

June 1903

To the Reunion Society, on the Fiftieth anniversary of the founding of Mt. Carroll Seminary and The Frances Shimer Academy of the University of Chicago.

**Memories.** It is seldom that an anniversary which, strictly speaking, is local in character, reaches beyond the boundaries of its neighborhood, but the memories which throng this anniversary have wireless communications with nearly every state in the union, as well as in foreign lands. For none of us, are these memories wholly joyous, wholly sad, as the mind revisits familiar haunts, revivifies the forms that peopled the long ago, recalls names that sound like echoes from half forgotten dreams, and hears the roll-call of those who still live and labor, while "memory-bells" chime for those who have passed beyond the veil which does not lift for our deep-searching eyes. To most of us the world is not just the same as it used to be, but as we think of the past, the old love for our foster mother rekindles, and for many of us, the evening sky of life is brighter and warmer by the reflection from the "light of other days".

**Progress.** This commemoration of the 50th birthday of Alma Mater, is also an occasion which brings out by the sharp contrast of comparison, the marvellous progress of the world. Standing near the dividing line of two centuries, we are permitted to look back on the miraculous record of the one, and peer forward into the illimitable silence of the other, for "eye hath not seen, ear hath not heard, neither hath it entered into the heart of man to conceive" what shall be.

Fifty years ago, the wildest flights of fancy could not have conjectured the inventions contributing to health, ease and enjoyment, which usage has made the necessity of today, and it requires the necromancy

of the Arabian Nights to believe that the giant present was ever confined in the diminutive casket of fifty years ago. Never since history has chronicled events, has progress been so rapid as in the last half century. Applied science has obliterated distance, time and darkness. ~~Now~~ New conditions have developed a new race, wondrous in inventive power. Air and sunshine, steam and gravity, agencies as old as creation, by new applications and re-adjustments, have become new forces.

In  
1853.

To fully understand and appreciate the life-history of our Alma Mater, we should strip away all improvements, accumulations and increments of the passing years, see the undeveloped condition of the West as it was fifty years ago, for Illinois was then on the boundaries of civilization. Few roads, fewer railroads and no wires connected the prairies, rich in acres, poor in luxuries and comforts, - with the East. In 1853, this campus was a desolate, wild, unbroken tract; only scattering hazel bushes to prefigure these stately trees; only the song of wild birds to foreshadow the music of instruments and voices; only now and then a solitary bee as harbinger of this busy hive. Material poverty and undeveloped resources were not the only obstacles and discouragements which frowned upon the humble birth of Alma Mater. The metes and bounds which custom had decreed marked the limit of woman's sphere, debarred woman from all participation in public affairs and business, and even questioned her right to be educated. Discussions were neither free, friendly nor final, concerning woman as a learner, and when mental capability was conceded, physical qualifications were denied. Principles are of slow growth. They germinate slowly and the growth from within must be considerable, before aid comes by the accumulation of forces from

without. The founding of this school for women and by women, is not least among the influences which have established the present status of the American woman, - one of the brightest gems in Columbia's diadem.

*Biograp-  
hy.* As the history of Mt. Carroll Seminary and the biography of Mrs. Shimer, are one and inseparable, not a little of the school history was incorporated in the biographical sketch prepared for the Memorial volume. An effort will be made not to duplicate by repeating facts already given, hence this outline will not be a complete history of the Seminary without the biographical sketch.

*Tree.* As she who helped to make this school, its corporeal and incorporeal hereditaments, - loved trees, let us use the analogy of a tree to describe its growth and development. The four successive stages of plant life, germination, morphology, florescence and fruitage, typify the first four decades, and the last decade is that of grafting, pruning, and cultivating and enriching.

*1st  
decade.* The first ten years from 1853 to 1863, cover the period of germination, the plantlet springing from the seed, and the assurance of a permanent growth. The hand of Providence may easily be traced in the events which led the founders of Mt. Carroll Seminary to the village of Mt. Carroll. A plan for higher education frustrated, was the primary and enlivening cause; a desire to obviate such conditions for the succeeding generation, the motive; an inherited tendency to disease which demanded a change of climate, the occasion; and a favorable reply to a note of inquiry, the opportunity; successive steps leading to an event which has meant more to this village than all other local enterprises combined. To strangers, the first object in point of location and beauty

is the Seminary. Those who have gone out from this seat of learning have carried the fame of the town abroad, until the name rolls back from prairies and floats up from the south; voices from New England and the Rockies repeat the word, and whispers from Golden Gate and far off India are heard.

Miss Frances A. Wood and Miss C. M. Gregory, one in friendship, purpose and courage, after a ten day's journey by rail and boat, by way of Buffalo, Toledo, Chicago, Milwaukee and Janesville, and thence by stage, reached Mt. Carroll, Sunday, May 8, 1853. Three attempts and failures to establish a school, antedated their arrival. Two were private enterprises. The people at last had taken steps to organize an incorporated school, but as is not unusual in a new country, debts and discouragements accumulated, and all that remained of a bright dream, was a charter granted by the state legislature to a Board of Trustees, June 18, 1852.

*Seed.* Eleven little girls, in a dingy little room, on a very rainy day, represented the small seed from which has grown this venerable tree/ whose branches have expanded in the sunshine of fifty summers, whose flowers and fruitage have gladdened many homes, whose strength has defied the storms of fifty winters. A few extracts from the diary of Miss Wood will graphically describe the first quarter.

