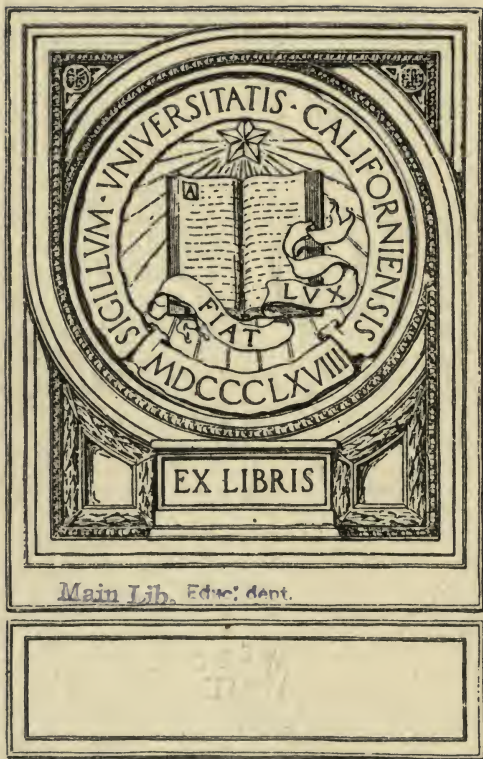




**HELPS**  
*for*  
**AMBITIOUS**  
**GIRLS**

*by* WILLIAM DRYSDALE



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*Helps for Ambitious Girls*

Illustrated with portraits

*Helps for Ambitious Boys*

Illustrated with portraits

*Pine Ridge Plantation:  
The Trials and Successes of  
a Young Cotton Planter*

With eight illustrations

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CAROLINE HAZARD.



HELPS FOR  
AMBITIOUS GIRLS

BY

WILLIAM DRYSDALE

AUTHOR OF "HELPS FOR AMBITIOUS BOYS,"  
"THE YOUNG REPORTER," ETC.



NEW YORK  
THOMAS Y. CROWELL COMPANY  
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## INTRODUCTION.

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IN preparing this volume the writer has borne in mind the fact that the Ambitious Girl, regarded as a unit, has a home and a mother. It is his belief that the home influence, the mother influence, is of inestimably more importance to her than any wealth or position that she can possibly achieve. That in those comparatively few cases in which Providence has deprived her of these blessings, Providence will, if asked, give her the special guidance of which she is in sore need.

Going into business, into a profession, into work of any kind, does not necessarily sever the home connection. If it did the writer would be one of the first to advise every girl to stay at home. Nothing in life should be allowed to break that connection. Better throw everything to the winds than cut the wire that runs to the home. But the girl who goes away to school does not necessarily cut that wire. Though bodily absent, the home influence is still upon her; and when her going away is for work instead of for education, she may keep that influence still about her if she will. Whether at study or at work, home should be to her the centre of the earth.

No matter where the home is, nor who the homemakers. Though the father delve and the mother dig, their knowledge is incomparably greater than that of the girl fresh from college, and the leader of her class. Not

their learning, but their knowledge of the world and its ways, which is of far more importance. The extremely learned girl, especially if her learning be accompanied by pertness and undue self-sufficiency, is not always the most adorable of God's creatures. The model is the true, gentle child of the home, whether she works or whether she does not work.

The educated girl is trained in the household arts; without that training she is not educated. The daughter of wealth is early taught the most ladylike of all accomplishments, the management of a household. It is only the daughter of genteel poverty who is sometimes debarred from this privilege.

Women's clubs pay no wages—the Ambitious Girl should remember that. Organization is admirable, but it has no pay-roll; it is a side issue. The whole Federation of Women's Clubs is of less importance to a girl than her own affairs. A club is easily joined, but employment must be prepared for and sought for. The new woman exists only in the comic newspapers; we must learn to paint the lily and gild refined gold before we can improve upon the kind of woman our mothers were.

The ambitious boy and the ambitious girl go into the world side by side, and in many cases they will go hand in hand. When they join hands their first effort will be to establish a home, and that is girl's work. A girl with a dollar can make a more homelike home than a man with a million. Work brings money, but only the home brings happiness. And the whole field of endeavor is open to the Ambitious Girl. It is not all her boys, but all her children,—boys and girls alike,—that Nature fits with something to do.

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# HELPS FOR AMBITIOUS GIRLS.

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## CHAPTER I.

### A GIRL'S HEALTH.

“The joy of youth and health her eyes display'd,  
And ease of heart her every look convey'd.”

*Crabbe.*

HEALTH is not to be confounded with physical strength. A girl may be as healthy as any man alive and yet may not be able to carry a small trunk up a flight of stairs. A girl may be in perfect health and still have scarcely any development of muscle. In the long race endurance and pluck are of more account than muscle. Long before you were born, unless you are old enough to vote, I was a reporter in a newspaper office in which another of the reporters was Edward Payson Weston, the first of the long-distance pedestrians. Few men have smaller muscular development in their lower limbs than he had, but with his broomstick limbs he could and frequently did walk five hundred miles in six days. “Muscles are only traps to catch rheumatism in,” he used to say. You need not worry because you cannot bring up a hard lump of muscle in your arm. You do not need it.

General health, which means a healthy condition of the whole body, is of far more importance than muscular strength. If you keep your body in order with plenty of fresh air and moderate exercise and wholesome food, you will have all the strength you are likely to need. There is no harder work that the male laborer

does than carrying hods of bricks to the top of a building. Probably you could not carry up a single load; but I think you could carry as many loads to the top as President McKinley could, or ex-President Cleveland, or Senator Depew, or Senator Mark Hanna, and they have all done reasonably well in life. We do not hear them complain because they cannot carry up bricks. No more need you, if you have as much strength as your occupation requires.

Plenty of fresh air, moderate exercise, wholesome food; those are enough rules for either girl or boy for the preservation of health. And they are good rules for the healthiest girl alive. Do not make the mistake of thinking yourself so healthy that you need pay no attention to your physical self. The trouble about that mistake is that generally it is not discovered till too late. There is some organ that is a little weaker than the rest in nearly every human being, and the more you let your general health "run down," the sooner the weak spots begin to show. You are not like an American watch, in which any defective part can be replaced; but if you keep the whole machine well oiled with air, exercise, and food the weaker parts can be strengthened, and you may never discover that they are defective. If you waste your strength while young, the weak points will show themselves before you reach middle age.

There are many view-points from which to consider the fresh-air question. Pure air is plentiful, even in the largest cities, but we do not always get it. When the doctor tells you to take plenty of fresh air, he means that you shall be outdoors; but in this climate more than half of our lives usually is spent indoors, and pure air is just as important within as without. Most likely your own experience has shown you that when you sleep in a small room with all the doors and windows tightly



closed you feel heavy and stupid in the morning, with a headache ; and that when you have ventilation and plenty of pure air all night you feel much brighter in the morning, better physically and mentally. But to sleep with everything tight closed, as many people do, is hardly worse than the opposite extreme of having all the windows wide open all winter long, as some other people do, and occasionally finding snow-drifts on the bed in the morning. There is a happy medium between these two extremes ; and it is the middle course that you will generally find safest.

Most offices and business places in this country are kept extremely warm in winter, and you will find that one of the dangers you must try to avoid when your business life begins. In a large office you will not be able to control the temperature ; but you can greatly lessen the danger to yourself by providing warm wraps to put on before going out. Do not think that you can "harden yourself" by going out of a hot room into the cold air without additional clothing. The process of "hardening" the delicate body is always dangerous, and usually leads to misfortune. Many people in outdoor employments (and of course they are generally men) are hardened to the weather, as we call it, but in ninety-nine cases out of a hundred they become old men before they reach middle age. They are rheumatism traps that have caught their game. In this hardening also there is a middle course. Business will take you out into rain-storms and blizzards often enough without your seeking them. For your regular exercise in the open air there are plenty of fine days without your trying to harden yourself by unnecessary exposure. On doubtful days remember that the modern coverings of India rubber from head to foot are necessaries, not luxuries.

You have not reached your mature age without hear-

ing the expression, "too much of a good thing." That applies to exercise as well as to other things. Moderate exercise is a good thing, but too much exercise may be worse than too little. All the good you derive from a pleasure trip on your bicycle may be more than counter-balanced by the fatigue of a century run. To walk a mile or two is excellent exercise for all parts of the body, but if you increase the distance suddenly to ten miles you are likely to feel the bad effects of it.

Every exercise that is necessary for your health is within your reach. You have a hundredfold more opportunities for outdoor exercise than your mother had, or your grandmother. If nothing else is convenient for you, walk. No girl is so poor or so busy but that she can walk every suitable day, and in walking there is sufficient exercise for the preservation of health in man or woman. Within reach of most girls is a gymnasium for women, but that is a luxury, not a necessity. If you have some outdoor exercise every suitable day, though it be only the exercise of walking to school or office, the gymnasium is purely a luxury. You will find pleasure there and build up muscles; but that building of muscle should not be undertaken by a girl without a competent instructor. You can build up any set of muscles you choose if you have the pluck to give them enough exercise, but an instructor is not competent who lets you build up one set at the expense of the others, and so destroy the symmetrical shape that Nature has given you.

Let me make this clear by citing an example. Young men who belong to boat clubs soon find that the rowing gives them large, hard muscles in the upper arms. But it gives scarcely any exercise to the leg, and without caution they would have powerful bodies supported on broomsticks. To equalize matters they give special exercise to the lower limbs, raising themselves on their toes

hundreds of times, often thousands, every day. This develops the muscles of the calf of the leg. Now suppose that you were to practise this toe-raising a few hundred times every day for six months, without paying any attention to your other muscles. You would become a subject for an anatomical museum rather than a strong and symmetrical girl. If you give unusual development to any of your muscles, give it to them all. It is not necessary for any of your muscles to be specially enlarged, unless you intend to be a motorman or a 'long-shoreman. There is something up in the top of your head, something that controls the muscles, that is better worthy of your attention.

In the matter of food you are a young millionaire, simply because you are an American girl. In no other part of the world, as far as I have seen it, is there such an abundance and such variety of food as in this. If you live in a rear tenement house on two dollars a week you almost certainly have more and better food than the majority of girls in other lands. I have seen a French girl of your age — say about twenty, at a venture — making her breakfast day after day on one-third of a loaf of dry bread, — not a beggar, but a well-dressed girl carrying a silk umbrella. That was dry fare, but better than the Italian girl's handful of chestnuts, or the East Indian girl's handful of rice when she can get it, or the West Indian girl's slice of cocoanut. The working girl in London breakfasts about seven mornings in the week on a penny's worth of onions, which she fries herself, and a penny's worth of rolls, because that is the most nourishing food she can get for the money. Her purse gives her more anxiety than her stomach.

But with you, who look solemn when there is no cranberry sauce with the turkey, you who have been put by providence in a land flowing with milk and honey and

better things, the danger is not that you will suffer for want of food, but that you will suffer from taking too much of the wrong kinds. Very likely you can eat almost anything you want now without feeling ill effects, because you are young and have plenty of exercise. When you go into business and have less exercise because you have less time for it, you will begin to learn what you may eat with impunity and what you may not. And before you are forty you will have a long list of things that cannot be eaten without inward tribulation, whether you have exercise or not.

No guide to health can be of as much use to you as your own good common sense. When you find that anything you eat is hurting you, the rational method is to let it alone. The doctor who talks with you for ten minutes and feels your pulse cannot possibly know what your stomach will bear as well as you know yourself. But if he is a good doctor he will advise you to take everything in moderation. When kind fortune brings you a box of chocolate creams you need not feel that you are a desperate criminal if you eat them; but if you eat them all at once your feelings will probably make themselves plain.

