTIN, 31. Rue Francoeur, Paris, France

WOMEN'S INSTITUTE

Lady Montagu
Miss Horriock, Water-
City Hall, London.

President

THE COUNTESS OF ABERDEEN, Government House, Ottawa,

Lady Phillips

Mrs. Phillips

Ind., U.S.A.

MISS TERR

Mrs. Russell-Cooke

Mrs. Scharnet, N.E. St.

Mrs. Sturges, Sturges

Mrs. Sturges, Newham

College, Cambridge

Lady Mary Somerset

Mrs. Sturges (Author of

"British Freewomen")

Mrs. D. A. Thomas

Mrs. Verrall, Associate of

Newham, Cam-

bridge

Miss Wordsworth (Lady

Margaret Hall, Oxford.

9th July, 1897.

Dear Madam,
Meeting to be held on to draw your attention to a m
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INTERNATIONAL COUNCIL OF WOMEN.

President

THE COUNTESS OF ABERDEEN, Government House, Ottawa, Canada.

Vice-President

MRS. MAY WRIGHT SEWALL, 343, N. Pennsylvania St., Indianapolis, Ind., U.S.A.

Treasurer:

BARONESS ALEXANDRA GRIPENBERG, Helsingfors, Finland.

Corresponding Secretary

MISS TERESA F. WILSON, Haddo House, Aberdeen.

Recording Secretary

MADAME MARIA MARTIN, 31. Rue Francoeur, Paris, France

LONDON OFFICE—
20, MOTCOMB STREET, BELGRAVE SQ.,
S.W.

9th July, 1897.

Dear Madam,

Allow me to draw your attention to a meeting to be held on Monday, July 19th, at half-past three in the afternoon, at The Women's Institute, 15, Grosvenor Crescent, Hyde Park Corner, to discuss the desirability of forming a National Council of Women of Great Britain and Ireland.

Very successful Councils have been formed in several countries forming a link between the Societies and workers of all classes, creeds, and parties. The Council movement identifies itself with no one propaganda, but seeks to form a centre round which women workers of all sections may unite, our one bond being a desire to further the application of the Golden Rule in all relations of life.

An International Council has also been organised in order that the various National Councils may in their turn be bound together, and this International Council is to hold its next meeting in London. Before that time arrives, our Executive Committee is anxious to see a Council formed in England, where it would have so wide a scope of work.

If you are free, may I hope that you will attend the meeting in order to hear what the Council idea means, without in any way committing yourself to approve or support it.

Yours very faithfully,

MARGARET SHIBEL ABERDEEN,

President of the International Council of Women.

INTERNATIONAL COUNCIL

President
The Countess of Aberdeen, Government House, Ottawa

Vice-President
Mrs. May Wright Sewall, 212 N. Pennsylvania St., Indianapolis, Ind., U.S.A.

Treasurer
Baroness Alexandra Griknerne, Helsinki, Finland.

LONDON OFFICE—
20 MOTCOMB STREET, BELGRAVE SQ.
W.2.

Dear Madam,

Allow me to draw your attention to a meeting of the International Council of Women, which will be held in London, Monday, July 12th, at half-past three in the afternoon, at the Women's Institute, 15, Grosvenor Crescent.

The object of the meeting is to discuss the desirability of forming a National Council for Great Britain and Ireland.

Very successful Councils have been formed in many countries, forming a link between the Societies and Workers of all creeds, and parties. The Council movement is no one propaganda, but seeks to form a central body, in which workers of all sections may unite, for the further application of the Golden Rule.

An International Council has also been formed, and this International Council is anxious to see a Council formed in England, before that time arrives.

The Women's Institute

FOUNDED ON STRICTLY NON-PARTY LINES.

REPRESENTATIVE COUNCIL OF THE WOMEN'S INSTITUTE.

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| The Countess of Aberdeen | Lady Grove | Lady Montagu |
| Mrs. Bamford Slack | Miss Grove (College Hall, London) | Miss Morrison (University Hall, London) |
| Miss Edith Bradley | Lady Hamilton (Tasmania) | Miss Rosalind Paget (Midwives' Institute) |
| Miss Bishop (Holloway Coll.) | Viscountess Harberton | Mrs. Peile (Christ's College Lodge, Cambridge) |
| Mrs. H. Percy Bulnois (Liverpool) | Mrs. Hays Hammond | Lady Philipps |
| Miss Burstall (N. London Collegiate School for Girls) | Mrs. Hirst Alexander | Mrs. Philipps |
| Miss Carpenter (Hall of Residence, University College of Wales (Aberystwith)) | Miss E. P. Hughes (Training College, Cambridge) | The Countess of Radnor |
| Mdme. Louisa Starr Canziani | Mrs. Alfred Hunt | The Hon. Mrs. Bertrand Russell (Hon. Gen. Sec. Y. W. Branch, B.W.T.A.) |
| Lady Elizabeth Cust | Miss Hurlbatt (Aberdare Hall, Cardiff) | Mrs. Russell-Cooke |
| Miss Caroline Cust | Mrs. Brynmor Jones | Mrs. Scharlieb, M.D., B.Sc. |
| Miss Davies (Training School of Cookery (Univ. College, Cardiff)) | Mrs. Viriamu Jones | Mrs. Shurmer Sibthorp |
| Miss Faithfull (King's College, London) | Miss Maitland (Somerville College, Oxford) | Mrs. Sidgwick (Newnham College, Cambridge) |
| The Hon. Lady Grey-Egerton | Miss Maynard (Westfield College, Hampstead) | Lady Henry Somerset |
| | Mrs. Charles McLaren | Mrs. Stopes (Author of "British Freewomen") |
| | Miss Eva McLaren | Mrs. D. A. Thomas |
| | Miss Moberley (St. Hugh's Hall, Oxford) | Mrs. Verrall (Associate of Newnham Coll., Cambridge) |
| | Miss Mondy (Sec. of National Home-Reading Union) | Miss Wordsworth (Lady Margaret Hall, Oxford) |

(Preliminary list, other names will be published shortly.)

15, Grosvenor Crescent,

Hyde Park Corner,

July 12th, 1897.

Dear Madam,

The Executive of the International Council of Women, at a meeting held on July 9th, passed the following resolution:—

"This Executive has resolved to convene a meeting of representative women within a few days to consider the formation of a National Council

for this country with the assistance
of the Executive Committee of The
Women's Institute."

In enclosing a letter of invitation
from Lady Aberdeen, which explains the
purpose of the meeting, the Committee
of The Women's Institute beg to add their
sincere hope that you may be able to be
present.

Yours very faithfully,

NORA PHILIPPS.

N.B.—The favour of an early reply is
requested.

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An important Meeting of representative women will be held on July 19th, at The Women's Institute, 15, Grosvenor Crescent, Hyde Park Corner, to consider the formation of a National Council of Women for Great Britain and Ireland.

The following resolution was passed at a Meeting of the Executive Committee of the International Council of Women, held on July 9th, under the Presidency of the Countess of Aberdeen:—

"This Executive has resolved to convene a meeting of representative women within a few days to consider the formation of a National Council for this country with the assistance of the Executive Committee of The Women's Institute."

The Countess of Aberdeen will deliver an address on the aims and objects of the work and the idea of the Council may be indicated in the following words, taken from the letter of invitation, which as President of the Executive Committee of the International Council she has addressed to as many of the officers of the chief societies which exist for the benefit of women and children in this country as can be reached within the limited time.

Very successful Councils have been formed in several countries forming a link between the Societies and workers of all classes, creeds, and parties. The Council movement identifies itself with no one propaganda, but seeks to form a centre round which women workers of all sections may unite, our one bond being a desire to further the application of the Golden Rule in all relations of life.

An International Council has also been organised in order that the various National Councils may in their turn be bound together, and this International Council is to hold its next meeting in London. Before that time arrives, our Executive Committee is anxious to see a Council formed in England, where it would have so wide a scope of work.

The Committee of The Women's Institute and the Grosvenor Crescent Club, have put the newly-opened premises at the disposal of those attending the meeting, and have issued the following invitation:—

"The Committee of The Grosvenor Crescent Club and The Women's Institute request the pleasure of your Company to Tea after the Meeting on July 19th, 1897.

R.S.V.P.
To the Secretary,
15, Grosvenor Crescent,
Hyde Park Corner.

396.2

Transactions of the
Women's Institute
No. 1.

The Place of University
Education in the Life of
Women

By
Mrs. H. Sidgwick

The Women's Institute

(FOUNDED ON STRICTLY NON-PARTY LINES)

COMPRISING

A REFERENCE LIBRARY; A ROOM FOR MEETINGS (of Business and Social character); A GENERAL INFORMATION BUREAU; An ASSOCIATION OF WOMEN LECTURERS; A WOMEN'S BENEFIT SOCIETY; A RE-UNION OF SOCIETIES; A RECREATION DEPARTMENT; A GENERAL AGENCY FOR MEMBERS; etc.

COUNCIL

The Countess of Aberdeen	Mrs. Eva McLaren
Mrs. Hirst Alexander	Miss Maynard (Westfield College, Hampstead)
Mrs. Alfred Booth (Pres. Nat. Union of Women Workers)	Miss Moberly (St. Hugh's Hall, Oxford)
Mrs. H. Percy Boulnois (Liverpool)	Miss Mondy (Sec. of Nat. Home-Reading Union)
Miss Edith Bradley (Coll. School for Girls)	Lady Montagu
Mdme. Louisa Starr Canziani	Miss Morison (Univ. Coll., Lond.)
Miss Carpenter (Hall of Residence, University College of Wales, Aberystwith)	Miss Rosalind Paget (Midwives' Institute)
Miss Cons	Mrs. Peile (Christ's College, Cambridge)
Miss Davies (Training School of Cookery, Univ. Coll., Cardiff)	Lady Philipps
Miss Ella Hepworth Dixon	Mrs. Philipps
Miss Faithfull (King's College, London)	Mrs. Alfred Pollard (Ass. of Assistant Mistresses; Hon. Sec. C.A.B. Mem. Fund)
The Hon. Lady Grey-Egerton	The Countess of Radnor
Lady Grove	The Hon. Mrs. Bertrand Russell (Hon. Gen. Sec. Y.W. Branch, B.W.T.A.)
Miss Grove (Prin. of Coll. Hall of Residence for Women, University Coll., London)	Mrs. Russell-Cooke
Lady Hamilton (Tasmania)	Mrs. Scharlieb, M.D., M.S.
Mrs. Hays Hammond	Mrs. Shurmer Sibthorp
Viscountess Harberton	Mrs. Sidgwick (Newnham College, Cambridge)
Miss Hitchcock (Kensington High School for Girls)	Mrs. Bamford Slack
Miss E. P. Hughes (The Training College, Cambridge)	Lady Henry Somerset
Mrs. Alfred Hunt	Mrs. Stopes (Author of "British Freewomen")
Miss Hurlbatt (Aberdare Hall, Cardiff)	Mrs. D. A. Thomas
Mrs. Brynmor Jones	Mrs. Yerrall (Associate of Newnham Coll., Cambridge)
Mrs. Viriamu Jones	Miss Welsh (Girton College)
Miss Maitland (Somerville College, Oxford)	The Dowager Lady Westbury
Mrs. Charles McLaren	Miss Wordsworth (Lady Margaret Hall, Oxford)

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The Place of University Education in the Life of Women

AN ADDRESS

DELIVERED AT THE WOMEN'S INSTITUTE ON

NOVEMBER 23RD, 1897

BY

MRS. HENRY SIDGWICK

Copies of this Pamphlet may be obtained from the Women's Institute, 15, Grosvenor Crescent, London. Price, 4d. each; or 3s. per dozen.

The Place of University Education in the Life of Women.

(An address delivered at the Women's Institute on November
23rd, 1897, by MRS. HENRY SIDGWICK.)

So much has been said and written lately about University Education for women that I perhaps ought to apologise for making a further addition to the discussion. But a great volume of controversial utterance does not always either spring from or tend to produce a clear grasp of the elements of a problem, though it indicates a wide-spread interest in it. It therefore seemed to me not inopportune for us to examine the whole subject in as uncontroversial a manner as possible, and to try to make clear to ourselves what it is that women want, why they want it, and how far their needs in this matter are satisfied by the opportunities now open to them.

One thing we may note at the outset. It no longer seems to be seriously doubted that University education for women is needed. Almost all, I think, who took part on either side in the recent controversy about admitting women to degrees at Cambridge were concerned to make it understood that they did not dispute the desirability of women—at least some women—receiving the higher education which Universities

give. This in many ways simplifies our question. Thirty years ago we should have been expected to consider whether women were intellectually capable of profiting by a University education. Examinations and the subsequent work of examinees have now convinced the world that they are. Then we should have been expected to prove that physically they were equal to the strain, or supposed strain, and that their health need not suffer, at the time or afterwards. Now, statistics collected on both sides of the Atlantic, not to speak of common experience and observation, have for most of us placed beyond question the conclusion that the danger is not materially greater in the case of women than of men. Then we should have had to meet the objection that University education would unfit women for the functions and duties of wives and mothers. Now that the daughters of the first generation of University women are entering our colleges, this question too may perhaps be put aside.

Those of us who have from the first believed that opportunities of receiving University education ought to be open to women, have, of course, the gratification of finding their own prognostications fulfilled. But it is upon far more than this that we have to congratulate ourselves. For these questions were fundamental. Had experience answered them differently, University education would really have been impossible for women, as those who opposed it said; or at any rate, impossible for all but a few exceptionally constituted ones. We should have had to acquiesce in the melan-

choly conclusion that nature had given women aspirations after intellectual development, while furnishing them with bodies and minds unfitting them to receive it. As it is, the clearing away of these doubts has practically decided the main question in the affirmative. It is now beyond question that women are to have opportunities of receiving University education. I do not, of course, mean that every one is convinced that this is desirable; but I do not think its desirability is any longer seriously doubted by any one who has looked into the facts, and whose opinion on the question is worth considering.

And it is not only in this country that the question is thus decided. It is similarly decided in our Colonies and in India, in the United States of America, and in most European countries, Germany and Russia being the most backward.

It may be interesting to glance at some important steps in the progress made thus far. As regards England, Miss Emily Davies—herself a pioneer in the movement—has summarised its history for us in a pamphlet which she published last year. The first serious steps taken were the founding of Queen's College, Harley Street, in 1848, under the auspices of the Governesses' Benevolent Institution; and of Bedford College in 1849. An attempt to gain admission to the University of London for the sake of obtaining a medical degree was first made by a woman in 1856; and more than twenty years later, in 1878, this privilege was at length granted to women, and with it admission to all degrees

of the University. In the interval, English women had obtained medical degrees at foreign Universities. The London School of Medicine for Women was founded about 1875. The first College for women in connection with Cambridge began its existence in 1869, and the honour degree examinations of the University were formally opened to students of Newnham and Girton Colleges in 1881. Somerville College and Lady Margaret Hall, Oxford, were founded in 1879; and some of the examinations of Oxford University were first opened in 1884, and others from time to time afterwards as required. The Victoria University was opened in 1880; the Scottish Universities admitted women in 1892, and the University of Durham in 1895. The new University of Wales has from the first admitted women on equal terms with men; and the Royal University of Ireland, which is an examining body, is, with its affiliated Colleges, similarly open to them.

In America the movement began earlier; we find Oberlin College opened for men and women in 1833, and Mount Holyoke, the precursor of colleges for women alone, in 1836. The wealthy Vassar College for women was endowed and opened in 1861. Women were admitted to the University of Michigan about 1868, and to Cornell University in 1872. Wellesley and Smith Colleges, again for women only, date from 1870 and 1871. The so-called "Annex" of Harvard, now in closer connection with that University as Radcliffe College, was opened in 1879. Brynmawr College for women was opened in 1885. Barnard

College was connected with Columbia University in 1891, and Yale University opened its graduate courses and advanced degrees to women in 1892.

On the continent of Europe, progress has been steady in the same direction. In the leading countries of France and Italy, the Universities are as open to women as to men. Spain admitted women in 1868; Sweden opened its Medical Faculty to them in 1870 and the Faculties of Law and Philosophy in 1873. Zurich was opened to them formally in 1872, the University of Copenhagen in 1875, Belgian Universities in 1883, Christiania in 1884, Athens in 1890.

I conclude, then, that we may take for granted that some women are to have a University education. The next question is, what kind of education do they require, and are their present opportunities of obtaining it adequate and suitable, or is something more or different wanted?

When women first asked for University education, the desires of most were naturally somewhat indefinite. The important thing was to get higher education of some kind, to find some outlet for cramped minds and some satisfaction for aspirations which were eating out the hearts of some of the best and most thoughtful women—of those most anxious to be of use in their generation. Now the situation is different. The position of women is changed; enlarged opportunities have given more definiteness to their aspirations. The academic education of women has been going on long enough and has been enjoyed by a sufficient number for

us to be able to form some view from experience, as to the precise needs that it satisfies. And it seems important to form this view, in the new and intermediate position in which the system now stands. It is no longer untried, or even on its trial. But it does not hold so assured a position as to be taken as a matter of course, without enquiring what it does for those who receive it, as it often is taken in the case of men.

Let us begin by examining the general position and function of Universities in modern society. If we survey the University systems of different countries, we find that, amid much diversity of method, they all aim at promoting education beyond the school age—beyond the age when, speaking broadly, what the pupil does is settled for him; and further, that all have privileges allowed them by law, giving them in some respects a monopoly as regards such education. This monopoly is secured to them by the fact that certain professions can hardly be entered except through Universities: their guarantee is required, formally or practically, as to a man's fitness to enter these professions. This guarantee in England and America generally takes the form of a degree. In Germany I understand that the degree has been largely superseded by Government examinations, but candidates must be certified by the University to have attended certain courses of instruction. In France the whole University system is practically a department of the Government, just as our elementary school system is here, and though there are free schools and colleges—*écoles libres*—outside of it,

these have to send in for University examinations those of their pupils who wish to enter professions other than the ministry of the Roman Catholic Church. The number of professions for which the University guarantee is made necessary by law varies in different countries. In England the necessity is not in any case absolute; but in the important cases of medicine, the ministry of religion, and teaching in secondary schools, it is increasingly required by public opinion for the higher kinds of professional work.

One result of this partial monopoly of the higher education is, in most countries, an immense influence exercised by Universities on schools. Apart from the influence exercised through the schoolmasters, of which I shall speak presently, they can, and do, largely direct the school studies of boys entering professions by prescribing the examinations to be passed, not only at the University but before entering it, or before entering on University studies proper.

So far I have been able to speak of all universities together; but when I said that they all aim at *promoting* higher education, I used the word "promote" instead of "provide" advisedly, in order to be able to include the University of London and the Royal University of Ireland, which only examine, and the University of the State of New York, which only organises. If we leave out these three institutions—anomalous as Universities, though performing useful functions—we may say, I think, that all Universities *provide* education specially intended for those who propose to enter certain professions.

And there is one profession or vocation comparatively small in extent, but of which the social importance is increasingly recognised, with which Universities have a special and peculiar concern. I mean the profession or vocation of advancing knowledge; which in a fully equipped modern University is ordinarily connected with the profession of academic teaching. We may say that all Universities aim, as far as they can, at having as teachers persons whose abilities and learning make them leaders of thought in their respective subjects, and at becoming centres of learning and research, as well as of literary culture. The reputation of a University depends, no doubt, on many things—its antiquity, its wealth, the beauty of its surroundings, the social advantages its pupils enjoy; but, in a continually increasing degree it depends, more than on anything else, on the fame of its teachers and on the adequacy of its equipment for the promotion of learning and research.

This function of Universities as organisations for the systematic advancement of knowledge is, I think, at least as important as their function of teaching. Indeed we may say that they are now only necessary for the latter function, so far as it cannot well be separated from the former. In the Middle Ages, when books were scarce and learning could best be handed down orally, personal communication between disciple and master was necessary; the presence of the future man of learning at the fountain-head of knowledge—at the place where was to be found the greatest authority in

the special branch of learning pursued—was indispensable. It is not indispensable in exactly the same sense now that knowledge, when it has become knowledge, can be communicated by means of books. But as places where the advancement of knowledge is to be systematically pursued and prepared for, and where those who are to hand on the torch of knowledge, by teaching or otherwise, may, as far as possible, see knowledge in the making, Universities are more important than ever.

For, on the one hand, the progress of knowledge extends over a wider range—it is advancing, as it were, from the circumference of a larger circle; owing to its vastness, co-operation in its advance is more important, as well as more difficult; while at the same time, the increasingly complicated conditions of modern society and the need of managing the world's affairs on a large scale make the growth of knowledge of more and more importance to us. No doubt, the needs of our age and commercial competition would lead to discoveries being made, even if there were no Universities; but many even of the most practically fruitful discoveries are made when the discoverer has had no practical aims; and many branches of research, historical and scientific, cannot be commercially estimated, and could not be carried on as part of a commercial enterprise. So much is it the case that our age needs the advancement of knowledge, and that the advancement of knowledge depends on the existence of institutions like Universities to serve as centres of learning and research, that if Universities had not been handed down to us by our forefathers, en-

lightened public opinion must certainly have led to their being founded now. That is one side of the question.

On the other hand, the practical necessity, in our age, of disseminating information widely, and testing it by examination, tends in itself to a too purely commercial view of education and to false conceptions of the relation of information to living, growing knowledge. And this is best counteracted by letting our future teachers come, as far as possible, under the influence of those who are pursuing knowledge for its own sake. It is thus that they may be best enabled to inspire the attitude of mind which alone makes the acquisition of knowledge cultivating, and it is thus too that they may be best enabled to discover and develop those who in their turn will help in the advance of knowledge or creation of literature. I do not, of course, mean that all who study seriously at a University necessarily come under the direct influence of the most eminent men in their University; but directly or indirectly it permeates to all who are worthy to receive it.

And further, both for investigation and for teaching it is important to have Universities—in the sense of institutions that “take all knowledge for their province”—rather than special schools for particular studies. The drawbacks of the high degree of specialisation—limitation of individuals to particular branches of study—which the vast extent of the whole field of knowledge renders more and more necessary, are to some extent neutralised by bringing together at a common

centre those who are working in different departments. And this is not only desirable because it helps in the task of bridging over chasms between different lines of research, and tends to bring the aggregate of knowledge into a more complete and harmonious whole, but is advantageous also from the point of view of general culture, and because it brings differently trained minds to act on each other.

This last consideration is also an important one in weighing the advantages of giving the education preparatory to different professions at Universities; and has doubtless been operative in leading to recent extensions of University work in preparing students for professions. Thus, for instance, Cambridge, the University of which I know most, has in recent years added to itself a School of Engineering, a department preparing for the Indian Civil Service, a Day Training College for Teachers, and—more or less connected with the University—an Agricultural department. And other Universities are similarly extending their work.