May 11. Very rainy, rather a bad commencement, we however had 11 young ladies.

12. ~~2~~. Four new scholars. Some have an idea of studying Latin, French and Music.

14. Saturday. Esq. Goss called for us to walk to see the town and look out for location for Seminary building, as they are agitating the subject of permanent quarters, and have sold 300 shares of stock of \$5 each. Mt. Carroll has 760 inhabitants, two hotels, court house and county offices, two churches, several stores and "one Female Seminary".

16. Eight new scholars. Rev. Allison employed to teach Latin.

1853

- 17. We were asked our opinion about letting girls attend parties.
- 23. Moved school to new rooms, much more convenient. Twelve primary pupils under Miss Gregory, and fourteen seniors.
- 25. Bought eight and one half yards of nankeen for curtains which we made and put up after school.
- 27. Blackboards put up.
- 30. One new pupil. Class in monochromatic commenced with three members.
- 31. A pupil from Kenosha Wis. who will study French, Botany and Algebra.
- June 3. Compositions from all in the senior department.
- 7. Proposition made to open a boarding house for pupils.
- 13. ~~13~~ Petition to close school for a picnic signed by seven pupils and six citizens. Decide not to suspend school.
- 15. Picnic, only two pupils absent which shows interest in school.
- 18. Correspondence to secure music teacher from New York.
- July 1. Trial of pupil accused of writing in the book of another pupil. Acquitted by a jury of the whole school.
- 12. Very commendatory resolutions passed by the Trustees and published in the local paper. Arrangements are to be made for boarding pupils next quarter. Rev. Gray proposes to enlarge his house by raising the roof.
- 13. Circulars issued for next quarter. A committee was out to select location for the Seminary.
- 22. Requested to draw plans for building and go with Messrs. Wilson and Halderman to visit sites as the Trustees wish the Principals to remain in charge, therefore desire the location should please them. We express preference for south site.
- 23. 28. First quarter closed with forty pupils.
- 27. Trustees accept our plans, architect engaged and ground surveyed.
- 28. Took twenty shares of stock.

*Permanent.* October 12, 1854, the plantlet was transplanted in its permanent site, but the Trustees were unable to collect subscriptions to the building fund, and interest was due on borrowed capital. The stockholders, confronting an empty treasury, made a proposal to the Principals to take the burden from their shoulders, offering the building and furnishings for the contract price of the building, and the free use of the land for five years with permission to improve the property, if they would agree to continue the school for ten years. At the expiration of five years the Trustees would pay for the improvements or sell the land at a reasonable price. The proposition was accepted, and March 30, 1855 the new proprietors gave a personal note for \$4,500 with interest at ten per

cent. This note was ultimately paid by Miss Wood who borrowed the money from Mr. Isaac Nash, her brother-in-law.

It must not be supposed that this early history is merely an interesting tale of adventure, or a story of ease and comfort. Quite the contrary. The reality was a succession of days of hardships, of struggles, of disappointments, and from the outset, daily prophecies of failure. Through all these trying times, the Principals entertained no thought of abandoning <sup>the</sup> ~~an~~ undertaking, although it meant a sacrifice on the part of every one connected with the work; and it meant work too, not only the exertion necessary for the discharge of duties, but the more wearisome and laborious toil of facing opposition and overcoming obstacles, some inevitable, some unnecessary, which impeded progress.

*denominational school.* There were in this, as in every community, persons who, actuated either by jealousy, prejudice or pessimism, were alert to spy out and magnify differences of opinion, and to criticise and censure. In January 1857, during a revival conducted by the Baptist church, Misses Wood and Gregory and a few pupils, united with that church. Some of the non-Baptist citizens were alarmed lest that denomination should obtain control of the school, and preferred charges against the Principals, alleging that they had violated the charter which provided for a non-sectarian school; that teachers were neglecting their duties and pupils were absent from classes on account of attendance at meetings; that religious matters were carried too far in connection with school observances, and that the Principals were responsible for the failure of the Trustees to retain control. It was a bitter and <sup>necessary</sup> ~~unfortunate~~ struggle, ending in the exoneration of the Principals from all allegations, the Trustees making

answer that the sole cause of their failure was debt, the scarcity of money, and the inability to collect pledges. The result of this sectarian agitation was exactly what the opponents did not desire. The Principals were strengthened in their allegiance to the church, and the school though not exclusively sectarian, has always been considered a Baptist school. On account of this valiant and victorious struggle for principle, the church and denomination should feel that the school has a peculiar claim upon their confidence and support, as they have derived the full benefit of having a denominational school, without at any time during the administration of the founders, contributing, as a denomination, a dollar to its support.

*Societies,* The ~~next~~ most venerable, because still living, of all the organizations connected with the Seminary, is the Reunion Society which was organized April 15, 1859. The Philomathean and Neosophic Societies flourished for a time and were very helpful. Some of the boys, since members of Legislatures and of Congress, learned their first lessons in parliamentary law in these Societies. November 1859, appeared "The Seminary Bell", a monthly, eight-page newspaper. This publication was continued until the close of the school year in 1861, when both readers and contributors were distracted by national excitement, and owing to the increased expense of printing, it was deemed prudent to suspend publication. During the same year a reading room and library were opened. To obtain money for the purchase of books and periodicals, residents of the village, by payment of a small amount annually, were permitted to use the library.

