

With the Compliments of the United
Alumni Association of the
University of Toronto.

CANADIANA

Dean of Women

Report of Committee

Committee of Alumnae Associations

UNIVERSITY COLLEGE.

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Report

In accordance with the instructions issued by the Joint Committee of the Alumnae Associations of the University of Toronto, held June 12th, the accompanying explanatory letter and list of questions were drawn up. Two hundred of these circulars were secured, and one hundred and five were sent to representative colleges in Canada, the United States, Great Britain and Ireland, and Europe. Copies were also sent to members of the Committee. Sixty-four replies have so far been received.

We should like to acknowledge our indebtedness to a small hand-book issued by the Graduate Club of Bryn Mawr, for assistance in making our selection of the colleges at home and abroad which admit women to lectures and degrees.

Toronto, July 15th, 1909.

DEAR SIR OR MADAM,—

The United Alumni of the University of Toronto are anxious to obtain some information concerning the policy adopted in your University toward the women students who are in attendance. We are particularly anxious to gain some knowledge of the office of Dean or Warden of Women Students, and for this purpose we have drawn up a few questions, which, we trust, you will find it convenient to answer.

Thanking you in advance for your kindness in this matter,

I am, very sincerely yours,

ELIZABETH R. HENDRY,
Secretary of Committee.

(a) CO-EDUCATION :

- I. To what extent does Co-Education exist in your University ?
- II. Do men and women students receive common instruction in Laboratory work ?
- III. Do men and women students mingle in College Societies, both social and educational ?
- IV. To what extent do the men and women students associate in their recreations ?
- V. What is the proportion of the women students to the whole body of students ?
- VI. What courses are most commonly selected by the women students ?
- VII. What courses are most popular with the leisure class of men students ?

(b) DEAN OR WARDEN OF WOMEN STUDENTS :

- VIII. Is there a Dean of Women, or other representative woman in charge of the women students of the College ?
- IX. Who appoints her ?
- X. What are her duties ?
- XI. Does she hold any other official position ?

- XII. Has she any teaching duties ?
- XIII. What is her relation to the governing body of the University ?
- XIV. What is her relation to the Faculty ?
- XV. What is her relation (a) to the resident women students, (b) to the non-resident women students ?
- XVI. What is her salary, and how does it compare with the average salary paid in the University ?
- XVII. What academic standing does a candidate for this office of Dean require ?
- XVIII. What appointments on the staff of your University are held by women ? Are these women paid on the same basis as the men ?
- XIX. Have the women students any representative on the governing body of the University ? If any, how many ?

Replies have been received from the following :

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|---------------------------------------|-------------|---------------------------------------|
| UNITED STATES. | 37. Vassar. | BRITISH. |
| 1. Ann Arbor, Michigan | | 38. London University College. |
| 2. Butler, Indianapolis. | | 39. Leeds. |
| 3. University of Tennessee. | | 40. Reading. |
| 4. University of Nevada. | | 41. Nottingham. |
| 5. Cornell | | 42. Glasgow. |
| 6. University of Missouri. | | 43. Trinity College, Dublin. |
| 7. University of Minnesota. | | 44. Belfast, Queen's College. |
| 8. State University of Iowa. | | 45. Cardiff (Wales) |
| 9. University of Nebraska. | | 46. Bangor (Wales) |
| 10. Vanderbilt, Nashville. | | 47. Lady Margaret Hall, Oxford. |
| 11. University of Ohio, Athens, O. | | 48. Girton (Cambridge) |
| 12. University of Syracuse. | | 49. Newnham (Cambridge) |
| 13. Alleghany Coll., Meadville, Penn. | | FOREIGN. |
| 14. Iowa State College, Ames. | | 50. Brussels. |
| 15. Western Reserve (Co-ordinate) | | 51. Berlin. |
| 16. Ohio Wesleyan. | | 52. Utrecht. |
| 17. Kansas. | | 53. Giessen. |
| 18. Southern California. | | 54. Munich. |
| 19. University of Cincinnati. | | 55. Geneva. |
| 20. University of Colorado. | | 56. Bâle. |
| 21. Northwestern University. | | 57. Zürich. |
| 22. Tufts. | | 58. Christiania |
| 23. University of Pennsylvania. | | CANADIAN. |
| 24. Oberlin. | | 59. McGill |
| 25. Denver. | | 60. Queen's. |
| 26. Maine, Orono. | | REPLIES RECEIVED LATE, |
| 27. University of Chicago. | | UNCLASSIFIED. |
| 28. (a) University unknown | | 61. University of Wisconsin, Madison, |
| 29. (b) University unknown. | | U.S. |
| 30. University of Vermont. | | 62. Royal Holloway College, England |
| 31. Radcliffe. | | (University of London). |
| 32. Mount Holyoke. | | 63. Bedford College for Women, Eng- |
| 33. Wellesley | | land (University of London). |
| 34. Smith. | | 64. Aberdeen University, Scotland. |
| 35. Bryn Mawr. | | |
| 36. Woman's College, Baltimore. | | |