When we have examined Universities, first, as centres of learning and research, and, secondly, as institutions providing education in preparation for the professions, we have, I think, exhausted the functions common to them all. But there is another ideal of University work to which we must now turn for a moment. I may call it, without meaning anything offensive thereby, the finishing school ideal—the ideal of a University as furnishing a crown and finish to general education. In Germany this is scarcely regarded as a function of

the University. General education is supposed to be completed at school, and is tested by a comprehensive leaving examination before admission to the University. Similarly in France the schools provide general education: the degree of *Bachelier* is given on passing the school-leaving examination, and what follows is a course in some professional faculty. But in England this ideal survives; and in some Universities at least the pass degree courses seem at present to represent this aspect of University work. In Scotland and in America the Universities provide an Arts course—a collegiate course it is sometimes called in America—which is intended to give a general education and to intervene between school and professional courses, or specialised work. But improvement in the schools, the later age at which students come to the Universities, the increasing requirements of professional education, and the increasing difficulty—owing to the growth of knowledge—of combining thorough study of any branch with wide knowledge of many, are all causes which contribute to reduce the demand for a common general course, and the numerous options offered to the student tend to specialisation in the general course itself. The same tendencies lead American Universities to lay more and more stress on what is there called graduate work—work of a more specialised and advanced kind than the course for the B.A. degree which precedes it. I may here observe that in America the right to give degrees in Arts and Science is granted by law to some institutions which do not call themselves Universities, because they

do not comprise professional schools of law and medicine, etc. Among these are the four large Colleges for women already mentioned, Vassar, Wellesley, Smith, and Bryn Mawr, which cannot be overlooked in considering University education for women. Their work corresponds in the main to that of the Collegiate, as distinct from the professional departments of American Universities. This Collegiate course, however, really serves as a professional course as regards one profession—that of teaching. It does not, of course, instruct the future teacher in the technique of his calling; but it guarantees, or is supposed to guarantee, the possession of the knowledge which he is expected to hand on.

To sum up, we may, I think, conclude that, generally speaking, it is the main business of a University, to carry on learning and research, to give the best possible preparation for certain professions, and, by offering higher education of all sorts, to draw into itself as many good students as it can; to select and develop among these those best able to carry on its own work, and contribute to the advancement of knowledge, and by means of the teachers it educates especially, but also through its other pupils, to disseminate intellectual culture and a healthy love of knowledge.

If we look at the other side of the picture and consider why men go to the University, we find, as we might expect, that it is regarded in most cases as an avenue to some profession, and generally also as a preparation for one—including, in the case of the wealthier men, a political career as a profession, though an unremunerated

one. There are not, I think, many men who come to the University to satisfy a pure love of learning, without *arrière pensée* as to the career which learning may open to them. No doubt there are some of the wealthier class who come to the University solely in pursuit of culture, or rather of culture and social life combined, the latter being often the more prominent aim; but these constitute a comparatively small minority in any University.

And what is true in this respect of men is on the whole true of women.

Some ten years ago, in answer to an enquiry as to the regular occupations or professions in which the women educated at Cambridge and Oxford had engaged after leaving College, about 77 per cent. reported themselves as being or having been engaged in teaching, and of those who had taken the complete Honours course, about 83 per cent. had been so engaged. The Medical courses it should be noted, are not open to women at Cambridge and Oxford, so that teaching is the only profession, practised by any large number of women, for which they prepare. Twenty-five per cent. of the women who answered the enquiry reported themselves as being engaged in household occupations, but less than 2 per cent. in household occupations only. In the United States, judging from statistics collected somewhat earlier, about half of the women who had received a College or University education at that time taught after leaving College. On the Continent, the demand by women for academic education is almost purely professional. Pro-

bably a similar enquiry made now would show that a smaller proportion of those who have been at Cambridge and Oxford had engaged in teaching, and that more were engaged in secretarial or philanthropic or administrative work, or in family duties at home; but I do not think the difference would be very great.

Experience seems thus to show that the women who want a University education want it, as a rule, for particular purposes, and those who have other objects in view do not seek it. A woman who wishes to be an artist or a nurse, or a woman of independent means who finds sufficient scope for her energy in home work, does not, as a rule, come to the University. The women who do come, are, generally speaking, those who, either from choice or necessity, hope to do work for which a University education may directly or indirectly be a preparation. They are directed to this particular line of work, whatever it may be, by taste and inclination and the nature of their individual abilities—or occasionally no doubt by the views of their parents or guardians as to their tastes and abilities. Of course exactly the same is true of men. Among the men who can afford to prolong their education sufficiently to enter a profession, those who intend to become soldiers or sailors or artists do not, as a rule, go to the University; those who intend to become lawyers, or clergymen, or doctors, or schoolmasters—at least in the best schools—do.

This professional aspect of University education is shown in another way. It will be found, I think, everywhere—even in the far West of America, where the

men are early drawn off into practical life—that where men and women receive University education together, there are fewer women than men. In most places, the number of women is very much smaller than the number of men. For instance, in 1894-5, the number of women at Cornell, which had been for twenty-two years a mixed University, was less than one-sixth of the number of men. It may be said that this is because the women are drawn off into institutions, like Vassar, for their own sex alone. If, however, the number of men and of women in the Collegiate, Graduate, and Professional departments of all the Universities and Colleges for either sex in the State of New York (in which Cornell is situated) be added up and compared, the small proportion of women to men will be equally apparent.* And this is at least equally true in our own country. The explanation lies in the fact that University education is regarded as largely a preparation for professional work, taken in connection with the different relation of marriage to remunerative work in the case of the two sexes.

This difference is found in all classes of society. A man generally looks forward to securing for himself an independent position, which shall enable him to marry and support a family, and his profession not only helps him to marry, but his marriage will probably lead to increased energy in his profession. With a woman it is otherwise. If she marries, her profession must, as a rule, become secondary to family life, and this usually means that it is given up, at least for a time. In ages and

* See Note I., page 31.

countries, therefore, where the conditions are such that a woman may usually count on marrying if she wishes to do so, she need only consider how she is to be supported until she marries, or in case of her husband's illness or death. But in our own country we have only to look round us to see how absurd it would be for a woman in planning her life to regard marriage as anything approaching to a certainty. We have a large surplus female population—6 per cent., or over a million, in 1891—and at the same time, the high standard of living in the middle and upper classes makes it specially difficult for the less successful men to marry. A very large number of women in these classes must perforce, therefore, lead an unmarried life; we have no means of estimating the number exactly, but an enquiry which I made some time ago led me to think that it might even amount to one-half. At the same time, as most women would prefer to marry, if the right opportunity offered, there is for most, during the first decade of grown-up life, a dual outlook, and life has to be arranged for on the alternative possibilities of marrying and not marrying. Under these circumstances, it is clear that parents, who cannot leave their daughters a sufficient fortune to make them independent, are bound to see that they are placed in a position to earn a living for themselves. But more than this; even if they can leave them an independent fortune, they are, I think, bound to see that their daughters have every opportunity of making the prospect alternative to marriage a pleasant one, which implies having some definite sphere of usefulness to look

forward to. For nothing can be more dreary and demoralising, nothing more harmful to a woman in body and mind, and nothing more likely to lead to an unhappy marriage, than waiting for marriage, which may never come, as the only career in life worth having. And, moreover, not only from the point of view of women themselves, but from that of society, it is surely important that women, married and unmarried, should be doing useful work and not be mere drones, adding to the burdens that have to be borne and not helping to bear them.

I think, then, that women should just as much as men propose to themselves a definite branch of work—not necessarily remunerative work—and prepare for it when they are young. Fortunately the complication introduced by the dual outlook is not so great as it might at first appear, because marriage does not require special preparation. I do not, of course, mean that there are not domestic arts which a wife and mother will find useful; but they can be largely acquired by girls at home and at school, and any education which develops the intelligence will make their acquisition even later comparatively easy. Nor do I mean that there are not qualities which we should desire any wife and mother to possess and which can be cultivated; but they are mainly moral qualities and such intellectual qualities as may be cultivated in almost any relation of life—good sense and general intelligence—and which serious and steady preparation for any useful work will certainly aid in developing.

But, desirable as is preparation for definite work, we

must, human nature being what is, recognise that the dual outlook of a girl's life—making the money, time and effort spent on a professional education a more doubtfully profitable investment than it is in the case of a boy—is likely always to operate in diminishing the number of women who will seek University education. Parents whose incomes are not sufficiently small to make it difficult for them to support their daughters at home, nor sufficiently large to make it easy to give them a professional education, will be apt to let immediate economy prevail. And girls to whom strenuous effort is distasteful will prefer to live, as it were, from hand to mouth, rather than go through the labour required to train them for a career, which after all, they would only regard as a *pis aller*.

There is another cause—and a more creditable one—which tends to reduce the number of women who train themselves for any special branch of work. There will always be gaps in domestic life which can best be filled by the unmarried girls and women of the family; help wanted in the care of old people and children and invalids, or in making the work of other members of the family go smoothly, to which a woman may well devote herself at some sacrifice of her own future—a sacrifice she will not regret. This kind of work can best be done by women, not only because they are generally better adapted to it, but because the sacrifice is not so clear nor so great in their case as it would generally be in that of a man. Only let the cost be counted and compared with the gain, and do not let us ask women to give up their chance of fill-

ing a more useful place in the world for the sake of employing them in trivial social duties from which they might be spared with little loss to any one.

Let me for a moment repeat what I am urging: it is that girls should be brought up to feel that, unmarried or married, it is their duty to the world to make the best use of the talents—taking talents in the widest sense—which nature has given them; and to this end care should be taken that they have the amplest opportunity of developing their capabilities—their real capabilities, not those which it is artificially assumed they possess. And I plead for this, not only because all human beings ought to be working together for the good of the whole, but for the sake of the happiness of women themselves, who are not only half the human race, but the half on whose health and happiness the well-being of future generations probably most depends. Why do we so often hear girls wish that they were boys and women wish that they were men? It cannot be right that this should be so, it must be a sign of something wrong somewhere. And I believe that what is wrong is that women have not been allowed enough freedom of development, but have, to use a metaphor, been kept intellectually, as well as physically, in tight-laced stays—their lives cramped in all directions, and their health and happiness too often sacrificed to make them conform to an artificial feminine ideal. What we want is freedom, and then nature will take care of itself. I have no fear that women will cease to be women, or cease to retain feminine qualities which are of any value,

because they are allowed to develop freely the intellectual tastes and talents with which nature has endowed them.

If this be granted, we are now in a position to consider what women should receive a University education. In the future, as in the past, those will of course seek it who wish to enter professions for which the University is a preparation, especially the higher walks of the medical and of the teaching professions. That teachers should as far as possible go to the Universities seems specially important on account of their great influence on the rising generation, and the important function, already spoken of, which teachers perform in disseminating the culture and the interest in advancing knowledge fostered at the Universities. Women intending to take up practical careers not exactly professional, *e.g.*, philanthropic or administrative work in which economic problems occur, or in which historical knowledge may be useful, will often find a University education of value. But, speaking generally, the women who should be encouraged to go to Universities are those who, whatever future lies before them, have marked intellectual tastes in any direction, those who most desire to learn for learning's sake. For among these will be found some who will add to our literary stores, and some who will help in advancing knowledge, by reflection, observation, experiment, or research, or—more humbly—by rendering accessible the work of others. Those who advance knowledge will not be many probably, judging from the small number of men who do so, but there will be some; and the

others, if they have been really interested, will not have wasted their time; they will have increased their power of enjoyment, they will have received a training which will directly or indirectly help them in any work that they may undertake, and they will form part of the audience—the cultivated, interested and intelligent public—without which scientific progress and literary production is well nigh impossible.

It remains to consider how far the educational opportunities enjoyed by women are adequate and suitable. In this country, as we have seen, they have now practically almost the same advantages as men, so far as Universities are concerned. They share with men the teaching and examinations of the Scottish Universities, of the University of Wales and its affiliated Colleges, of the University of Durham, of the Victoria University and its affiliated Colleges, and the teaching of University Colleges elsewhere; while the University of London and the Royal University of Ireland afford to those who are unable to leave home, but are still anxious and able to study, academic courses duly tested by examinations and attestations of proficiency. They also enjoy, though more precariously, the educational advantages of Cambridge and Oxford. Their only important disadvantage lies in the formal inferiority of their position in these ancient seats of learning. The failure of the recent attempt to remove these disadvantages is not, however, a matter of vital importance. There is no doubt that the women's colleges at Cambridge and Oxford will continue to flourish in the

future, as they have flourished in the past, under existing conditions. The symbol refused them was important for professional purposes; but it is far less important than the advantages of education and examination which Cambridge and Oxford have liberally granted. The continuance of these is indeed of vital importance. Cambridge and Oxford are the wealthiest of our Universities, and those with the greatest prestige, and they draw to themselves more of the leaders of thought than any other British Universities can do. It would be a serious blow to education were women deprived of the possibility of coming in contact with these teachers. We must for our best women have access to the best educational opportunities; but there is, I think, really no fear of losing them.

The question still remains, is there further need—in addition to this abundant provision of educational opportunities—of new courses of University study specially devised to suit the requirements of women? This view was urged by some of our opponents in the recent controversy. Their argument was: "The courses of study at our Universities were planned for men, and we may therefore assume that they will not suit women." The argument is specious, but a simple test will show its hollowness. The fitness of the established courses of study—non-professional, or only preparatory to the profession of teaching—in our higher schools and Universities has long been the subject of active discussion; the share allotted to Classics, Mathematics, Modern Languages, Science, History, has been scrutinised, ques-

tioned, attacked, defended, in prolonged and incessant controversy. Now, if we take any part of this controversy, we shall find that every single argument used applies not to men as masculine, but to men as intellectual beings seeking knowledge and culture; and therefore applies equally to women having similar aims.

Let us take the time-honoured studies of Classics and Mathematics, for these are especially the studies which our opponents wish to retain as masculine privileges. Why do boys and youths spend so many hours through so many years in learning Greek, instead of, say, German or Italian? To be quite up to date, I will give the accepted answer in the words of to-day's *Times*.* It dwells partly on the literary advantages derived from the study, partly on its superiority as an intellectual exercise. On the one hand we are told Greek is the "key to the noblest thoughts that have moved mankind, the influence of which is still felt in every department of mental activity, while their power and beauty must of necessity evaporate in the best of translations." On the other hand, we are bidden to take account of "the immense value of Greek as a mental discipline in comparison with languages that may be acquired by" merely "living abroad or of foreign nurses or teachers." I do not now discuss the validity of these arguments; I simply point out that, whatever they may be worth, each of them obviously applies with precisely the same force to women who aspire after intellectual training and literary culture. And similarly every argument used for

* November 23rd, 1897.

substituting the study of French or German for the study of Greek is found to apply to boys just as much as to girls.

In the case of mathematics I might speak even more strongly. It is not only that the training given by mathematics is likely to be as useful to women as to men; it ought, if we may trust the current masculine judgment of feminine minds, to be even more useful. Among the sarcasms directed by men against women, there is none more trite and familiar than the sneer at "feminine logic." Now an important part of the aim of education is to correct natural deficiencies; and if men are right in thinking women deficient in reasoning power, surely they ought to be specially encouraged to pursue the study which claims to be an unrivalled instrument for developing the faculty of exact deduction and analysis, so far as they are found capable of pursuing it with intellectual profit.

Intellectual tastes and abilities may no doubt be differently distributed among men and women, and this, in addition to professional aims, may lead to a somewhat different distribution among the various options offered by modern Universities; but this distribution may be trusted to arrange itself. That the dividing lines between different subjects will not be one of sex, and that there is as great diversity of intellectual tastes among women as among men, the highly specialised courses for a degree in honours at Cambridge give us an excellent opportunity of judging. Looking at the Tripos lists of my own College since the examinations were formally opened

to women in 1881, I find that, omitting second parts of Triposes, ninety-five women have taken honours in Mathematics, seventy-one in Classics, thirty-five in Moral Sciences, eighty-nine in Natural Sciences, eighty-one in History, sixty-four in Mediæval and Modern Languages—the smaller number in this latter Tripos arising from its having only been established in 1886.* The University in no way points students to any one of these diverse honour courses rather than to another; nor does the College exercise any pressure. Demand in schools does no doubt affect the choice of future teachers somewhat, as is shown by the smaller number who take Moral Sciences; but among subjects that are taught in schools, there is no reason to suppose that a woman selects one course rather than another, except because she prefers it and feels herself likely to succeed in it,—except, in fact, in obedience to the “gentle callings of nature,” which judging from the fairly even distribution among subjects, must be fairly impartial.

It appears then that neither the educational value attributed to different subjects, nor what we know of the intellectual tastes and capacities of women, leads to the view that the general intellectual education of the two sexes should be different, and I do not, therefore, anticipate that any considerable demand would be found to exist among women for courses of academic study for which there is no demand among men. Certainly my own experience has not shown me any such demand. Nor do our leading school-mistresses appear to be aware

* See Note II., page 32.

of any. But if any should be discovered, the critics of the educational work of the past generation will have the opportunity of turning from criticism to construction and providing what is needed. I do not deny that Colleges for women alone, apart from Universities, can do good work and attract many students. We know from American experience that they can—though in America, by the way, the education they offer is much the same as that in the men’s colleges. But do not let us imagine that such a College can ever take the place of the older Universities. It cannot have their comprehensiveness, it cannot have their teaching power, it cannot in the same way be a centre of learning and research. To say it can, is to say that in some department, or departments, it would have on its staff the foremost thinkers and teachers of the time in England. But if this happened, men, too, would wish to profit by the instruction offered.

One word more before I conclude. In what I have said of the finishing school ideal of Universities, I may have seemed to take small account, both for men and for women, of the social expansion, the intellectual companionship, the opportunities for friendship, which University education, and especially the College life so generally in England an accompaniment of it, affords. This is far from being my feeling. It would be impossible to live in a College, as I have done, without realising that, whatever has been gained for women by the work of the last thirty years, the happiness springing from free and unconstrained intercourse with congenial com-

panions, from the sense of membership of a community with large interests and high aims, from pleasant memories and from lasting friendships, is no small part of it. These advantages were hardly included in the view of those who began the work to which I have succeeded, nor do they naturally come to the front in polemical discussion: but experience, and converse with many generations of students, has impressed me with a continually increasing sense of their value; and they cannot be ignored in any wise consideration of the place of University education in the life of women.

NOTE I.

(Being a note to page 18.)

Taking the figures given in the "Report of the United States Commissioner of Education" for 1894-5 as the basis of calculation, we find that the proportion of women in the Collegiate and Graduate departments of Universities and Colleges of the United States was in that year 25.4 per cent. of the whole number. In the North Atlantic Division it was 19.9, and in the Western Division 33.1. Colleges for men alone and for women alone, as well as those for both sexes, are included. Professional departments are not included, as they are in the case of Cornell University in the text. If they were, the proportion of women would be reduced.

The same kind of proportion prevails in the degrees of A.B. and B.S. given in the year 1894-5. The number of such degrees received by men was 5363, and by women (including those given by women's Colleges), 1379. The proportion of women receiving them was therefore about 20 per cent. of the whole.

There is some interest in observing that in secondary schools in America there are more girls than boys. Taking public and private schools and preparatory departments of Colleges, 55 per cent. of the pupils are girls. This probably means that the girls who go to secondary schools stay on the average longer than the boys who do so. This is indicated by the larger number of girls in the graduating class, as it is called. The girls contributed 62 per cent. of the numbers in these classes in 1894-5. The same tendency for girls who go to secondary schools to remain in them longer than boys is shown, by the returns furnished to the Royal Commission on Secondary Education, to exist in England.

In connection with secondary schools, I may here remark that a recent writer in the *Quarterly Review* might have saved himself some unnecessary alarm had he noticed that the marked preponderance of female teachers over male in the United States occurs in the primary schools only, a department in which it is increasingly prevailing in England also. In the secondary schools of the United States—public and private—the proportion of female teachers to the whole number of teachers was in 1894-5 decidedly less than the proportion of female pupils to the whole number of pupils.

NOTE II.

(Being a note to page 28.)

The whole number of women students of Newnham and Girton Colleges, who have taken Honours in the various Triposes (Honour Degree Examinations) at Cambridge, since they were opened to women in 1881, is distributed as follows : *

Mathematical Tripos	-	-	-	203
Classical	"	"	"	181
Moral Sciences	"	"	"	57
Natural Sciences	"	"	"	139
Theological	"	"	"	1
Law	"	"	"	3
Historical	"	"	"	126
Oriental Languages Tripos	-	-	-	1
Mediæval and Modern Languages	-	-	-	95
				<hr/> 806

As regards standard, the following analysis for the five years 1892-1896 inclusive, may be of interest. I only give the figures for the six Triposes taken by any large number of women, and Second Parts are not included.

* Second Parts of Triposes are not taken account of in these numbers.

	Men.	Women.	No. of women to 100 men under each head.
Class I.	449	56	12.5
Class II.	581	151	26.0
Class III.	629	106	16.9
Total classed	1659	313	18.9
Ægotant in Honours	16	1	6.4
Attained standard of Ordinary Degree	124	8	
Excused the General Examination	72	9	8.5
Failed completely	No. of men unknown to me		

It will be seen that the ratio of women to men is less, both in the first class and in the third class, and very much less among the failures, than it is in the whole number classed, the deficiency being made up in the second class. (The true proportion of women among the failures is considerably less than appears in the last column, as all the women who failed completely are included and none of the men.)

Of course among the women who come up, a considerable proportion do not take Tripos examinations. The reasons for this are various. Some come up knowing that they cannot stay for the necessary length of time; some are called away by family and other circumstances before their course is finished; some take courses of study other than Honour courses. In some cases there is failure of health, or it is discovered that the student has not the ability necessary to complete advantageously the course she has embarked on. The number of women who entered at Newnham and Girton Colleges in the five years 1889-1893 inclusive, and would therefore, had they completed an Honours Degree course, have taken Tripos examinations in the years 1892-1896 inclusive, was 453. Of these, 316, or 70 per cent., actually did take Tripos examinations and obtain Honours in them. Of the 4782 men who entered in the same years, 2030 or 42.5 per cent., took Honours in Tripos examinations.

APPENDIX A.

Prepared at the request of the Executive Committee of the Women's Institute by C. S. BREMNER, author of "Education of Girls and Women in Great Britain," etc.

WOMEN IN THE BRITISH UNIVERSITIES.

COMPILER'S NOTE.

[THE following tables have been compiled with the object of showing the number of women studying at the Universities of Great Britain and Ireland. The reader should be on her guard against the idea that the tables are intended to be comparative, since the differences between universities, their curricula, standard of degrees, and so forth, are very great, and scarcely admit of tabulation. Moreover, at some colleges women are admitted to read for matriculation, and at others not. It would have caused secretaries and registrars a very great amount of trouble to discriminate between matriculation students and others.]

UNIVERSITY OF CAMBRIDGE.

(Formal permission to students to enter for the Tripos Examinations granted in 1881.)

The examinations for degrees in honours, called Tripos Examinations, have been open since 1881 to women who have resided for the required number of terms at Girton or Newnham Colleges and have passed prescribed preliminary examinations. Degrees are not conferred on women, but those who are successful in passing the examinations receive a certificate signed by

the Vice-Chancellor, stating what place in the class list they have attained.