*characteristics of 1st period.* The characteristic features of this first decade in the life of

the Seminary, are popularity, rapid growth, and a policy of self-reliance. With its high standard for scholarship, the rare advantage of a Normal or Teachers' ~~Department~~ Department, the moderate charges for board and tuition, the financial aid given in the Manual Labor Department, by discounts to children of clergymen and missionaries, free tuition to one from each county in the state, and one from each township in Carroll county, the popularity and growth augmented, each, the other. The first "Triennial Register and Circular" for the years ending July 19, 1856, gives an enrollment of 336 ladies and 172 gentlemen, a total of 408, with representatives from ten states. The addition to the building in 1857, which doubled the accommodations for boarders, failed to relieve the crowded condition. The largest yearly enrollment, 165, was in 1861, and the average attendance for the decade was 98. The faculty numbered eight, and the expense for board and tuition was \$100 per year. Owing to the demand for teachers throughout the whole west, the preference given to Seminary-trained teachers, and the fact that a very large proportion of the pupils were fitting themselves for that profession, few remained to receive diplomas. Even those who lacked but a few months or weeks of completing the prescribed course of study, were unable to resist the allurements of good positions, and the persuasions of flattering salaries; consequently there was but one graduating class during this decade, which numbered four, and received diplomas April 16, 1862.

*2nd*  
*decade.* When the young tree is firmly established, it enters on the second stage of its ~~growth~~ existence. Leaves appear and buds develop into branches. By continued repetition of these changes the plantlet becomes a tree with a network of branches and thousands of leaves.

The second decade from 1863 to 1873 was characterized by transformations in development as well defined as the metamorphosis in the growing tree. By the purchase of two tracts of land, the campus expanded ~~from~~ <sup>external</sup> from the size of five acres to its present dimensions. These naked acres in turn, were metamorphosed, for in 1869, they were clothed with the foliage of 30,000 osage hedge plants which enclosed the grounds, 2,000 evergreens of 15 varieties, 600 ~~deciduous~~ trees of 60 varieties, 1000 apple, 400 pear, 300 cherry, 25 crab, 1500 grape vines, beside uncomputed numbers of small fruits and shrubbery which enriched and decorated the campus. Other property in farm, wood and pasture lands had accumulated and was promptly transformed into sources of supply for the school.

<sup>internal</sup> February 27, 1867, a new charter was granted by the state legislature vesting all powers, privileges and rights of ownership in Mrs. Shimer and Miss Gregory, giving them authority to conduct and regulate the school, to give diplomas and confer academical and honorary degrees. That which had been simply a school giving instructions in various branches, was sub-divided into distinct departments which took shape under the direction of heads of departments prepared for special work. Physical culture, Music and Art departments were created with instructors from the best New England <sup>Schools and</sup> conservatories, and with courses of study comparing favorably with Eastern schools. In 1870 Miss Gregory retired, but she left on the school the indelible impress of her thorough methods of instruction and drill. Two years later Miss Joy introduced the broadening, liberal ideas of modern education. The Music department, organized by Miss Mason, and <sup>later</sup> skillfully managed by Mrs. Dearborn-Hazzen <sup>and remunerative</sup> became an important feature of the school.

*Decad.* The Oread Society was organized in 1868. The next January, began the publication of "The Oread"-the heir-apparent of "The Seminary Bell",- which continued to be the exponent of the Seminary as long as Mrs. Shimer retained her proprietorship. With the superabundance of vigor, was manifested a spirit of benevolence which usually accompanies prosperity, and the Missionary Society of the Seminary for several years supported and educated an Assamese boy who took the surname of "Carroll". After the Chicago fire Mrs. Shimer tendered all the advantages of the school to twenty young ladies from families who were sufferers by the fire, for one half the usual rates and credit on notes for five years. There were seven graduating classes in this decade with 32 members. The largest yearly attendance was 175, in 1868 and 1872, and the average attendance for the decade was 168, The faculty was increased to 14 beside assistant pupils. The Music department enrolled 137, with 9 pianos, in constant use for practice, also 2 organs, one having double-bank, 12 stops, pedal-bass attachment, giving every requisite for acquiring touch and use of church organ. *h*

*Ladies' School.* The exclusion of young men produced no diminution in the average attendance, for the increased facilities for access by means of a new railroad and the attractions of the music and art departments, filled all the rooms with ladies. The crowded condition continued, notwithstanding a new addition was opened the year after the school became exclusively a "ladies' school", and the terms increased to \$160 per year. In 1872 the prices were ~~again~~ raised to \$205 plus 15 per cent for less than a year. For twenty ensuing years this price remained unchanged, although the expense of music fluctuated. *v*

The leading features of the second decade were the transformation of environments, the establishment and systematic development of departments, the attainment of greatest size and vigor, and the readjustment of internal and domestic arrangements to suit the changed condition of the times.

2<sup>nd</sup>.  
decade. In the third stage of vegetation, a change occurs in the development of some of the buds. The growing point ceases to extend itself, but undergoes a new change, and a flower is the result, moulded into more delicate forms and tinged with hues of varying brilliancy.