From the sixty-four replies received, our endeavor has been to tabulate as briefly as possible the statistics and information contained therein.

(a) Co-EDUCATION

Of the thirty-one replies received from the co-educational colleges of the United States, twenty-eight report that women are admitted into every course ; Minnesota makes exception in Engineering ; Cincinnati in Law and Engineering ; and Pennsylvania has co-education in certain courses only—Biology, Music, Teachers' Courses, and in the Graduate School and Law. In twenty-seven cases, common instruction is given in the laboratories, Ann Arbor making exception in Anatomy, Kansas in first-year Hygiene, Oberlin in Gymnastics, and Pennsylvania in courses from which the women are excluded. In eighteen cases, the students mingle freely in the social and educational societies ; in seven, in certain societies only ; and in five, there is no association whatever.

As to recreation, there is a greater difference. In thirteen colleges, the students have unlimited opportunities for association ; in eight, only to a reasonable extent ; and in seven, but few, or none at all. At Oberlin and Kansas special social hours are set apart. At the former, the hour following dinner, except on Saturdays and Sundays ; at the latter, from 4 to 5.30 daily is devoted to social intercourse.

The percentage of women attending college varies greatly, from 5 to 52 %. Pennsylvania, Maine, and Vanderbilt show the lowest percentage, whilst Oberlin, Nebraska, Butler, Denver, Northwestern, stand at the other extreme of 50% and over.

As to the courses of study most commonly selected by the women, it would seem that Languages and Literature stand first, twenty-one colleges having mentioned these as most popular ; next comes History (8 cases) ; Classics and Science, third (3 cases each) ; Domestic Science, fourth (2 cases) ; and Sociology, fifth : but it is evident that the courses are as varied as the curriculum will allow.

Our next question, concerning the leisure class of men, was apparently not thoroughly understood by some ; others rejoiced greatly that such a class of men was unknown. One ventured the opinion that where men were looking for easy courses they were influenced by the reputation of the professors rather than by the studies. Six colleges, however, mention Economics, and three Political Science, as the courses most popular with men

Reports have been received from ten of the co-educational colleges in Great Britain. Eight of these claim complete co-education—the University of London, Leeds, Reading, Nottingham, Trinity (Dublin), Belfast, Bangor (Wales), Aberdeen. Glasgow admits men and women on equal standing in Arts, Science, Medicine, whilst Cardiff (Wales) approves courses, and carries on examinations, but does no teaching. In seven cases, the laboratories are used in common. Glasgow has some work done separately, and Belfast does not report. In six cases, the students associate in the social and educational societies. Trinity allows no intercourse; Belfast, in the educational societies only; and Bangor requires the presence of the Lady Superintendent at all meetings after 6.30, unless a member of Senate is presiding. Six of the colleges permit mixed tennis, one mixed hockey. Bangor limits mixed tennis to once a week (Lady Superintendent present). Trinity provides separate recreation grounds, and London claims that separate organizations for men and women are absolutely essential. The proportion of women students varies from 10% to 50%, the average being about 27%. London has 34%, Leeds 20%, Reading 50%, Nottingham 25%, Glasgow 25%, Trinity 10%, Belfast 19%, Bangor 33%, and Aberdeen 36%.