No. of students at Girton (109) and Newnham (166) ...	275
Working for tripos examinations, Girton (106), Newnham (154) ...	260

Two of the remaining students at Girton and one at Newnham have already taken triposes, and one is an advanced student; six at Newnham are working for second parts of triposes, or second triposes.

Number of students who have entered for tripos examinations since they were formally opened and obtained First, Second or Third classes in honours.

Girton (370), and Newnham (436) ...	806
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In these numbers a few women who have taken two different triposes are counted twice over. Second parts of triposes are not counted.*

The undergraduate students (men) at Cambridge number about 2,500.

The medical examinations at Cambridge are not open to women.

UNIVERSITY OF OXFORD.

(Examinations at Oxford first formally opened to women in 1884.)

There are now four halls or Colleges for women students. All the examinations for the B.A. degree, B.Mus. and D.Mus. are open to women.

	<i>Students.</i>
Somerville College opened 1879, accommodating about	73
Lady Margaret Hall " 1879 " "	48
St. Hugh's Hall " 1886 " "	24
St. Hilda's Hall " 1893 " "	17
There are moreover home students working in Oxford placed under the supervision of a Principal and Committee of the Association for the Education of Women in 1893, and numbering at Michaelmas, 1897 ...	32
	194

* See Note II., page 32, for particulars as to subjects studied by women students at Cambridge.

Of the past students, some 300 have passed the Oxford examinations open to women, and of these nearly one-sixth were in Class I. A certain proportion of these 300 students, amounting in all to forty, passed examinations open to women only, many taking such tests before the examinations were opened to women. The arrangements for the admission of women to University lectures are made, and other lectures and teaching provided by the Association for the Education of Women in Oxford, which gives a special diploma independently of the University, to "those of their registered women students who, taking honours in part of the course, pass all the examinations required for the degree of Bachelor of Arts in the order, and under the conditions as to standing prescribed for undergraduates, fulfilling the conditions both of residence and of examinations required by the University for the degree of B.A." Office: Clarendon Building, Oxford.

The present students at Oxford are classified by subjects as follows:

Modern History	...	...	69
Classics	...	...	46
English	...	...	29
Mathematics	...	...	10
Natural Science	...	...	10
Modern Languages	...	...	10
Various	...	...	9
Unclassified	...	...	10

Working on the lines of the B.A. course 64

The Medical Examinations are not open to Women.

A special Honour Examination in Modern Languages is open to Women only. Women are not admitted to matriculate or graduate.

LONDON UNIVERSITY.

Chartered 1836.

A supplemental charter opened its degrees to women in 1878.

The following table of women's successes at London University is compiled from the Calendar for 1897-98, *i.e.*, to December, 1896.

ARTS.

B.A. ...	...	...	...	603
M.A. ..	...	...	...	49
D. Litt.	...	...	...	1
B. Sc....	...	...	...	109
D. Sc....	...	...	...	5
Mus. B.	...	...	...	2

MEDICINE.

M.B. ...	...	...	...	53
M.D. ...	...	...	...	16
B.S. ...	...	...	...	11
M.S. ...	...	...	...	2

UNIVERSITY COLLEGE, LONDON.

Founded 1826.

Total no. of men and women students in faculties of Arts, Laws, and Science	...	...	...	720
Number of women students	...	...	...	310
Faculty of Medicine, men only	...	...	...	296

Graduates who have studied at this College during the past ten years:

Doctors of Science	...	...	...	...	13
Men	...	...	...	11	
Women	...	...	...	2	
Masters of Arts	...	...	...	...	27
Men	...	...	...	18	
Women	...	...	...	9	
Bachelors of Science	...	...	...	...	112
Men	...	...	...	79	
Women	...	...	...	33	
Bachelors of Arts	...	...	...	...	99
Men	...	...	...	63	
Women	...	...	...	36	

There is no separate department for women students at University College; students are admitted to the classes on the recommendation of the Lady Superintendent, Miss Rosa Morison. Women are admitted to the faculties of Arts, Science and Laws, but ex-

cluded from engineering and medicine with the exception of hygiene and public health. Women medical students work at the London School of Medicine, but many of these attend classes at University College, where they work for the preliminary Scientific M.B. examination, these classes being in the faculty of Science.

A Hall of Residence, College Hall, Byng Place, was established in 1882, where women students of University College and the London School of Medicine for Women, find accommodation to the number of thirty-four. A majority of these were studying Medicine and Fine Art at the Slade School at Michaelmas 1897.

LONDON SCHOOL OF MEDICINE FOR WOMEN.

The London School of Medicine for Women was opened in 1874.

No. of women students (Dec., 1897)	...	...	162
First year students	...	...	32
Second „ „	...	...	47
Third „ „	...	...	34
Fourth „ „	...	...	23
Fifth „ „	...	...	22
Taking single classes	...	...	4
No. of women trained at the London School of Medicine and now qualified to practise medicine	...	...	216

BEDFORD COLLEGE, 1849.

(For women only.)

Bedford College is one of the oldest of the women's colleges. It supplies all the teaching necessary for the examinations of London University in the faculties of Arts and Science. Since the opening of the University to women in 1878, this College, which is strictly undenominational, has assimilated its curriculum more and more to what is requisite for obtaining London degrees.

The College has obtained Government recognition in

a share of the Parliamentary Grant to Colleges of University rank.

No. of students	...	...	...	192
Working for degrees	...	...	...	100
Following professional courses	...	...	...	43
Residence provided for	...	...	...	39
Art and General Culture students	...	...	...	49
Past students holding degrees of London University	...	...	...	187
Arts	...	136	47 in honours	
Nat. Science	...	49	16 „	
Music	...	1		
Law	...	1		

WESTFIELD COLLEGE, 1882.

(For women only.)

No. of students (all resident but one)	...	...	...	44
Preparing for degrees	...	...	...	42
Arts	...	...	36	
Nat. Science	...	...	3	
Medicine	...	...	3	
Past students holding degrees of London University	...	...	...	37
M.A.	...	...	1	
B.A.	...	...	31	
B.Sc.	...	...	5	

Westfield is an outcome of the decision of the Senate of London University to open its degrees to women; its avowed object is to prepare women for the University examinations "in harmony with the doctrines of the Church of England." Students largely enter the teaching profession, both at home and in the Colonies. A number have become missionaries.

ROYAL HOLLOWAY COLLEGE, 1887.

(For women only.)

No. of students, 1897-98	...	...	...	111
Working for London degrees	...	...	...	64
„ „ Oxford Honours examination	...	...	...	39
In Arts	...	...	88	
Nat. Science	...	...	30	
Not working for degrees	...	...	...	10

Past students who have graduated in London University...	88
B.A.	69
M.A.	4
B.Sc.	15
Royal University of Ireland	2
Oxford University Honours	61

The Calendar of the Royal Holloway College shows that a large number of past students enter the teaching profession. As appears from the table, students at Holloway work both for the examinations of London University and Oxford.

VICTORIA UNIVERSITY, 1880.

(Open to men and women alike.)

Total no. of graduates, men and women	1011
No. of women graduates	120
Degrees held by women, M.A.	18
B.A.	85
M.Sc.*	2
B.Sc.	13
Mus. Bac.	2

Total 120

* Master of Science, intermediary of B.Sc. and D.Sc.

(These figures are believed to be correct. The Calendar does not separate men and women, so that the counting is rather intricate.)

Victoria University has three constituent Colleges: Owens College, Manchester, 1851; Yorkshire College, Leeds, 1874; University College, Liverpool, 1881.

(a) OWENS COLLEGE, MANCHESTER, 1851.

(Women first admitted 1883.)

Women follow classes at the College, except medical courses; certain preliminary medical teaching in Biology, Chemistry, and Physics can however be obtained. There is a separate department for women at 29A, Dover

Street, with a small number of separate classes. Most classes are now attended by men and women together.

Total no. of men and women students at Owens	964
Women students	102
Men: Arts and Science	522
Women ,, ,,	102
Men: Medical	390
Men working for Arts and Science degrees	302
Women ,, ,,	67
No. of women students in the Day Training College for Teachers	23
In Honours Schools, Victoria University	19
Women graduates from Owens: M.A.	13
B.A.	49
M.Sc.	2
B.Sc.	11
Mus.B.	2

The Medical School is closed to women, and they cannot take the degree. They obtain teaching in Biology, Chemistry, etc., constituting the first year of a medical course.

There is some difficulty in separating Arts from Science students.

(b) YORKSHIRE COLLEGE, LEEDS, 1874.

(No separate department for women.)

DEPARTMENT OF SCIENCE AND ARTS.

No. of men students	353
Working for degrees	148
" " in Arts	19
" " Science	102
" " Medicine	27

MEDICAL SCHOOL.

Working for degrees	134
Hospital work	28

WOMEN.

No. of women students (Dec., 1897)	104
Working for University degrees	29
Arts	17
Science	11
Prelim. Med.	1

Non-university students...	...	...	...	75
Past students have taken Victoria University degrees	...	...	...	7
" " " B.A.	...	...	6	
" " " B.Sc.	...	...	1	

Women cannot complete their courses for the medical degree at Yorkshire College. Most students take up teaching.

(c) UNIVERSITY COLLEGE, LIVERPOOL, 1881.

(No separate department for women.)

Number of men students	...	...	...	462
Arts ...	...	...	116	
Science ...	...	...	171	
Medicine ...	...	...	175	
No. of women students	...	...	...	97
Arts ...	...	...	86	
Science ...	...	...	11	
No. preparing for University degrees	...	...	...	46
Arts ...	...	...	40	
Science ...	...	...	6	
No. of students following College courses but not working for degrees	...	...	...	44
Women students who have passed through University College and hold Victoria or other University degrees	...	...	...	59
Arts ...	...	...	54	
Science ...	...	...	5	
Of these numbers passed	...	...	49	
" " " in Honours	...	...	10	

Almost all women students look forward to teaching, other professions being practically closed. The organisation of men and women students has been in every respect parallel, each having their own common and reading rooms, representative council for administering all students' interests, debating societies, etc. At many points, such as joint debates and entertainments, men and women combine, on both sides, under strict constitutional rules and prerogatives, self-devised, not imposed though approved by the authorities. Results have entirely justified the policy; criticism has come almost solely from outside, not from the students or their responsible friends.

DURHAM UNIVERSITY, 1831.

(Degrees opened to women, 1895.)

The University consists of (a) a Theological School at Durham, 1851; (b) College of Medicine at Newcastle, 1832; (c) College of Science at Newcastle, 1871.

No. of men students at the College of Medicine	...	...	196
No. of women students in College of Medicine	...	...	7
" " " Science	...	...	133
" " " preparing for University degrees	...	...	83
Arts	...	...	57
Medicine	...	...	14
Science	...	...	12
Following college courses, but not working for degrees	...	...	82
No. of women holding degrees of Durham or other Universities:	...	...
Medicine	...	...	19
Science	...	...	8
Arts	...	...	10
Music	...	...	1

Two science students obtained honours in special subjects.

Most students join the teaching profession; a few prepare for the medical profession.

Nothing at Durham University is closed to women except theology.

Residence is provided for women medical students at Eslington Tower, Newcastle-on-Tyne.

UNIVERSITY OF WALES, 1893.

(Men and women admitted on equal terms.)

(a) ABERYSTWYTH.

UNIVERSITY COLLEGE OF WALES, 1872.

No. of men students at Aberystwyth	...	...	212
Matriculation and Arts	...	...	163
Science and Medicine	...	...	46
Not working for degrees	...	...	3

No. of women students ...	...	...	175
Working for degrees, Arts	...	147	
" " Science and Med.	...	25	
Not working for degrees	...	3	
Resident in Alexandra Hall and overflow houses	...	156	

The first woman student was enrolled at Aberystwyth in 1884. The growth in numbers has been astonishingly rapid.

(b) CARDIFF.

UNIVERSITY COLLEGE OF S. WALES AND
MONMOUTHSHIRE, 1883.

No. of men students ...	...	...	285
Working for degrees, Arts	...	64	
" " Science	...	42	
" " Medicine	...	46	

Past students holding degrees of London or other Universities (men):

		Pass	Honours
<i>London</i>	B.A.	30	9
	M.A.	10	
	B.Sc.	9	8
	M.B.	3	
	M.D.	4	
	B.S.	2	
		58	17

<i>Wales</i>	B.A.	5	B.Sc.	3
<i>Aberdeen</i>	M.B.	1		

No. of women students ...	...	...	110
Working for degrees, Arts	...	40	
" " Science	...	14	
" " Medicine	...	4	
" in Day Training Department	...	53	
" in Intermediate Training Dept.	...	4	
Not working for degrees	...	59	
Women students residing in Aberdare Hall	...	41	

Past and present women students holding degrees of		Pass	Honours
<i>London University</i>	B.A.	28	10
	M.A.	6	
	B.Sc.	5	
<i>University of Wales</i>	B.Sc.	1	

(c) BANGOR.

UNIVERSITY COLLEGE OF SOUTH WALES, 1884.

No. of men students ...	...	...	176
For Arts degrees	...	63	
" Science	...	32	
" Medical	...	1	
Past students possessing degrees of London, Oxford, Cambridge and other Universities (men)	...	141	
No. of women students ...	...	...	89
Working for degrees	...	46	
Taking College courses only	...	5	
Normal training students not working for degrees	...	38	

Men and women students at the Welsh colleges are classed as University students when they are preparing for matriculation.

There is a hostel for women students in which 34 reside. The remainder live at home or in lodgings.

Welsh students are not wealthy, although the people are distinguished by a genuine love of learning. Many students cannot afford to remain at College until they have graduated. Those reading for London degrees not infrequently graduate as a result of private reading after leaving College. It is a convincing proof of Welsh devotion to the cause of education that a number of students, after earning money by teaching and other occupations, return to their College to graduate.

SCOTLAND.

ST. ANDREWS UNIVERSITY, 1411.

(Degrees opened to women 1892, by a special Ordinance of the Scottish Universities' Commission.)

Nos. of men students (1896-97) ...	...	...	175
Arts	...	125	
Science	...	16	
Medical	...	12	
Divinity	...	22	
Approximate no. of men alive holding St. Andrews degrees	...	1,450	
Nos. of women students	...	74	
Of these, there reside at University Hall (opened 1895)	...	24	
In lodgings or with friends	...	50	

The following information refers only to the resident students studying for a degree	23
For the M.A.	17
Medicine	1
Working at preliminary	5
Past students holding degree of M.A.	3

The Warden, Miss L. I. Lumsden, reports that nine students will probably teach; seven have no professional aim; others intend to become missionaries, enter the medical profession, take up literary work; and one desires to become a minister of religion. Nothing is closed to women at St. Andrews. University Hall is the property of the University, and governed by it. All the faculties at the United College are open to women. In 1877 the University instituted a special examination and degree for women, Licentiate of Arts (L.L.A.). There are now 1,653 women holding that degree. The Registrar states that it is practically the M.A. degree. Special degrees and examinations for women have usually failed to attract them, so that this large number deserves to be mentioned.

GLASGOW UNIVERSITY, 1450.

(Degrees opened to women, 1892.)

No. of men students (December, 1897)	1,466
" women " " " " " " " " " " " " " " "	257
" " " preparing for University degrees:	
Arts, M.A.	75
Science, B.Sc.	7
Medicine, M.B.C.M.	74
" For triple qualification of College of Physicians and of Surgeons	3
Students from Day Training Colleges, working for certificates of Education Department and taking University classes	55
Students following College courses, not working for degrees	45
	<hr/> 259
Less 2 students counted in 2 faculties	2
	<hr/> 257

Number of students who have passed through Queen Margaret College, and now hold Glasgow University or other degrees:

Arts, M.A.	8
M.B.C.M., Medicine, Glasgow University,	18
	<hr/> 26

Of these, three Art students and one Medical student in honours.

Queen Margaret College is an integral part of Glasgow University, ruled and staffed by the governing body of that institution. It has the full University curriculum, and is the only College in Scotland where women receive instruction in classes of their own, and in buildings devoted to their exclusive use.

No students reside in it. There is a Hall of Residence in connection with the College, for the accommodation of 22 students. The vast majority of women students [257 in all] live with their relatives, lodge in the city, or travel daily. A certain number reside in the Normal College House of Residence.

Nothing is closed to women at Glasgow. No record is kept of successes of Glasgow students at other Universities, but in Medicine 9 students took the triple qualification of the College of Physicians and Surgeons, L.R.C.P. and S. The Secretary, Miss J. A. Galloway, reports: "No woman has yet wished to go into Law or the Church, but if she did, it is not likely that any obstacle would be put in her way."

ABERDEEN UNIVERSITY, 1494.

(Degrees opened to women, 1892.)

No. of men students	655
Arts	276
Science	34
Medicine	285
Law	40
Divinity	20
Women students	71
Arts	66
Medicine	5

(Great increase since 1896, when the numbers were 43 and 1 respectively).

No Hall of Residence.

Thirty-eight have passed the whole or part of the preliminary examination, and are presumed to have M.A. degree in view. The five medical students are working for degrees.

No women students have yet completed the curriculum, but a few are expected to do so at the end of this winter session (1897-98).

Women are admitted to graduation in all the faculties on the same conditions as men, and the whole of the University classes are open to them. Clinical instruction in medicine and surgery is provided at the Royal Infirmary.

EDINBURGH UNIVERSITY, 1582.

(Opened to women, 1892.)

No. of men students	...	...	...	2607
Faculty of Arts	...	...	586	
Science	...	...	149	
Medicine	...	...	1417	
Music	...	...	5	
Divinity	...	...	60	
Law	...	...	390	
No. of women students	...	...	...	206
Faculty of Arts	...	...	191	
Science	...	...	4	
Medicine	...	...	6	
Music	...	...	5	
Attending extra-academical classes with a view to graduation in Medicine in the University	...	...	...	74
Women students working for University degrees:				
Entered in Oct., 1897, for Arts and Science Preliminary Examination	...	...	...	46
Medical Preliminary	...	...	...	6
Entered for the M.A. Examination	...	...	...	26
The Masson Hall of Residence was opened on November 24th, 1897, to accommodate fifteen resident students.				
No. of women students following classes in connection with their training at normal colleges	...	...	...	65
No. of women holding degrees of Edinburgh University:				
M.A.	...	...	...	41
B.Sc.	...	...	...	1
Medical degrees	...	...	...	7

About half-a-dozen of these passed in honours in special subjects

Women enter the medical and teaching professions; divinity is closed to them at Edinburgh.

ROYAL UNIVERSITY OF IRELAND, 1880.

(Open to men and women on equal terms; including degrees, prizes, scholarships, and junior fellowships. Women first took degrees, 1884.)

The Royal University, chartered 1880, is an examining body. Up to 1882, the Queen's College at Belfast, Cork and Galway, formed the Queen's University; in that year, Queen's was dissolved, the three Colleges being thenceforward recognised Colleges of the Royal University.

Women graduates (to end of 1896):

	Pass and Honours	Honours
B.A.	313	89
M.A.	35	18
LL.B.	5	1
LL.D.	2	
M.B., etc.	16	4
M.D.	2	1
M.A.O.*	1	—
B. Mus.	4	—
D. Mus.	1	
B.Sc.		1
	<i>or</i>	
Arts	313	
Medicine	16	
Music	4	

Total 333

* Master of Obstetrics.

It should be noted that persons holding the M.A., LL.D., M.D. degrees, must have previously gained the B.A., LL.B., M.B. The total number of degrees, 333, here represents the number of persons.

Within the last four years, the Royal University of Ireland has awarded nine junior fellowships on the results of examinations. Three of these have been obtained by women.

QUEEN'S COLLEGE, BELFAST, 1845.

No. of men students (1896-97)	...	...	...	368
" " working for degrees	...	...	...	215
No. of women students, all working for medical degrees	...	...	...	12

(Several work in other faculties besides medicine)

No. of past women students holding degrees of Royal or other University (of whom a number in honours)	40
Arts	35
Law	2
Medicine	3

The paucity of women students must be explained by the existence of a large College, the Victoria College, Belfast, with 350 students, including the secondary section.

Of these students there are of College age	107
Working for University degrees	73
Arts	65
Nat. Science	8
Following College courses but not working for degrees ...	10
No. of past students holding degrees of London, Royal, or other University	85
Of these in Honours	60
Residence is provided for Students	20

The Queen's Colleges were opened to women in 1893. The Principal of Victoria College, Mrs. Byers, reports that past students devote themselves to teaching, a smaller number to medical and mission work.

QUEEN'S COLLEGE, CORK, 1845.

No. of men and women students	206
No. of women students	8

(The Registrar was unable to show in what faculties the women students are working, but stated that all aim at degrees.)

QUEEN'S COLLEGE, GALWAY, 1845.

Total no. of students in all faculties, 1896-97	105
Of these are women students	2

(Both reading for B.A. degree of Royal University.)

The Queen's Colleges are not residential; there are excellent lodging-houses licensed by the College authorities.

ALEXANDRA COLLEGE, DUBLIN, 1866.

In Dublin we find no "recognised" College of the Royal University. Alexandra College supplies classes for about 320 students.

No. of students (<i>circa</i>)	320
Working for University degrees	87
Arts	85
Nat. Science	2

Following College courses but not working for degrees ...	25
Past students holding University degrees	113
Of whom in Arts	95

(Of these 45 hold Honour degrees.)

The College only prepares for preliminary medical examinations.

There is a Hall of Residence accommodating 50 students. Miss White, the Principal, states that 66 per cent. of the students adopt the teaching profession; others take up secretarial, medical, journalistic, and missionary work.

There are five colleges recognised by the Royal University of Ireland. It should be noted that Alexandra College, Dublin, and Victoria College, Belfast are not formally "recognised," in the sense that the three Queen's Colleges, Magee College, Londonderry and Belfast, and Maynooth College are so. Magee College is a Presbyterian Training College for Theology; Maynooth trains the Roman Catholic priests. As might be expected, from both of these women are excluded.

DUBLIN UNIVERSITY, 1591.

(Closed to women.)

The only University in the United Kingdom which remains closed to women is that of Dublin. Trinity, its sole College, has a special examination for women, of which very few avail themselves. Along with the general public, women may attend certain lectures. After discussing the question of the admission of women to University privileges for ten years, the

Governing Board requested the Academic Council to prepare a scheme for their admission. After the adverse vote at Cambridge in May, 1897, the Board dropped the question, and now maintains its former attitude of passive resistance.

APPENDIX B.

It was proposed to compile a list of books, articles, etc., which might be useful to those interested in the higher education of women. The labour exacted by such a compilation is very great, and the work has already been well done in America. The Secretary to the Association of Collegiate Alumnae, Miss Annie Howes Barus, observes that: "The increasing number of requests coming to the officers of the Association for information as to the history, development, and value of the higher education for women, made it evident that there existed a need for a full and accurate compilation of all available literature on the subject." The Trustees of the Boston Public Library appear to have lent valuable assistance, and many of the books and articles are indexed as on their shelves. The pamphlet is entitled *Contributions towards a Bibliography of the Higher Education of Women*, compiled by a Committee of the Association of Collegiate Alumnae, edited by Mary H. Rollins, Boston, U.S.A. (The Trustees of the Public Library, 1897.)