Four hundred years before the time of Christ Euripides discovered that "moderation is the noblest gift of Heaven." Probably Adam made the same discovery, though he left us no record of it. It is a truth that is forced upon every human being — moderation in food, in exercise, even in fresh air. You must be moderate in everything if you would be well and strong. Anything that interferes with your work must be avoided. If you have long columns of figures to add up in the afternoon, and you find that plum pudding for lunch makes you heavy and stupid, let the plum pudding alone. Let everything alone that interferes with your health and consequently with your work.

“But must I avoid some of my favorite dishes just because they make me feel heavy?” perhaps you would ask. Yes, at those hours when your heaviness would interfere with your work you must avoid them. We all have to do that; and the more anxious we are for success, the more careful we must be. You are not willing to let a dish of plum pudding or a slice of mince pie interfere with your success, are you? As far as the work is concerned, the male clerk who comes back from lunch half tipsy is quite as useful as you would be if you came back full of heavy, rich food to make you dull and stupid. You have not so much intellect—no one has—that you can afford to let half of it sleep in business hours. Can you imagine a great surgeon eating a heavy dinner before going out to perform a dangerous operation? Actors in the theatre eat a heavy supper after the play because experience tells them that if they eat for some hours before the performance they cannot do their best. At any of the big state dinners in fashionable restaurants in the cities three or four of the guests may always be seen making the merest pretence of eating, picking carelessly at a few dishes while their neighbors are gorging themselves, drinking a cup of tea or a glass of Apollinaris while their neighbors drink champagne. Those are the speakers who are to reply to the principal toasts. They know that if they eat and drink like the others they cannot do themselves justice, so they restrain themselves. And mark you it is this restraint, this moderation, that has had much to do with making them prominent enough to be invited to speak at such dinners. They avoid what would interfere with their work; so must you.

“Good health and good sense are two of life’s greatest blessings,” said the ancient Publius Syrus; and if you are inclined to sneer at Publius because he was an ancient

you will do well to learn something about him. When you go to see a Shakespearian play you are surprised to hear so many familiar sayings; but when you introduce yourself to Publius Syrus you will be surprised again to learn how many of Shakespeare's best sayings were taken bodily from his writings. People knew something in those old times, though with our native modesty we are inclined to think that all the wisdom of the world is concentrated in our own generation. Good sense is one of the greatest preservatives of good health — and to make your way in the world you must preserve your health and use the sense that nature has given you.

You have better chances in this age than a girl ever had before since the world began. But those chances will avail you little unless you take care of your health. The invalid is always at a disadvantage. Do nothing that you know will hurt you; and when you do anything that you know is beneficial, do it in moderation. The best physical state is to have nothing at all to remind us of the body. The moment we are reminded that we have a liver, or a stomach, or a bad tooth, something is wrong. You need not expect to go through life without some aches and pains, but with good management of yourself you can go through your whole business or professional life without being handicapped by chronic illness.

“How blest is he who crowns in shades like these  
A youth of labor with an age of ease!”

*Goldsmith.*

## CHAPTER II.

### HEALTH THE FIRST REQUISITE TO SUCCESS.

IF you would be a success in your occupation, you must first nicely gauge your own physical ability. Undertake nothing that you are not well equipped for. To aim higher than is possible to reach is to waste strength in useless effort. — *Dr. Anna M. Galbraith.*

If we could get wives, mothers, and daughters to learn the habit of all that tends to health we should soon have an easy victory, and doctors would almost cease to be known. Health would be a recognized necessity practised by everybody. — *Dr. Richardson.*

Women should not practise heavy gymnastics. Their feminine structure is not fitted for it, and they gain nothing to compensate for the risks they run. It is my experience that a woman should not lift her weight from the floor. The Swedish floor walk, the æsthetic fencing, dancing, gymnastic games, bicycle riding, and swimming furnish enough without making it desirable that one should hang by her heels, leap bars, climb posts, or turn somersaults. — *Genevieve Stebbins.*

The five talents of women are those which enable them to please people, to feed them in dainty ways, to clothe them, to keep them orderly, and to teach them. — "*The Five Talents of Woman,*" by *E. J. Hardy.*

Train up a child in a way you should have gone yourself. — *Spurgeon*.

It is to women that we must look first and last for the application of sanitary knowledge, as far as household hygiene is concerned. — *Florence Nightingale*.

No point in the warfare against disease is so important as that of getting the women of the household to work heart and soul after good health in the household. We always look to women for the cleanliness and tidiness of home. We say a home is miserable if a good wife and mother be not at the head of it to direct the internal arrangements. A slovenly woman is a mark for discredit; but the excellences of tidy women saved us often from severe and fatal outbreaks of disease. — *Dr. Richardson*.

Of all outdoor exercises for women, swimming is one of the most perfect. — *Dr. Galbraith*.

Woman — God's best gift to man, and the chief support of the doctors. — *A favorite toast at medical society dinners*.

As an element of health, next to freedom of locomotion and individual independence, is the necessity of remunerative employment. — *Elizabeth Cady Stanton*.

The tendency of almost all forms of exercise is to develop some portion of the body at the expense of the rest. No system of physical education is complete that does not aim at the symmetrical development of the whole body. — *Dr. Anna M. Galbraith*.



The woman who depends on walking for her outdoor exercise should walk at least three miles every day, at the rate of three miles an hour. — *Dr. Anna M. Galbraith.*

The ill health of women is due to the fact that they are too constantly in contact with chairs. — *Mme. de Sévigné.*

A healthy adult should bear without the risk of over-fatigue what would be equivalent to a walk of nine miles, from which must be deducted the exertion used in ordinary business pursuits. — *Professor Parkes.*

Her big limbs ended in the tiny hands and feet which are the ideal of beauty with so many women. As a little girl, Natalie possessed the arms of a well-stuffed chair, and the legs of a piano. As a young lady, voluminous sleeves and draperies only permitted one to observe hands which corresponded to the little tassels which usually finish off chair-arms, and feet not much larger than the castors in which piano-legs always terminate. — *Amelie Rives.*

Indulgence in the pleasures, fashions, vices, and follies of the day is the greatest source of self-created misfortunes, which are neither few nor light. — *Mrs. E. Smith.*

The human female, if properly developed and placed beyond causes which militate against her physical well being, would be in no great degree the inferior of the male. The customs of civilized life have depreciated her powers of endurance and capacity for resisting diseases. — *Prof. T. Gaillard Thomas.*

Health and cheerfulness make beauty, finery, and cosmetics cost many a life. — *From the Spanish.*

He knows to live who keeps the middle state.

*Pope.*

Show me a man without a spot, and I'll show you a maid without a fault. — *Shakespeare.*

Patients are simples that grow in every medical man's garden. — "*Punch.*"

Pure fresh air is a great curative for most diseases. — *Florence Nightingale.*

The rule is never to eat or do anything from the mere impulse of pleasure. — *Gorgia Lontino.*

Eat little to-day, and you will have a better appetite to-morrow, more for to-morrow, and more to-morrows to indulge it. — *Acton.*

Outdoor exercise is the best physic. — *Napoleon.*

No men despise physic so much as physicians, because no men so thoroughly understand how little it can perform. They have been tinkering the human constitution four thousand years, in order to cure about as many disorders. — *Colton.*

They have no other doctor but the sun and the fresh air, and that such an one as never sends them to the apothecary. — *South.*

A man must often exercise or fast or take physic, or be sick. — *Sir W. Temple.*

Take a walk to refresh yourself with the open air, which inspired fresh doth exceedingly recreate the lungs, heart, and vital spirits. — *Harvey*.

You will never live to my age without you keep yourself in breath with exercise. — *Sir P. Sidney*.

The happiest women, like the happiest nations, have no history. — *George Eliot*.

Man has subdued the world, but woman has subdued man. Mind and muscle have won his victories; love and loveliness have gained hers. No monarch has been so great, no peasant so lowly, that he has not been glad to lay his best at the feet of a woman. — *Gail Hamilton*.

It is the principal rule not to be too much addicted to any one thing. — “*Spectator*.”

Women in health are the hope of the nation. Men who exercise a controlling influence, — the master spirits, — with a few exceptions have had country-born mothers. They transmit to their sons those traits of character — moral, intellectual, and physical — which give stability to institutions, and promote order, security, and justice. — *Dr. J. V. C. Smith*.

A cool mouth and warm feet live long. — *George Herbert*.

Against diseases known the strongest fence is the defensive virtue, abstinence. — *Benjamin Franklin*.

Always rise from the table with an appetite and you will never sit down without one. — *Wm. Penn*.

He that sits with his back to a draft sits with his face to a coffin. — *From the Spanish.*

Michelet tells the sentimental world that woman is an exquisite invalid, with a perennial headache and nerves perpetually on the rack. It is a mistake. When I gaze upon German and French peasant women I ask Michelet which is right, he or Nature. — *Kate Field.*

The requirements of health, and the style of female attire which custom enjoins, are in direct antagonism to each other. — *Abba Gould Woolson.*

A defective physical education is one of the primary causes of unhappiness in marriage; a girl cannot be a useful or happy wife, she cannot make her husband or children happy, unless she be a healthy woman. — *Mrs. E. D. N. Southworth.*

The root of sanctity is health. A man must be healthy before he can be holy. We bathe first, and then perfume. — *Mme. Swetchine.*

Let it be your first study to teach the world that you are not wood and straw — some iron in you. — *Sir T. F. Buxton.*

Health and cheerfulness naturally beget each other. — *Addison.*

Preserving the health by too strict a regimen is a wearisome malady. — *La Rochefoucauld.*

Without health life is not life. — *Rabelais.*

Health depends somewhat on dress. — *A. Bloomer.*

Whatever else may be included in the "higher education" of women, health-knowledge ought certainly not to be neglected. Of what comfort will Latin and Greek be to her if her baby dies of insufficient clothing or improper feeding, as thousands of infants die every year? Of what use her mathematics and history if she injures her constitution by over-application, or dies of typhoid fever through not having the knowledge to remedy a defective drain? The most important thing for a woman to learn is how to live well herself and keep others well. — *E. J. Hardy.*

As it is impossible for a woman to fulfil the obligations of marriage without health, it follows that every girl who is a candidate for matrimony should take care of her health, and for the sake of others neglect nothing that will make her physically strong and active. Some married women suffer terribly because when they married they were ignorant of natural laws which they should have learned to obey. Many a mother knows as little what to do with the first-born babe as a dog does with a hedgehog. — *Hardy.*

Vigorous exercise will often fortify a feeble constitution. — *Mrs. Sigourney.*

The wise, for cure, on exercise depend :  
God never made his work for man to mend.