The courses most usually adopted by the women are Arts, Sciences, and Modern Literature, whilst the men of the leisure class are evidently non-existent in the universities reporting. Trinity states that men usually enter the professional schools, or read for honors, with a view to the Civil Service, home or foreign. Ancient and Modern Literature are, however, two of the most popular subjects. Reading places Letters, Science, Education, Agriculture, Horticulture, in the order named.

Nine of the European colleges replied to our circular. Brussels, Berlin, Geneva, Giessen, Munich, Bâle, Zurich, Christiania, Utrecht, state that women are admitted to all departments. In each case the laboratory work is done in common. It is evident, however, that co-education is in a very different stage of development from that exemplified in English-speaking countries, for it is only within very recent years that the colleges have admitted women at all, and the number in attendance is still comparatively small. Brussels reports 6½%, Berlin 6 to 8%, Utrecht 14%, Munich 2½%, Bâle 2%, Christiania 5%.

Social advantages seem to be confined largely to the men, for, in four cases, no societies admit women in association with

the other students, in two there are no societies in which to mingle, and in three any intercourse is of the smallest extent, whilst any association in recreation is a thing unknown.

The subjects most commonly selected by the women differ from our American ideals, in that not the literary but the purely professional studies rank first in the order named : Medicine (many of the students studying Medicine in Switzerland are Russians), the Natural Sciences, Philology, Philosophy, Jurisprudence, Literature. Christiania alone ventures an opinion as to the popular courses with men, which are Law and National Economy.

With respect to the two Canadian colleges heard from, McGill and Queen's, McGill reports co-education in the third and fourth years, and Queen's in Arts only. At McGill, laboratories are common only where the classes are small, and Queen's reports very few women doing laboratory work. There are no college societies in common at McGill, the skating rink being the only place where the students are allowed to mingle freely ; whilst at Queen's, the intercourse between students is almost unlimited, both in the college societies and in their recreations.

Eight per cent. of the students at McGill are women, 20% at Queen's. In each case the courses leading to the B.A. degree are the most popular, and of these the Modern Language course stands first.

Briefly summing up the above statements, it will be observed that where co-education has been established, equal facilities for work have been granted men and women alike ; that the social intercourse, though important, plays a secondary part ; whilst there is a good deal of difference of opinion as to the value of association in recreation.

As to the subjects selected by men and women, it is evident that "the choice is not determined by sex, but by the practical consideration of careers that may be followed after graduation"; and that, so far as special courses for women are concerned, the situation is aptly summed up by Dr. David Jordan, President of Leland Stanford University, when he says : "Those who have to do with the higher training of women know that the severest demands can be met by them as well as by men. There is no demand for easy or goody-goody courses of study for women, except as this demand has been encouraged by men."

It may be of interest to note here that 70% of the colleges of the United States admit women, that the Universities of

Great Britain, established within recent years make provision for women, and that many of the anciently established colleges of the Old-World have in recent years opened their doors to women, so that co-education evidently means progression; not retrogression.

(b) DEAN OF WOMEN.

Of the thirty-one replies received from co-educational colleges in the United States, twenty report a Dean or Adviser of the women students. Four colleges have no dean; one college has the supervisory work done by the women on the faculty; another is at present considering the appointment of a dean; and one has a house mistress for each hall of residence. The appointment of the dean is made in various ways. Just here there may be a little confusion as to terms, but I have considered "regents" and "trustees" as being synonymous. In seven cases the regents appoint the dean on the recommendation of the President; in twelve the regents alone make the appointment; in one, the President; and in one, the trustees on the recommendation of the Council, composed of the professors. (Twenty-one answers received to this question.)