The third decade from 1873 to 1883, exhibits all the characteristics of florescence, surpassing preceding decades in the attainments of aesthetic sentiments and culture. There was the enriching influence of experience in every department, the commodious and healthful home in a new building with modern improvements, tender and careful supervision by competent instructors, combined with associations<sup>ions</sup> which most effectually conduced to intellectual and moral improvement. New departments of Telegraphy, Stenography and Typewriting were established, and plans were under consideration for dressmaking, millinery, cooking and printing, with a view of printing "The Oread". Extensive greenhouses were erected for propagating and growing plants to ornament the grounds.

During this decade there were 10 graduating classes with 87 members. The largest enrollment was 169, in 1878, and the average attendance was 142.

4<sup>th</sup>.  
decade. When the work and bloom of the flower are accomplished, comes the fourth stage of plant life, the fruitage, for which the growth and flowering prepared the way. During the fourth decade, from 1883 to 1893 began

the manifestations of the true test of the work and influence of the school in the records of the service and pursuits of the pupils as teachers, home-makers, authors, physicians, lawyers, statesmen, and many other occupations and professions, honorable in themselves, but which do not rival the beauty and nobility of character, the large life of usefulness, the virtues which are not heralded to the noisy world, but like the silent forces of the spring, they clothe the world with beauty, and are the seal and guarantee for its wealth.

At this time the Seminary family were most bountifully supplied with fruit from the plantings of earlier ~~days~~ years. Grapes by the ton and apples by the hundreds of bushels were consumed annually.

*Plans for future.* In 1883 Mrs. Shimer's health began to fail. After three enforced migrations to the south, and convinced that she would never be able to endure the rigors of northern winters, that she must, - soon perhaps, - relinquish her work, plans were quietly discussed concerning the future of the school. As it had been "woman's work for women", - for with the exception

of the first six months with a board of Trustees, no man's hand had drafted plans, financed enterprises or projected improvements, - there was a decided preference that it be continued as such, that provisions be made whereby the life of the school should not be limited by that of an individual, and the work broadened by making it a "college" for women.

In 1887, Mrs. Shimer made a proposition to the Baptist women of the North-west, to give them the school property if they would incorporate and raise an endowment of \$100,000 which should be invested and only the income used. This proposal was made for the purpose of securing to the school its perpetuity, which was impossible if in the name of an

individual. It was an innovation, a movement never before attempted in this country,-a college for women owned and controlled by women, The scheme was feasible and might have been prosecuted with success, but no Jeanne d'Arc saw visions or heard voices calling her to act as leader, and with the passing of resolutions and the appointment of some committees, the matter was dropped.

The unrest and uncertainty engendered by the talk of a possible charge in the management of the school, also the growth of State Normal schools and the prominence given to High School graduates, diminished and drew from the patronage of the Seminary, without, however, <sup>materially</sup> affecting the department of music. The largest enrollment was 118, in 1886, and the average attendance for the decade was 110. There were 10 graduating classes with 98 graduates. K.

*5th decade.* The characteristic work of the last decade from 1893 to the present, is that of grafting, pruning, cultivating and enriching.

*Transfer.* In 1895 arrangements were made whereby the Seminary should become the property of a Board of trustees, made up of officers of the Board of the University of Chicago, members of the Baptist church, citizens of Mt. Carroll and alumnae. This plan fulfilled the wish of Mrs. Shimer to provide for the perpetuity of the school. The old name was severed and a new one grafted, that the old stalk and the new growth should grow into one, and derive larger support than could be otherwise ~~be~~ obtained. L

*Exterior.* On account of the state of Mrs. Shimer's health for ten years prior to the transfer, and her protracted absences, the buildings and grounds in many ways indicated the absence of her watchful eye, renovating touch and fostering care, just as the condition of a vineyard denotes the

presence or absence of the gardener. Much has been accomplished materially and theoretically in cutting out that which was old, superfluous and useless, and supplying with scions of new and improved varieties and methods. South Hall, the sere and decaying growths of 1857 and 1867, on has been entirely removed and supplanted by the new South Hall, complete in detail, including a well equipped gymnasium. A new heating plant, hard-wood floors, enlarged studio, library and laboratory, are some of the other changes and additions, and in many instances old customs and old conditions have been lopped off because not adapted to new times.

*Interior*

The course of study has been trimmed according to modern requirements. Some branches have been shortened, and others lengthened. Among the entirely new graftings are the Domestic Science department with courses for sewing and cooking, and the very valuable courses of lectures and recitals. These improvements in the buildings and the work of the school, are helpful and most advantageous. Meanwhile a parasitic ~~tree~~ n plant has fastened itself on the old tree, coiling around the branches to which it adheres and robbing them of their sap. In the lopping off of useless twigs and the clearing out of dead wood, this parasite has been suffered to remain and it continues to feed on the juices which should nurture growth or produce fruit.

*Largest enrollment - -  
Average attendance - -  
10 grad. classes with 100 members.*

*Summary.*

The summary of these glimpses into the life of the Seminary and Academy, is, that as an institution it has been successful in numbers and class of students, in finances, in influence and work, having made a record which more pretentious undertakings might well be glad to show if they could, and which ought to command highest tribute from women, and a lasting gratitude from all who feel an interest in great and successful

ful enterprises. The records show that the yearly enrollment from the close of 1853 to 1896, with the exception of 1858, was never below 100, ~~an~~ an average <sup>for</sup> ~~for~~ 43 years of 120, and more than half the time accommodations were inadequate to the demand. Patronage came from 31 states, while students have found residence in nearly all the other states.