*Dryden.*

Foul air slays like a sword. — *Dr. Angus Smith.*

Health is the most admirable manifestation of right living. — *Humboldt.*

The honors of all the universities in the world would not compensate for the loss of digestion. Some people bend over books for ten or twelve hours a day, and the result is only a crooked back if not a crooked mind. It is not what we eat but what we digest that nourishes our bodies, and it is not what we read but what we remember that strengthens our mind. Cows don't give any the more milk for being often milked, nor do children learn any more because of very long hours in a hot room. — *Hardy.*

The young girl who is wearied with a short walk, who sits up very late and lies in bed in the morning, who eats sweets between meals, who aims at a fine-lady ideal (which is now happily passing away), and wishes to be fragile and willowy, pale and delicate looking, — this sort of girl grows into a woman lacking that bodily health upon which much that is best in the soul-life is based. Happily, however, though many of the customs of society sadly militate against health, it is now the fashion for girls and women to be healthy. A girl need not now blush to eat a good dinner, to wear stout shoes, or to confess that she has muscles and that she exercises them. — *Hardy.*

In no other way can women make themselves so useful in the world as by endeavoring to preserve their own health and the health of others. For sickness is a cannibal which eats up all the life and youth it can lay hold of, and absorbs its own sons and daughters. It is a pale, wailing, distracted phantom, absolutely selfish, heedless of what is good and great, attentive to its sensations, losing its soul, and afflicting other souls with meanness and mopings, and with ministrations to its voracity of trifles. — *Hardy.*

The true physical exercise is unconscious of self-improvement as its purpose or end; it is pure overflow. — *Helen Watterson Moody.*

The attitude toward athletics of the average woman undergraduate is usually misunderstood. The Sunday illustrated papers to the contrary, very few college women live in golf clothes or sweaters, or wear snowshoes to recitations. On the contrary, most of them detest "gym.," and evade its practice whenever they can, by any allegation of physical infirmity or other necessity. Too often their sole concession to the needs of their young muscles is a long walk, at infrequent intervals, with another girl. — *Helen Watterson Moody.*

Those of us who are born invalids must bear our cross patiently; but those of us who begin life well are usually to blame if we do not continue to be well. — *Eliza Chester.*

Another early lesson I would impress on girls is this: not to get into the habit of thinking about or talking about their bodies or bodily sensations. There are more good things in the world than time to talk about them in. Many a woman's body would grumble less if it had found from the beginning that unreasonable grumbling was not attended to. — *Edith A. Barnett.*

This work of living is a personal matter that must be accomplished; but it is useless to society. On the contrary, in the work of living we destroy valuable material which somebody else would be very glad to have if we did not take it. We can't live at all without using up food and raiment, and of food and raiment there is always a limited supply in the world, so that many persons have to go insufficiently clad, and to bite short. — "*Training of Girls for Work,*" by *Edith A. Barnett.*

Some girls are taught that their bodies are the chief thing in the universe — to be cockered and humored; never to work when they are tired; never to feel a breath of biting cold, nor a ray of scorching sun. Half the work of the world would come to a standstill if nothing were ever done against the grain. — *E. A. Barnett.*

If no man had ever stood and worked in the sun or the snow after his skin had begun to smart and his back to ache, the world would be a wilderness to-day, and we savages. Who are these girls that they should inherit the work of all the ages, and yet try to shake themselves free of the laws that govern the work of every life? — *Edith A. Barnett.*

It would seem as though the young women have discovered intuitively for themselves that, at its best, a splendidly equipped gymnasium is only a substitute for the real thing, and that its purpose has to do with pathology rather than physiology. — *Helen Watterson Moody.*

Small habits well pursued betimes  
May reach the dignity of crimes.

*Hannah More.*

For immunity from corns, bunions, and cold feet — and you will not avoid them otherwise — you must have your boots and shoes made without high heels, with room for your toes and play for your instep, the soles thick enough to save you from mud and wet feet, and your stockings properly fitted. — *Lady Bellairs.*

Variety's the very spice of life,  
That gives it all its flavor.

*Cowper.*



Remember that in a walk of ten miles the last five are longer than the first five; then reserve that second half for the next day. — *Annie H. Ryder.*

Do *not* jump, girls. Creep, slide, crawl; but never shock your system with a jump of few or many feet in height. — *Annie H. Ryder.*

I do not think young people often over-study; but many school-girls are careless about taking proper food or exercise or fresh air; and many more ruin their health by parties and late hours; while there is, alas, a large class who study selfishly, from ambition alone, who worry so much over their lessons that every one takes it for granted that the lessons themselves are injurious. — *Eliza Chester.*

Good health is to be secured by an acquaintance with our constitutions, and by observing what things benefit or injure us; by temperance in living, which tends to preserve the body; by employing the skill of those who have devoted themselves to the study of the human body. — *Cicero.*

He that loses his conscience has nothing left that is worth keeping; therefore be sure you look to that. And in the next place look to your health; and if you have it, praise God, and value it next to a good conscience; for health is the second blessing that we mortals are capable of, a blessing that money cannot buy; therefore value it, and be thankful for it. — *Izaak Walton.*

I know a house the mistress of which is always complaining of the degeneracy of servants, as an apology for the untidy state of everything, which she cannot but

feel is noticed by her visitors. And yet this lady has three grown-up daughters, who are "so delicate, poor dears, that they never can give any help"! As their delicacy is of the "nervous" kind, it would surely be much better for their health, and would add considerably to the comfort of their home, if the two inefficient servants of the establishment were dismissed, and these ladies were to become themselves centres of domestic order. — *E. J. Hardy.*

Let health my nerves and finer fibres brace.

*Thomson.*

## CHAPTER III.

## THE BEST EDUCATION.

“ Whence is thy learning? Hath thy toil  
O'er books consum'd the midnight oil? ”

*John Gay.*

No ambitious girl need look upon the education of woman as a new thing — an experiment. There have been educated women in all ages. In the world's history there are few periods when a woman could not learn anything that a man could learn, provided she had plenty of money and powerful friends. Our own age has not shown that woman *can* be educated, for the first woman on the lonesome earth was enough to demonstrate that fact, but has gloriously declared that *every* woman shall have the opportunity to learn — that the blacksmith's daughter in the obscure hamlet shall have such chances as in darker ages were given to the daughter of the emperor.

But what is the best education, with every door to learning wide open? In general terms the best education for either boy or girl is that which best fits the pupil for his future duties. That would be plain enough if we knew what our future duties are to be. In England we hear of educating a girl according to her condition in life — that is, one kind of education for the duke's daughter and another for the peasant's. Even in this democratic country every girl has her condition in life, but here we have a happy way of improving our condition very rapidly. The poorest girl in America this

morning may be a rich and comfortable matron ten years hence.

This being true of the very poorest, — and you know that it is true, — it follows that those girls who have better opportunities than the poorest have even better chances of improving their condition. Your own chance of improvement you should regard not as a possibility, but as a probability. You expect to rise, and you are right to expect it. But you cannot tell how high you may rise. The level of the self-supporting, self-respecting woman is clearly within your reach, and that is well worth preparing for. You may go further and have wealth, with the higher social position that is attainable through wealth. These things may come through your own efforts, your own talents, or through marriage.

No beautiful prince is coming to take you away in his golden chariot. You are too sensible, I trust, to fill your head with those old romantic notions; and anyhow, the golden chariots are mostly in pawn. When the prince comes he will be at work himself, and his bride will not be one of the drones. It is almost a certainty that your advancement must come through your own efforts. But you expect it to come, you intend to work for it, and you cannot foresee how far upward your industry or your talents may carry you. So the safe and sensible way is to fit yourself for the best that can possibly come to you.

That is easily done. It is much easier than you think. By "the best that can possibly come to you" I mean the best socially and financially, and there is no social position that you or any other girl can reach which requires a special education in any direction. If you were to make a few millions in your profession, or were to marry one of Queen Victoria's grandsons, you would need no more than an average general education and an

average fund of general information to fit you for the best society.

What are the things that make a girl presentable to the world—to the refined world that you live in or should hope to live in? I am bound to tell you that good breeding is one of the very first, and that all the education in the world will not take the place of it. If you are loud, flashy, slangy, or otherwise objectionable to good company your ability to conjugate a Greek verb will not make you welcome. The foundation of the breeding you must get at home, and you can improve it afterward by following good examples. Then, in the next place, you must have a good education.

A common-school education is a good education, and that perhaps you have already. It is a sufficient education, if you have made good use of your time, to fit you for any social station. If you have gone through the grammar school you are able to read well, you can write a note without misspelling any of the words, you can do any little arithmetical problem that is likely to confront you, you know something of the geography and governments of your own and other countries, and you can talk without making grammatical mistakes.

That is a good foundation. But when you talk, you must have something to talk about, and there the general information is needed. This general information, remember, can be acquired out of school as well as in school. Some of it comes in Sunday school, where you learn about the Bible and biblical persons. A great deal of it comes from reading history. If you are drawn into a conversation about Napoleon it will be awkward to have to ask who Napoleon was. The best English literature you should be familiar with. I was once told by a lady that she was reading "a story called 'Nicholas Nickleby,' written by a man named Dickens," and that it

was awfully good. Though her facts were correct, her mode of expression betrayed her ignorance. If you cannot read Shakespeare for pleasure, read him occasionally for information, so that you can talk intelligently about his works. The best English fiction every educated person is expected to be familiar with — at any rate, such modern writers as Scott, Thackeray, Dickens, Hawthorne, and at least a dozen more. You may take the highest honors in the best girls' college in the country, but if you talk of "an awfully good story written by a man named Dickens," the world will set you down for a very ignorant person.

The actual requirements, you see, are very few, and are within the reach of almost every girl in this country. But when you have some particular calling in view, you must of course educate yourself for that calling. If you are to be a teacher you must have a much better education than the common school can give you. The general information you should have in any and every case, but for special work you must have special training. If you are to be a professional musician you must have a special musical training. Or you may be so fortunately situated that you can afford the luxury of a higher education without needing it for any specific purpose. Higher study merely for the love of it is a luxury; as a preparation for any of the higher callings it is a necessity.

We have been considering what it is necessary for every girl to know — what the poorest girl may learn and what the richest girl can get along with. But many things are desirable that are not absolutely necessary, and the higher education is one of them. There is no danger of your learning too much, but there is a chance of your spending your time and money in learning useless things to the exclusion of useful and profitable

things. A father often says to his son who is inclined to be a spendthrift, "You must remember that in your whole life you will receive just so much money; so much you will earn, so much you will inherit; and every dollar that you waste is just so much to be deducted from the total." Your own time in your school years you must look at much in the same way. You have so many hours, weeks, months for study in your whole school life, and in those hours or months you can learn just so much. So it is important that you give your time to the right studies; and the right studies for one girl may be the wrong ones for another.

Perhaps you desire to become a newspaper woman, for example. There is hardly anything you can learn that will not be of use to you in that calling, yet even there some things are of much more use than others. If you understand Latin and Greek and French and German you will find use for them all at various times; but the French and German you will have use for fifty times to the Latin and Greek's once, so if you can master only two of them you will find the living languages more profitable than the dead. If you hope to go to Germany to finish your musical education German should be the first foreign language for you to learn. In Italy you can learn from the great masters of art without speaking Italian, but you will be at a disadvantage there if you do not know the language. The higher mathematics you will find of use in some callings, but not in many, but for some minds they are capital training. They are much like the rules of grammar; if not in constant use the details are soon forgotten, but the fundamental principles remain fixed in the mind. By the time you are forty you probably will not be able to repeat a single grammatical rule unless you are a teacher; but long before that time the use of grammatical lan-

guage will be so habitual with you that you will have no further use for the rules.

In whatever direction your tastes or surroundings lead you in your preparation for a calling, you will find company — the company of other girls. There are young women in this country who are studying marine engineering. In most directions you will find enough company to convince you that you will have plenty of competition. Before you are out of school you will see for yourself that those who have the best preparation have the best chance. If you would take the lead you must be a little better equipped than the others. Do not imagine that people will laugh at you for doing anything you can do well, because you are a girl; and on the other hand, do not think that for that same reason everybody is going to rush forward to lend you a helping hand. The employer will not put you on his salary list because you are a girl, but because you can do his work.