The duties of the dean are very varied. Speaking generally, she is adviser, administrator, and disciplinarian. The most comprehensive and helpful answers were received, I think, from Oberlin and Bangor (Wales), both of which I quote.

Oberlin says: "The duties of the Dean of college women are difficult to define; she has general oversight of the conduct and welfare of the women. This includes provision for suitable housing, general supervision of the college halls and of all private boarding-houses where women are allowed to live, and where in Oberlin, the same regulations are in force as in the halls. The explanation of the special legislation for women and the enforcement of it also devolves upon her; she is chairman of a committee of women of the faculty to whom is entrusted the formulating and altering of such legislation. She is responsible for all the social life of the students and all their gatherings must be arranged for with her. She has oversight of all organizations of which women are members, and assists their efficiency in such ways as she can by her counsels. All absences from classes are reported to her by the instructors and excuses are made to her. To the individual student she is as helpful a friend as her other duties and the temperament and needs of the student allow;

this is the most rewarding and perhaps the most important part of her work and that which it is most impossible to define. Mention should also be made of her correspondence with prospective students and the recommendations which she must write for any who may wish to teach after leaving college "

Miss H. M. M. Lane, for the past six years Warden and Superintendent at University College, Bangor, says : "When I undertook the work there was no teaching or definite connection with academic work, though it was required that the holder of the post should have high academic qualifications. For the future part of the duties will be to teach, and while all women students consult the dean of their faculty as to academic work, the holder of the office will direct their work. Thus for the future she will have an academic position. I am convinced that this is desirable. My work has been far more useful since I knew the men students as a teacher. It is undesirable that the only relation of students to any official should be those of rebuke or checking alone." Further on, she says, "My observations lead me to think that there should always be some woman in charge of the women students, unless they are all of the leisure class, as they need much help that no man can give. I think it well for her title not to be associated with any idea of discipline, and that if possible her *raison d'être* should be academic. At any rate, that her main functions should be connected with actual academic work. If it can be avoided, I think, chaperonage is better omitted except at dramatic rehearsals and social teas."

In ten cases, the dean has certain teaching duties, in the remaining ten she is practically just chaperon and supervisor. In a few cases she has the standing of a member of faculty, without teaching duties. In two cases only is she a member of the senate. In eleven cases, however, she is a member of the faculty, which forms the governing body of the respective universities. In two cases she is answerable to the president alone, and in two, she is a member of the committee of deans. In nineteen cases, all told, she is a member of faculty (some with teaching duties, some without). No distinction is drawn between her relationship to the resident and that to the non-resident students.

The salary of the dean varies. In nine cases, she is paid on the same basis as the average assistant professor ; in three cases her salary is mentioned as below the average, and in one, as above. There seems to be a little objection taken to this question

and replies are not given in a few instances. In dollars and cents, the salary ranges from \$900 to \$2,400. The average is a little over \$1,500.00. In a few cases, rooms and stationery are included.

There is no definite academic requirement for the dean. In seven of the colleges no degree is demanded; the rest, however, prefer a B.A., M.A., or Ph.D., combined with a strong personality, and special fitness for managing young people.

Of twenty-two colleges reporting concerning women on the staff, each (except one, Tufts) has some office or offices held by women—usually those of instructors, assistants, or teachers. In the following five colleges, full professorships are held by women: Oberlin, Colorado, Minnesota (3), Ohio Wesleyan, and Kansas. In eight, the salaries are on the same basis as those paid to men in similar positions, and in five below the average. The remaining colleges do not report.

The women in fifteen instances have no representation on the governing body of the University. At Cornell, the Alumni have a right to two representatives, and last year two women were appointed. The governing body of Iowa, and of Ohio Wesleyan is composed of the faculties and the board of education, of which the dean is a member. Alleghany has two representatives, and Colorado appoints the dean the students' representative, although she is not a member of the board of regents. Wisconsin has two women on the board of regents.

