

THE COLLEGE FOR WOMEN.

THE lady teachers who have been paying special attention to the education of women, whether such education has been conducted in colleges where co-education, so called, is the rule, or in colleges for women only, are not satisfied with the results thus far attained. The idea seems to be that in working out what is called the "Emancipation of Women," one mistake at least is that we have been copying too slavishly the curricula and traditions of colleges for men. Unless we misread the signs, women appear to say that from experiment they are now able to state with considerable certainty that the college which has served well for the purposes of men is not well adapted to supply the best course of studies for women. We cordially say, equal education to women in every respect, but at the same time let them be perfectly untrammelled by traditions inherited from institutions designed originally for men.

We give extracts from an able article by Mary A. Jordan in October *Atlantic Monthly*:

The college for women must solve the problem of education at first hand. To that end, it must cut loose from the traditions of men, not because they are men's, nor indeed because they are traditions, but because the best men have no saving faith in them. It would require a good deal of intellectual boldness, at the present day, to assert that the superlative in education, represented by our leading colleges for men, is even remotely suggestive of anything absolute. Why insist upon sharing the wreck of educational dogma? Why insist upon ranking as "advantages" the under-inspiration of our under-influenced, over-marked, and over-examined young men? In its almost total exemption from the prac-

tical embarrassments of tradition and superstition, the work in a woman's college offers an ideal field for experiment. Here alone, perhaps, exist the conditions for the most thorough-going cultivation of the teacher, for the speediest extermination of the martinet. There is little to hope from the woman's college in the direction of restoring a fixed meaning to the Bachelor's degree. Instead of trying to establish some one of its various forms and stages as permanent, its aim will be more and more to make the discipline perfectly elastic, while of equal efficiency, at any point of application.

The woman's college is in danger from its own success. Its growth has been unprecedented and unexpected; to a certain extent inexplicable. Among those who have been attracted is the social being. She would naturally find her proper place in the fashionable finishing school, it might be thought. But she chooses college, as likewise does her prototype, the business man. They are like in many points. Both are admirably competent and limited. Because they are competent they succeed in passing examinations for entrance to college, and term examinations afterwards; because they are limited the examinations are necessary; and because they worship their limitations they are a menace to scholarship. Nevertheless they have rights, and rights in the college, and a clear discrimination of these rights is due them. At present the entire relation is ill adjusted. The social being is perfectly certain of her ultimate aims, but is quite at sea as regards those of scholars. She does not appreciate the fact that her seventy-five per cent. ambitions are eternally different from intellectual aspiration—in short, that she is a drag; nor indeed has the college appreciated this until a comparatively recent date. It is becom-