If a collegiate education is in your mind, you most likely know already what college you prefer. You have a friend in one, or another is near your home, or for some other good reason the college is already selected. But even if this is the case it is well for you to know how wide is the educational field that is open to you. You can learn something about it by taking one of the almanacs published by many of the large daily newspapers and turning to the statistics of colleges. In the pages upon pages filled with the names and addresses of these institutions you will find that in almost every part of the country there are colleges exclusively for girls, and scores of others in which both boys and girls are received — co-educational colleges, as they are called. Any one of these colleges that you may write to will send you its annual catalogue and whatever special information you ask for. In preparing to give you prac-



tical information in this chapter about the courses of study and average expenses, I have written to many of them, and have before me such a mountain of catalogues that I can only select one here and there to serve for examples of the whole.

## VASSAR.

## REQUIREMENTS FOR ADMISSION TO THE FRESHMAN CLASS.

Applicants for admission to the College must be at least sixteen years of age and must present satisfactory testimonials of good character. All testimonials and certificates must be sent to the Secretary before July 10.

To secure a room on the campus, early registration is necessary. Blanks are provided by the College, and no one will be considered an applicant who has not filled one out and returned it to the Secretary. Every application must be accompanied by a deposit of ten dollars, which is forfeited in case the applicant withdraws, but otherwise is credited on the first payment.

Candidates for the Freshman Class are examined in the following subjects :

ENGLISH : The candidate is required to write one or more paragraphs on each of several subjects chosen from a considerably larger number given in the examination paper. The questions on all the books assume a knowledge of subject-matter and structure, but those on the books prescribed for study and practice call for more detailed treatment than those on the books prescribed for reading. The examination presupposes the ability to write good English, and no student will be accepted whose paper is notably deficient in logical development of the subject, or in such details of form as spelling, punctuation, grammar, or division into paragraphs.

I. The books prescribed for reading are :

In 1900 : Dryden's *Palamon and Arcite* ; Pope's *Iliad*, Books I., VI., XXII., and XXIV. ; *The Sir Roger de Coverley Papers* in *The Spectator* ; Goldsmith's *Vicar of Wakefield* ; Scott's *Ivanhoe* ; DeQuincey's *Flight of a Tartar Tribe* ; Cooper's *Last of the Mohicans* ; Tennyson's *Princess* ; Lowell's *Vision of Sir Launfal*.

In 1901 and 1902 : Shakespeare's *Merchant of Venice* ; Pope's *Iliad*, Books I., VI., XXII., and XXIV. ; *The Sir Roger de Cover-*

ley Papers in *The Spectator*; Goldsmith's *Vicar of Wakefield*; Coleridge's *Ancient Mariner*; Scott's *Ivanhoe*; Cooper's *Last of the Mohicans*; Tennyson's *Princess*; Lowell's *Vision of Sir Launfal*; George Eliot's *Silas Marner*.

II. The books prescribed for study and practice are:

In 1900: Shakespeare's *Macbeth*; Milton's *Paradise Lost*, Books I. and II.; Burke's *Speech on Conciliation with America*; Macaulay's *Essays on Milton and Addison*.

In 1901 and 1902: Shakespeare's *Macbeth*; Milton's *Lycidas*, *Comus*, *L'Allegro*, and *Il Penseroso*; Burke's *Speech on Conciliation with America*; Macaulay's *Essays on Milton and Addison*.

HISTORY: Outlines of Greek and Roman history to the establishment of the Roman Empire; outlines of American or English history. Any standard history of Greece, Rome, England, or America may be used. The following have been recommended: For Greek and Roman history, the sections on Greek and Roman history in Sheldon's *General History* or Myers' *General History*; for American history, Johnston's *History of the United States*, or Fiske's *History of the United States*; for English history, Gardiner's *English History for Schools*. The following, however, more nearly represent the amount and kind of work it is hoped may be presented; Oman, *History of Greece*; Allcroft and Mason, *History of Rome*, or Allen, *History of the Roman People*; Guest and Underwood, *Handbook of English History* (to year 1793), or Gardiner, *Students' History of England*, through Part IX.; Johnston, *History of the United States*, or Fiske, *History of the United States*.

MATHEMATICS (a) *Algebra*. — The requirements in Algebra embrace the following subjects: Factors; Common Divisors and Multiples; Fractions; Ratio and Proportion; Negative Quantities and Interpretation of Negative Results; The Doctrine of Exponents; Radicals and Equations involving Radicals; The Binomial Theorem; Arithmetical and Geometrical Progressions; Putting Questions into Equations; The ordinary methods of Elimination and the solution of both Numerical and Literal Equations of the First and Second Degrees, with one or more unknown quantities, and of problems leading to such equations. The text-books used should be equivalent to the larger treatises of Newcomb, Olney, Ray, Robinson, Todhunter, Wells, or Wentworth.

(b) *Plane Geometry*, as much as is contained in the first five books of Chauvenet's *Treatise on Elementary Geometry*, or the

first five books of Wentworth's *New Plane and Solid Geometry*, or Wells' *Plane Geometry*, or the first six books of Hamblin Smith's *Elements of Geometry*, or chapter first of Olney's *Elements of Geometry*.

In order to pursue successfully the work of the College, recent review of the work completed early in the preparatory course is necessary.

**LATIN:** Preparation should include a thorough knowledge of the forms and syntax of the language, with vocabulary sufficient to translate Latin into idiomatic English and English into correct Latin. To secure this it is recommended that candidates should read at least four books of Cæsar's *Gallic War*, seven orations of Cicero, and six books of Vergil's *Æneid*.

It is of especial importance that students should be trained from the beginning to read Latin aloud according to the Roman method of pronunciation, with strict attention to vowel quantities, and to translate Latin from hearing it read aloud, as well as at sight from the printed page. Composition in Latin should be continued throughout the entire period of preparation and as far as possible in connection with the reading of the Latin authors, because it must be presented in connection with the translation from the Latin. Such books as Collar, Daniell, Dodge, and Tuttle or Riggs' *In Latinum* are recommended. The candidate is also expected to be able to translate at sight passages from Cæsar and Cicero.

IN ADDITION TO THE LATIN TWO OTHER LANGUAGES ARE REQUIRED. *The second language may be Greek or German or French; the third language may be French or German.*

**GREEK:** Candidates must be able to read at sight easy Greek prose and easy passages from Homer; also to render easy English passages into correct Greek. For this they should have thorough training in grammar, with constant practice from the start in translating sentences into Greek, and should read carefully at least four books of the *Anabasis* or the *Hellenica* and 2,500 to 4,000 lines of the *Iliad* or the *Odyssey*, with constant practice in translating at sight. They should have at command a fair vocabulary, should be able to recognize forms at a glance, and to read Greek aloud intelligently and with correct pronunciation. Practice in translating from hearing is strongly recommended.

This preparation calls for at least three years' study of Greek.

**GERMAN** (if offered as the third language): (*a*) The rudiments of grammar, and especially these topics: the declension of articles,

adjectives, pronouns, and such nouns as are readily classified; the conjugation of weak and of the more usual strong verbs; the more common prepositions; the simpler uses of the modal auxiliaries; the elementary rules of syntax and word order. Proficiency of the applicant may be tested by questions on the above topics and by the translation into German of simple English sentences. (b) Translation at sight of a passage of easy prose. It is believed that the requisite facility can be acquired by reading not less than two hundred duodecimo pages of simple German.

Practice in pronunciation, in writing German from dictation, and in the use of simple German phrases in the class-room, is recommended.

Preparation for the elementary requirement calls for at least one year's instruction of five periods per week.

GERMAN (if offered as the second language): (a) More advanced grammar. In addition to a thorough knowledge of accidence, of the elements of word-formation, and of the principal uses of prepositions and conjunctions, the candidate must be familiar with the essentials of German syntax, and particularly with the uses of modal auxiliaries and the subjunctive and infinitive moods. The proficiency of the applicant may be tested by questions on these topics, and by the translation into German of easy, connected English prose. (b) Translation at sight of ordinary German. It is believed that the requisite facility can be acquired by reading, *in addition* to the amount mentioned under German as the third language, at least five hundred pages of classical and contemporary prose and poetry. It is recommended that not less than one-half of this reading be selected from the works of Lessing, Schiller, and Goethe.

It is essential that the candidate acquire the ability to follow a recitation conducted in German and to answer in that language questions asked by the instructor.

At least three years should be given to this preparation.

GERMAN (extra year): *Thorough* knowledge of the *whole* German grammar. Prose composition. Freytag, *Karl der Grosse*; *Aus den Kreuzzügen*. (Holt ed.) *Der Staat Friedrichs des Grossen*. (Macmillan ed.) Schiller, *Die Belagerung von Antwerpen*. (Macmillan ed.) *Egmonts Tod*.

FRENCH (if offered as the third language): A knowledge of the fundamental principles of Grammar. Whitney's *Practical French Grammar*, part first. Henri Greville, *Dosia*; Octave Feuillet, *Le*

*Roman d'un jeune Homme pauvre*; Daudet, *La Belle Nivernaise*; and three of Bôcher's College Plays. It should be understood that in these requirements it is the knowledge of the language itself rather than of the grammar that is demanded.

FRENCH (if offered as the second language): A thorough knowledge of French Grammar and ability to translate easy English prose into French. (Whitney's and Edgren's Grammars recommended.) Six of Bôcher's College Plays; Daudet, *La Belle Nivernaise*; Souvestre, *Un Philosophe sous les Toits*; Julliot, *Mademoiselle Solange*; Malot, *Sans Famille*; Ereckman-Chatrion, *Le Conscrit de 1813*.

As French is the language of the class-room, it is essential that candidates for admission should have some practice in French conversation.

At least three years should be given to this preparation.

IN PLACE OF THE THIRD LANGUAGE THE CANDIDATE MAY OFFER EITHER OF THE FOLLOWING:

1. An additional year of work, equivalent to that of the Freshman class, in the second language. No certificate of a school will be accepted for this advanced work and when presented in lieu of entrance requirements it will not be counted toward the degree. Students offering this work must take at least a year of another modern language in College.

2. A year in Physics or Chemistry; that is, five hours a week, not less than two of which shall be given to work in the laboratory.

Certificates from approved schools will be accepted in place of examinations on the work of the class-room. These must state the number of weeks and of hours per week occupied, the division of time between the class-room and laboratory, and the text-book used and the ground actually gone over.

The work of the laboratory will be judged by an examination of the note-book, which must be sent to the Secretary before July 10. The original notes, — notes taken by the student at the time the experiment is made, — certified to be such by the instructor, must be presented for examination. Revised copies, if such have been made by the student, may accompany the original notes, but should not be substituted for them.

The course in Physics must cover the subject as treated in Cooley's *Student's Manual of Physics*, or its equivalent. The laboratory work must consist of at least 40 quantitative experi-

ments selected from the Manual. As many additional qualitative experiments as practicable should be made.

The course in Chemistry should be essentially that indicated by Remsen's Briefer Course. A separate manual of laboratory directions should be used which contains as little as possible beside directions for manipulation; that is, no statement of results to be looked for or explanations. Those of Remsen and Randall, Hiller, or Nicholson and Avery are among the best. It is not desirable that any work should be done in qualitative analysis in the first year's course. The laboratory exercises on the metals should be partly devoted to the preparation of some of their more important compounds on a larger scale than is commonly done. They should also contribute toward familiarity with the oxidations and reductions involved in the changes of valence of the more common metals showing variable valence.

