

The attempt to educate young women and young men as one usually assumes that one to be the young man, and the adjustments of the work are generally made with reference to maintaining the standard, just like institutions whose sole purpose it is to prepare young men for the demands of commercial, civil or professional life.

Young women as a rule are not aided in their best work as students by the presence of young men. The results are variable. With some it is dissipating, with others it produces an undesirable reserve, and with others an unhealthy tension and nervous strain.

The high grade, thoroughly equipped colleges for women, established at great expense during the past two or three decades, have more applicants knocking at their doors than they can accommodate. This is a demonstration of dissatisfaction with the coeducational experiment. This dissatisfaction is greater than it seems. According to the last report of the Commissioner of Education, 1896-7, there were 429 young women pursuing college education in the United States for every million of the population. Of these 223, or 52 per cent, were in coeducational colleges and universities, and 206, or 48 per cent., in the separate colleges for women. To appreciate this fact we must remember—in the not remote past, the only opportunity for women to secure a thorough college education was in the coeducational institutions.

The large number of coeducational institutions proposing to do college work—there are 335 of them scattered all over the country—afford proximity, home residence, parental guidance, and comparative inexpensiveness to many who would not go away from home to a coeducational institution. The colleges for

women are less numerous, more remote from their clientele, and without state aid, yet the students in the colleges for women constitute 48 per cent. of the entire number of young women seeking college education.

Cash outlay is in many cases the determining factor in attendance upon a coeducational institution. The colleges and universities receiving federal and state aid are able to offer inexpensive, and, in many cases, free tuition, and they number among their students of college grade 5,533 young women, or 35 per cent. of all who are attending coeducational institutions.

Of the 15,652 women in the coeducational institutions of the United States seeking college education, 11,453, or 73 + per cent., are in the institutions north of the Ohio and west of the Mississippi rivers. This includes all the new states and territories, where the pioneers have been so busy laying foundations and developing resources that they have made but little and in some states no provision, other than coeducational for the college training of women.

Of the young women who in 1896-7 were doing college work in the coeducational institutions, only one in 21 + received the degree of A.B., while in the colleges for women one in 14 + attained to that degree. Great is love and propinquity is her high priest, and it would be interesting if we had the facts at command to determine how far marriage before graduation accounts for these striking figures, but we are safe in saying, leisure and concentration are conditions of culture. When concentration is necessary the object sought should determine the things to be eliminated, and freedom from obtrusive opportunities for social intercourse in part accounts