

But the friend was more than willing to be zealous in such a cause, for he was a school-master himself, and knew the need and the danger, so from time to time he reported progress—progress, alas! sometimes slow, but "Slow and sure" is a good motto, and often a true one, and my mother kept the matter going, speaking of this hope and of her increasing difficulties in education. But we had first-rate masters, and as the project seemed to take form and life those masters were ultimately taken into the first series of professors for the new college, to be called "The Queen's," which started in the year 1848. Dr. Bernays, the first German professor, was

our master, Henry Warren (afterwards President of the Water-Colour Institute) was my father's and sister's drawing-master, and Sterndale Bennett was a friend.

The circle of teachers grew till it included the most eminent teachers in England, and my mother's plans were expanded into becoming a college to train pupils, as well as to form teachers.

The professors for the first term, which began on the 1st May, 1848, were the Rev. F. D. Maurice and Charles Kingsley, the Rev. A. B. Strettell, and Isidore Brasseur, Dr. Bernays, Dr. Beolchi, and the Rev. Samuel Clark. The Rev. C. G. Nicolay, the

Rev. M. O'Brien, the Rev. T. G. Hall, John Hullah, Sterndale Bennett, Henry Warren. Amongst the early pupils we find the honoured names of Dorothea Beale, now headmistress of Cheltenham College, Miss Bishop, late headmistress of Holloway College, Miss Octavia Hill, Miss Louise Twining, and many other eminent women.

But no one in the crowded assembly that gathered for the first lecture would have thought that the quiet old gentlewoman, who would have been utterly unobserved amongst that brilliant audience, was in reality the first mother of the great college they came to honour.

THE STRIDES OF WOMEN.

By NORMA LORIMER.

The women of Queen Victoria's reign will stand out in the history of our country as the pioneers of woman's rights. It is mainly owing to the fact that, in the history of our own time, we have been blessed with a sovereign who has had the self-respect and good name of her women-subjects so strongly at heart, that the women who have been foremost in the fight for the advancement of self-reliance and independence among the women of England, have been able to accomplish the astonishing work which they have achieved during the last twenty years.

If we look at the way in which our Queen has educated her daughters to be in every way intellectual and capable companions to their husbands, as well as loving wives and tender mothers, we have the proof very clearly before us that women who are, as far as possible, men's intellectual equals, and have their natural talents for art or literature cultivated beyond the conventional parlour-trick accomplishments, do in every way fill the capacity of mothers and wives more completely and happily than the women of the past, who were considered blue-stockings if they had the independence to insist on having an education in proportion to that bestowed upon their brothers. The old-fashioned idea that it was necessary to give the male portion of the family only (the bread-winners) a thorough and practical education is, we are thankful to say, dying out. Even without ill-health or force of adverse circumstances, the painful fact that the "bread-winners" very often failed to make a sufficient income to provide for the future of their wives and children, has proved to the more intelligent parents of our own days that their daughters must be qualified as well as their sons to take their places in the daily struggle for existence. Women are now no longer dubbed "blue-stockings," or regarded as unwomanly if they go in for a college education, or adopt a profession which at once places them on the plane of equality, intellectual and practical, with men. Even in the lifetime of some of the youngest of us, we can look back upon the intellectual strides of women, and there is not a self-respecting, active-minded girl who will not be thankful that she is commencing her womanhood on a higher level, and in a healthier period than fell to the lot of the pioneers who opened up the way for the coming generation. Poorly-paid governessing is now not the only means of livelihood open to the impoverished daughters of our middle-class, those distressed sisters of twenty years ago who tried to hide their own ignorance at the expense of their pupils. What they did not know themselves (owing to their miserable education, which had not been given

to them in a manner that would enable them to impart their knowledge to others, or to earn their own livelihood, although in all probability their parents were well aware that their daughters would have to provide for themselves) was not advisable for their more intelligent pupils to know. We have to thank America to some extent for uprooting this most detrimental system. Our more independent and self-respecting cousins were wise enough to see that if their children had a refined and intellectual home-training with a gentle home influence surrounding them, it would not hurt them to attend the excellent grade-schools in their towns. This, to some extent, was a matter of necessity, for in the early days in the United States it was almost impossible to get a refined gentleman, however poorly educated, to enter a family as a governess—unless governesses were imported from England, in which case they usually got married soon after they landed. They were *rare aves*; and so it came about that the sons and daughters of refined parents went to the grade-schools along with the children of smaller tradesmen and simpler people. In England high-schools took the place of grade-schools, but it was some time before parents began to see that a high-school education was both cheap and thorough, and that the girls who attended them had a chance of receiving as good an education as their brothers, up to the point of a university career. When this was once understood, governesses soon found that to earn a living and compete with high-school education, they must equip themselves thoroughly, and not only receive a superior education, but learn how to educate others.

This general infusing of knowledge amongst women and the new independence of mental thought, naturally awoke in the women of our day the desire to do something with their knowledge, and to take their place as possible factors in the busy world of workers. That women enjoy working and are in every way happier and healthier both in mind and body when employed (I am speaking, of course, of the great body of middle class women who have not money enough to live a broad and developing life, and who are limited by their means and surroundings to a busy life narrowing one), we have very practical evidence. If we look over the autobiographies of eminent men and women in *Who's Who* we shall see there are one hundred and thirty women, mostly English women, or at least women whose work depends largely on England for support.

Has Mr. Douglas Sladen in his eminently readable and now universally recognised handbook to the celebrated English men and

women of the day, done full justice to the latter? Judging by numbers only I should say not, for I note that among seven thousand biographies only about one hundred and thirty belong to women. But upon examination, the discrepancy is not so great as it appears, for a great many professions are denied to women, some of them necessarily so. And much of the book is naturally devoted to members of parliament, soldiers, sailors, lawyers, and clergy of the national church. But there are a few lady doctors, and most of them are in the book. Among the occupations which are open to women are the literary, artistic, dramatic, musical, and philanthropic. Especially among those who are distinguished in various departments of philanthropic work are women honourably numerous and prominent. And there is much to be gathered from the lives of eminent women, if we know something about their chosen forms of recreation and how they were educated, for in one or other generally lies the keynote of a woman's character. For instance, Edna Lyall's favourite recreation is yachting, and this seems thoroughly in keeping with the healthy tone of her writings. From this too short autobiography she gives of herself in *Who's Who* of 1898 we learn that her real name is Ada Ellen Bayly, and that she is the daughter of the late Robert Bayly, barrister. She was educated at Brighton, and she published her first novel, *Won by Waiting*, in 1879. Mrs. Humphrey Ward, our most eminent lady novelist, does not tell us how she amuses herself, but she is as a matter of fact a good cyclist. She was born in Hobart, Tasmania, in 1851, and is the eldest daughter of the still surviving Thomas Arnold, who was the second son of the famous Dr. Arnold of Rugby. She married Mr. T. Humphrey Ward, who was a Fellow and tutor of Brasenose College, Oxford. It is interesting to know that she had published three novels before she wrote the famous *Robert Elsmere* in 1888, which made her literary reputation. Besides being a writer of fiction, Mrs. Ward has published other deeper literary works of very high distinction. "Marie Corelli" who is perhaps the most widely read woman novelist among the middle classes in England, has a hobby for collecting wild flowers, and rare old books, of which she has a unique collection. Her favourite recreations are reading and music; her adopted father, Charles Mackay, a well-known song-writer and *litterateur*, though best known as the editor of *One Thousand and One Gems of English Foetry*, intended her to adopt music as her profession. She was sent to France and educated in a convent, where she received an excellent education and musical