#### EXAMINATIONS.

Examinations for entrance to the Freshman class may be given at Chicago, Cincinnati, Cleveland, Pittsburg, Boston, St. Louis, Detroit, Louisville, Atlanta, Washington, Omaha, Denver, and San Francisco, during the first week in June, 1900.

Application for examination at any of these places must be made to the Secretary before April 15.

A fee of five dollars must be paid *in advance* by every candidate who is examined elsewhere than at the College.

The examinations *at the College* will be held June 6, 7, 8, 9, and September 19, 20, 21, 22, 1900.

Candidates must be present at 9 A.M. for registration.

The order of entrance examinations is as follows:

Wednesday,	Latin, 9.30 A.M. to 12 M.
	English, 2 to 4.30 P.M.
Thursday,	Geometry, 9.30 to 11.30 A.M.
	History, 2 to 4.30 P.M.
Friday,	Greek, German, French, 9.30 A.M. to 12 M.
	Algebra, 2 to 4 P.M.
Saturday,	German, French (third language or its equivalent), 9.30 to 11 A.M.

The College cannot provide rooms for new students until their examinations have been completed.

Students returning to College cannot be received until Friday of the opening week, unless they are due for examinations.

No one is at liberty to occupy a room until she has settled her bill with the Treasurer.

Those entering on certificate should register before five o'clock P.M. on Thursday or Friday of examination week.

#### CERTIFICATES.

Students are admitted without examination in the following cases :

1. When they bring certificates from schools pupils of which have passed all entrance examinations without condition.

2. When they have been prepared by a graduate of the College engaged in the work of private instruction, one of whose pupils has before passed all entrance examinations without condition.

3. When they bring certificates from schools which have been visited by a committee of the Faculty and approved by them, or in regard to which the Faculty have other sufficient means of information.

4. The certificates of the Regents of the State of New York will be accepted in place of examination, as far as they meet the requirements for admission to the College.

In all cases the certificate must specify the text-book used, the ground actually gone over, and the date of the examination. *The final examination in any subject covered by the certificate must have been taken within two years of the time of the candidate's entrance to College.* Certificate forms will be furnished on application to the Secretary.

*All certificates and testimonials must be forwarded to the Secretary before July 10.*

Application for the certificate privilege for a school must be made before May 1.

All certificate privileges granted by this College will expire by limitation on January 1, 1902, and every third year thereafter; but any school may secure the renewal of its certificate privilege by making application, if the students received therefrom in the meantime have given evidence of satisfactory preparation.

If the school in the meanwhile has sent no student to this College, then full statements must be sent as to any change in its management or condition since the last granting of the privilege, to serve

as a basis of reëxamination of the school, as on the occasion of an original application.

#### SPECIAL COURSES.

The requirements for admission to special courses are the same as those for entrance to the Freshman class. Candidates must consult the President in regard to the courses of study desired, and their work will be arranged by him in consultation with the heads of departments.

#### COURSES FOR TEACHERS.

Teachers who desire to pursue special courses and who present to the President satisfactory testimonials of their success in teaching and of their proficiency as students may be received without examination. Certificates of the work completed will be given when desired.

#### ADMISSION TO ADVANCED STANDING.

Candidates for advanced standing, not coming from other colleges, may be admitted, on examination, to the regular course at any time previous to the beginning of the Junior year. Such students will be examined in all *prescribed* studies antecedent to the desired grade, including the requirements for admission to the College (unless a certificate from an approved school is presented), and in such *elective* studies as shall be chosen by the candidate and approved by the Faculty.

Candidates coming from other colleges must submit their certificates and their courses of study to the judgment of the Faculty. No student will be received as a candidate for the degree of Bachelor of Arts after the beginning of the Senior year.

#### PAINTING AND MUSIC.

Instruction in the history and theory of the arts is offered among the courses of the College. Instruction in the practice of the arts is also furnished, but this is not counted toward the degree.

The College aims to recognize the true place of these studies in higher education, and provides full facilities for those who are able to meet the requirements for admission to the Freshman Class.

These are the requirements, it must be remembered, for admission to the freshman class, the lowest class in



the college; and there is a long step between the grammar school and the ability to pass this or any other college examination. The college authorities give the following estimate of

## EXPENSES AT VASSAR.

The charge to all students who reside in the College is . . . \$400

*This includes tuition (\$100) in all college studies, board, and the washing of one dozen plain pieces weekly. Extra washing is charged for at fixed rates. A reasonable charge is made for breakages and for chemicals used in the laboratories.*

**(In 1900-1901 and thereafter board will be charged in the Christmas and spring vacations at the rate of \$6 per week.)**

Of the \$400 there is due on entrance . . . . . 300

And on March first . . . . . 100

Graduates of the College, in residence, pursuing advanced work are charged . . . . . 300

**(All graduate students will hereafter be charged at the same rate as undergraduates.)**

Non-resident graduates are charged for instruction at the College . . . . . 50

Day students are charged . . . . . 115

Of the \$115 there is due at entrance . . . . . 75

Drawing or painting, for special students in art . . . 100

Drawing or painting for students in the regular college course . . . . . 50

For solo singing, two lessons a week . . . . . 150

For the violin, two lessons a week . . . . . 100

For the piano-forte, two lessons a week, and one period for daily practice . . . . . 100

Special students in music may have an additional practice period free of charge.

For the organ, two lessons a week . . . . . 100

For the use of the chapel organ one period daily . . . \$2 a month

For the use of a piano for an additional period daily . \$1 a month

For extra lessons additional charge is made at the same rate as above.

Students who do not take lessons may have the use of a piano for a daily practice period at one dollar a month.

The charges for medical attendance are as follows :

Office consultations . . . . .	\$0.25
Visits to rooms . . . . .	.50
Prescriptions . . . . .	.25
Infirmary (including medical attendance, medicine, and meals), per day . . . . .	1.50

For prolonged illness and in cases of contagious disease, a special nurse is employed and the expenses are charged to the patient.

Day students are charged regular rates for office consultations. Visits to their rooms are at the discretion of the physician and are charged for by her at physician's rates.

Every meal taken to a room is charged extra.

Text-books, stationery, drawing instruments, and similar articles can be obtained at the College at current prices.

Students supply their own towels, and napkins for the table.

#### DEDUCTIONS.

No deduction will be made from the charge for tuition. Any student entering within the first five weeks will be charged from the beginning of the year. Students received at any time after the first five weeks are charged *pro rata* for board for the remainder of the year. If an applicant has engaged a room, and it has been retained for her, she will be charged for it from the beginning of the semester.

The date of withdrawal of a student is reckoned from the time when the president is informed of the fact by the parent or guardian.

No deduction is made for absences during the year, or in case of withdrawal during the last five weeks of the year.

#### CORRESPONDENCE.

The post-office address of the College is *Vassar College, Poughkeepsie, N. Y.*

Letters respecting the admission and dismissal of students, their studies, etc., and requests for catalogues should be addressed

to the secretary. Communications in reference to rooms and the personal welfare of the students should be made to the lady principal.

Letters pertaining to the finances of the College, including all claims and accounts, should be addressed to the treasurer; those relating to the general business of the College, to the superintendent.

#### TEACHERS' REGISTRY.

A registry of the names of students and graduates who desire to teach is kept by the College. The alumnae who are interested in it are requested to keep the authorities informed of changes in their residence. The president will be pleased to correspond with any who desire teachers.

Vassar College is open to girls and women only. One of the largest of the co-educational colleges is Cornell University, at Ithaca, N.Y. The requirements for admission to Cornell are of the same general character as those at Vassar; but the estimates of the annual expense, in which no two colleges are alike, are as follows:

#### EXPENSES AT CORNELL.

The annual tuition fee, in the College of Law, in the State Veterinary College, and the College of Forestry (except as below), and in the courses in Arts, Philosophy, and Science, for both graduates and undergraduates, is \$100, \$40 to be paid at the beginning of the first term, \$35 at the beginning of the second, and \$25 at the beginning of the third; in all other courses (except as below), for both graduates and undergraduates (including candidates for advanced degrees *in absentia* in which case the whole fee is to be paid in advance), and for special students, it is \$125, \$50 to be paid at the beginning of the first term, \$40 at the beginning of the second, and \$35 at the beginning of the third. The annual tuition fee in the Medical College is \$150.

*These fees must be paid at the office of the treasurer within twenty days after the registration day announced in the calendar.*

Tuition is free to *students with State scholarships*; to *New York State students* in the State Veterinary College and in the College

of Forestry; to students pursuing the prescribed course in *Agriculture and intending to complete* that course; and to *special and graduate students in Agriculture* taking at least two-thirds of their entire work in the departments of agriculture, horticulture, and in the courses in agricultural chemistry and economic entomology.

Students taking work in Sibley College are charged \$5 per term for material and extra expenses.

An incidental fee of \$5 per term, to cover cost of materials used, is required of all students in Agriculture, except those in the first two years of the regular course.

A fee of \$5, to cover expenses of graduation, degrees, etc., is charged to each person taking the baccalaureate degree. This fee must be paid at least ten days before Commencement.

The fee charged for an advanced degree is \$10, and it must in all cases be paid at least ten days before Commencement.

Students residing in University buildings must pay their room bills one term in advance. All the members of the University are held responsible for any injury done by them to its property.

The expense of text-books, instruments, etc., varies from \$25 to \$75 per annum.

The cost of living in Ithaca, including board, room, fuel, and lights, varies from \$4 to \$10 per week. By the formation of clubs, students are sometimes able to reduce their expenses to \$3.50 per week for room and board, and occasionally to even less than that amount.

A fair estimate of the yearly expenses is from \$300 to \$500, but much depends upon the personal tastes of the student.

The cost for board, rent of furnished room, fuel and lights, in Sage College and Sage College Cottage, which are exclusively for women, varies from \$5 to \$6.50 a week. A student occupying alone one of the best rooms pays \$6.50 a week. If two occupy such a room together, the price is \$5.75. Those occupying less desirable rooms, with two in a room, pay \$5 a week each. Both buildings are warmed by steam, lighted by electricity, and, in most cases, the sleeping apartment is separated from the study.

Letters of inquiry in regard to board and rooms at the Sage College and the Cottage should be addressed to Mr. G. F. Foote, Business Manager of Sage College, Ithaca, N.Y.

## SMITH COLLEGE.

Smith College, at Northampton, Mass., "is not intended to fit women for a particular sphere or profession," in the language of its catalogue, "but to give them a broad and liberal culture, and, at the same time, to preserve and develop the characteristics of a complete womanhood." It is classed among the largest of the women's colleges, with more than one thousand one hundred students. The following are the

## REQUIREMENTS FOR ADMISSION TO THE FIRST CLASS AFTER 1900.

The subjects required of candidates for admission to college are classed under three heads: I., Absolute requirements; II., Alternative requirements; and III., Optional requirements. Optional requirements, with the exception of Latin and Greek, may be presented under four forms—the Elementary, the Minor, the Major, and the Maximum requirements. In Latin and Greek nothing less than the Minor requirement will be considered.

The Elementary requires that the candidate shall have pursued the subject in a systematic course of five periods of recitation a week for one year.

The Minor requires that the candidate shall have pursued the subject in a systematic course of five periods of recitation a week for two years, except in Latin, where it requires *three* years.

The Major requires that the candidate shall have pursued the subject in a systematic course of five periods a week for three years, except in Latin, where it requires *four* years.