It may not be out of place to summarise the contents of this valuable pamphlet:—

- I. General and Historical.
- II. Higher Education in Relation to Health.
- III. Co-Education.
- IV. Professional and Scientific Education.
- V. Post-Graduate Study.
- VI. Occupations and Opportunities for College-bred Women.

- VII. Colleges and Universities wholly or partly open to Women.
- VIII. Societies for the Education and Advancement of Women.

Handbook of Courses open to Women in British, Continental and Canadian Universities, compiled for the Graduate Club of Bryn Mawr College, by Isabel Maddison, B.Sc. (Lond.) (The Macmillan Co., 66, Fifth Avenue, New York). This book covers a wide field. So far as Great Britain and Ireland are concerned, particulars are given as to the status of women in the different universities, college fees, terms, degrees (if any), lists of university professors and lecturers and college lecturers, money value of prizes and scholarships, whether hall of residence is provided. There are several omissions (*e.g.*, Aberdeen University), and the merest allusion to the University of Wales, but the compilation is a valuable one. A *Supplement for 1897* has just appeared shewing changes during the year. It is the intention of the Graduate Club of Bryn Mawr College to reissue the *Handbook* at intervals, so that it may be up-to-date. Both these books will shortly be found on the shelves of the Women's Institute Library.

The Special Reports on Educational Subjects, 1896-7, compiled for the Education Department by Mr. M. E. Sadler, Director of Special Inquiries and Reports, should also be mentioned. Besides special articles on the education of girls, the twenty-fifth report, in which Mr. Sadler was assisted by Mr. J. W. Longsdon, entitled "Arrangements for the Admission of Women to the chief Universities in the British Empire and in Foreign Countries," bears directly on the subject. In all, 139 Universities furnished the compilers with information, much of it both interesting and valuable. Some registrars of Universities have marked the position of women towards the prizes and scholarships of the Universities. In the older and wealthier Universities hardly any allusion is made to the subject. The

Scottish Universities record that certain prizes and bursaries are open and certain others closed to women.

London University and the Royal University of Ireland have opened their prizes, scholarships and honours, as well as degrees, to women, making no distinction between the sexes. It is noteworthy that both are comparatively poor Universities.

Report of the Commissioners of Education, United States, 1891-92, contains information about Universities and Colleges in America. The volume for 1894-95 includes an article on the educational status of women in different countries.

Addresses and Proceedings of the International Congress of Education, Chicago, 1893, embraces a section on Higher Education, and an appendix largely dealing with women's education. Mrs. Henry Fawcett and Miss Louisa Stevenson have contributed to it articles on Women's University Education in England and Scotland.

Education of Girls and Women in Great Britain, by C. S. Bremner, shows in Section III., "Higher Education," how and when the Universities have opened their doors to English women during the century. Miss J. A. Galloway traces the progress of the movement in Scotland.

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The lecturers are classified according to their qualifications, and the fees arranged accordingly. There are also elementary lectures at a low fee, suitable for working women's clubs, village societies, girls' clubs, etc.

Lectures on Constitutional History and the Duties of Women as Citizens are given from time to time at the Institute, and classes in various subjects are arranged when sufficient names are given in. Further information may be obtained from the Chief Secretary, Miss Elsbeth Philipps.

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For terms and particulars, apply to the General Secretary, The Women's Institute, 15, Grosvenor Crescent, S.W.

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OF EMPLOYMENTS OPEN TO WOMEN

With details of wages, hours
of work, and other information

BY

MRS. PHILIPPS

ASSISTED BY

MISS E. DIXON

AND

MISS MARIAN EDWARDES

WILL SHORTLY BE PUBLISHED

BY

THE WOMEN'S INSTITUTE*

396.4

Transactions of the
Women's Institute
No. 1.

The Place of University
Education in the Life of
Women

By

Mrs. H. Sidgwick

SECOND EDITION

The Women's Institute

(FOUNDED ON STRICTLY NON-PARTY LINES)

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The Place of University Education in the Life of Women

AN ADDRESS

DELIVERED AT THE WOMEN'S INSTITUTE ON

NOVEMBER 23RD, 1897

BY

MRS. HENRY SIDGWICK

Copies of this Pamphlet may be obtained from the Women's Institute, 15, Grosvenor Crescent, London. Price, 4d. each; or 3s. per dozen.

The Place of University Education in the Life of Women.

(An address delivered at the Women's Institute on November
23rd, 1897, by MRS. HENRY SIDGWICK.)

So much has been said and written lately about University Education for women that I perhaps ought to apologise for making a further addition to the discussion. But a great volume of controversial utterance does not always either spring from or tend to produce a clear grasp of the elements of a problem, though it indicates a wide-spread interest in it. It therefore seemed to me not inopportune for us to examine the whole subject in as uncontroversial a manner as possible, and to try to make clear to ourselves what it is that women want, why they want it, and how far their needs in this matter are satisfied by the opportunities now open to them.

One thing we may note at the outset. It no longer seems to be seriously doubted that University education for women is needed. Almost all, I think, who took part on either side in the recent controversy about admitting women to degrees at Cambridge were concerned to make it understood that they did not dispute the desirability of women—at least some women—receiving the higher education which Universities

give. This in many ways simplifies our question. Thirty years ago we should have been expected to consider whether women were intellectually capable of profiting by a University education. Examinations and the subsequent work of examinees have now convinced the world that they are. Then we should have been expected to prove that physically they were equal to the strain, or supposed strain, and that their health need not suffer, at the time or afterwards. Now, statistics collected on both sides of the Atlantic, not to speak of common experience and observation, have for most of us placed beyond question the conclusion that the danger is not materially greater in the case of women than of men. Then we should have had to meet the objection that University education would unfit women for the functions and duties of wives and mothers. Now that the daughters of the first generation of University women are entering our colleges, this question too may perhaps be put aside.

Those of us who have from the first believed that opportunities of receiving University education ought to be open to women, have, of course, the gratification of finding their own prognostications fulfilled. But it is upon far more than this that we have to congratulate ourselves. For these questions were fundamental. Had experience answered them differently, University education would really have been impossible for women, as those who opposed it said; or at any rate, impossible for all but a few exceptionally constituted ones. We should have had to acquiesce in the melan-

choly conclusion that nature had given women aspirations after intellectual development, while furnishing them with bodies and minds unfitting them to receive it. As it is, the clearing away of these doubts has practically decided the main question in the affirmative. It is now beyond question that women are to have opportunities of receiving University education. I do not, of course, mean that every one is convinced that this is desirable; but I do not think its desirability is any longer seriously doubted by any one who has looked into the facts, and whose opinion on the question is worth considering.

And it is not only in this country that the question is thus decided. It is similarly decided in our Colonies and in India, in the United States of America, and in most European countries, Germany and Russia being the most backward.

It may be interesting to glance at some important steps in the progress made thus far. As regards England, Miss Emily Davies—herself a pioneer in the movement—has summarised its history for us in a pamphlet which she published last year. The first serious steps taken were the founding of Queen's College, Harley Street, in 1848, under the auspices of the Governesses' Benevolent Institution; and of Bedford College in 1849. An attempt to gain admission to the University of London for the sake of obtaining a medical degree was first made by a woman in 1856; and more than twenty years later, in 1878, this privilege was at length granted to women, and with it admission to all degrees

of the University. In the interval, English women had obtained medical degrees at foreign Universities. The London School of Medicine for Women was founded about 1875. The first College for women in connection with Cambridge began its existence in 1869, and the honour degree examinations of the University were formally opened to students of Newnham and Girton Colleges in 1881. Somerville College and Lady Margaret Hall, Oxford, were founded in 1879; and some of the examinations of Oxford University were first opened in 1884, and others from time to time afterwards as required. The Victoria University was opened in 1880; the Scottish Universities admitted women in 1892, and the University of Durham in 1895. The new University of Wales has from the first admitted women on equal terms with men; and the Royal University of Ireland, which is an examining body, is, with its affiliated Colleges, similarly open to them.

In America the movement began earlier; we find Oberlin College opened for men and women in 1833, and Mount Holyoke, the precursor of colleges for women alone, in 1836. The wealthy Vassar College for women was endowed and opened in 1861. Women were admitted to the University of Michigan about 1868, and to Cornell University in 1872. Wellesley and Smith Colleges, again for women only, date from 1870 and 1871. The so-called "Annex" of Harvard, now in closer connection with that University as Radcliffe College, was opened in 1879. Brynmawr College for women was opened in 1885. Barnard

College was connected with Columbia University in 1891, and Yale University opened its graduate courses and advanced degrees to women in 1892.

On the continent of Europe, progress has been steady in the same direction. In the leading countries of France and Italy, the Universities are as open to women as to men. Spain admitted women in 1868; Sweden opened its Medical Faculty to them in 1870 and the Faculties of Law and Philosophy in 1873. Zurich was opened to them formally in 1872, the University of Copenhagen in 1875, Belgian Universities in 1883, Christiania in 1884, Athens in 1890.

I conclude, then, that we may take for granted that some women are to have a University education. The next question is, what kind of education do they require, and are their present opportunities of obtaining it adequate and suitable, or is something more or different wanted?

When women first asked for University education, the desires of most were naturally somewhat indefinite. The important thing was to get higher education of some kind, to find some outlet for cramped minds and some satisfaction for aspirations which were eating out the hearts of some of the best and most thoughtful women—of those most anxious to be of use in their generation. Now the situation is different. The position of women is changed; enlarged opportunities have given more definiteness to their aspirations. The academic education of women has been going on long enough and has been enjoyed by a sufficient number for

us to be able to form some view from experience, as to the precise needs that it satisfies. And it seems important to form this view, in the new and intermediate position in which the system now stands. It is no longer untried, or even on its trial. But it does not hold so assured a position as to be taken as a matter of course, without enquiring what it does for those who receive it, as it often is taken in the case of men.

Let us begin by examining the general position and function of Universities in modern society. If we survey the University systems of different countries, we find that, amid much diversity of method, they all aim at promoting education beyond the school age—beyond the age when, speaking broadly, what the pupil does is settled for him; and further, that all have privileges allowed them by law, giving them in some respects a monopoly as regards such education. This monopoly is secured to them by the fact that certain professions can hardly be entered except through Universities: their guarantee is required, formally or practically, as to a man's fitness to enter these professions. This guarantee in England and America generally takes the form of a degree. In Germany I understand that the degree has been largely superseded by Government examinations, but candidates must be certified by the University to have attended certain courses of instruction. In France the whole University system is practically a department of the Government, just as our elementary school system is here, and though there are free schools and colleges—*écoles libres*—outside of it,

these have to send in for University examinations those of their pupils who wish to enter professions other than the ministry of the Roman Catholic Church. The number of professions for which the University guarantee is made necessary by law varies in different countries. In England the necessity is not in any case absolute; but in the important cases of medicine, the ministry of religion, and teaching in secondary schools, it is increasingly required by public opinion for the higher kinds of professional work.

One result of this partial monopoly of the higher education is, in most countries, an immense influence exercised by Universities on schools. Apart from the influence exercised through the schoolmasters, of which I shall speak presently, they can, and do, largely direct the school studies of boys entering professions by prescribing the examinations to be passed, not only at the University but before entering it, or before entering on University studies proper.

So far I have been able to speak of all universities together; but when I said that they all aim at *promoting* higher education, I used the word "promote" instead of "provide" advisedly, in order to be able to include the University of London and the Royal University of Ireland, which only examine, and the University of the State of New York, which only organises. If we leave out these three institutions—anomalous as Universities, though performing useful functions—we may say, I think, that all Universities *provide* education specially intended for those who propose to enter certain professions.

And there is one profession or vocation comparatively small in extent, but of which the social importance is increasingly recognised, with which Universities have a special and peculiar concern. I mean the profession or vocation of advancing knowledge; which in a fully equipped modern University is ordinarily connected with the profession of academic teaching. We may say that all Universities aim, as far as they can, at having as teachers persons whose abilities and learning make them leaders of thought in their respective subjects, and at becoming centres of learning and research, as well as of literary culture. The reputation of a University depends, no doubt, on many things—its antiquity, its wealth, the beauty of its surroundings, the social advantages its pupils enjoy; but, in a continually increasing degree it depends, more than on anything else, on the fame of its teachers and on the adequacy of its equipment for the promotion of learning and research.

This function of Universities as organisations for the systematic advancement of knowledge is, I think, at least as important as their function of teaching. Indeed we may say that they are now only necessary for the latter function, so far as it cannot well be separated from the former. In the Middle Ages, when books were scarce and learning could best be handed down orally, personal communication between disciple and master was necessary; the presence of the future man of learning at the fountain-head of knowledge—at the place where was to be found the greatest authority in

the special branch of learning pursued—was indispensable. It is not indispensable in exactly the same sense now that knowledge, when it has become knowledge, can be communicated by means of books. But as places where the advancement of knowledge is to be systematically pursued and prepared for, and where those who are to hand on the torch of knowledge, by teaching or otherwise, may, as far as possible, see knowledge in the making, Universities are more important than ever.

For, on the one hand, the progress of knowledge extends over a wider range—it is advancing, as it were, from the circumference of a larger circle; owing to its vastness, co-operation in its advance is more important, as well as more difficult; while at the same time, the increasingly complicated conditions of modern society and the need of managing the world's affairs on a large scale make the growth of knowledge of more and more importance to us. No doubt, the needs of our age and commercial competition would lead to discoveries being made, even if there were no Universities; but many even of the most practically fruitful discoveries are made when the discoverer has had no practical aims; and many branches of research, historical and scientific, cannot be commercially estimated, and could not be carried on as part of a commercial enterprise. So much is it the case that our age needs the advancement of knowledge, and that the advancement of knowledge depends on the existence of institutions like Universities to serve as centres of learning and research, that if Universities had not been handed down to us by our forefathers, en-

lightened public opinion must certainly have led to their being founded now. That is one side of the question.

On the other hand, the practical necessity, in our age, of disseminating information widely, and testing it by examination, tends in itself to a too purely commercial view of education and to false conceptions of the relation of information to living, growing knowledge. And this is best counteracted by letting our future teachers come, as far as possible, under the influence of those who are pursuing knowledge for its own sake. It is thus that they may be best enabled to inspire the attitude of mind which alone makes the acquisition of knowledge cultivating, and it is thus too that they may be best enabled to discover and develop those who in their turn will help in the advance of knowledge or creation of literature. I do not, of course, mean that all who study seriously at a University necessarily come under the direct influence of the most eminent men in their University; but directly or indirectly it permeates to all who are worthy to receive it.

And further, both for investigation and for teaching it is important to have Universities—in the sense of institutions that “take all knowledge for their province”—rather than special schools for particular studies. The drawbacks of the high degree of specialisation—limitation of individuals to particular branches of study—which the vast extent of the whole field of knowledge renders more and more necessary, are to some extent neutralised by bringing together at a common

centre those who are working in different departments. And this is not only desirable because it helps in the task of bridging over chasms between different lines of research, and tends to bring the aggregate of knowledge into a more complete and harmonious whole, but is advantageous also from the point of view of general culture, and because it brings differently trained minds to act on each other.

This last consideration is also an important one in weighing the advantages of giving the education preparatory to different professions at Universities; and has doubtless been operative in leading to recent extensions of University work in preparing students for professions. Thus, for instance, Cambridge, the University of which I know most, has in recent years added to itself a School of Engineering, a department preparing for the Indian Civil Service, a Day Training College for Teachers, and—more or less connected with the University—an Agricultural department. And other Universities are similarly extending their work.

When we have examined Universities, first, as centres of learning and research, and, secondly, as institutions providing education in preparation for the professions, we have, I think, exhausted the functions common to them all. But there is another ideal of University work to which we must now turn for a moment. I may call it, without meaning anything offensive thereby, the finishing school ideal—the ideal of a University as furnishing a crown and finish to general education. In Germany this is scarcely regarded as a function of

the University. General education is supposed to be completed at school, and is tested by a comprehensive leaving examination before admission to the University. Similarly in France the schools provide general education: the degree of *Bachelier* is given on passing the school-leaving examination, and what follows is a course in some professional faculty. But in England this ideal survives; and in some Universities at least the pass degree courses seem at present to represent this aspect of University work. In Scotland and in America the Universities provide an Arts course—a collegiate course it is sometimes called in America—which is intended to give a general education and to intervene between school and professional courses, or specialised work. But improvement in the schools, the later age at which students come to the Universities, the increasing requirements of professional education, and the increasing difficulty—owing to the growth of knowledge—of combining thorough study of any branch with wide knowledge of many, are all causes which contribute to reduce the demand for a common general course, and the numerous options offered to the student tend to specialisation in the general course itself. The same tendencies lead American Universities to lay more and more stress on what is there called graduate work—work of a more specialised and advanced kind than the course for the B.A. degree which precedes it. I may here observe that in America the right to give degrees in Arts and Science is granted by law to some institutions which do not call themselves Universities, because they

do not comprise professional schools of law and medicine, etc. Among these are the four large Colleges for women already mentioned, Vassar, Wellesley, Smith, and Bryn Mawr, which cannot be overlooked in considering University education for women. Their work corresponds in the main to that of the Collegiate, as distinct from the professional departments of American Universities. This Collegiate course, however, really serves as a professional course as regards one profession—that of teaching. It does not, of course, instruct the future teacher in the technique of his calling; but it guarantees, or is supposed to guarantee, the possession of the knowledge which he is expected to hand on.

To sum up, we may, I think, conclude that, generally speaking, it is the main business of a University, to carry on learning and research, to give the best possible preparation for certain professions, and, by offering higher education of all sorts, to draw into itself as many good students as it can; to select and develop among these those best able to carry on its own work, and contribute to the advancement of knowledge, and by means of the teachers it educates especially, but also through its other pupils, to disseminate intellectual culture and a healthy love of knowledge.

If we look at the other side of the picture and consider why men go to the University, we find, as we might expect, that it is regarded in most cases as an avenue to some profession, and generally also as a preparation for one—including, in the case of the wealthier men, a political career as a profession, though an unremunerated

one. There are not, I think, many men who come to the University to satisfy a pure love of learning, without *arrière pensée* as to the career which learning may open to them. No doubt there are some of the wealthier class who come to the University solely in pursuit of culture, or rather of culture and social life combined, the latter being often the more prominent aim; but these constitute a comparatively small minority in any University.

And what is true in this respect of men is on the whole true of women.

Some ten years ago, in answer to an enquiry as to the regular occupations or professions in which the women educated at Cambridge and Oxford had engaged after leaving College, about 77 per cent. reported themselves as being or having been engaged in teaching, and of those who had taken the complete Honours course, about 83 per cent. had been so engaged. The Medical courses it should be noted, are not open to women at Cambridge and Oxford, so that teaching is the only profession, practised by any large number of women, for which they prepare. Twenty-five per cent. of the women who answered the enquiry reported themselves as being engaged in household occupations, but less than 2 per cent. in household occupations only. In the United States, judging from statistics collected somewhat earlier, about half of the women who had received a College or University education at that time taught after leaving College. On the Continent, the demand by women for academic education is almost purely professional. Pro-

bably a similar enquiry made now would show that a smaller proportion of those who have been at Cambridge and Oxford had engaged in teaching, and that more were engaged in secretarial or philanthropic or administrative work, or in family duties at home; but I do not think the difference would be very great.

Experience seems thus to show that the women who want a University education want it, as a rule, for particular purposes, and those who have other objects in view do not seek it. A woman who wishes to be an artist or a nurse, or a woman of independent means who finds sufficient scope for her energy in home work, does not, as a rule, come to the University. The women who do come, are, generally speaking, those who, either from choice or necessity, hope to do work for which a University education may directly or indirectly be a preparation. They are directed to this particular line of work, whatever it may be, by taste and inclination and the nature of their individual abilities—or occasionally no doubt by the views of their parents or guardians as to their tastes and abilities. Of course exactly the same is true of men. Among the men who can afford to prolong their education sufficiently to enter a profession, those who intend to become soldiers or sailors or artists do not, as a rule, go to the University; those who intend to become lawyers, or clergymen, or doctors, or schoolmasters—at least in the best schools—do.

This professional aspect of University education is shown in another way. It will be found, I think, everywhere—even in the far West of America, where the

men are early drawn off into practical life—that where men and women receive University education together, there are fewer women than men. In most places, the number of women is very much smaller than the number of men. For instance, in 1894-5, the number of women at Cornell, which had been for twenty-two years a mixed University, was less than one-sixth of the number of men. It may be said that this is because the women are drawn off into institutions, like Vassar, for their own sex alone. If, however, the number of men and of women in the Collegiate, Graduate, and Professional departments of all the Universities and Colleges for either sex in the State of New York (in which Cornell is situated) be added up and compared, the small proportion of women to men will be equally apparent.* And this is at least equally true in our own country. The explanation lies in the fact that University education is regarded as largely a preparation for professional work, taken in connection with the different relation of marriage to remunerative work in the case of the two sexes.

This difference is found in all classes of society. A man generally looks forward to securing for himself an independent position, which shall enable him to marry and support a family, and his profession not only helps him to marry, but his marriage will probably lead to increased energy in his profession. With a woman it is otherwise. If she marries, her profession must, as a rule, become secondary to family life, and this usually means that it is given up, at least for a time. In ages and

* See Note I., page 31.

countries, therefore, where the conditions are such that a woman may usually count on marrying if she wishes to do so, she need only consider how she is to be supported until she marries, or in case of her husband's illness or death. But in our own country we have only to look round us to see how absurd it would be for a woman in planning her life to regard marriage as anything approaching to a certainty. We have a large surplus female population—6 per cent., or over a million, in 1891—and at the same time, the high standard of living in the middle and upper classes makes it specially difficult for the less successful men to marry. A very large number of women in these classes must perforce, therefore, lead an unmarried life; we have no means of estimating the number exactly, but an enquiry which I made some time ago led me to think that it might even amount to one-half. At the same time, as most women would prefer to marry, if the right opportunity offered, there is for most, during the first decade of grown-up life, a dual outlook, and life has to be arranged for on the alternative possibilities of marrying and not marrying. Under these circumstances, it is clear that parents, who cannot leave their daughters a sufficient fortune to make them independent, are bound to see that they are placed in a position to earn a living for themselves. But more than this; even if they can leave them an independent fortune, they are, I think, bound to see that their daughters have every opportunity of making the prospect alternative to marriage a pleasant one, which implies having some definite sphere of usefulness to look

forward to. For nothing can be more dreary and demoralising, nothing more harmful to a woman in body and mind, and nothing more likely to lead to an unhappy marriage, than waiting for marriage, which may never come, as the only career in life worth having. And, moreover, not only from the point of view of women themselves, but from that of society, it is surely important that women, married and unmarried, should be doing useful work and not be mere drones, adding to the burdens that have to be borne and not helping to bear them.