*students* The class of students for the most part, have been ambitious, earnestly desirous of self-improvement; ~~and~~ usually, those who were not endowed by nature with high ideals, if they remained within the atmosphere where others were daring to excel, they too, caught the spirit and motto of the school, that "To improve and to progress are duties". The few for whom habit could not change the stamp of nature, soon dropped out for they had nothing to give, and not the capacity to receive.

*discipline* There have been comparatively few cases for discipline. Of course there has been the usual effervescence of ~~young~~ spirits which is inseparable from youth, such as the feminine desire and craving for sensation and excitement, and -when boys were admitted- the masculine affinity for gates and bell-clappers. In all instances the government has been firm though lenient, and if after admonition, offenders or transgressors failed to manifest due regard for the general welfare, they were dismissed.

*finances* The financial <sup>record</sup> ~~condition~~ <sub>history</sub> is without precedence in the history of schools of equal size, or those claiming the importance and rank of an institution. A well known citizen of Chicago said in 1881, "Yours is the only institution in our knowledge that moves steadily forward without whining or begging". Never outside of legitimate advertising, were persons asked for patronage. Never were agents employed to solicit pupils or funds. Never a gift, donation or endowment, beside the first five acres, for which the donor did not receive a full equivalent. Money bor-

rowed in 1855 and all other loans were repaid with interest. The roots of the ash tree which grows in the rich mold of the valley, are neither deep nor far reaching, consequently the tree cannot defy the fury of the winds, and it languishes in the summer's drought. Not so the tree which destiny places in less congenial situations. It spreads by slow degrees and may not flaunt giant branches to the sky, but its strong tap-root is an anchor when mountain storms rage, and a reservoir of never failing moisture when the sun beats hot on the arid soil. Too many ~~xxxx~~ schools flourish or droop with the changes in environment, and the precarious supplies which heaven sends. The independence in financial matters is the tap-root which has been the security of the Seminary through all the vicissitudes of financial crises and varying fortune. As the roots of a tree work underground, no telling before hand from what part of the main root they will spring, or what direction they will take, but ~~un~~ unseen and surely, by multiplied ramifications, find their way to reservoirs and nutriment, and in dark and silent laboratories work out the alchemy of foliage, blossom and fruit, so the public have known little <sup>of</sup> and seen less of the financial workings and supplies, the struggles, ~~xxxx~~ searchings and plannings, the patience and endurance, which have made this school not only self-supporting, but also a remunerative undertaking, so that when the strong hand was palsied, and the busy brain stilled, there remained for the use of the school, what neither friends, critics, nor beneficiaries had ever proffered, - an endowment. The marvel is not <sup>of</sup> whether the amount be large or small, but in view of the beginning without means, the expensiveness of pioneer environments, the strife and avarice of competition, the perpetual drain for maintenance, the unforeseen

the heart whose pulsations during 43 years regulated the life currents of this institution, after that heart had become weary and enfeebled by the strain and tension of service, for

"Hers was the stress of the accomplishment,  
The heritage is ours."

There are other benefits both direct and reactionary to the town and county, which they have enjoyed without taxation or assessment, also to the church and denomination who have never by word or act ~~negated~~ negated the honor and emoluments of an affiliation.

*Past and Future.* The past has gone, the future has not come, but to the present belongs the necessity of thinking, planning and forecasting. Experiences may be a guide, but not always a pattern, for progress does not consist in merely doing as well as others have done, it seeks to surpass.

Reunions are largely retrospective, but they should also be prospective. Were reunions and anniversaries made occasions for planning new conquests, as well as recalling and recounting past triumphs, increased benefits and new victories would accrue from each display of trophies.

*Education* The education of children and more particularly of daughters, is a matter of great concern to many parents on account of the momentum of city life, the fascinations and attractions of society, and the diffusiveness of public school work. When our public school system was inaugurated, it was supposed to be ideal and perfect, and for more than a century it has been revered as one of the essentials of our national liberty; but those who have studied the conditions and results of modern education know that the public school system has become a vast complicated machine, into which the child is thrust at the kindergarten age.

He is rushed from one compartment, to another, brought into contact with every part of the mechanism, receiving impressions of facts, isms and ologies, and at the expiration of 13 or 14 years, is turned out at the other end, a high school graduate, supposed to be qualified for the advanced work of the university, or prepared for the practical duties of business life. Confidence in our great American system seems to be disturbed. Each year the current of unrest is stronger, as yet taking no definite form of action or purpose, but constantly coming to the surface. While criticisms are to a ~~great~~ limited extent, healthful tokens of interest and watchfulness, they are surface ripples and soon disappear, but a general agitation, substantially the same in all the states, implies a deep-seated cause. There is more truth than pessimism in the assertion that the samples of the third generation of state-instructed-citizens show signs of deterioration in morality, integrity, self-reliance and usefulness. The test of utility, which is the spirit of the times, is being applied to the public school system, and there are hints and queries as to whether it is or is not, a paying investment for the state, whether the quality of the output in citizenship—no one disputes the quantity—is commensurate with the enormous increase of invested capital and machinery. Comparing the school census for 1850 and 1890 the school income has increased 3000 %, the number of teachers, 2800 %, the pupils, 300 %, while the population has increased only 170 %. There are similar lines of research which it would be interesting to follow, such as a comparison of these percentages with the increase of crime as evidenced by the population of penitentiaries and reformatories, if not to show that the schools are responsible for crime, at least demonstrat-

ing that they have not prevented it, also to add the increase of paupers and dependents to the increase of office holders and those supported by public funds, as an estimate of the self-reliance and self dependence of individuals.