The Maximum requires that the subject be pursued for one year beyond the Major requirement in a systematic course of four periods a week.

Absolute requirements :	{ English.
	{ Mathematics.
Alternative requirements :	
Group A,	{ A Major in Latin,
	{ A Major in Greek.
Group B,	{ An Elementary in Greek and
	{ Roman History.
	{ An Elementary in English and
	{ American History.

Optional requirements :

Major	{	Greek.
		Latin.
		French.
		German.
Minor	{	Greek.
		Latin.
		French.
		German.
		History.
		Chemistry.
		Physics.
		Physical Science. (A year each in Physics and Chemistry.)
		Biology. (A year each in Botany and Zoölogy.)
		Astronomy.
Elementary	{	French.
		German.
		Chemistry.
		Physics.
		Zoölogy.
		Botany.
		Physiography.

Every candidate must present for examination :

1. The two absolute requirements ;
2. One of each group of alternative requirements ;
3. A Major or two Minors of the optional requirements ;
4. One Elementary.

Advanced work beyond the entrance requirements in English or Mathematics, or the Maximum in Latin, Greek, French, or German, will be taken as a substitute for the Elementary requirement. No certificate will be accepted for this advanced work on Maximums ; and, when presented as a substitute for the Elementary requirement, it will not be counted toward the Academic degree.

The estimate of the periods of study necessary to prepare for the Elementary and advanced requirements in Greek, French, and German is based on the assumption that a candidate has begun the study of Latin at least a year earlier, and has continued it along with the other language study, otherwise the periods specified would not be sufficient.

ENGLISH. — 1. *Reading and Practice.*—A certain number of books will be set for reading. The candidate will be required to present evidence of a general knowledge of the subject-matter, and to answer simple questions on the lives of the authors. The form of examination will be the writing of a paragraph or two on each of several topics, to be chosen by the candidate from a considerable number — perhaps ten or fifteen — set before her in the examination paper. The treatment of these topics is designed to test the candidate's power of clear and accurate expression, and will call for only a general knowledge of the substance of the books. In addition to this test, the candidate will be allowed to present an exercise book, properly certified by her instructor, containing compositions or other written work done in connection with the reading of the books.

The books set for READING and PRACTICE in 1903, 1904, and 1905 are Shakespeare's *The Merchant of Venice* and *Julius Cæsar*; *The Sir Roger de Coverley Papers* in *The Spectator*; Goldsmith's *The Vicar of Wakefield*; Coleridge's *The Ancient Mariner*; Scott's *Ivanhoe*; Carlyle's *Essay on Burns*; Tennyson's *The Princess*; Lowell's *The Vision of Sir Launfal*; George Eliot's *Silas Marner*.

The books set for STUDY and PRACTICE in 1903, 1904, and 1905 are Shakespeare's *Macbeth*; Milton's *Lycidas*, *Comus*, *L'Allegro*, and *Il Penseroso*; Burke's *Speech on Conciliation with America*; Macaulay's *Essays on Milton and Addison*.

In 1902 candidates will be allowed to offer for examination either the list for 1902 or that for 1903-5.

MATHEMATICS. — *Algebra*: factors, common divisors and multiples, fractions, ratio, proportion and variation, inequalities, powers and roots, the doctrine of exponents, equations of the first and second degrees, radicals and equations involving radicals, arithmetical and geometrical progressions, as in Wells or Wentworth.

*Plane Geometry*, as in the first five books of Wells or Wentworth.

NOTE. — There will be no formal examination in Arithmetic, but familiarity with its processes is presupposed.

LATIN. — I. Preliminary requirement which constitutes the Minor:  
(a.) The translation at sight of simple Latin prose and verse.

(b.) A thorough examination on Orations II., III., and IV., of Cicero against Catiline, directed to testing the candidate's mastery of the ordinary forms, constructions, and idioms of the language; the test to consist, in part, of writing simple Latin prose, involving the use of such words, constructions, and idioms only as occur in the speeches prescribed.

II. Final requirement which, with the Minor, constitutes the Major:

(a.) The translation at sight of passages of Latin prose and verse, with questions on ordinary forms, constructions and idioms, and on prosody.

(b.) The translation into Latin prose of a passage of connected English narrative. The passage set for translation will be based on some portion of the Latin prose works usually read in preparation for college, and will be limited to the subject-matter of those works.

For students who are to enter by certificate, the requirements will be as follows:

*Grammar.* Four books of Cæsar's Gallic War (or an equivalent amount of prose); seven orations of Cicero (the Manilian law may count as two); and six books of Vergil's *Æneid* (the *Eclogues* or 1,000 lines of Ovid's *Metamorphoses* will be accepted as an equivalent for one book); the translation at sight of simple passages of Latin prose and verse; the translation into Latin of passages of connected narrative based on Orations II., III., and IV. of Cicero against Catiline. Practice in reading at sight and in writing Latin, with systematic study of grammar, pursued through the four years. The Roman method of pronunciation is used. Satisfactory equivalents will be accepted.

The following Preparatory Course in Latin is recommended:  
 First Year. — Five lessons a week. *First and Second Terms:* Introductory Lessons. *Third Term:* Easy reading (Fables, *Viri Romæ*, *Eutropius*, etc.). Practice in reading at sight and in writing Latin. Systematic study of grammar begun.

Second Year — Five lessons a week. *First Term:* Easy reading continued. *Nepos.* *Second Term:* Cæsar (Gallic War, 2 books). *Third Term:* Ovid (*Metamorphoses*, 800–1,000 lines). Practice in reading at sight and in writing Latin, with systematic study of grammar throughout the year.



Third year. — Five lessons a week. *First Term* : Vergil (*Æneid* I.), Cicero (speeches, begun), or Sallust (selections from the *Catiline*). Practice in reading at sight and in writing Latin. Grammar. *Second and Third Terms* : Cicero (speeches continued). Cæsar, Ovid, etc. (mainly for practice in reading at sight). Thorough study of text prescribed for the preliminary examination (about 30 pages of Cicero, Teubner text), with practice in writing Latin based upon it. Grammar.

Fourth Year. — Five lessons a week. Cicero. Vergil. Selections from other prose and verse. Practice in reading at sight and in writing Latin. Grammar.

GREEK. — I. Preliminary requirement which constitutes the Minor :

(a.) The translation at sight of simple Attic prose.

(b.) A thorough examination on the second book of Xenophon's *Anabasis*, directed to testing the candidate's mastery of the ordinary forms, constructions, and idioms of the language; the test to consist, in part, of writing simple Attic prose, involving the use of such words, constructions, and idioms only as occur in the portion of Xenophon prescribed.

II. Final requirement which, with the Minor, constitutes the Major :

(a.) Translation at sight of passages of Attic prose and of Homer; with questions on ordinary forms, constructions and idioms, and on prosody.

(b.) The translation into Attic prose of a passage of connected English narrative. The passage set for translation will be based on some portion of the Greek prose works usually read in preparation for college, and will be limited to the subject-matter of such works.

For students who are to enter by certificate, the requirements will be as follows :

Four books of Xenophon's *Anabasis*; three books of Homer's *Iliad*. Satisfactory equivalents will be accepted. Practice in reading at sight and in writing Greek, with systematic study of grammar pursued through the three years.

The following Preparatory Course in Greek is recommended :

First Year. — Five lessons a week. *First and Second Terms* : Introductory Lessons. *Third Term* : *Anabasis* (begun). Practice in reading at sight and in writing Greek. Systematic study of grammar begun.

Second Year. — Five lessons a week. Anabasis (continued), either alone or with other Attic prose. Practice in reading at sight. Systematic study of grammar. Thorough study of text prescribed for the preliminary examination (about thirty pages of Xenophon, Teubner text), with practice in writing Greek based upon it.

Third Year. — Five lessons a week. Homer, three-fourths of the time. Attic prose, with practice in writing Greek, one-fourth. Grammar. Practice in reading at sight.

HISTORY. — I. Elementary requirement:

1. Greek and Roman History. (*a*) Greek History to the death of Alexander, with due reference to Greek life, literature, and art; (*b*) Roman History to the death of Marcus Aurelius, with due reference to literature and government. The student must also be familiar with the outlines of Greek and Roman geography.

2. English and American History. (*a*) English History with due reference to social development and the growth of political institutions; (*b*) American History with elements of Civil Government. The geographical knowledge of the candidate will also be tested.

II. Minor requirement:

Any two of the following courses may be offered for the Minor, except that neither course 3 nor course 4 may be offered in conjunction with course 2. In this list of subjects the department of History desires to avail itself of the work at present done by the preparatory schools, and also to facilitate the adoption by them of the recommendations of the Committee of Seven.

1. Greek and Roman History. (*a*) Greek History to the destruction of Corinth; (*b*) Roman History to the death of Constantine. Open to those candidates only who have offered English and American History as the alternative requirement.

2. English History and American History. Open to those candidates only who have offered Greek and Roman History as the alternative requirement.

3. English History.

4. American History.

5. Mediæval and Modern European History.

6. A year's detailed study of a limited period, selected with the approval of the department of History.

## FRENCH. — I. Elementary requirement:

(a.) Grammar. A knowledge of the fundamental principles of grammar is required. Special attention should be given to the inflection of nouns and adjectives, the use of all the pronouns, the conjugation of regular verbs and the commoner irregular ones, and the elementary rules of word order. The proficiency of the student will be tested by questions on the above topics, and by translation into French of simple English sentences.

(b.) Translation. Ability to translate at sight easy French prose into English. This can be acquired by reading not less than 200 duodecimo pages of French, such as Joyne's *Fairy Tales* (Heath); Kuhn's *French Reading* (Holt); Ernault's *Le Chien du Capitaine*.

No conditions will be allowed in this course, and certificates will be accepted only for students who have studied French during the year preceding their entrance to college.

## II. Minor requirement:

(a.) Grammar. Candidates will be expected to have acquired a knowledge of accidents, the correct use of all pronouns, of modes and tenses of all verbs, regular and irregular, a familiarity with the essentials of French syntax and the commoner idiomatic phrases. The candidate's knowledge of grammar, as well as her ability to use grammatical forms and structure, will be tested by direct questions and by the translation into French of simple connected English sentences.

(b.) Translation. Ability to translate at sight standard modern French, to be acquired by reading, in addition to the elementary requirement, not less than 400 duodecimo pages of prose, which may be chosen from any of the following books: Malot, *Sans Famille* (Jenkins); Sandeau, *Mlle. de la Seiglière*, the play (Holt); Loti, *Pêcheur d'Islande* (Heath). It is strongly recommended that some work like Super's *Readings from French History* (Allyn and Bacon) be read and studied for its subject-matter as well as for the practice it affords in translation. It is important that the passages set be rendered into clear and idiomatic English.

(c.) Composition. Ability to write in French a paragraph dictated from some of the books read, and to translate at sight a passage of easy English prose into French.

(d.) For composition-work Fasnacht's *First Course in French Composition* (Macmillan) is recommended.

If the student wishes to continue the study of French in college she will need additional drill in understanding the spoken language and in using it in reply to questions asked on the subject-matter read.

### III. Major requirement :

(a.) Grammar. In addition to the points mentioned in the Minor requirement in grammar, the student will be expected to have acquired a more complete knowledge of syntax, as well as greater correctness in the application of rules and a freer use of idiomatic expressions.