In the co-educational colleges of Great Britain and Ireland, six have women superintendents; at Nottingham, the chief normal mistress is responsible for girl students; Belfast and Aberdeen have none. In each case, the dean is appointed by the college council, and her duties are similar to those of the deans in the colleges of the United States. Even greater stress is laid, however, on the inspection of lodging-houses. At Glasgow, there are two deans, one in medicine, one in Arts. These are tutors, also, who give information re courses and examinations, and act as chaperons as well. In the universities of Reading, Leeds, and Bangor, the dean has some teaching duties; in three other cases, she has charge of the residence.

At the University of London, the dean reports to the governing body, through the Provost, unless she is desirous of a personal interview, which can be obtained on request, at any time. At Leeds, she is a member of Convocation; at Reading, a member of the staff; at Trinity, and Bangor, she carries out the govern-

ing body's wishes, but has direct access to it, when need arises. At Bangor, she attends the faculty meetings, when the progress of the students is under discussion.

There is no distinction made in her treatment of the resident and non-resident students, although it is quite evident that provision is made for residences on a very much larger scale than we know of here. Leeds is the only college reporting with no residence.

In Great Britain the salary of the dean ranges from £150 to £400. This latter sum is paid by Leeds, which says it is below the average. The other colleges reporting claim that their salary is average. As to academic standing, there is no rule existing, but London, Reading, Trinity, Bangor, require degrees. The deans at Trinity and Reading hold the M.A. degree from Dublin.

Women hold various appointments on the staff. London has eleven assistants, some of them in such subjects as Sanskrit, Egyptology, Geology, Pali and Buddhist Literature, besides an assistant computer for measurements in Applied Mathematics, a museum assistant in Geology, as well as assistants in History, Chemistry, and Botany. Leeds has demonstrators in Zoology and Botany, a curator in Entomology, a photographer, and a librarian. These are paid on a basis a little lower than men holding similar positions. Nottingham has three normal mistresses, and lecturers in Physiology, in Botany, in Secondary Education, paid on the same basis as men. Bangor has a lecturer in Chemistry, and Trinity, Dublin, has a lady registrar, a warden of Trinity Hall, a demonstrator in Anatomy for women, and an assistant lecturer in History to men and women. Aberdeen has two women assistants to professors. In two cases, women have representation on the governing body—at London and at Leeds. At the latter, women B.A.'s of three years' standing are eligible as members of Convocation. The remaining colleges have no representation.

There are no deans in the foreign universities. Utrecht has, however, four women on the staff, paid on the same basis as the men; and Christiania, two assistant lecturers on Zoology and one in Botany, paid also as the men.

Seven replies were received from the co-ordinate and women's colleges of the United States. Of these, four report deans—Radcliffe, Mount Holyoke, Wellesley, and Bryn

Mawr. At Smith, a registrar and ladies in charge assume the office of dean ; at Baltimore, there are several dormitories, each with a lady in charge. Vassar has a lady principal and a secretary, with full professorial rank. The appointment at Radcliffe is made by the associates of Radcliffe, at Mount Holyoke, Wellesley, Vassar, by the trustees on the recommendation of the President, at Bryn Mawr by the Board of Directors.

In none of these cases has the dean teaching duties, although at Wellesley she holds the rank of assistant professor of Mathematics and at Vassar she ranks as professor, and hence is a member of the governing body of the University. At Mount Holyoke she is secretary of scholarships, and a member of the appointment committee. At Radcliffe, she is *ex-officio* a member of Council, and an associate member of the academic committee, without vote.

At Radcliffe, she is the adjuster between the students and the professors ; at Mount Holyoke, she is on the faculty ; and at Bryn Mawr, she has no official relation to the governing body. No further answers are given. As to her duties, she is the disciplinarian and friend of all the women, over whom she has a general oversight, especially of the social side of their college life. Her salary ranges from \$600 at the Women's College, Baltimore, to \$4,000 at Radcliffe. Mount Holyoke pays \$1,700 and Vassar, full professor's salary. The present Dean of Radcliffe is not a college graduate. The other colleges require an A.B. degree, at least, with considerable executive ability and academic experience. At Radcliffe, there are no women instructors. In all the others, being women's colleges, there are a majority of women instructors paid on the same basis as men. As to representation—Radcliffe has none on the governing body of Harvard, but has three members on the board of associates for Radcliffe. At Mount Holyoke, the students' league, approved by the faculty, forms their governing body, and Smith, Bryn Mawr, and Baltimore are similarly governed. At Wellesley, there are three Alumnae on the board of trustees, and at Vassar, there are three elected by the graduates.