*general development.*

The idea of a "general development" which is a popular feature of modern education, is like a picture of the "impressionist school". When viewed at a considerable distance the effect is fascinating. It seems the acme of art. But on near approach all the marvels of atmosphere, light and motion, are meaningless daubs and blotches of color. In like manner does the blending of too many "ologies" result in a sacrifice of accuracy in detail. Suppose a steam engine were constructed on the impressionist plan, little or no attention given to the shape or size of screws, cogs and bearings, or the symmetry and relation of parts, as long as the construction was diversified and the general effect pleasing. It is the accuracy of detailed construction, perfection of each screw, bolt and rod, the centralizing and conservation of forces, which enables it to dart across continents and climb mountains, with its freight of commercial wealth. The impressionist theory works well in pictures, but it will not build serviceable engines nor make desirable citizens.

*speed.*

The attempt to apply to the evolution of mind, the same principles of speed and high tension which characterize the present century in mechanical and electric lines, may turn out men and women with high ideals, and brilliant aspirations, but often without practical bias or training to use their powers in conscious service.

*grind.*

It may be that this mechanical grind is ~~is~~ just the thing to prepare for the strenuous life which awaits the Young American, but in many

instances, for the Young American-ess, it is both inexpedient and irrelevant, (not harmful nor impossible, for the inferiority of the feminine mind is disproved,) when an embargo must be laid on coeducation to prevent the unloading of fellowships and honors at one port.

*who need private schools.*  
There are many young women who have no ambitious desire for higher education and specializing, neither is it necessary for the welfare of the nation that all women shall be college graduates with alphabetical honors. Then there is another class of girls, bright, active, high-strung, impatient under restraint, too immature to use good judgment or discretion, not strong enough to resist temptations, not wise enough to be given free rein, yet with proper training, will make excellent, resourceful women.

*Co education*  
There was a time when there was a lack of deference to "girls' schools," but that has passed away with the recognition of woman's natural endowments, and her participation in the great affairs of life. There was also a time when the trend of public opinion was toward coeducation, and the idea that the purpose of all secondary schools was to feed colleges and universities, but it has been found that talent finds its way into higher institutions without following the conduits from artificial reservoirs.

*Women's Schools.*  
The reaction from coeducation was the period of schools and colleges for the special training and seclusive use of women. Nearly the whole gamut of pursuits for women has been run without striking the key-note of woman's life. As long as man is man and woman is woman, the majority of girls are destined to be home-makers, wives and mothers, and the education they should receive, ought to be along the lines which

will best fit them for their life work. Public sentiment is just awakening to the fact that the most important of all training, that which is the source of national security and prosperity, -the special training for home, its duties, responsibilities and accomplishments, has been overlooked in making up the budget of woman's privileges.

*Home* Home is not a shortlived institution beginning with a marriage vow and ending with death or ~~marriage~~ divorce. It does not belong to any particular generation, for parents and offspring make the generations overlap, nor is it a boarding house, ~~where~~ a place to eat, sleep and dress, where inmates come and go with no concern for each other, although the world is full of these counterfeits of home. When we attempt to enumerate, or pause long enough to think of the hosts of the truly great men and women, all the advantages which come from inventions and the products of manufactures, of our educational and artistic opportunities, the refinements, comforts and luxuries of daily life, though overwhelmed by their magnitude and infinitude, we should remember it is the home which has supplied the energy, the brains, the wisdom, the people, to originate and execute all these.

*2nd Class.* On the other hand we must admit that the home is responsible for other conditions, evidences of which, when too late for remedy, are engrossed in the records of criminal courts, filed in civil suits brought to compel men to keep inviolate their obligations, compiled in innumerable volumes of statutes and laws enacted to protect the rights of person and property, manifested in crowded prisons and reformatories, listed in the denunciations of misrule in cities, cited in the investigations in legislative bodies and in the accusations against officials

in high places.

*2nd class* Between these two extremes of society, the genuinely good and the positively bad, there is an intermediate class, also the direct product of home influence, - and too large a class it is, - of those who are a sort of human parasite. They simply live on others, doing the world no special harm, doing the world no specific good, they are the "good-for-nothings".

*responsibility* If the home is responsible for social conditions, it follows that the home-maker is responsible for the home and its output, hence it is impossible to overestimate or exaggerate the importance of training home-makers. She it is who ministers, not only to the material wants, but form<sup>s</sup>, builds and trains character, making the weal or woe of the inmates. For these reasons, the problems of the home are distinctively "woman's problems" which man cannot solve for her. She must work them out for her self, not by shirking duty, not by cowardly fleeing from responsibility or by shifting it to hired underlings.

*treasures* Our nation is rich in a thousand treasures which have come down to us, but our greatest treasures are not legacies of the past, not inventions, luxuries and comforts <sup>of the present,</sup> nor are they in that theoretic-composite-idea of liberty which floats around us in the air, waves in our banners and finds expression in high sounding words. As men in classic lands shovel away dust and ashes to dig up precious statues, jewels and temples, so should we brush away the dust and debris of our impetuous lives, to disclose our priceless treasures, to lift up the statue of true manhood and womanhood, to bring to light the irridescent jewels of personal character, to gaze upon the fairest of all temples, a perfect home.