I think, then, that women should just as much as men propose to themselves a definite branch of work—not necessarily remunerative work—and prepare for it when they are young. Fortunately the complication introduced by the dual outlook is not so great as it might at first appear, because marriage does not require special preparation. I do not, of course, mean that there are not domestic arts which a wife and mother will find useful; but they can be largely acquired by girls at home and at school, and any education which develops the intelligence will make their acquisition even later comparatively easy. Nor do I mean that there are not qualities which we should desire any wife and mother to possess and which can be cultivated; but they are mainly moral qualities and such intellectual qualities as may be cultivated in almost any relation of life—good sense and general intelligence—and which serious and steady preparation for any useful work will certainly aid in developing.

But, desirable as is preparation for definite work, we

must, human nature being what is, recognise that the dual outlook of a girl's life—making the money, time and effort spent on a professional education a more doubtfully profitable investment than it is in the case of a boy—is likely always to operate in diminishing the number of women who will seek University education. Parents whose incomes are not sufficiently small to make it difficult for them to support their daughters at home, nor sufficiently large to make it easy to give them a professional education, will be apt to let immediate economy prevail. And girls to whom strenuous effort is distasteful will prefer to live, as it were, from hand to mouth, rather than go through the labour required to train them for a career, which after all, they would only regard as a *pis aller*.

There is another cause—and a more creditable one—which tends to reduce the number of women who train themselves for any special branch of work. There will always be gaps in domestic life which can best be filled by the unmarried girls and women of the family; help wanted in the care of old people and children and invalids, or in making the work of other members of the family go smoothly, to which a woman may well devote herself at some sacrifice of her own future—a sacrifice she will not regret. This kind of work can best be done by women, not only because they are generally better adapted to it, but because the sacrifice is not so clear nor so great in their case as it would generally be in that of a man. Only let the cost be counted and compared with the gain, and do not let us ask women to give up their chance of fill-

ing a more useful place in the world for the sake of employing them in trivial social duties from which they might be spared with little loss to any one.

Let me for a moment repeat what I am urging: it is that girls should be brought up to feel that, unmarried or married, it is their duty to the world to make the best use of the talents—taking talents in the widest sense—which nature has given them; and to this end care should be taken that they have the amplest opportunity of developing their capabilities—their real capabilities, not those which it is artificially assumed they possess. And I plead for this, not only because all human beings ought to be working together for the good of the whole, but for the sake of the happiness of women themselves, who are not only half the human race, but the half on whose health and happiness the well-being of future generations probably most depends. Why do we so often hear girls wish that they were boys and women wish that they were men? It cannot be right that this should be so, it must be a sign of something wrong somewhere. And I believe that what is wrong is that women have not been allowed enough freedom of development, but have, to use a metaphor, been kept intellectually, as well as physically, in tight-laced stays—their lives cramped in all directions, and their health and happiness too often sacrificed to make them conform to an artificial feminine ideal. What we want is freedom, and then nature will take care of itself. I have no fear that women will cease to be women, or cease to retain feminine qualities which are of any value,

because they are allowed to develop freely the intellectual tastes and talents with which nature has endowed them.

If this be granted, we are now in a position to consider what women should receive a University education. In the future, as in the past, those will of course seek it who wish to enter professions for which the University is a preparation, especially the higher walks of the medical and of the teaching professions. That teachers should as far as possible go to the Universities seems specially important on account of their great influence on the rising generation, and the important function, already spoken of, which teachers perform in disseminating the culture and the interest in advancing knowledge fostered at the Universities. Women intending to take up practical careers not exactly professional, *e.g.*, philanthropic or administrative work in which economic problems occur, or in which historical knowledge may be useful, will often find a University education of value. But, speaking generally, the women who should be encouraged to go to Universities are those who, whatever future lies before them, have marked intellectual tastes in any direction, those who most desire to learn for learning's sake. For among these will be found some who will add to our literary stores, and some who will help in advancing knowledge, by reflection, observation, experiment, or research, or—more humbly—by rendering accessible the work of others. Those who advance knowledge will not be many probably, judging from the small number of men who do so, but there will be some; and the

others, if they have been really interested, will not have wasted their time; they will have increased their power of enjoyment, they will have received a training which will directly or indirectly help them in any work that they may undertake, and they will form part of the audience—the cultivated, interested and intelligent public—without which scientific progress and literary production is well nigh impossible.

It remains to consider how far the educational opportunities enjoyed by women are adequate and suitable. In this country, as we have seen, they have now practically almost the same advantages as men, so far as Universities are concerned. They share with men the teaching and examinations of the Scottish Universities, of the University of Wales and its affiliated Colleges, of the University of Durham, of the Victoria University and its affiliated Colleges, and the teaching of University Colleges elsewhere; while the University of London and the Royal University of Ireland afford to those who are unable to leave home, but are still anxious and able to study, academic courses duly tested by examinations and attestations of proficiency. They also enjoy, though more precariously, the educational advantages of Cambridge and Oxford. Their only important disadvantage lies in the formal inferiority of their position in these ancient seats of learning. The failure of the recent attempt to remove these disadvantages is not, however, a matter of vital importance. There is no doubt that the women's colleges at Cambridge and Oxford will continue to flourish in the

future, as they have flourished in the past, under existing conditions. The symbol refused them was important for professional purposes; but it is far less important than the advantages of education and examination which Cambridge and Oxford have liberally granted. The continuance of these is indeed of vital importance. Cambridge and Oxford are the wealthiest of our Universities, and those with the greatest prestige, and they draw to themselves more of the leaders of thought than any other British Universities can do. It would be a serious blow to education were women deprived of the possibility of coming in contact with these teachers. We must for our best women have access to the best educational opportunities; but there is, I think, really no fear of losing them.

The question still remains, is there further need—in addition to this abundant provision of educational opportunities—of new courses of University study specially devised to suit the requirements of women? This view was urged by some of our opponents in the recent controversy. Their argument was: "The courses of study at our Universities were planned for men, and we may therefore assume that they will not suit women." The argument is specious, but a simple test will show its hollowness. The fitness of the established courses of study—non-professional, or only preparatory to the profession of teaching—in our higher schools and Universities has long been the subject of active discussion; the share allotted to Classics, Mathematics, Modern Languages, Science, History, has been scrutinised, ques-

tioned, attacked, defended, in prolonged and incessant controversy. Now, if we take any part of this controversy, we shall find that every single argument used applies not to men as masculine, but to men as intellectual beings seeking knowledge and culture; and therefore applies equally to women having similar aims.

Let us take the time-honoured studies of Classics and Mathematics, for these are especially the studies which our opponents wish to retain as masculine privileges. Why do boys and youths spend so many hours through so many years in learning Greek, instead of, say, German or Italian? To be quite up to date, I will give the accepted answer in the words of to-day's *Times*.* It dwells partly on the literary advantages derived from the study, partly on its superiority as an intellectual exercise. On the one hand we are told Greek is the "key to the noblest thoughts that have moved mankind, the influence of which is still felt in every department of mental activity, while their power and beauty must of necessity evaporate in the best of translations." On the other hand, we are bidden to take account of "the immense value of Greek as a mental discipline in comparison with languages that may be acquired by" merely "living abroad or of foreign nurses or teachers." I do not now discuss the validity of these arguments; I simply point out that, whatever they may be worth, each of them obviously applies with precisely the same force to women who aspire after intellectual training and literary culture. And similarly every argument used for

* November 23rd, 1897.

substituting the study of French or German for the study of Greek is found to apply to boys just as much as to girls.

In the case of mathematics I might speak even more strongly. It is not only that the training given by mathematics is likely to be as useful to women as to men; it ought, if we may trust the current masculine judgment of feminine minds, to be even more useful. Among the sarcasms directed by men against women, there is none more trite and familiar than the sneer at "feminine logic." Now an important part of the aim of education is to correct natural deficiencies; and if men are right in thinking women deficient in reasoning power, surely they ought to be specially encouraged to pursue the study which claims to be an unrivalled instrument for developing the faculty of exact deduction and analysis, so far as they are found capable of pursuing it with intellectual profit.

Intellectual tastes and abilities may no doubt be differently distributed among men and women, and this, in addition to professional aims, may lead to a somewhat different distribution among the various options offered by modern Universities; but this distribution may be trusted to arrange itself. That the dividing lines between different subjects will not be one of sex, and that there is as great diversity of intellectual tastes among women as among men, the highly specialised courses for a degree in honours at Cambridge give us an excellent opportunity of judging. Looking at the Tripos lists of my own College since the examinations were formally opened

to women in 1881, I find that, omitting second parts of Triposes, ninety-five women have taken honours in Mathematics, seventy-one in Classics, thirty-five in Moral Sciences, eighty-nine in Natural Sciences, eighty-one in History, sixty-four in Mediæval and Modern Languages—the smaller number in this latter Tripos arising from its having only been established in 1886.* The University in no way points students to any one of these diverse honour courses rather than to another; nor does the College exercise any pressure. Demand in schools does no doubt affect the choice of future teachers somewhat, as is shown by the smaller number who take Moral Sciences; but among subjects that are taught in schools, there is no reason to suppose that a woman selects one course rather than another, except because she prefers it and feels herself likely to succeed in it,—except, in fact, in obedience to the “gentle callings of nature,” which judging from the fairly even distribution among subjects, must be fairly impartial.

It appears then that neither the educational value attributed to different subjects, nor what we know of the intellectual tastes and capacities of women, leads to the view that the general intellectual education of the two sexes should be different, and I do not, therefore, anticipate that any considerable demand would be found to exist among women for courses of academic study for which there is no demand among men. Certainly my own experience has not shown me any such demand. Nor do our leading school-mistresses appear to be aware

* See Note II., page 32.

of any. But if any should be discovered, the critics of the educational work of the past generation will have the opportunity of turning from criticism to construction and providing what is needed. I do not deny that Colleges for women alone, apart from Universities, can do good work and attract many students. We know from American experience that they can—though in America, by the way, the education they offer is much the same as that in the men's colleges. But do not let us imagine that such a College can ever take the place of the older Universities. It cannot have their comprehensiveness, it cannot have their teaching power, it cannot in the same way be a centre of learning and research. To say it can, is to say that in some department, or departments, it would have on its staff the foremost thinkers and teachers of the time in England. But if this happened, men, too, would wish to profit by the instruction offered.

One word more before I conclude. In what I have said of the finishing school ideal of Universities, I may have seemed to take small account, both for men and for women, of the social expansion, the intellectual companionship, the opportunities for friendship, which University education, and especially the College life so generally in England an accompaniment of it, affords. This is far from being my feeling. It would be impossible to live in a College, as I have done, without realising that, whatever has been gained for women by the work of the last thirty years, the happiness springing from free and unconstrained intercourse with congenial com-

panions, from the sense of membership of a community with large interests and high aims, from pleasant memories and from lasting friendships, is no small part of it. These advantages were hardly included in the view of those who began the work to which I have succeeded, nor do they naturally come to the front in polemical discussion: but experience, and converse with many generations of students, has impressed me with a continually increasing sense of their value; and they cannot be ignored in any wise consideration of the place of University education in the life of women.

NOTE I.

(Being a note to page 18.)

Taking the figures given in the "Report of the United States Commissioner of Education" for 1894-5 as the basis of calculation, we find that the proportion of women in the Collegiate and Graduate departments of Universities and Colleges of the United States was in that year 25.4 per cent. of the whole number. In the North Atlantic Division it was 19.9, and in the Western Division 33.1. Colleges for men alone and for women alone, as well as those for both sexes, are included. Professional departments are not included, as they are in the case of Cornell University in the text. If they were, the proportion of women would be reduced.

The same kind of proportion prevails in the degrees of A.B. and B.S. given in the year 1894-5. The number of such degrees received by men was 5363, and by women (including those given by women's Colleges), 1379. The proportion of women receiving them was therefore about 20 per cent. of the whole.

There is some interest in observing that in secondary schools in America there are more girls than boys. Taking public and private schools and preparatory departments of Colleges, 55 per cent. of the pupils are girls. This probably means that the girls who go to secondary schools stay on the average longer than the boys who do so. This is indicated by the larger number of girls in the graduating class, as it is called. The girls contributed 62 per cent. of the numbers in these classes in 1894-5. The same tendency for girls who go to secondary schools to remain in them longer than boys is shown, by the returns furnished to the Royal Commission on Secondary Education, to exist in England.

In connection with secondary schools, I may here remark that a recent writer in the *Quarterly Review* might have saved himself some unnecessary alarm had he noticed that the marked preponderance of female teachers over male in the United States occurs in the primary schools only, a department in which it is increasingly prevailing in England also. In the secondary schools of the United States—public and private—the proportion of female teachers to the whole number of teachers was in 1894-5 decidedly less than the proportion of female pupils to the whole number of pupils.

NOTE II.

(Being a note to page 28.)

The whole number of women students of Newnham and Girton Colleges, who have taken Honours in the various Triposes (Honour Degree Examinations) at Cambridge, since they were opened to women in 1881, is distributed as follows:*

Mathematical Tripos	-	-	-	203
Classical	„	„	„	181
Moral Sciences	„	„	„	57
Natural Sciences	„	„	„	139
Theological	„	„	„	1
Law	„	„	„	3
Historical	„	„	„	126
Oriental Languages Tripos	-	-	-	1
Mediæval and Modern Languages	-	-	-	95
				<hr/> 806

As regards standard, the following analysis for the five years 1892-1896 inclusive, may be of interest. I only give the figures for the six Triposes taken by any large number of women, and Second Parts are not included.

* Second Parts of Triposes are not taken account of in these numbers.

	Men.	Women.	No. of women to 100 men under each head.
Class I.	449	56	12.5
Class II.	581	151	26.0
Class III.	629	106	16.9
Total classed	1659	313	18.9
Ægotant in Honours	16	1	6.4
Attained standard of Ordinary Degree	124	8	
Excused the General Examination	72	9	12.5
Failed completely	No. of men unknown to me		

It will be seen that the ratio of women to men is less, both in the first class and in the third class, and very much less among the failures, than it is in the whole number classed, the deficiency being made up in the second class. (The true proportion of women among the failures is considerably less than appears in the last column, as all the women who failed completely are included and none of the men.)

Of course among the women who come up, a considerable proportion do not take Tripos examinations. The reasons for this are various. Some come up knowing that they cannot stay for the necessary length of time; some are called away by family and other circumstances before their course is finished; some take courses of study other than Honour courses. In some cases there is failure of health, or it is discovered that the student has not the ability necessary to complete advantageously the course she has embarked on. The number of women who entered at Newnham and Girton Colleges in the five years 1889-1893 inclusive, and would, therefore, had they completed an Honours Degree course, have taken Tripos examinations in the years 1892-1896 inclusive, was 453. Of these 316, or 70 per cent., actually did take Tripos examinations and obtain Honours in them. Of the 4782 men who entered in the same years, 2030 or 42.5 per cent., took Honours in Tripos examinations.

APPENDIX A.

Prepared at the request of the Executive Committee of the Women's Institute by C. S. BREMNER, author of "Education of Girls and Women in Great Britain," etc.

WOMEN IN THE BRITISH UNIVERSITIES.

COMPILER'S NOTE.

[THE following tables have been compiled with the object of showing the number of women studying at the Universities of Great Britain and Ireland. The reader should be on his guard against the idea that the tables are intended to be comparative, since the differences between universities, their curricula, standard of degrees, and so forth, are very great, and scarcely admit of tabulation. Moreover, at some colleges women are admitted to read for matriculation, and at others they are not. It would have caused secretaries and registrars a very great amount of trouble to discriminate between matriculation students and others. The dates vary from Michaelmas 1896 to Lent 1898, as suited the convenience of those who supplied them.]

UNIVERSITY OF CAMBRIDGE.

(Formal permission to women to enter for the Tripos Examinations granted in 1881.)

The examinations for degrees in honours, called Tripos Examinations, have been open since 1881 to women who have resided for the required number of terms at Girton or Newnham Colleges and have passed prescribed preliminary examinations. Degrees are not

conferred on women, but those who are successful in passing the examinations receive a certificate signed by the Vice-Chancellor, stating what place in the class list they have attained.

No. of students in Nov. 1897 at Girton (109) and Newnham (166)	...	...	275
Working for Tripos examinations, Girton (106) Newnham (154)	...	...	260

Two of the remaining students at Girton and one at Newnham have already taken Triposes, and one is an advanced student; six at Newnham are working for second parts of Triposes, or second Triposes.

Number of students who have entered for Tripos examinations since they were formally opened up to 1897 inclusive and obtained First, Second or Third classes in honours.

Girton (370), and Newnham (436)	806
---------------------------------	-----	-----	-----

In these numbers a few women who have taken two different Triposes are counted twice over. Second parts of Triposes are not counted.*

The undergraduate students (men) at Cambridge number about 2,500.

The medical examinations at Cambridge are not open to women.

A Fellowship—the first open to women—has just been founded at Newnham College, June, 1898.

UNIVERSITY OF OXFORD.

(Examinations at Oxford first formally opened to women in 1884).

There are now four Halls or Colleges for women students, and a body of Home Students under a Principal and Committee. All the examinations for the B.A. degree, B.Mus. and D.Mus. are open to women.

		<i>Students.</i>
Somerville College, opened 1879, accommodating about		73
Lady Margaret Hall " 1879 " " "		48

* See Note II., page 32, for particulars as to subjects studied by women students at Cambridge.

St. Hugh's Hall, opened	1886, accommodating about	24
St. Hilda's Hall	1893 " "	17
Home Students' first Principal	... 1893 Present number	33
Total of Students on the books of the Association for the Education of Women (March, 1898)	...	209

Of the past students some 300 have passed the Oxford examinations open to women, and of these nearly one-sixth were in Class I. A certain proportion of these 300 students, amounting in all to forty, passed examinations open to women only, many taking such tests before the examinations were opened to women. The arrangements for the admission of women to University lectures are made, and other lectures and teaching provided by the Association for the Education of Women in Oxford, which gives a special diploma independently of the University, to "those of their registered women students who, taking honours in part of the course, pass all the examinations required for the degree of Bachelor of Arts in the order, and under the conditions as to standing prescribed for undergraduates, fulfilling the conditions both of residence and of examinations required by the University for the degree of B.A." Office of the Association: Clarendon Building, Oxford.

The present students working for examinations at Oxford are classified by subjects as follows:

Modern History	...	69
Classics	...	37
English	...	32
Mathematics	...	10
Natural Science	...	12
Modern Languages	...	9
Law	...	2
Various	...	6
Music	...	1

Working on the lines of the B.A. course 64

Women are not admitted to matriculate or graduate and the Medical Examinations are not open to them.

A special Honour Examination in Modern Languages is open to Women only.

Somerville College gives a Diploma of its own.

LONDON UNIVERSITY.

Chartered 1836.

(A supplemental charter opened its degrees to women in 1878.)

The following table of women's successes at London University is compiled from the Calendar for 1897-98, *i.e.*, to December, 1896.

ARTS.				
B.A.	...	...	...	603
M.A.	...	...	...	49
D.Litt.	...	...	...	1
B.Sc.	...	...	...	109
D.Sc.	...	...	...	5
Mus.B.	...	...	...	2
MEDICINE.				
M.B.	...	...	...	53
M.D.	...	...	...	16
B.S.	...	...	...	11
M.S.	...	...	...	2

UNIVERSITY COLLEGE, LONDON.

Founded 1826.

Total no. of men and women students in faculties of Arts,				
Laws and Science	...	...	...	720
Number of women students	...	...	...	310
Faculty of Medicine, men only	...	...	...	296

Graduates who have studied at this College during the past ten years.

Doctors of Science	...	...	...	13
Men	...	...	...	11
Women	...	...	...	2
Masters of Arts	...	...	...	27
Men	...	...	...	18
Women	...	...	...	9
Bachelors of Science	...	...	...	112
Men	...	...	...	79
Women	...	...	...	33
Bachelors of Arts	...	...	...	99
Men	...	...	...	63
Women	...	...	...	36

There is no separate department for women students at University College; students are admitted to the classes on the recommendation of the Lady Superintendent, Miss Rosa Morison. Women are admitted to the faculties of Arts, Science and Laws, but excluded from engineering and medicine with the exception of hygiene and public health. Women medical students work at the London School of Medicine, but many of these attend classes at University College, where they work for the preliminary Scientific M.B. examination, these classes being in the faculty of Science.

A Hall of Residence, College Hall, Byng Place, was established in 1882, where women students of University College and the London School of Medicine for Women find accommodation to the number of thirty-four. At Michaelmas, 1897, the majority were studying Medicine at the London School of Medicine, and Fine Art at the Slade School, University College.

LONDON SCHOOL OF MEDICINE FOR WOMEN.

The London School of Medicine for Women was opened in 1874.

No. of students (Dec., 1897)	...	...	...	162
No. of women trained at the London School of Medicine and now qualified to practise medicine	...	...	...	216

A large proportion of the students now studying at the L.S.M.W. are preparing for the M.B. degree of the University of London; others take the degree of the University of Durham, the qualification of the conjoint Colleges of Scotland, or of the Society of Apothecaries, London. New laboratories for Anatomy, Physiology, Chemistry and Physics have been erected, and opened in May, 1898; they are fitted with the most modern appliances and have greatly increased the facilities for teaching in these subjects.

BEDFORD COLLEGE, 1849.

(For women only.)

Bedford College is one of the oldest of the women's colleges.

Since the opening of the University of London to women in 1878 this College, which is strictly undenominational, has undertaken to prepare for all the degrees in the Faculties of Arts and Science, and has from time to time changed and extended its curriculum so as to cover the requirements for those degree examinations. This, however, only represents one side and by no means the whole of the College work.

There is a department for the Professional Training in Teaching of Women recognised as a Training College by the Cambridge Teachers' Training Syndicate; a Hygiene Department; also an Art Department. Students preparing for some of the medical examinations attend classes in Chemistry and Physics, while others have prepared for several of the Oxford Honours Schools for Women.

The College has obtained Government recognition and has been admitted to a share in the Parliamentary Grant to the University Colleges of Great Britain.

No. of students	...	...	...	192
Working for degrees	...	...	...	100
Following professional courses	...	...	...	43
Residence provided for	...	...	...	39
Art and General Culture students	...	...	...	49
Past students holding degrees of London University	...	...	...	187
Arts	...	136	47 in honours	
Nat. Science	...	49	16	..
Music	...	1		
Law	...	1		

WESTFIELD COLLEGE, 1882.

(For women only.)

No. of students (all resident but one)	...	...	...	44
Preparing for degrees	...	...	...	42
Arts	...	...	...	36
Nat. Science	...	...	...	3
Medicine	...	...	...	3

Past students holding degrees of London University	...	...	...	37
M.A.	...	...	...	1
B.A.	...	...	...	31
B.Sc.	...	...	...	5

Westfield is an outcome of the decision of the Senate of London University to open its degrees to women; its object is to prepare women for the University examinations, and though no "tests" exist, its religious teaching is in harmony with that of the Church of England.

ROYAL HOLLOWAY COLLEGE, 1887.

(For women only.)