At McGill the Warden of the Royal Victoria College is appointed by the Governors to have a general oversight of all students, and to advise as to courses, etc. She is a member of the Faculty of Arts, but has no teaching duties. At Queen's, the librarian acts as the go-between when the Senate wishes to make any representation to the women's club of the college.

There are five other women's colleges reporting—Lady Margaret Hall, Oxford, Newnham and Girton, Cambridge, Royal Holloway College and Bedford College, University of London. The women in attendance at the first three named have no part in the universities of Oxford and Cambridge, although, through the courtesy of individual professors, they are admitted to all the advantages of library, lectures and laboratories. They are allowed to take the examinations of these universities, but are not admitted to degrees, although granted diplomas indicating equivalent standing. These colleges are all resident, and very good reasons must be assigned before non-resident students are admitted. For instance, at Newnham, all are resident, except ((a) women living with parents or guardians in Cambridge; (b) women over thirty years of age, or accustomed to support themselves and unable to afford the cost of residence in college; (c) otherwise in exceptional circumstances, students must reside in lodgings approved by the principal.

At Newnham, and, I suppose, also at Girton, "the teaching provided by the college is given partly by women, who have gone through a university course, partly by members of the university. In each department of study, there is a secretary, generally resident who acts as director of studies to the students in that department, advises them as to their work, and arranges its details."

Speaking of the mistress or dean in charge of the college, Miss Allen, bursar of Girton, says: "She represents the college to the outside world, she is responsible for the health of the students, for the maintenance of discipline, and the broad outline of tuition. There are, in addition, two vice-mistresses, directors of studies, who attend to the details of tuition, some assistant lecturers, a junior bursar, who administers the household, a librarian, and a bursar who is responsible for the finances of the college, under a finance sub-committee. She holds no other official position, and is appointed by the governing body."

Miss Allen, of Girton, gives the salary of the mistress as £450, with rooms and "commons," and states that it is customary for the mistress to have the equivalent in academic standing of the M.A. degree.

Lady Margaret Hall pays the mistress of the college £250, with residence, which is less than that paid to the heads of men's colleges.

At the Royal Holloway College, and at Bedford College—both colleges for women in connection with the University of London—the principal or head of the college is appointed in each case by the governing body of the college, and is responsible to this body for practically the entire administration of the college, educational and otherwise. She has also, in each case, some lecturing duties, is a member of the Faculty of Arts, and serves on educational and other committees. Her salary is, at Bedford College, £450, and at Royal Holloway College, £600 with a suite of rooms and board. In each case she must hold a good honors degree. In the Royal Holloway College, the majority, and in Bedford College, a large proportion, of those on the staff are women. Salaries seem to be in Bedford College on the same basis as those paid to men, and in Royal Holloway College not so high. Bedford College has one representative of past students on the council, and several members of the council are former students. No definite information is given regarding Royal Holloway College with respect to this matter. Bedford College allows men students from the other colleges of the university to attend certain inter-collegiate lectures at the college.

To sum up, very briefly, then, it would appear that in the majority of cases, where women are recognized as an integral part of the University, a dean or some such officer is essential to the best interests of the women students. It is advisable that this officer should combine with high academic attainment, a strong personality, good executive ability, and fitness to deal with young people. Moreover, we are of the opinion that her usefulness to the University would be greatly increased were some teaching duties assigned to her.

All of which is respectfully submitted.

ELIZABETH R. HENDRY,
Secretary of Committee.