(b.) Translation. It is believed that the necessary proficiency in translation at sight can be acquired by reading, in addition to the Minor requirement, no less than four hundred duodecimo pages of prose and poetry which may be chosen from any of the following works: Scribe et Legouvé, *La Bataille de Dames* (Heath); Balzac, *Le Curé de Tours* (Heath); Bowen's *French Lyrics*; V. Hugo's *La Chute, Bug Jargal* (Heath); Michelet, *Abrégé d'histoire de France Temps modernes*. In the last named, it is strongly recommended that the part relating to the seventeenth century be carefully studied with reference to its subject-matter and also as a basis for carefully prepared abstracts by the students. Passages set for translation must be rendered into clear and idiomatic English.

(c.) Composition. Ability to translate into French at sight a paragraph of ordinary English, to write a résumé of any of the books read, to follow a recitation conducted in French, and to answer in that language questions asked by the instructor.

NOTE. — Proficiency in composition can be obtained by the thorough study of any standard grammar, by oral and written exercises, by memorizing, by conversation, by dictation, and by composition, if carefully corrected. Books suggested are Francois' *French Composition*, or Grandgent's *French Composition*, first three parts, or Blouet's *French Composition*, Part I. and half of Part II. Where great proficiency in French is desired the study of the language ought to be begun early, when a pure pronunciation and readiness of expression are more easily acquired. As this, however, is not always possible, it is recommended that, from the outset, attention be given to correct pronunciation, and that during the whole course of preparation the pupil be accustomed to hear and understand the spoken language. The reading of the French classics of the

seventeenth century is not advised as a substitute for the works mentioned in the requirement, as the average pupil of the secondary school is not sufficiently developed for that grade of work. In no case should it be attempted before the fourth year of the High School course.

GERMAN. — I. Elementary requirement :

(a.) Grammar. A knowledge of the fundamental principles of grammar is required. This includes declension of articles, adjectives, pronouns, and nouns readily classified; conjugation of weak and strong verbs; the use of the commoner prepositions; simple use of modal auxiliaries; and the elements of syntax.

(b.) Translation. Ability to read correctly and to translate into good English simple German prose. Ability to translate at sight simple connected English into correct German, using the vocabulary gained in the above reading. This can be acquired by the use of such German as Märchen, selections from standard readers, tales of Volkmann, Heyse, and others.

(c.) Composition. Such proficiency as may be gained from the use of exercises found in books like Harris' *Composition*, Part I. and half of Part II. Equally good results may be gained from other exercises where the German is accompanied by English paraphrases and easy narrative selections are provided for translation into German. Such selections should be used for oral, sight, and written translation.

II. Minor requirement :

(a.) Grammar. In addition to the Elementary requirement, candidates will be expected to have acquired knowledge of the correct use of articles, prepositions, the common adverbs, and conjunctions. They should have learned the syntax of cases, the principal uses of the subjunctive and the infinitive moods, and the full use of the modal auxiliaries.

(b.) Translation. Ability to translate at sight narrative prose into good English, and connected English into correct German. This can be acquired by reading carefully such narrative prose as *Fluch der Schönheit*, Riehl, 50 pp.; by reading at sight *Werke der Barmherzigkeit*, Riehl, 50 pp.; by reading carefully and also at sight historical prose, such as *Aus dem Klosterleben*, Freytag, or *Aus dem Jahrhundert des Grossen Krieges*, 75-100 pp.; one classic play of Goethe, *Egmont* or *Götz*; classic poetry, *Balladen*, Schiller, or *Poems*, Uhland.

(c.) Composition. The required proficiency may be obtained by the use of some text-book with parallel German-English extracts and English-German syntax, such as Fasnacht's *First Course*, first 40 selections, or Wenckebach's *Composition*, Part I., entire. These exercises should be used for oral, sight, and written work.

NOTE 1. Students wishing to continue the study of German in college must secure additional practice in the use of German in the class-room. They should be able to understand spoken German and to give replies in German to questions based on the subject-matter of the prescribed books.

NOTE 2. Students wishing to specialize in science may substitute for some of the prose already specified that of a German Scientific Reader. The work must be done with a competent teacher and under conditions which insure the student's comprehension of the subject-matter of the texts read. The composition required in this modification of the Minor will cover the correct use of the fundamental principles of inflection and syntax in connected description, narration, and exposition in scientific writing.

### III. Major requirement:

(a.) Grammar. Ability to use correctly ordinary grammatical forms and syntax. This will include the uses and meanings of the principal prefixes and suffixes, the correct use of moods and tenses, particles, infinitives, and the more familiar idioms.

(b.) Translation. In addition to the Minor requirement, the student will be expected to have (1) ability to translate at sight narrative and historic prose into good English, (2) ability to translate at sight ordinary English into correct German, (3) ability to follow a recitation conducted in German, and to answer in connected sentences the questions of the instructor. This may be gained by the reading and study of about 500 pages of German literature, in which the historic prose and classic (prose) drama of the Minor may be counted. Such works as the following are recommended: Schiller, historic prose; Goethe, *Dichtung und Wahrheit*; the narrative prose of Heine or Scheffel; two classic plays: Lessing, *Minna von Barnhelm*; Goethe, *Iphigenie*, or Schiller, *Wilhelm Tell*, *Die Jungfrau von Orleans*, *Maria Stuart*.

(c.) Composition. Such proficiency as may be gained from carefully prepared German paraphrases of parts of the prescribed texts. Part of this should be written, part prepared for oral recitation, and part demanded at sight. The use of such books as Fasnacht's *First Course* or Wenckebach's *Composition* should be continued.

FOR THE SCIENTIFIC REQUIREMENTS, four of the five hours a week specified should be given to laboratory work, and the fifth to recitation.

CHEMISTRY. — I. Elementary requirement :

A course of at least sixty experiments performed at school by the pupil and accompanied by systematic instruction in the principles of chemistry and their application. The work is such as is covered by the first seventeen chapters of Remsen's *Introduction to the Study of Chemistry*. The candidate is required to pass both a written and a laboratory examination. The original note-book of school work, endorsed by the teacher, must be submitted at the time of the examination.

II. Minor requirement :

Specifications for the Minor in chemistry will be furnished on application to the Registrar.

PHYSICS. — I. Elementary requirement :

The preparation should cover the fundamental principles of the subject, as represented in Avery's *School Physics*, Crew's *Elements of Physics*, Gage's *Elements of Physics*, or Hall and Bergen's *Text-Book of Physics* (Revised edition). Experimental demonstrations should form an important part of the class-room instruction, and the student should be practised in the solution of simple problems. Special emphasis should be placed throughout the course upon the illustration of principles by reference to phenomena within the daily experience of the students. Forty laboratory experiments should be performed by each student. These experiments may be selected from the list of fifty-seven experiments published in the "Report of the Committee of Ten on Secondary School Studies," 1894, or from the Harvard University "Descriptive List of Elementary Exercises in Physics." Each laboratory exercise should be preceded by a clear statement as to the purpose of the experiment and the manner in which it should be performed. Laboratory note-books containing original records of experiments performed must be presented by the pupil before examination.

II. Minor requirement :

Specifications for the Minor in Physics will be furnished on application to the Registrar.

## BOTANY. — I. Elementary requirement :

The course in Botany should include the elements of anatomy, morphology, physiology, and ecology, especially of the higher plants, together with some study of the leading groups. The anatomy and morphology may be as taught hitherto in the schools. In physiology the students should have tried, or have assisted in trying, at least ten experiments upon important physiological processes. In ecology, she should have made some observations upon the adaptations to environment of the principal organs, upon seed-dispersal and cross-pollination, and upon the leading ecological and natural groups of plants.

The way in which the student's knowledge and training are acquired is of prime importance; they should be derived from actual laboratory and field study, so directed as to secure training in observation, comparison, and generalization. This will be judged by an inspection of the student's laboratory note-book, which must be submitted in every case, and which will count as much as, or more than, the examination in determining admission.

The work, as here outlined, is covered by Bergen's *Elements of Botany* (Boston, Ginn & Co.), or by Atkinson's *Elementary Botany* (New York, Holt & Co.), and it is described in detail in Part II. of Ganong's *Teaching Botanist* (New York, Macmillan Co.).

While the above course is that recommended, equivalents for parts of it will be accepted if worked out in the same manner; thus, a more detailed knowledge of the leading groups of plants may be offered, or scientific knowledge of the families of the flowering plants. But mere terminology, or any purely mnemonic knowledge of plants, will not be accepted.

## II. Minor requirement :

Specifications for the Minor requirement in Botany will be furnished on application to the Registrar.

## ZOOLOGY. — I. Elementary requirement :

1. Careful laboratory study, with notes and drawings, of the following animals or their equivalents :

Amœba	Campanularia	Clam	Fly	Fish
Paramœcium	Campanularian medusa	Squid	Daphnia	Frog
Leucoselenia	Turbellaria	Nereis	Cyclops	



Grantia	Tænia	Lumbricus	Crayfish
Hydra	Nematode	Grasshopper	Spider

This study shall include (a) the external parts, (b) the functions of parts and habits of the living animals in all cases favorable for such treatment, (c) dissection or microscopic examination of all the systems, internal as well as external, of the frog and nine other animals which are included in the above group.

2. A careful comparative study of the skeletons of the following higher vertebrates or their equivalents: Turtle, Lizard, Bird, Cat, Man.

3. Lectures or recitations, one hour a week, upon general principles of Zoölogy, including a brief synopsis of animal classification.

4. Books of reference. As no single book seems available to the student exactly covering the ground specified, the following list is given, to be kept in the laboratory and used for reference: 1. (a) and (b). A recent pamphlet by Dr. C. B. Davenport, of the University of Chicago, giving the outline of a course required for admission to the Lawrence Scientific School of Harvard University. 1. (c) Brooks' *Handbook of Invertebrate Zoölogy* (S. E. Cassino); Bumpus, *Invertebrate Zoölogy* (Henry Holt & Co.); Ecker & Wiedersheim, *The Anatomy of the Frog*, translated by Haslam (Clarendon Press, Oxford), preferably the new revision of the same by Gaupp in the original (Fischer, Jena). 2. Flower, *Osteology of the Mammalia* (Macmillan); Reynolds, *The Vertebrate Skeleton*; Kingsley, *Vertebrate Zoölogy* (Henry Holt & Co.). 4. Parker & Haswell, *Text Book of Zoölogy* (Macmillan).

## II. Minor requirement:

Specifications for the Minor in Zoölogy will be furnished on application to the Registrar.

## ASTRONOMY.—Minor requirement:

The work presented must include the elements of descriptive astronomy, with special reference to time problems; a good working knowledge of almanacs, ephemerides, star maps, and globes; and thorough familiarity with the common phenomena of the heavens. Acquaintance with the principal constellations is fundamental; and it is essential that training be given in the use of simple apparatus for finding angles and time.

Among the observations which should receive special attention are: Location of a meridian line by the sun or by the North Star; determination of latitude of place by sun and stars; mapping ecliptic and constellations with reference to the horizon at different seasons; tracing diurnal and annual paths of heavenly bodies; finding the error of a common watch by several independent methods; examination of sun-spots, lunar markings, double stars, and star clusters with opera-glass and small telescope.

In tests for admission to college, the emphasis will be placed on actual knowledge of the heavens as shown especially by the records in the student's note-book. A general idea of the method and character of the work demanded may be obtained from the Harvard *Outline of Requirements in Astronomy*.

Where more detailed specifications are desired, application should be made to the Registrar of the college.

IT IS RECOMMENDED that, throughout the preparatory course, special attention be paid to the student's enunciation and general use of the voice.