No. of students, 1897-98	...	...	...	111
Working for London degrees	...	...	...	64
" " Oxford Honour examinations	...	...	...	39
In Arts	...	...	...	88
Nat. Science	...	...	...	30
Not working for degrees	...	...	...	10
Past students who have graduated in London University...	...	...	...	88
B.A.	...	...	...	69
M.A.	...	...	...	4
B.Sc.	...	...	...	15
Royal University of Ireland	...	...	...	2
Oxford University Honours	...	...	...	61

The Calendar of the Royal Holloway College shows that a large number of past students enter the teaching profession. As appears from the table, students at Holloway work both for the examinations of London University and Oxford.

VICTORIA UNIVERSITY, 1880.

(Open to men and women alike.)

Total no. of graduates, men and women	...	...	...	1011
No. of women graduates	...	...	...	120
Degrees held by women, M.A.	...	...	...	18
B.A.	...	...	...	85
M.Sc.*	...	...	...	2
B.Sc.	...	...	...	13
Mus. Bac.	...	...	...	2
Total				120

* Master of Science, intermediate between B.Sc. and D.Sc.

(These figures are believed to be correct. The Calendar does not separate men and women, so that the counting is rather intricate.)

Victoria University has three constituent Colleges: Owens College, Manchester, 1851; Yorkshire College, Leeds, 1874; University College, Liverpool, 1881.

(a) OWENS COLLEGE, MANCHESTER, 1851.

(Women first admitted 1883.)

Women follow classes at the College, except medical courses. Certain preliminary medical teaching in Biology, Chemistry, and Physics, constituting the first year of a medical course, can, however, be obtained. There are a few separate classes for women, but most classes are now attended by men and women together.

The following figures are taken from the Report of the Owens College for the session 1896-7.

Total no. of men and women students at Owens	...	...	...	964
Women students	...	...	...	102
Men: Arts and Science	...	...	...	522
Women " "	...	...	...	102
Men: Medical	...	...	...	390
Men working for Arts and Science degrees	...	...	...	302
Women " "	...	...	...	67
No. of women students in "the Day Training College for Teachers	...	...	...	23
In Honours Schools, Victoria University	...	...	...	19
Past students who have taken Victoria and other University Degrees	...	...	...	66

(b) YORKSHIRE COLLEGE, LEEDS, 1874.

(No separate department for women.)

DEPARTMENT OF SCIENCE AND ARTS.

No. of men students	...	...	...	372
Working for degrees	...	...	...	149
" " in Arts	...	...	...	19
" " Science	...	...	...	103
" " Medicine	...	...	...	27

MEDICAL SCHOOL.

Working for degrees	...	...	...	...	115
" " diplomas	...	...	...	...	46

WOMEN.

No. of women students (March, 1898)	...	...	...	...	112
Working for University degrees	...	...	...	...	32
	Arts	...	19		
	Science	...	12		
	Prelim. Med.	...	1		
Non-university students	...	...	...	...	80
Past students who have taken Victoria and other University degrees	...	...	...	...	8
" " " B.A.	...	...	7		
" " " B.Sc.	...	...	1		

Women cannot complete their courses for the medical degree at Yorkshire College. Most students take up teaching.

(c) UNIVERSITY COLLEGE, LIVERPOOL, 1881.

(No separate department for women.)

Number of men students	...	...	...	...	462
Arts	...	...	...	116	
Science	...	...	...	171	
Medicine	...	...	...	175	
No. of women students	...	...	...	...	97
Arts	...	...	...	86	
Science	...	...	...	11	
No. preparing for University degrees	...	...	...	...	46
Arts	...	...	...	40	
Science	...	...	...	6	
No. of students following College courses but not working for degrees	...	...	...	...	44
Women students who have passed through University College and hold Victoria or other University degrees...	...	...	...	...	59
Arts	...	...	...	54	
Science	...	...	...	5	
Of these numbers passed	...	...	...	49	
" " " in Honours	...	...	...	10	

Almost all the women students look forward to teaching, other professions being practically closed. The organisation of men and women students has been in every respect parallel, each having their own common and

reading rooms, representative council for administering all students' interests, debating societies, etc. At many points, such as joint debates and entertainments, men and women combine, on both sides, under strict constitutional rules and prerogatives, self-devised, not imposed though approved by the authorities. Results have entirely justified the policy; criticism has come almost solely from outside, not from the students or their responsible friends. A Hall of Residence for women students will be opened in October, 1898, at 163, Edge Lane, Liverpool, under the care of two wardens, Miss L. M. Roberts and Miss E. L. Broadbent, M.A. It will accommodate fourteen students.

DURHAM UNIVERSITY, 1831.

(Degrees opened to women, 1895.)

By the Charter obtained in 1895, the University of Durham has power to confer on women all degrees which it has power to confer on men, those in Theology alone excepted. The degrees, therefore, in the Faculties of Law, Medicine, Arts, Science, Music and Letters are open to both sexes equally.

The teaching in Arts and Theology is carried on at Durham; that in Medicine and Science at Newcastle-on-Tyne. Instruction in Letters is given at both these places.

Degrees in Law can only be obtained after the B.A. has been taken. No residence is required to obtain degrees in Music.

No. of matriculated men students at Durham	...	...	...	165
" " women " " "	...	...	...	17
" " men " at the College of Medicine, Newcastle-on-Tyne	...	...	...	213
No. of matriculated women students at the College of Medicine, Newcastle-on-Tyne	...	...	...	7
No. of matriculated men students at the College of Science, Newcastle-on-Tyne	...	...	...	140
No. of matriculated women students at the College of Science, Newcastle-on-Tyne	...	...	...	91

Residence is provided for women medical students at Eslington Tower, Newcastle-on-Tyne.

UNIVERSITY OF WALES, 1893.

(Men and women admitted on equal terms.)

(a) ABERYSTWYTH.

UNIVERSITY COLLEGE OF WALES, 1872.

No. of men students	...	...	...	231
" University students	...	...	...	218
" other students	...	...	...	13
Degrees held by present or former men students	...	...	...	282
University of Wales, B.A. 6, B.Sc. 3	...	Honours	6	
" Oxford, B.A. 51	...	"	49	
" Cambridge, B.A. 18	...	"	14	
" " LL.B. 1	...	"	1	
" " M.B. 1	...	"		
" " Mus. Bac. 1	...	"		
" London, M.A. 15	...	"	30	
" " B.A. 87	...	"		
" " D.Sc. 2	...	"		
" " B.Sc. 33	...	"	23	
" " M.D. 9	...	Medals	2	
" " M.B. 18	...	"	1	
" " "	...	Scholarship	1	
" " "	...	Honours	10	
" " M.S. 2	...	Medals	1	
" " B.S. 9	...	"	1	
" " "	...	Honours	3	
" Edinburgh, M.A. 3; M.D. 1;	...			
" M.B. and C.M. 12	...			
University of Glasgow, M.D. 1; M.B. and	...			
" C.M. 6	...			
University of Strasburg, Ph.D. 2	...			
" Munich, Ph.D. 1	...			
No. of women students	...	...	...	175
" University students	...	...	...	173
" other students	...	...	...	2
Degrees, etc., held by present or former women students	...	...	...	91
University of Oxford, degree certificates, 1	...			
" Cambridge "	...	"	4	
" London, M.A. 3	...			
" " B.A. 73	...	Honours	34	
" " D.Sc. 1	...	"		
" " B.Sc. 8	...	"	4	
" " M.B. 1	...	"	1	

In addition to the ordinary Arts and Science Departments, there is a Day Training Department and a Department in Secondary Training.

The first woman student was enrolled at Aberystwyth in 1884. The growth in numbers has been astonishingly rapid.

(b) CARDIFF.

UNIVERSITY COLLEGE OF S. WALES AND
MONMOUTHSHIRE, 1883.

No. of men students	...	...	...	285
Working for degrees, Arts	...			64
" " Science	...			42
" " Medicine	...			46
Past students holding degrees of London or other Universities (men):				
		Pass	Honours	
London	B.A.	30	9	
	M.A.	10		
	B.Sc.	9	8	
	M.B.	3		
	M.D.	4		
	B.S.	2		
		58	17	
Wales	B.A.	5		
Aberdeen	M.B.	1		
		B.Sc.	3	
No. of women students	...	...	...	110
Working for degrees, Arts	...			40
" " Science	...			14
" " Medicine	...			4
" in Day Training Department	...			53
" in Intermediate Training Dept.	...			4
Not working for degrees	...			59
Women students residing in Aberdare Hall	...			41
Past and present women students holding degrees of				
		Pass	Honours	
London University	B.A.	28	10	
	M.A.	6		
	B.Sc.	5		
University of Wales	B.Sc.	1		

(c) BANGOR.

UNIVERSITY COLLEGE OF NORTH WALES, 1884.

(Statistics for Autumn Term, 1897.)

No. of men students	...	...	...	176
„ preparing for Matriculation	...	...	28	
„ „ „ Arts degrees	...	...	63	
„ „ „ Science	...	...	32	
„ „ „ Medical	...	...	1	
„ of past men students who are graduates:				
University of London, D.Sc.	...	1		
„ „ „ M.A.	...	13		
„ „ „ B.A.	...	42		
„ „ „ B.Sc.	...	10		
„ „ „ M.B.	...	4		
University of Oxford B.A.	...	5		
„ „ „ Cambridge B.A.	...	6		
„ „ „ Edinburgh M.B.	...	5		
„ „ „ M.D.	...	1		
„ „ „ B.Sc.	...	3		
„ „ „ Durham B.A.	...	2		
		92		
No. of women students	...	...	...	91
„ preparing for Matriculation	...	...	10	
Arts Degrees	...	...	34	
Science Degrees	...	...	7	
Normal students not working for degrees	...	...	35	
Taking one or two classes only as occasional students	...	...	5	
„ of past women students who are graduates:				
University of London, B.A.	...	21		
„ „ „ B.Sc.	...	5		
„ „ „ M.B.	...	1		
		27		

There is a hostel at Bangor for women students, in which 34 reside. The remainder live at home or in lodgings.

Welsh students are not wealthy, although the people are distinguished by a genuine love of learning. Many students cannot afford to remain at College until they have graduated. Those reading for London degrees not infrequently graduate as a result of private reading after leaving College. It is a convincing proof of Welsh devotion to the cause of education that a number of students, after earning money by teaching and other occupations, return to their College to graduate.

SCOTLAND.

ST. ANDREWS UNIVERSITY, 1411.

(Degrees opened to women, 1892, by a special Ordinance of the Scottish Universities' Commission.)

No. of men students (1896-7)	...	...	...	175
Arts	...	...	125	
Science	...	...	16	
Medical	...	...	12	
Divinity	...	...	22	
Approximate no. of men alive holding St. Andrews degrees	...	...	...	1,450
No. of women students	...	...	...	74
Of these there reside at University Hall (opened 1895)	...	...	...	24
In lodgings or with friends	...	...	...	50
The following information refers only to the resident students studying for a degree	...	...	...	23
For the M.A.	...	...	...	17
Medicine	...	...	...	1
Working at preliminary	...	...	...	5
Past students holding degree of M.A.	...	...	...	3

The Warden, Miss L. I. Lumsden, reports that nine students will probably teach; seven have no professional aim; others intend to become missionaries, enter the medical profession, take up literary work; and one desires to become a minister of religion. Nothing is closed to women at St. Andrews. University Hall is the property of the University, and governed by it. All the faculties at the United College are open to women. In 1877 the University instituted a special examination and degree for women, Licentiate of Arts (L.L.A.). There are now 1,653 women holding that degree. The Registrar states that it is practically the M.A. degree. Special degrees and examinations for women have usually failed to attract them, so that this large number deserves to be mentioned.

GLASGOW UNIVERSITY, 1450.

(Degrees opened to women, 1892.)

No. of men students (December 1897)	...	...	1,466
" women "	"	"	267
" " preparing for University degrees:			
Arts, M.A.	...	...	18
Science, B.Sc.	...	...	1
Medicine, M.B., Ch.B.	...	...	85
" For triple qualification of Royal Colleges of Physicians and of Surgeons	...	...	3
Students from Day Training Colleges, working for certificates of Education Department and taking University classes	...	...	55
Students following College courses, not working for degrees	...	...	45
			259
Less 2 students counted in 2 faculties			2
			257

Number of students who have passed through Queen Margaret College, and now hold Glasgow University or other degrees:

Arts, M.A.	...	...	8
M.B.C.M. Medicine, Glasgow University	...	...	18
			26

Of these, three Art students and one Medical student in honours.

Queen Margaret College is an integral part of Glasgow University, ruled and staffed by the governing body of that institution. It has the full University curriculum, and is the only College in Scotland where women receive instruction in classes of their own, and in buildings devoted to their exclusive use.

No students reside in it. There is a Hall of Residence in connection with the College, for the accommodation of 32 students. The vast majority of women students [257 in all] live with their relatives, lodge in the city, or travel daily. A certain number reside in the Normal College House of Residence.

Nothing is closed to women at Glasgow. No record is kept of successes of Glasgow students at other

Universities, but in Medicine 9 students took the triple qualification of the Royal Colleges of Physicians and Surgeons, L.R.C.P. and S. The Secretary, Miss J. A. Galloway, reports: "No woman has yet wished to go into Law or the Church, but if she did, it is not likely that any obstacle would be put in her way."

ABERDEEN UNIVERSITY, 1494.

(Degrees opened to women, 1892.)

No. of men students (Winter Session, 1897-98)	...	...	655
Arts	...	...	276
Science	...	...	34
Medicine	...	...	285
Law	...	...	40
Divinity	...	...	20
Women students	...	...	71
Arts	...	...	66
Medicine	...	...	5

(Great increase since 1896, when the numbers were 43 and 1 respectively.)

A Hall of Residence for women students will be opened in October, 1898, at Castleton House, Chanonry, Old Aberdeen.

Thirty-eight have passed the whole or part of the Preliminary examination, and are presumed to have the M.A. degree in view. The five medical students are working for degrees.

Four women students completed the curriculum and graduated M.A. in April, 1898. Two of these took the degree with Honours in Classics.

Women are admitted to graduation in all the faculties on the same conditions as men, and the whole of the University classes are open to them. Clinical instruction in medicine and surgery is provided at the Royal Infirmary.

EDINBURGH UNIVERSITY, 1582.

(Opened to women, 1892.)

No. of men students	...	...	2607
Faculty of Arts	...	...	586
Science	...	...	149
Medicine	...	...	1417
Music	...	...	5
Divinity	...	...	60
Law	...	...	390

No. of women students	206
Faculty of Arts	191
Science	4
Medicine	6
Music	5
Attending extra-academical classes with a view to graduation in Medicine in the University	74
Women students working for University degrees:	
Entered in Oct., 1897, for Arts and Science Preliminary Examination	46
Medical Preliminary	6
Entered for the M.A. Examination	26

The Masson Hall of Residence was opened at 31, George Square, on November 24th, 1897, to accommodate fifteen resident students. Warden—Miss F. H. Simson, M.A.

No. of women students following classes in connection with their training at normal colleges	65
No. of women holding degrees of Edinburgh University:	
M.A.	41
B.Sc.	1
Medical degrees	7

About half-a-dozen of these passed in honours in special subjects.

The Edinburgh Association for the Higher Education of Women, founded by Mrs. Crudelius, held its first public meeting in October, 1867. From the first it accepted only University Lecturers and Lectures of the University standard, and always looked forward to affiliation with the University. During the first winter it opened only one class, that of English Literature by Professor Masson, in which 265 students were enrolled. The following session, 1868-9, there were lectures in Philosophy, Science and Literature, and after that, all other subjects "inside Arts." Examinations were held, using the same questions that were given at the University, and when the Scotch Universities were opened in 1892, those women who had taken diplomas were at once granted degrees through retrospective recognition.

Women enter the medical and teaching professions; divinity is closed to them at Edinburgh.

IRELAND.

ROYAL UNIVERSITY OF IRELAND, 1880.

(Open to men and women on equal terms; including degrees, prizes, scholarships, and junior fellowships. Women first took degrees, 1884.)

The Royal University, chartered 1880, is an examining body. Up to 1882, the Queen's Colleges at Belfast, Cork and Galway, formed the Queen's University; in that year, it was dissolved, the three Colleges being henceforward recognised Colleges of the Royal University.

Women graduates (to end of 1897):

	Pass and Honours.	Honours.
B.A.	357	100
M.A.	37	18
LL.B.	7	2
LL.D.	2	
M.B., etc.	16	4
M.D.	2	1
M.A.O.*	1	—
B.Mus.	7	—
D.Mus.	1	
B.Sc.	1	1
	<i>or</i>	
Arts	357	
Medicine	16	
Music	7	

Total 380

It should be noted that persons holding the M.A., LL.D., M.D. degrees, must have previously gained the B.A., LL.B., M.B. The total number of degrees, 380, here represents the number of persons.

Within the last four years, the Royal University of Ireland has awarded nine junior fellowships on the results of examinations. Three of these have been obtained by women.

* Master of Obstetrics.

QUEEN'S COLLEGE, BELFAST, 1845.

No. of men and women students (1896-97)	380
No. of women students	12
No. of past women students holding degrees of Royal or other University (of whom a number in honours)	40
Arts	35
Law	2
Medicine	3

The Queen's Colleges were opened to women in 1893.

The paucity of women students may be explained by the existence of a large College for girls and women, viz:—

VICTORIA COLLEGE, BELFAST.

The College has 350 students, including the secondary section.

Of these students there are of College age	107
Working for University degrees	73
Arts	65
Nat. Science	8
Following College courses but not working for degrees	10
No. of past students holding degrees of London, Royal, or other University	85
Of these in Honours	40
Residence is provided for students	20

The Principal of Victoria College, Mrs. Byers, reports that past students devote themselves to teaching, a smaller number to medical and mission work, while some pursue journalistic and secretarial work and sick nursing.

QUEEN'S COLLEGE, CORK, 1845.

No. of men and women students	206
No. of women students	8

(The Registrar was unable to show in what faculties the women students are working, but stated that all aim at degrees.)

QUEEN'S COLLEGE, GALWAY, 1845.

Total no. of students in all faculties, 1896-97'	105
Of these are women students	2

(Both reading for B.A. degree of Royal University.)

The Queen's Colleges are not residential; there are excellent lodging-houses licensed by the College authorities.

ALEXANDRA COLLEGE, DUBLIN, 1866.

In Dublin we find no "recognised" College of the Royal University. Alexandra College supplies classes for about 320 students.

No. of students (<i>circa</i>)	320
Working for University degrees	87
Arts	85
Nat. Science	2

Following College courses but not working for degrees	25
Past students holding University degrees	113

	<i>Pass.</i>	<i>Honours.</i>
Royal University B.A.	57	37
M.A.	6	7
B.Sc.	—	1
LL.B.	1	—
Junr. Fellow	1	—

There are three Residence Houses accommodating 50 students. Miss White, the Principal, states that 66 per cent. of the students who have taken degrees adopt the teaching profession; others take up secretarial, medical, journalistic, and missionary work.

There are five colleges recognised by the Royal University of Ireland. It should be noted that Alexandra College, Dublin, and Victoria College, Belfast, are not formally "recognised" in the sense that the three Queen's Colleges, Magee College, Londonderry, and University College, Stephen's Green (Roman Catholic), are so. Magee College, a Presbyterian Training College for Theology, has nineteen women students; Maynooth trains the Roman Catholic priests. As might

be expected, from the latter women are excluded, though there are some classes open to them in Magee College.

DUBLIN UNIVERSITY, 1591.

(Closed to women.)

The only University in the United Kingdom which remains closed to women is that of Dublin. Trinity, its sole College, has a special examination for women, of which very few avail themselves. Along with the general public, women may attend certain lectures. After discussing the question of the admission of women to University privileges for ten years, the Governing Board requested the Academic Council to prepare a scheme for their admission. After the adverse vote at Cambridge in May, 1897, the Board dropped the question, and now maintains its former attitude of passive resistance.

APPENDIX B.

It was proposed to compile a list of books, articles, etc., which might be useful to those interested in the higher education of women. The labour exacted by such a compilation is very great, and the work has already been well done in America. The Secretary to the Association of Collegiate Alumnae, Miss Annie Howes Barus, observes that: "The increasing number of requests coming to the officers of the Association for information as to the history, development, and value of the higher education for women, made it evident that there existed a need for a full and accurate compilation of all available literature on the subject." The Trustees of the Boston Public Library appear to have lent valuable assistance, and many of the books and articles are indexed as on their shelves. The pamphlet is entitled *Contributions towards a Bibliography of the Higher Education of Women*, compiled by a Committee of the Association of Collegiate

Alumnae, edited by Mary H. Rollins, Boston, U.S.A. (The Trustees of the Public Library, 1897).

It may not be out of place to summarise the contents of this valuable pamphlet:—

- I. General and Historical.
- II. Higher Education in Relation to Health.
- III. Co-Education.
- IV. Professional and Scientific Education.
- V. Post-Graduate Study.
- VI. Occupations and Opportunities for College-bred Women.
- VII. Colleges and Universities wholly or partly open to Women.
- VIII. Societies for the Education and Advancement of Women.

Handbook of Courses open to Women in British Continental and Canadian Universities, compiled for the Graduate Club of Bryn Mawr College, by Isabel Maddison, B.Sc. (Lond.) (The Macmillan Co., 66, Fifth Avenue, New York). This book covers a wide field. So far as Great Britain and Ireland are concerned, particulars are given as to the status of women in the different universities, college fees, terms, degrees (if any), lists of university professors and lecturers and college lecturers, money value of prizes and scholarships, whether hall of residence is provided. There are several omissions (e.g., Aberdeen University), and the merest allusion to the University of Wales, but the compilation is a valuable one. A *Supplement for 1897* has just appeared showing changes during the year. It is the intention of the Graduate Club of Bryn Mawr College to reissue the *Handbook* at intervals, so that it may be up-to-date. Both these books are to be found on the shelves of the Women's Institute Library.

The Special Reports on Educational Subjects, 1896-7, compiled for the Education Department by Mr. M. E. Sadler, Director of Special Inquiries and Reports, should also be mentioned. Besides special articles on the education of girls, the twenty-fifth report, in which

Mr. Sadler was assisted by Mr. J. W. Longsdon, entitled "Arrangements for the Admission of Women to the chief Universities in the British Empire and in Foreign Countries," bears directly on the subject. In all, 139 Universities furnished the compilers with information, much of it both interesting and valuable. Some registrars of Universities have marked the position of women towards the prizes and scholarships of the Universities. In the older and wealthier Universities hardly any allusion is made to the subject. The Scottish Universities record that certain prizes and bursaries are open and certain others closed to women.

London University and the Royal University of Ireland have opened their prizes, scholarships and honours, as well as degrees, to women, making no distinction between the sexes. It is noteworthy that both are comparatively poor Universities.

Report of the Commissioners of Education, United States, 1891-92, contains information about Universities and Colleges in America. The volume for 1894-95 includes an article on the educational status of women in different countries.