*false notions*

One source of imperfect homes is a false notion of home and married life. One who by the marriage vow assumes the title of home-maker, simply to be supported and taken care of, that is, accepts a valuable consideration with no intent of giving an equivalent in return; or one who boasts of ignorance and inefficiency in the management of a home, as something to be proud of; or one who considers a childless home a cause for congratulation; such persons do not know the meaning or happiness of a true home, and do not deserve to be happy. We hold up before our boys the goal of statesmanship, of business acumen, and use every incentive to urge preparation to meet competition in the scramble for honors and fortunes and the functions of manhood. Why should not our girls be taught that different, but no less honorable, duties await them in the making of homes, and that preparation and training for them, are equally honorable and necessary; that they need the same energy and interest to make their profession a success, which their brother needs in his profession. Admitting that the duties of the home-maker are monotonous and largely made up of details, the same is true of every masculine calling. No work is "drudgery" unless it is performed by a menial, and she who is truly a queen, no occupation can make <sup>her</sup> less a queen, while she who lacks a true queenly character, no amount of pretending or posing, can put one drop of queenly blood into her veins.

*deify.*

Some one in attempting to criticise The Angelus called it "the apotheosis of potatoes". Would that women were able to as successfully deify the humble, honest duties of every day life, instead of depreciating and minifying them! Ever since Eve in the garden of Eden, assumed the duty and responsibility of "purveyor to man," woman has been closely

allied with the details of feeding and clothing the human race, and unless Dame Fashion can as happily apotheosize cooking, as Millet immortalized potatoes, the domestic problem promises to continue of much moment to woman. For

"We may live without poetry, music and art,  
We may live without conscience, and live without heart,  
We may live without friends, and live without books,  
But civilized man cannot live without cooks."

If cooking and housekeeping could by some kook or crook be made a "fad", the domestic problem would solve itself. Indeed, why should it not be as much of a fad to put good food on plates, as to put pretty paint on them? To wash china as to paint china? To plan a dinner as to design a sofa pillow? To make bread as to make fudge? And why is not a delicately-browned, feathery pancake as much a work of art as a Battenburg doily? It does not follow that one must necessarily do housework if she understands house-keeping, any more than it follows that one must teach school if she studies reading, writing and arithmetic.

There are hundreds of discontented city and country girls, and they do not hesitate to let their discontent be known. Strangely enough, college educations and accomplishments do not appear to lessen the discontent. The truth is, they eat of the fruit of those trees in such wise, as to destroy their relish for home pleasures, without acquiring a taste for its duties.

*call to women.* Perhaps there never was a time when there was such a passion for luxury, and undue emphasis on outward life, when the mind exhibited such a voracity for evanescent pleasures, also never a time when a command comes with such sharp accent to women to create a higher ideal of home making. One writer has said, "give us mothers and home-makers of fine

heroic ideas and the homes and the children born in them, will be all right, but it is folly to expect a heaven filled with saints, when a selfish woman occupies the throne".

*Dangers,  
Threaten.*

That which threatens the perpetuity and destiny of our republic, is not the dangers of expansion, the perils of annexation, nor the perplexities of imperialism. The crisis will not come in the form of collision or collusion with any outside territory or foreign foe. It is internal disintegration, a spirit of indifference which is attacking, not our flag, but is lowering the national standard of individual integrity, self-reliance, self-respect, self-responsibility. Not from the imposing capitol at Washington, not from the legislatures of our 45 states, are to emanate the influences which will decide our national destiny. The conversation, demeanor, example, looks, opinions, precepts, spirit, manifested in the home, are the forces shaping the hopes and fears of an anxious nation, more potent than the acts of a senate, and from a seat of power more mandatory than legislative halls.

*Untrained*

Leaving out of consideration those young women whose highest aspirations may ~~be~~ gratified by candy, rocking chairs and rich husbands, also those women who refuse after marriage all the responsibilities of their own homes, there still remains a large class who assume the command of a home with little or no training, and with very meager ideas of what is expected of them. Scores of women have learned these lessons in the hard school of experience, wasting time, strength and happiness in groping for or stumbling on the best way to do things, all on account of lack of proper and early training.

Much more is exacted from a home-maker in modern times than was

required in the old-fashioned days. Church, society and self improvement have more than superseded spinning, weaving and brewing. The result is to crowd into a dozen years, events which once would have made a life history, and with all life at 60 miles an hour, this strenuous, new world not only requires a quicker, more resourceful race to control nature's forces, but also demands a nobler energy, a higher purpose in life, to escape being crushed by the modern car of Juggernaut. Ever since the world began, new times have called for new men, but the present time is calling for a generation of new women to transform and transmute within the home, this debris of hurry and rush, into the nobler elements of pleasure and usefulness. The outlook is encouraging. The legacy which the 19th century leaves to its successor is the force of an awakened womanhood, endowed with skill, courage and wisdom to take up the every day duties of life, to ennoble them, and to deal unflinchingly with their problems. The very fact that woman herself is attacking these problems, is taking observations of social and family life, is searching for the sources of health and happiness, is evidence of progress and promise of a better state of affairs.

*demand for home-schools.* Notwithstanding the number of existing schools, both public and special, in the direction of a home-school for training home-makers, lies a promising field for work and usefulness. The richest harvests are not garnered by gleaning in the same fields where the multitudes are reaping, but by seeking unoccupied fields where there is promise of an abundant harvest and the laborers few. This special training for home, does not necessitate a neglect of accomplishments or of more important study. There is no call for stringent measures to check the shower of diplomas

in order to bring about a more satisfactory home life, but it does imply that the interpretation of poems, and familiarity with dead languages, alone, will not solve the world's social and ethical problems. Public schools are not equipped to furnish this training, although the demand has been so great that some features, as cooking and sewing, have been incorporated in the curriculum. Cooking and sewing are not the only requisites. There are more important features, such as the cultivation of traits of character, the moulding of judgment and taste, acquiring self reliance, enforcing the duties of womanhood and inculcating the graces of womanliness. These lessons cannot be successfully imparted in public or mixed schools, and those who have placed before them high standards of excellence to attain, who receive an impetus to cultivate in themselves all that will make them desirable companions for noble men, will not be satisfied to be dolls or butterflies of life..

*Asa* Mt. Carroll Seminary was a pioneer in this line of work, and later Francis Shimer Academy has distanced competitors. It has a splendid record, but cannot afford to rest on its record, if it would keep abreast of ever increasing wants. The work has a large meaning, great opportunities and equally great responsibilities, and these responsibilities rest with four different agencies. Upon the faculty<sup>t</sup> is imposed the delicate, serious trust to direct and shape lives who are to occupy positions of influence in the home. Upon the Baptist denomination as guardian of this trust, upon the town and community who have for 50 years profited by the fostering care of the school, upon all who have ever been identified with it either as pupils or teachers, to these three factors<sup>tenants-in-common,-</sup> is given the duty of providing suitable facilities for carrying on the work. Money

Money. is not the first essential for success. Indeed, money is only the volt-  
 meter of <sup>the essentials</sup> ~~success~~. There are three essentials which should appertain to  
 each individual, in the denomination, the town and the allumnae. The  
 1st. which finds excuses for shifting or shirking,  
 essential first is a desire to make the Academy a success, and a desire <sup>that</sup> is  
 not strong enough to plan, to arrange and adjust environments, to over-  
 come obstacles and discouragements, need not hope to be successful. No  
 amount of college education or advice or example, will help those who  
 have no desire ~~xxxxxxx~~ for victory. A world of truth is sometimes ~~put~~  
 packed into the little bright paragraphs that are passed along from  
 one newspaper to another. Here is one of them that echoes with signif-  
 icance. "Many failures in the world may be attributed to the fact that  
 the hunter for success uses blank cartridges. There is a vast amount  
 of noisy spectacular, insincere endeavor in the world that is precisely  
 like banging away with blank cartridges".

Neither may there be hope for success without the second essential,  
 2nd. a strong, sincere, direct purpose, and in addition to desire and purpose  
 3rd. there must be the third essential, a sense of responsibility. A diffused  
 sentiment of responsibility, that is, a responsibility so quiescent or  
 latent that it initiates no power, is as inoperative as the electricity  
 which pervades and permeates all matter. It is only when individualized  
 in currents and applied as a key, that it shoots back the bolts of all  
 mysteries.

Plan. Some plan should be devised for ~~xxx~~ simultaneous action by the  
 three organizing forces already named, a plan which would give as much  
 prominence to the number of individuals interested, as to the measure  
 of their interest. For example, \$1 from each of 5000 persons would be

a hundred fold more helpful to the Academy than \$5000 from one person. The rolling snowball does not acquire large accretions until a ball is formed. Suppose a short but active campaign be started, working through *individuals,* societies, clubs, counties, associations, Sunday Schools, churches, with an impetus that would gather force by motion, having some date, (as September first) as a rallying day, and it could be announced through the press that ten, twenty, fifty thousand individuals had given something, if no more than ~~xxx xxxxx~~ a dime, to found a new building or a cottage for the Academy, would not such an announcement do more toward eliciting the interest of persons having large sums at their disposal, than a protracted still-hunt for large endowments to a comparatively unobtrusive institution? Possible some unknown philanthropist might be interested to gauge a gift by the number of contributors.

May the geni of the past be the guardians of the future; that alchemist, Determination, who in the crucible of the will, transmutes adverse circumstances into the precious ingots of success; Hope, the enchantress, who sees oceans in drops of water, continents in grains of sand, suns in rays of light; Perseverance, who keeps the searchlight burning until the grail be found; and Courage, the giant who never submits or yields.

It has been said that there are <sup>four</sup> ~~three~~ great world-books, of which copyrights have been given to Greece, Italy, Germany and England. Perhaps on our own American soil material is gathering for the next world-book. Its theme will also be woman, ~~but~~ not Homer's heroine, the subject of contention and sought as a prize, but woman whose beauty is intensely one with duty and responsibility, not famed as the destroyer of a city

but as the creator of that which is grander and imperishable, human character.

Not Dante's heroine, a spiritual guide through an imaginary world, but woman as mother and citizen, with trained intelligence and willing devotion making this world a "terrestrial paradise."

Not Goethe's heroine, a type of redemption through frailty, but one who transmutes the frailties of human nature into the nobler elements of strength, courage and integrity.

Not Shakespeare's kaleidoscopic groupings of character, but women in whom are centered motives, action and thoughts, which displace nothing of life's good, but many of its evils.

The heroine of this new world-book, she who lives her best, acts her best, thinks her best, is the ideal woman of the home-life of the future.

*Hirshna Branch Sawyer*