Addresses and Proceedings of the International Congress of Education, Chicago, 1893, embraces a section on Higher Education, and an appendix largely dealing with women's education. Mrs. Henry Fawcett and Miss Louisa Stevenson have contributed to it articles on Women's University Education in England and Scotland.

Education of Girls and Women in Great Britain, by C. S. Bremner, shows in Section III., "Higher Education," how and when the Universities have opened their doors to English women during the century. Miss J. A. Galloway traces the progress of the movement in Scotland.

Women in the Universities of England and Scotland, by Emily Davies, Cambridge; Macmillan and Bowes, 1896, 6d.

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The object of this Department is to improve the position of women as lecturers by keeping up a high standard and by making their work widely known, so as to increase their opportunity in this important field of usefulness.

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The lecturers are classified according to their qualifications, and the fees arranged accordingly. There are also elementary lectures at a low fee, suitable for working women's clubs, village societies, girls' clubs, etc.

Lectures on Constitutional History and the Duties of Women as Citizens are given from time to time at the Institute, and classes in various subjects are arranged when sufficient names are given in. Further information may be obtained from the Secretary.

Type-writing and indexing are undertaken at the Women's Institute, and qualified Secretaries are sent out by the day or the week, and can be recommended for permanent positions and responsible posts.

Members of the Musical Society of the Women's Institute are open to engagements, and concert parties can be arranged.

For terms and particulars, apply to the General Secretary, The Women's Institute, 15, Grosvenor Crescent, S.W.

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For further particulars apply to Mrs. PHILIPPS, Founder of the Women's Institute, 15, Grosvenor Crescent, Hyde Park Corner.

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The Women's Institute,

15, GROSVENOR CRESCENT,

March 5th, 1898.

DEAR MADAM,

The Executive Committee, with the approval of the Council, have arranged that henceforward the **open evening** (until 10 p.m.) of the Women's Institute will be **Wednesday**, instead of Saturday as hitherto. This arrangement will commence on Wednesday, March 9th, and continue in force (with the exception of April 6th and April 13th) until July 20th, inclusive. The Institute will be closed at **five o'clock on Saturdays**, but will be open on **other nights** as usual until **seven**, and on **Sundays** it will be open **from 3 p.m. until 10 p.m.**

Alternate Meetings of **THE PRACTICE DEBATING SOCIETY** and of **THE READING SOCIETY** will be held on **Wednesday evenings**. Members can join these Societies without any extra charge (except what may be incurred for the postage of notices) by arrangement with the Honorary Secretaries before the commencing of each meeting and by inscribing their names in a book kept for the purpose.

A CHESS CLUB has also been arranged, for which there will be a small charge.

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Yours faithfully,

A. C. HEWAT,

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Clerks :

(Not Shorthand) from £1 11 6 a week, 6/- a day, or 3/6 per half-day, according to work required.

Pupils can be received at the Women's Institute for indexing or for a thorough Secretarial Training, including Shorthand, Typewriting, Book-keeping and practical work. Ladies not wishing to take the entire course may, from October 1898, attend separate classes on any of the above subjects.

For terms and particulars apply to the

GENERAL SECRETARY,

15, GROSVENOR CRESCENT, S.W.

Programme of The Women's Institute

SUMMER 1898

LECTURES

are given on the fourth Tuesday in each month, at 8.15 p.m., to which members are entitled to bring one guest.

April 26.—"Shakespeare's Women."

By **DR. STANTON COIT**

Chairman—**DR. GARNETT** (*British Museum*)

May 24.—"Secondary Education for Women."

(To be published as one of the Transactions of the Women's Institute).

By **MRS. SOPHIE BRYANT, D.Sc.**

Chairman—**MISS MAITLAND** (*Somerville College*)

June 28.—"The Young Person."

By **Miss ELSA D'ESTERRE KEELING**

Chairman—

*SIDGWICK, Mrs. Henry.
SIEVEKING, Miss Emmeline.
SIMMONS, Miss A.
SMART, Mrs. Mary.
SMITH, Miss Blanche.
SMITH, Miss Isabel G.
SMITH, Miss McLeod.
SMITH, Miss Julia.
SODEN, Miss.
*SOMERSET, The Lady Henry.
STANNARD, Mrs.
STERLAND, Miss.
STEWART, Miss Gertrude.

WILSON, Miss Teresa F.
WILLS, Miss M. M.
WINDSOR, Miss Emma.
WISHART, Miss Margaret.
WOLFF VON SANDAU, Miss.
WOOD, Miss.
WOODWARD, Miss Katherine.
*WORDSWORTH, Miss.
WRIGHT, Mrs.
WRIGLEY, Miss M. Y.
WYATT, Miss Alice.
YATES, Miss.

* Members of the Council.

Re-union of Members

Wednesday Afternoons. Members of the Executive Committee will attend from 3 until 6 o'clock in the Reading Room, to meet members and answer inquiries.

Wednesday Evenings. The Institute is open until 10 p.m., and meetings are held of the Practice Debating and Reading Societies; also of the Chess, Whist, and other Clubs. A Sketching Club will shortly be formed.

Practice Debating Society

April 27, 8 p.m.—"How far should Teetotalism be carried?"

Moved by **MRS. P. HERON-MAXWELL.**

May 11, 8 p.m.—"That Civilization has had a deteriorating influence on Humanity."

Moved by **Miss LOWE.**

Institute.

ists,

INDEXING AND RESEARCH WORK UNDERTAKEN. TERMS.

Expert Shorthand Writers or Typists:

Weekly from £2 2 0 to £3 3 0 (according to speed.)

Daily 10/6. Half-day 6/6.

By the Hour, 3/6 the first hour, 2/- the hour afterwards. Transcript (if taken away and completed afterwards) 3d. per folio, or by time.

Special arrangements can be made for prolonged Engagements.

Reporters:

10/6 not exceeding two hours. Transcribing same 6d. per folio of 72 words or by arrangement.

Clerks:

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GENERAL SECRETARY,

15, GROSVENOR CRESCENT, S.W.

May 25, 8 p.m.—“That the decline of Patriotism is prejudicial to Imperial Interests.”

Moved by Miss SHURMUR.

June 8, 8 p.m.—Sharp Practice Debate.

June 22, 8 p.m.—“That State-aided Pensions should be available for Working Women.”

Moved by Miss SOMERVILLE.

(Non-members introduced by members may join courses of Debates, Readings, Lectures, or the Chess Club on Wednesday Evenings, on the payment of 7/6 for a course of six evenings. Non-members may also be introduced for a single evening on the payment of 1/-; but, unless taking the course, the same guest cannot be introduced oftener than once a month.)

*SIDGWICK, Mrs. Henry.	WILSON, Miss Terèsa F.
SIEVEKING, Miss Emmeline.	WILLS, Miss M. M.
SIMMONS, Miss A.	WINDSOR, Miss Emma.
SMART, Mrs. Mary.	WISHART, Miss Margaret.
SMITH, Miss Blanche.	WOLFF VON SANDAU, Miss.
SMITH, Miss Isabel G.	WOOD, Miss.
SMITH, Miss McLeod.	WOODWARD, Miss Katherine.
SMITH, Miss Julia.	*WORDSWORTH, Miss.
SODEN, Miss.	WRIGHT, Mrs.
*SOMERSET, The Lady Henry.	WRIGLEY, Miss M. Y.
STANNARD, Mrs.	WYATT, Miss Alice.
STERLAND, Miss.	
STEWART, Miss Gertrude.	YATES, Miss.

* Members of the Council.

Autumn Programme

of

Lectures and Classes

at

Secretarial Bureau of the Women's Institute.
15, Grosvenor Crescent, Hyde Park Corner.

Shorthand Secretaries, Reporters, Typists, and Clerks

Are sent out by the Hour, Day or Week.

INDEXING AND RESEARCH WORK UNDERTAKEN.
TERMS.

Expert Shorthand Writers or Typists:

Weekly from £2 2 0 to £3 3 0 (according to speed.)

Daily 10/6. Half-day 6/6.

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same guest cannot be introduced oftener than once

Autumn Programme
of
Lectures and Classes
at
The Women's Institute

15, Grosvenor Crescent
Hyde Park Corner

"Women as Citizens"

Nov. 3. { "Historic Sketch of Local Govern- } 6 p.m.
(WED.) { ment to 1800" }

MRS. PHILLIMORE (of S. Pancras Vestry)

- (a) **Pre-Tudor and Tudor.** The manorial courts and the vill. The parish—what was it? The early town Justices of Assize *v.* Justices of the Peace. The Local Government official. The effect of the Poor Law and of the Tudor dynasty.
- (b) **Post-Tudor.** The New Administration: Period I. Religion and Local Government: Period II. Magistrates and Centralisation. Loss of Independence: Period III. Growth and Re-action, with special reference to the Poor Law. The position in 1800.

Nov. 10 - "School Boards" - 6 p.m.
(WED.)

MRS. MAITLAND, M.L.S.B.

The necessity for their introduction in 1870.
Their place in the scheme of national education.
Their duties.
The importance of having women elected on them.

Nov. 18. { "London Local Government since } 6 p.m.
(THURS.) { 1800 and the Local Government }
{ Act of 1888" }

MRS. PHILLIMORE (S. Pancras Vestry)

1800-1855 Chaos.

Ecclesiastical Districts.
Private Acts.
Commissioners under Private Acts.
Open and Select Vestries.
Drainage Commissioners.
Administration.

1855. 1888. 1894. Creation.

Metropolis Management Act, 1855.
Schedule A. Vestries.
Schedule B. Vestries and District Boards.
Metropolitan Board of Works.

Local Government Act, 1888.
London County Council.

Local Government Act, 1894.
Permissive Transfer of Powers to Vestries.
Qualification of members, etc.

189-? 19-? Order.

Lines of future Bill.

Nov. 25 - "Poor Law Guardians" - 6 p.m.
(THURS.)

MISS LIDGETT, P.L.G.

DEC. 2. { "District and Parish } 6 p.m.
(THURS.) { Councils" }

MRS. PHILIPPS

A Glimpse of Village Life and Local Government prior to 1894.
The Local Government Act of 1894, its scope and limitations.
The election of Councillors, their duties and powers.
The abilities and disabilities of women under the Act.

Tickets (single - - Members 1/- Non-members 2/6
" (for the Course) " 4/- " 10/-

Apply to MISS ELSBETH PHILIPPS, Chief Secretary, Lecture Department, 15, Grosvenor Crescent, Hyde Park Corner.

The Institute Lecture

(To be published as one of the Transactions of the Women's Institute)

WILL BE GIVEN BY

MRS. SIDGWICK

ON

"THE PLACE OF UNIVERSITY EDUCATION IN THE LIFE OF WOMEN"

ON

Tuesday, November 23rd, at 8.30 p.m.

(Admission by ticket only. Please apply to the Chief Secretary, Lecture Department, 15, Grosvenor Crescent, Hyde Park Corner.)

WOMEN'S INSTITUTE

15, GROSVENOR CRESCENT, HYDE PARK CORNER

Secretarial Training

A LIMITED number of students are received in the Institute for Secretarial Training.

Instruction is given in Shorthand, Typewriting, and Bookkeeping.

It is the aim of the Women's Institute to train, not shorthand writers and typists alone, but secretaries thoroughly competent to undertake all kinds of secretarial work and to fill responsible posts. Special facilities for attaining this object are provided. Individual attention is given to each student, who is gradually trained in all the Departments of the Institute, thus gaining experience in reporting for different speakers and for various committees, meetings, etc.

Special "speed" classes are arranged for students, as required.

Terms: FOR A COURSE OF SIX MONTHS OR LONGER, 12 GUINEAS.

Hours: WEEKDAYS, 10 TO 1 P.M.; 2 TO 5 P.M.
SATURDAYS, 9.30 TO 1 P.M.

N.B.—Students are expected to attend daily at the Institute unless reasonable cause for absence is given.

Indexing Department of the Information Bureau

A LIMITED number of students are trained in this Department. The course comprises various kinds of indexing, cataloguing and summarising, and students have the advantage of seeing various systems of Indexing in daily use.

Students are not accepted for less than six months' training but may remain without further fee until proficiency is attained. Certificates are granted by the Women's Institute to those students whose work has attained the requisite standard of excellence. If at the end of the first month a student does not prove to be fitted for the work, her fees are returned, a small deduction only being made for the tuition received.

Terms: 20 GUINEAS.

Hours: WEEKDAYS, 10 TO 5; SATURDAYS, 9.30 TO 1.

N.B.—Pupils are expected to attend daily at the Institute unless reasonable cause for absence is given.

Grosvenor Crescent Club

Programme of Arrangements for the Autumn of 1898

15, Grosvenor Crescent

Hyde Park Corner

Programme of the Grosvenor Crescent Club

AUTUMN, 1898

Debates

are held on the second Tuesday in each month at 8.15 p.m.

Club Dinner at 7 punctually—places for members and guests (ladies or gentlemen) to be ordered beforehand.*

The number of guests to be introduced by a member during the Autumn will be four, unless they have previously dined at the Club.

Nov. 8 - "That as a Delineator of Character,
Dickens has been and is very much
over-rated."

MOVED BY MISS C. JEBB

CHAIRMAN—MR. EDWARD ROSE

DEC. 13 "Is Lady Macbeth really a 'fiendish' Queen?"

MOVED BY MRS. STOPES

CHAIRMAN—DR. F. J. FURNIVALL

* Tickets for Club Dinners and "At Homes" may be bought of the Hall Portress

Lectures

are given on the fourth Tuesday in each month at 8.15 p.m.,

to which members are entitled to bring one guest (open also to members of the Women's Institute). **Club Dinner** for members and guests at 7 punctually.*

OCT. 25 - - - - - "Folklore"

BY PROFESSOR RHYS (*Jesus College, Oxford*)

CHAIRMAN—

Nov. 22 - - - - - "Relations between rich and poor"

BY MISS MARY CLIFFORD (*P.L.G. for Bristol*)

CHAIRMAN—THE REV. BROOKE LAMBERT

At Homes

AFTERNOON RECEPTIONS are held on the third Thursday in each month.*

OCT. 20. 4—6. Music

Nov. 17. " "

A COURSE OF LECTURES ON
"OPENINGS FOR WOMEN"

TO BE DELIVERED AT THE
WOMEN'S INSTITUTE, 15, GROSVENOR CRESCENT,
HYDE PARK CORNER

ON MONDAY AFTERNOONS, AT 3.30
DURING THE WINTER MONTHS OF 1898-1899

SERIES I.

"ARTS AND CRAFTS"

The object of these Lectures is to show—

- (1) What "Arts and Crafts" may accomplish for life as a whole.
- (2) For women in particular.

Lecture I. Oct. 17—"Arts and Crafts."
By Mr. T. J. COBDEN-SANDERSON (to be followed by a discussion).

Lectures II & III. Oct. 24 & 31.—"Bookbinding."
With demonstrations. By Mr. T. J. COBDEN-SANDERSON.

Lecture IV. Nov. 7—"Glass Blowing."
With demonstrations. By Mr. THOMAS BOLAS.

Lectures V., VI. & VII. Nov. 14, 21, 28.—"Enamelling."
With demonstrations. By Mr. A. Fisher.

Lecture VIII. Dec. 5—"Stained Glass."
With illustrations. By Mr. C. W. WHALL.

Lecture IX. Dec. 13—"Sundry Crafts for Women."
By Mr. W. R. LETHABY.

This series will be continued after Christmas with lectures on Journalism, Gardening, Photography, Indexing, Embroidery, etc.

Tickets, 2/-. A few Reserved Seats at 3/-.
Members of the Institute, 1/-.

Autumn Programme of

The Grosvenor Crescent Club
and The Women's Institute

15, Grosvenor Crescent
Hyde Park Corner

Autumn Programme
OF THE
GROSVENOR CRESCENT CLUB AND THE WOMEN'S INSTITUTE

DATE	SUBJECT	HOUR
Nov. 4, THURS.	Club "At Home"	4—6
Nov. 9, Tues.	Re-Union at Institute (FOR MEMBERS ONLY)	8.30—10.30
Nov. 16, TUES.	Club Debate "The Relation of Health to Ethics"	8.30
OPENED BY MRS. CLARE GOSLETT		
Nov. 18, THURS.	Club "At Home"	4—6
Nov. 23, Tues.	Institute Lecture "The Place of University Education in the Life of Women"	8.30
BY MRS. SIDGWICK (Admission by ticket only)		

DATE	SUBJECT	HOUR
Nov. 30, TUES.	Club Literary Discussion "Wit and Pathos in Modern Irish Literature"	8.30
OPENED BY MISS L. M. LITTLE		
DEC. 2, THURS.	Club "At Home"	4—6
Dec. 7, Tues.	Re-Union at Institute (FOR MEMBERS ONLY)	8.30—10.30
DEC. 14, TUES.	Club Debate	8.30

OPENED BY MR. BRYNMÔR JONES, Q.C., M.P.

Members can bring guests to all Debates and "At Homes" at the Club, but the Re-Unions at the Institute are open to members of the Institute only.

[FOR LECTURES AT THE INSTITUTE SEE NEXT PAGE.]

LECTURES AT THE INSTITUTE

"Women as Citizens"

Nov. 3, WED. - "Historic Sketch of Local
Government to 1800" - 6 p.m.

MRS. PHILLIMORE (of St. Pancras Vestry)

Nov. 10, WED. - "School Boards" - 6 p.m.

MRS. MAITLAND, M.L.S.B.

Nov. 18, THURS. - "London Local Government
since 1800 and the Local
Government Act of 1888" 6 p.m.

MRS. PHILLIMORE (of St. Pancras Vestry)

Nov. 25, THURS. - "Poor Law Guardians" - 6 p.m.

MISS LIDGETT

DEC. 2, THURS. - "Parish & District Councils" 6 p.m.

MRS. PHILIPPS

*

Tickets, single - - - Members, 1/-; Non-members, 2/6

Tickets, for the course - " 4/-; " 10/-

(Please apply to MISS ELSEBETH PHILIPPS, Chief Secretary
Lecture Department, 15, Grosvenor Crescent, S.W.)

Women's Institute, 15, Grosvenor Crescent.
LECTURE DEPARTMENT.

"THE CONDUCT OF PUBLIC BUSINESS."

Two Classes, by MRS. BAMFORD SLACK, will be
held on

WEDNESDAY, MARCH 9th & 16th,
AT 5 P.M.

Tickets—Single Lecture: Members 1/-; Non-members 2/6,

Please apply to the Chief Secretary, Lecture Department, Women's
Institute, Hyde Park Corner.

Christ's College Lodge, Cambridge
On Wednesday, December 1st, at 3 p.m.

The chair will be taken by MRS. PEILE

Mrs. Bamford Slack and Mrs. Verrall will

The Committee of the Women's Institute have
much pleasure in inviting you to attend

The Institute Lecture
given by Mrs. Sidgwick

on

**"The Place of University Education in the
Life of Women"**

Tuesday, November 23rd, at 8.30 p.m.

(Admission by Ticket only)

THE WOMEN'S INSTITUTE,
15, GROSVENOR CRESCENT,
HYDE PARK CORNER.

Should you be able to accept this
invitation, kindly reply at once to
the Chief Secretary, Lecture De-
partment, who will forward a
ticket of admission.

NOV. 18, THURS. - "London Local Government
since 1800 and the Local
Government Act of 1888" 6 p.m.

MRS. PHILLIMORE (of St. Pancras Vestry)

Constitution of the Women's Institute.

The Women's Institute

By the kind permission of the Master of Christ's College
and Mrs. Peile

A MEETING will be held at
Christ's College Lodge, Cambridge
On Wednesday, December 1st, at 3 p.m.

The chair will be taken by MRS. PEILE
Mrs. Wynford Philipps and Mrs. Verrall will
speak on the work of the

"WOMEN'S INSTITUTE"

The favour of your presence
is requested

R.S.V.P. to the Secretary,
15, Grosvenor Crescent, London

Women's Institute notices to be delivered quarterly and to
be printed and published and sent to all corresponding
members of the Institute).

They shall receive reports from the Executive Committee
and make comments and suggestions thereon.

Constitution of the Women's Institute.

ARTICLE I.—The Founder of the Women's Institute (Mrs. Philipps) will be solely responsible for all financial liabilities in connection with the Women's Institute, and no member of the Institute, Committee, or Council shall be under any liability whatsoever or become liable or responsible for any expenses in respect of it. The Founder shall determine all financial matters and have the sole financial control and power of appointing all paid employées.

ARTICLE II.—The work of the Institute shall be directed by the Council, the Executive Committee, Sub-Committees and Departmental Committees.

ARTICLE III.—The Council shall consist of Women distinguished in some branch of Education, Science, Art, Literature, Philanthropy, or Social work, and the Founder of the Women's Institute; and after the first year shall be elected by the members of the Institute at an annual meeting.

Members of the Council will be elected for one year only but shall be eligible for re-election annually. For the first year the Council shall be appointed by the invitation of the Founder of the Institute, who shall determine the number.

ARTICLE IV.—**Duties of the Council.** The Council shall appoint or elect three members of the Institute to act on the Executive Committee.

They shall decide the subjects of the *Transactions* of the Women's Institute (lectures to be delivered quarterly and to be printed and published and sent to all corresponding members of the Institute).

They shall receive reports from the Executive Committee and make comments and suggestions thereon.

They shall make recommendations as to future work, which shall, as far as possible, be carried out by the Executive Committee.

They shall frame an Annual Report on the whole of the work of the Women's Institute to be published with the Report of the Executive.

ARTICLE V.—Times of Meeting of the Council. The Council shall meet at least once a year and as often as may be determined by a majority at the annual meeting. Special Council meetings may be called by any ten members of the Council or by twenty-five members of the Women's Institute, or by resolution of the Executive Committee.

ARTICLE VI.—Election of Council. Every member of the Institute shall have a right to vote for the members of the Council and to nominate candidates; nominations to be sent to the Executive Committee four weeks before the annual meeting.

Election to be by ballot.

ARTICLE VII.—The Executive Committee shall be composed of three members appointed or elected by the Council, three appointed by the Founder, the following three Chief Secretaries of Departments for the time being, *viz.*, the Chief Librarian, the Chief Secretary of the Information Bureau, and the Chief Secretary of the Lecture Department, also, the General Secretary of the Women's Institute and the Founder.

ARTICLE VIII.—Duties of the Executive Committee. The Executive Committee shall carry on the ordinary work of the Institute, and may appoint Sub-Committees. They shall define annually the work of the various departments, and after the first year elect by ballot members of each Committee. Candidates for election on Committees may be nominated by members of the Council or Executive Committee or by members of Departmental Committees (which, for the first year, shall be nominated by the Founder).

The Executive Committee shall act as an Election Committee, and all nominations for membership in the Women's Institute shall come before them.

The Executive Committee shall have power to frame bye-laws for the conduct of its own business.

ARTICLE IX.—Departmental Committees. The Executive Committee shall decide which Departments shall be under the government of a Committee and which under Sub-Committees. They shall clearly define the work of each Committee annually before the annual election of members, and before the annual appointment or election of each committee may alter or amend or add to the scope of its work.

ARTICLE X.—Constitution of Committees. For the first year Committees shall be composed of members invited by the Founder and afterwards all Committees which have been formed for at least one complete year shall be elected by the Executive Committee, by ballot, with the exception of the Committee of the General Information Bureau. The above rules shall apply to all new Departments. Before election the scope of the independent work of each Committee shall be defined by the Executive, including the power of co-opting a certain number of additional members or not as may be deemed advisable for the purpose of the work. Within the scope of work thus defined each Committee shall be independent and its resolutions within such scope shall be final.

Each Committee shall have power to appoint its own Honorary Secretary and arrange its own time for meetings. Any member of Council or Committees may nominate candidates for election to Committees. The Committee of the General Information Bureau shall be appointed annually by the Founder and she shall have the sole management and control of this Department.

The Founder shall be *ex-officio* a member of all Committees and Sub-Committees.

ARTICLE XI.—Revision of the Constitution. The Founder shall have absolute power to revise and add to this Constitution for one year from the first meeting of the Council.

After the first year the Constitution may be amended on the proposal of two-thirds of the Executive Committee, ratified by a majority of the Council, with the sanction of the

Founder, or a proposal of two-thirds of the Council ratified by a majority of the Executive Committee with the sanction of the Founder.

ARTICLE XII.—**Departments.** The sole power of opening new departments or of closing existing ones is vested in the Founder of the Institute, and she may at any time dissociate a Department from the Institute and carry it on independently of the Institute on giving at least one month's notice prior to the time of election to the Committee of such Department, and a general notice to all members on the notice board of the Women's Institute; she shall have the right to veto, if necessary, on financial grounds, any proposal affecting expenditure, and also reserves the sole right of closing or continuing the Women's Institute.

The Women's Institute

15, GROSVENOR CRESCENT, HYDE PARK CORNER

NOMINATION PAPER

Name of Candidate

Address

* Proposer

Secunder

Supporter

* It is requested that the Proposer be either a Member of the Institute or a Householder, but this is not necessary in the case of the Secunder and Supporter.

WOMEN'S INSTITUTE

15, GROSVENOR CRESCENT, HYDE PARK CORNER

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Hours: WEEKDAYS, 10 TO 5; SATURDAYS, 9.30 TO 1.

N.B.—Pupils are expected to attend daily at the Institute unless reasonable cause for absence is given.

W.B.
2,000/6/98.
100.

The Women's Institute,

15, GROSVENOR CRESCENT, HYDE PARK CORNER, S.W.

NOMINATION PAPER.

PLEASE FILL UP AND RETURN TO MISS HEWAT, *Gen. Sec.*

Name of Candidate

Address

***Proposer**

Secunder

Supporter

* It is requested that the Proposer be either a Member of the Institute or a Householder, but this is not necessary in the case of the Secunder and Supporter.

TERMS OF MEMBERSHIP.

The fees are (a) one guinea entrance-fee and one guinea annual subscription, and for country members one guinea annual subscription without entrance-fee.

(b) For women who are professionally occupied or who hold a position by government appointment or by public election, the entrance-fee is half-a-guinea and the annual subscription half-a-guinea, and for country members who come within this category the annual subscription is half-a-guinea without entrance fee.

(c) Members of the Club are entitled to join the Institute at an annual subscription of half-a-guinea without entrance fee.

The Proprietor reserves the right to raise the subscription of any members who enter under the above clauses, provided that she shall have given three months' notice previous to the termination of any financial year of her intention to do so.

The Women's Institute,

HYDE PARK CORNER, LONDON, W.

Extract from the "Rules" of the

GENERAL INFORMATION BUREAU.

The Bureau does not recommend any particular Institution or Society, but gives the names of all those which suit the purposes of the inquirer. Advice on purely medical questions is not given.

The Bureau does not reply to any questions relating to the private life of individuals.

Members of the Institute have the privilege of asking twelve questions in the year, free of charge. **(If replies are to be sent by post, a charge of 6d. must accompany the inquiry).**

A charge of 1/6 (post free) is made for replies to inquiries from non-members of the Institute. This fee must in all cases **accompany the inquiry.**

All inquiries must be made **in writing.** Inquiry forms will be found in the Waiting-room of the Institute, or can be had on application to the General Secretary.

The Bureau is open on week-days from 10 a.m. to 1 p.m.; but inquiries can be handed in at the Inquiry Office daily until 5 p.m.

Inquiries are answered as speedily as possible. They are taken in order as received; but, in view of the number sent in daily and to prevent disappointment, it is desirable to allow as long a time as possible for reply.

[Faint, mirrored text from the reverse side of the page, including "GENERAL INFORMATION BUREAU" and "The Institute does not recommend any particular medicine..."]

The Women's Institute

INTERVIEW TICKET

Name

Address

Member's name

Available on one occasion and for one non-member only

THIS TICKET TO BE GIVEN UP AT THE DOOR

1.

A Meeting will be held
in support of the Women's Institute,
at.....
by kind permission of.....
on.....

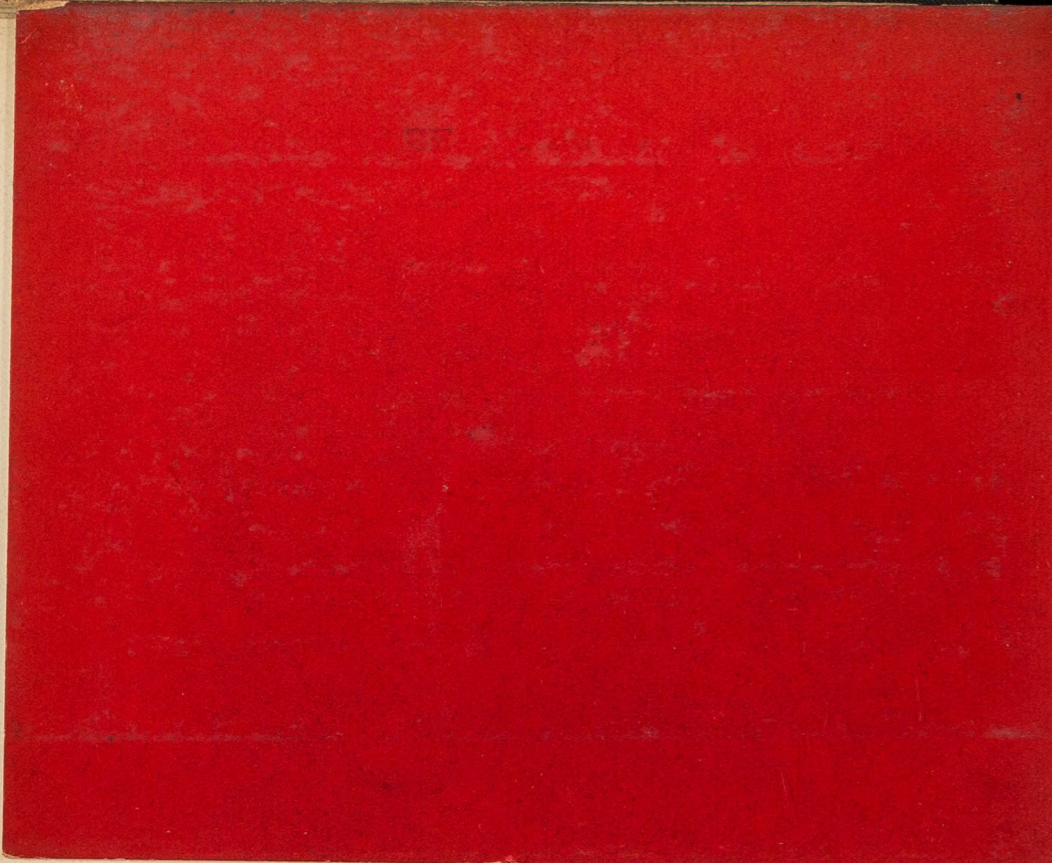
An Address will be given by Mrs. Philipps
(Founder of the Institute.)

Other speakers will include.....

The Chair will be taken by.....

TEA AND COFFEE.

B. S. U. P.



SINGLE TICKET.

THE WOMEN'S INSTITUTE.

5 LECTURES ON "WOMEN AS CITIZENS."

- Nov. 3rd, Wed.—"Historic Sketch of Local Government to 1800" ... 6 p.m.
By Mrs. PHILLIMORE (of St. Pancras Vestry.)
- " 10th, " —"School Boards."—By Mrs. MAITLAND, M.L.S.B. ... "
- " 18th, Thurs.—"London Local Government since 1800, and the Local
Government Act of 1888."... "
By Mrs. PHILLIMORE (of St. Pancras Vestry.)
- " 25th " —"Poor Law Guardians."—By Miss LIDGETT, P.L.G. ... "
- Dec. 2nd " —"Parish and District Councils."—By Mrs. PHILIPPS ... "

TICKETS, Single ... Members 1/-, Non-Members 2/6
 " for the Course ... " 4/- " 10/-
 Apply to the Chief Secretary, Lecture Department, 15, Grosvenor Crescent, S.W.

June 4th, 1898,
9.30 to 12 p.m.

General Secretary,
15, Grosvenor Crescent,
S.W.

TICKET FOR THE COURSE.

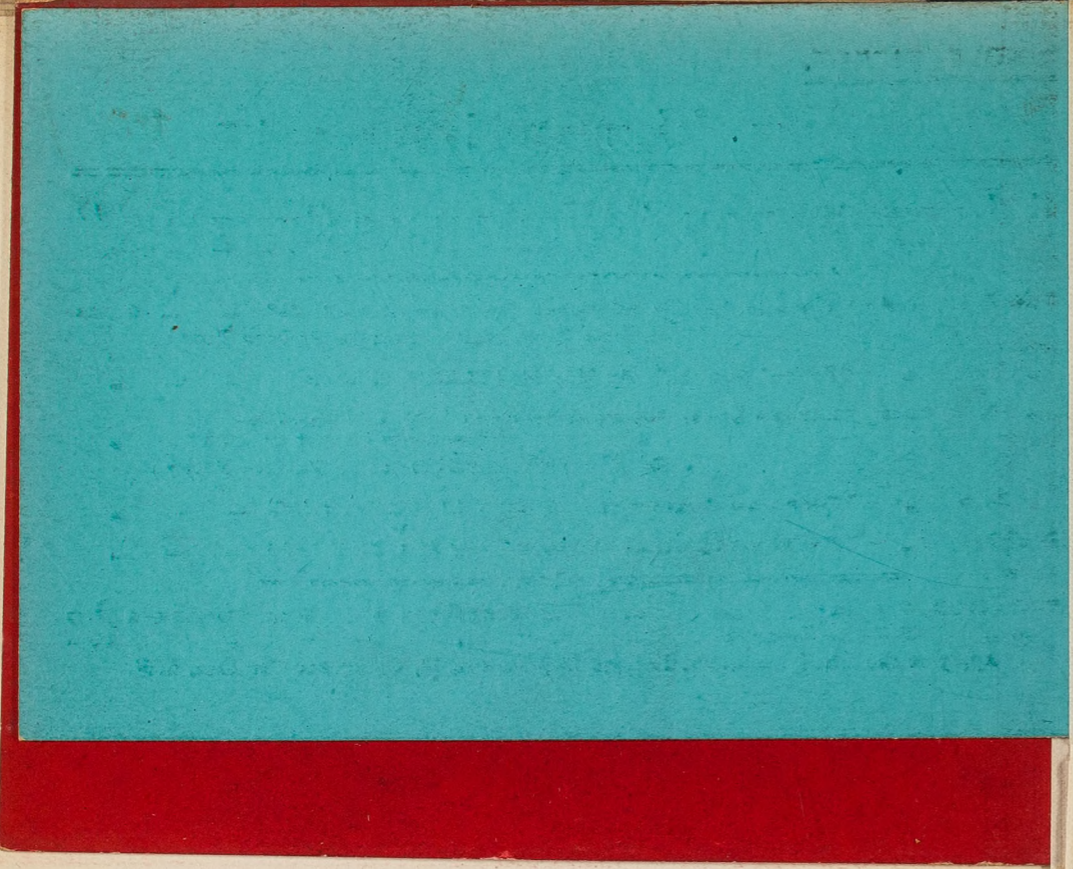
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NOT TRANSFERABLE.



Mrs. Philipps

and

The Committee of the Women's Institute

At Home

To meet the Members of the University Extension
Summer Meeting and Members of the Council of
the Women's Institute.

June 4th, 1898,
9.30 to 12 p.m.

R.S.V.P.
General Secretary,
15, Grosvenor Crescent,
S.W.

Dear Madam:—

The Gymnasium Class of the Grosvenor Crescent Club
and the Women's Institute meets on Fridays, from 7.15
to 8.15, at McPherson's Gymnasium, 30, Sloane Street, S.W.

It is open to members of the Club and Institute and
ladies introduced by members, with the approval of the
Executive Committee. The fee to members will be 12/-
for a course of 12 lessons or 1/6 single lessons, or for
non-members 18/- for the course, single lessons 2/-.

The Executive Committee will feel much obliged if
you will make this class known amongst your friends and
be very glad if those intending to join will communicate
with the Secretary as soon as possible.

Yours faithfully,

A. C. HEWAT.

Gen. Secretary.

Preliminary Notice.

A Course of Lectures on
"Openings for Women"

To be delivered at the Women's Institute, 15, Grosvenor Crescent, Hyde Park Corner, on Monday afternoons at 3.30, during the winter months of 1898-1899.

Series I. "Arts and Crafts."

The object of these Lectures is to show—

- (1) What "Arts and Crafts" may accomplish for life as a whole.
- (2) for women in particular.

Lecture I. Oct. 17.—"Arts and Crafts."

by Mr. C. J. Cobden-Sanderson.
(to be followed by a discussion).

Lectures I & II. Oct. 24 & 31.—"Bookbinding,"

with demonstrations
by Mr. C. J. Cobden-Sanderson.

Lecture IV. Nov. 7.—"Glass Blowing," with demonstrations

by Mr. Thomas Holas.

Lectures V., VI. & VII. Nov. 14, 21 & 28.—"Enamelling,"

with demonstrations
by Mr. A. Fisher.

Lecture VIII. Dec. 5.—"Stained Glass," with illustrations
by Mr. C. W. Whall.

Lecture IX. Dec. 13.—"Sundry Crafts for Women,"
by Mr. W. R. Lethaby.

Series II.

Lecture I. Jan. 16.—"Openings for Women,"

by Mrs. Philipps.
(to be followed by a discussion).

Lecture II. Jan. 23.—"Journalism,"

by Miss Margaret Bateson.

Lecture III. Jan. 30.—"Gardening,"

by Miss Goodrich Freer.

Lecture IV. Feb. 6.—"Photography,"

by Mrs. Fred Warde.

Lecture V. Feb. 13.—"Indexing,"

by Miss Somerville.

Other Lectures to be announced later.

Tickets 2/- A few Reserved Seats at 3/-
Members of the Institute 1/-.

Further particulars may be obtained from Miss Elisabeth Philipps, Lecture Department, Women's Institute.

The Women's Institute

15, GROSVENOR CRESCENT, HYDE PARK CORNER, LONDON, S.W.

(FOUNDED ON STRICTLY NON-PARTY LINES)

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The "Women's Institute" has been founded to supply the pressing demand which is being made by an ever-increasing number of men and women for a centre of information and meeting place for the convenience of those who are engaged in various departments of public and professional work, in science, literature, art and domestic life.

The Institute is founded on **strictly non-party lines**. It comprises several departments, which, as the demand arises, are being further multiplied and developed. Its chief departments at present are:—

1. **A Reference Library**, which now consists of about 2,500 volumes, and is continually being increased by loan, gift and purchase. As yet no book may be removed from the Institute, but it is intended, within a short time, to organise a circulating library for the convenience of members.
2. **A Lecture Department** which performs the double task of arranging the lectures and debates held in the Institute, and of directing a staff of qualified lecturers, who can be sent to any part of the country where their services are required.
3. **A General Information Bureau** which gives information on women's work and general subjects. Members are entitled to send in twelve enquiries yearly free of charge. Non-members pay a fee of 1/6 per question. Questions are answered either by members of the staff by means of the Reference Library and of tabulated information kept in the Institute, or by honorary Referees who kindly undertake to furnish replies on special subjects.
4. **An Educational Department**, for training in shorthand, type-writing, and all branches of

secretarial work. The Institute supplies thoroughly qualified secretaries for permanent or temporary posts.

5. **A Musical Society**, which arranges concerts and re-unions, and is prepared to send out concert parties both for philanthropic and professional purposes.
6. **A Recreation and Games Department**, which includes clubs for boating, cycling, swimming, whist, chess, etc. To these non-members are admitted on special terms.
7. **An Art Society**, the members of which have the privilege of exhibiting their work in the Institute. In connection with this Society is a Sketching Club which meets fortnightly within the Institute.

A Register is kept of members' requirements, and the Institute acts as an Employment Bureau for its own members only. Shopping and other commissions are undertaken on moderate terms.

All departments of the Institute are governed by Committees, subject to an Executive Committee which meets weekly for the election of members and the transaction of business.

The Executive Committee holds a weekly "At Home" for Institute members, with a view to promoting social intercourse, and of giving information on subjects connected with women's work and interests.

Mrs. Phillips, Founder of the Women's Institute, for the present undertakes the entire financial responsibility and is assisted by a Voluntary Advisory Finance Committee, consisting of three members of the Executive Committee approved by the Council. The accounts are audited by an experienced accountant. Mrs. Phillips and the Finance Committee will report to the Institute when the Funds meet the expenses, and the Council will then be invited to co-operate with the Founder in the financial management of the Institute.

For all enquiries, apply to the Secretary, Department, Women's Institute, 15, Grosvenor Gardens, London, S.W.

CONDITIONS OF MEMBERSHIP.

Agreement to abide by and be subject to the Rules and Bye-laws of the Institute for the time being in force.

TERMS FOR GENERAL MEMBERS (MEN AND WOMEN).

	£	s.	d.
Town—Annual Subscription	1	1	0
Entrance Fee	1	1	0

Country—Annual Subscription	1	1	0
No Entrance Fee			

TERMS FOR WOMEN WHO ARE PROFESSIONALLY ENGAGED OR WHO HOLD A POSITION BY GOVERNMENT APPOINTMENT OR BY PUBLIC ELECTION.

	s.	d.
Town—Annual Subscription	10	6
Entrance Fee	10	6

Country—Annual Subscription	10	6
No Entrance Fee		

TERMS FOR AMERICAN, COLONIAL AND FOREIGN MEMBERS (MEN AND WOMEN.)

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Annual Subscription	10	6
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The right is reserved to raise the subscription of any members who enter under the above clauses, provided that three months' notice is given to such members previous to the termination of any financial year.

No member of the Institute or of the Council or Committees of the Institute incurs or shall incur any financial responsibility whatever beyond the current amount of subscription and entrance fee.

It is expected that the Women's Institute will become self-supporting by its roll of membership, and by subscriptions and donations to the General Fund which has been opened.

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THE WOMEN'S INSTITUTE LECTURE DEPARTMENT.

SYLLABUS OF FOUR LECTURES ON "ELEMENTARY POLITICS."

LECTURE I.

Short Review of Methods of Government.

Absolutism. Aristocracy. Democracy. Representation. **The Franchise**: this Century's changes, 1832, 1867, 1884. Women's Suffrage. Central and Local Government: the Suffrage in relation to these. Importance of the duties of a citizen increased by development of Local Government.

LECTURE II.

How Laws are made.

The Electorate. The Ballot Act. Passage of a Bill through the House of Commons and the House of Lords. The Royal Assent. Private Bills. Royal Commissions, etc. The formation of Public Opinion.

LECTURE III.

The Formation of Parties.

The first Whigs and Tories. The Great Revolution. The House of Orange. The "Venetian Constitution." The effects of the French Revolution. Foreign Policy and Canning. The Great Reform Bill. The Peelites. Palmerston. Liberals and Conservatives. Gladstone and D'Israeli.

LECTURE IV.

Some of the Leading Questions of the Day.

The Referendum. Imperial Federation. Home Rule. Disestablishment. Liquor Laws. The Eight Hours Day. Employers' Liability. Socialism, etc., etc.

For all information respecting Lectures, please apply to the Chief Secretary, Lecture Department, Women's Institute, 15, Grosvenor Crescent, London, S.W.

THE WOMEN'S INSTITUTE
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LECTURE III
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LECTURE XXVII
LECTURE XXVIII
LECTURE XXIX
LECTURE XXX

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Full

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(Please Write distinctly.)

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Full Address.....

Answers to inquiries will be placed in the Inquiry Office on the ground floor. **In all cases where replies are to be sent by post, 6d. must be enclosed with the inquiry.**

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W.B.
500/3198.
107.

T

SHOPPING

I herewith
you to purchase
against each, and

no Agent of the Purchaser
and the Agency

The Women's Institute.

SHOPPING AND COMMISSION AGENCY.

Order Form to be filled in by Purchaser.

I herewith send the sum of..... to enable you to purchase for me the following articles at the estimated price marked against each, and subject to the following rules and conditions:—

DESCRIPTION OF ARTICLES.	Estimated Price to be paid.	Commission thereon.	TOTAL.
.....			
.....			
.....			
.....			
.....			
.....			
.....			
.....			

Signature of Member.....

Date.....

Rules and Conditions.

1.—In all transactions the Agency shall be considered merely as the Agent of the Purchaser, and shall incur no liability whatever either to the Vendor or the Purchaser, and the Agency reserves the full right to decline to execute any order without giving any reason to the Member for so doing.

2.—Full instructions must accompany all orders, together with a deposit to cover the cost of the article or articles required, and a further sum to cover the Commission payable to the Agency. The Commission shall be at the rate of One Shilling in every pound or part of a pound. If the price of the article is not known or is uncertain, the Member may send a deposit equal to the estimated amount of the purchase and the Commission, in which case the Agency will ascertain the amount required and if the sum remitted is sufficient will execute the order and remit to the Member the balance (if any); but if such sum is insufficient the Agency will write to the Member for the necessary balance.

3.—The Agency shall be entitled to any discount allowed by the Vendor, but undertakes not to accept any such discount where the cost of the article to the Purchaser would be increased by its so doing.

4.—All articles will be purchased for and in the name of the Member and sent direct from the Vendor to her and at the latter's cost and risk, unless such cost and risk are undertaken by the Vendor. In the event of the purchaser not being satisfied with the article on delivery and desiring to change or return the same, all arrangements for this purpose shall be made direct between the Purchaser and Vendor. The Agency will take all reasonable care to execute the orders to the satisfaction of the Member, but it must be distinctly understood that it does not in any way incur any responsibility to a Member except to account for moneys actually received by it. In the event of the Agency not being able to make the purchase required, a charge at the rate of five shillings per day (to cover the expenses of the Agency) will be made and deducted from the deposit.

5.—A member, if she so desires, may open a deposit account with the Agency, and purchases can then be made for her up to the amount for the time being standing to the credit of such account, but no deposit of less than Five Pounds (£5) will be received for such accounts.