#### REGISTRATION.

Candidates for admission, whether by certificate or examination, must present themselves for registration in College Hall, Room No. 1, on one of the days specified in the Calendar.

The attention of candidates who present themselves for examination in September, is especially called to the importance of registration. Lists of names of those who have registered will be sent from the Registrar's office to the places of examination. Without such authorization, examination will not be given; and in making good the omission the candidates will lose valuable time.

#### EXAMINATIONS.

Examinations are held in Northampton in June and September. Candidates for examination are requested to send to the Registrar for blank forms on which their teachers may present a record of their preparation. For preliminary examinations such statements will be required.

In June, examinations will also be held in the following places: New York; Boston; Chicago; St. Louis; Cleveland; Pasadena; Seattle.

Persons desiring examinations at other places than those above-mentioned may forward their requests to the Registrar of Smith College. As far as possible, arrangements will be made for such examinations when there are two or more candidates.

Following is the estimate of yearly expenses made by the authorities of Smith College:

#### EXPENSES AT SMITH COLLEGE.

The price of tuition for all students is \$100 a year. The charge for board and furnished room in the College houses is \$300 a year. This sum includes the washing of one dozen plain pieces weekly.

One-half of the annual fees for tuition and board must be paid in advance at the beginning of each semester. Five per cent. will be added to all bills which are unpaid at the end of the first month. No deduction will be made for absences.

Rooms in the College houses may be secured in advance upon the payment of ten dollars, which sum will be credited on the bill for the first semester after such rooms are assigned; or it will be returned if the room is not desired, provided such notice is given one month before the beginning of the fall term. No room can be engaged for a shorter period than one year. It is necessary to apply early in order to secure a room in the College dwelling-houses. Applications should be made to the Registrar. Each applicant should state her full name and the course she intends to pursue. The assignment of rooms is made in the order of application. Students of the regular courses have precedence over members of the Art and Music Schools. Each student must provide her own towels; the College provides beds, bedding, carpets, and all necessary furniture. An extra charge is made for meals sent to a student's room or for extra service.

Those who prefer may obtain board in private families at an expense varying from \$4 to \$10 a week, according to accommodations. Students can also adapt their expenses to their means by coöperative housekeeping, and the Mary A. Tenney House has been bequeathed to assist them in making such experiments.

Students of Chemistry, Botany, and Zoölogy are charged a laboratory fee of \$5 per semester in each department. Art students pay for their materials.

In all these estimates of expenses the actual necessities only are included: room, board, and a little washing, and, in some cases, books. By strict economy a girl may keep her expenses down to \$500 a year. Except in the larger cities, where free preparatory tuition may in some cases be had, this expense must be met for seven years after leaving the common school — three years in the preparatory school and four years in college, a total of \$3,500. I add up the figures to show you that there is something to be considered beside the mere desire to be a collegian. A self-supporting girl, or one who is to be self-supporting, must ask herself about this, as about most other matters, "Will it pay?" In the majority of cases a collegiate education is a luxury rather than a necessity.

I do not know of any walk that a woman cares to enter that she would now find closed to her on account of her sex. If she has the business sense she needs nothing more. Opportunity is a good thing, but a determined woman will make it for herself if she does not find it at hand. — *Jeannette L. Gilder.*

CHAPTER IV.

EDUCATION — AN ORNAMENT IN PROSPERITY AND A  
REFUGE IN ADVERSITY.

It was a saying of Aristotle that education is an ornament in prosperity and a refuge in adversity. Being asked how much educated persons were superior to those lacking in education, he replied, "As much as the living are to the dead."

Truly there is a tide in the affairs of men; but there is no Gulf Stream setting forever in one direction.—  
*James Russell Lowell.*

It was in making education not only common to all, but in some sense compulsory on all, that the destiny of the free republics of America was practically settled.—  
*James Russell Lowell.*

In vain sedate reflections we would make  
When half our knowledge we must snatch, not take.  
*Pope.*

It is the general training of habit and intelligence that comes first, and of which I am going to speak, especially of that part of general training that comes with schooling, or school instruction. I purposely write "schooling" and "instruction," because I do not wish, even by a chance word, to lend any countenance to that loose and inaccurate habit of thought and speech that leads us to

speak sometimes of education as if it were the same thing as learning lessons out of a book, or as if it were only while the girls sit in the schoolroom that their characters are being formed. That is the reverse of the truth. Measured by any standard, there is more of what a child learns out of school than of what she is taught in it. — *Edith A. Barnett.* [*English.*]

The habits are of far more consequence than the learning. Every one will agree that the school is not necessarily the best which turns out the most scholars; the best school is that which makes its pupils most diligent, most hard-working, most faithful in the daily affairs of life; most greedy of knowledge and most capable of gathering it; least greedy of material reward. If we could say for certain which school could do this we should have settled once and for all between home tuition and school life; between English and foreign schools; between classics and science. — *Edith A. Barnett.*

Not that I wish to undervalue schooling. I think that the choice of the mode of instruction is worth far more time and care than are generally bestowed upon it. But I am nevertheless sure that it is home and not school influence that is supreme in the formation of character. We must all notice how "the family ways" stick to all the girls, though perhaps each one of them went to a different school. And a wise organizer, choosing her subordinates, always asks first what home a girl came out of, and afterwards what school she went to. — *Edith A. Barnett.*

Ordinary schooling is a drug in the labor market. It is one of the things one buys to have, and not to sell

again. It is true that schooling more or less *extraordinary* does fit a girl for one profession — that of the school-teacher. Moreover, it is certain that such advantages as mere schooling gives are becoming less valuable as schooling becomes more common. When few men could read and write, he who could do both was in constant employment. But to write a fair hand and to read print fluently are powers that now confer no value on their possessor, because every man in the street can do as much. Time was when an ordinarily good education was so seldom given to girls that almost every one who had been to school could earn some sort of living as private governess. All that is now happily changed. — *Edith A. Barnett.*

True culture ought to raise us above the circumstances of our own narrow lives. If we always look at things from our own standpoint we are sure to confuse the essential and the accidental; consequently it is of the greatest value to us to bring ourselves into a position far removed from our own, to see the world if we can with the eyes of one of a different race and time; and while all history and literature will help us to do this, a foreign language, and especially a dead language, helps us more than anything else, — for the very words (the names of utensils or of the parts of the dress) stand for something unfamiliar in our daily lives, and a translation, however useful, lessens the effect by bringing everything a little nearer our own standards. — *Eliza Chester.*

I do not suppose young girls who are just beginning to study any language can appreciate just how it is going to influence them; but I should be glad if what I have said might lead some of them to work with a more serious aim than to chatter about the weather in some

foreign city. For I believe that every girl should learn some language besides her own for the sake of the right mental balance. No one has a very clear idea of the structure of English who has not made some attempt to understand another language. — *Eliza Chester.*

It is never best to give up altogether reading an author we know to be great, even if we cannot understand him. Keep on reading a little at a time, and the light is sure to dawn gradually. Especially if a book contains an argument, we must try to look at it as a whole, before we can fully master details; but we need not do it all at once. Never work over any subject after your brain begins to be tired. Turn to something else till to-morrow, and then the crooked places will be made straight. — *Eliza Chester.*

Whenever you buy a book buy one that means something to you, even if it is a novel or a child's story. — *Eliza Chester.*

There are thousands of books worth reading, and nobody can read them all. Emerson's essay on "Books" in the volume "Society and Solitude" gives a splendid list of the great books of the world. Each reader should be guided by her natural powers in choosing what to read. As all of us who are honest with ourselves know what are our best gifts and our worst faults, we should choose the subjects and the books which will develop our powers and correct our faults. — *Eliza Chester.*

Travel is a great quickener in education, but it is not the foundation of it. What does the Tower of London mean to one who knows nothing of English history, or Loch Katrine to one who reads the "Lady of the Lake" for the first time in connection with the guide-book? — *Eliza Chester.*



To make daily a new estimate, that is greatness. —  
*Emerson.*

No woman is educated who is not equal to the successful management of a family. — *G. W. Burnap.*

A thoughtless, selfish, snappy, fretful, overbearing, and dictatorial young woman may take prizes at school, may excel at music, and travel round the world, but the more she knows, the less culture she has. The commonest country girl, with good health, an open brain, and a warm, unselfish, patient, self-controlled disposition, is a hundredfold more cultured than the boarding-school graduate, who is fractious with her mother, cross with her sisters, or knows too much to associate with other girls. — *E. J. Hardy.*

Disposition is culture. Health is the soil, intelligence the branches, and disposition the leaves, buds, and blossoms — the robe of living beauty, fragrance, and sweetness with which a young woman is to clothe her life. Without heart-culture the finest mental culture is like a tree with nothing but cold, leafless limbs. — *E. J. Hardy.*

“Ah, old fellow,” said a gentleman, meeting another, “so you are married at last. Allow me to congratulate you, for I hear you have an excellent and accomplished wife.”

“I have indeed,” was the reply; “she is accomplished. Why, sir, she is perfectly at home in literature, at home in music, at home in art, at home in science — in short, at home everywhere, except” —

“Except what?”

“Except at home.” — *E. J. Hardy.*

Every girl and woman should determine to know something thoroughly, however little, of the *best*. Ten

minutes each day — five or six solid books a year — will enable you to do this. There is no excuse for reading trash, when the standard works on good subjects are as easily attainable. — *Hardy*.

Have you any pocket money on hand? I suppose not; girls rarely do have, I am sorry to say. Well, then, promise me that with the first dollar you have you will buy a book for a corner-stone to your future library. Give me your word to do this and to read each book which you buy, and I will promise you that, provided your books are honest and true, you will always have within reach, even under your own roof, the most royal company in all the world. — *Annie H. Ryder*.

The education of the human mind commences in the cradle. — *T. Cogan*.

Practical education implies the art of making active and useful what we learn. — *J. W. Barker*.

We speak of educating our children; do we know that our children also educate us? — *Mrs. Sigourney*.

Education begins the gentleman, but reading, good company, and reflection must finish him. — *J. Locke*.

Effeminate education, which we call indulgence, destroys all the strength both of mind and body. — *Quintilian*.

What we do not call education is more precious than that which we call so. We form no guess, at the time of receiving a thought, of its comparative value. And education often wastes its efforts in attempts to thwart and balk this natural magnetism, which is sure to select what belongs to it. — *Emerson*.

I consider a human soul without education like marble in the quarry, which shows none of its inherent beauties until the skill of the polisher fetches out the colors, makes the surface shine, and discovers every ornamental cloud, spot, and vein that runs through the body of it. Education, after the same manner, when it works upon a noble mind, draws out to view every latent virtue and perfection, which without such helps are never able to make their appearance. — *Addison*.

The use of learning is to render a man more wise and virtuous, not merely to make him more learned. Go on by this golden rule, and you cannot fail to become everything your generous heart prompts you to wish to be, and that mine most affectionately wishes for you. — *Mrs. Henry Sandbach*.

A pretender to learning is one that would make others more fools than himself; for though he knows nothing, he would not have the world know so much; he conceits nothing in learning but the opinion, which he seeks to purchase without, though he might with less labor cure his ignorance than hide it. — *Bishop Earle*.

Schoolmasters will I keep within my house,  
Fit to instruct her youth. To cunning men  
I will be very kind; and liberal  
To mine own children, in good bringing up.  
*Shakespeare.*

If, in conducting the education of a female, care be taken to impress upon her mind that the most proper sphere for a woman to shine in is the domestic circle; if example and precept combine to prove that the literary acquirements with which she is endowed are not in-

tended to form a means of display, or to supersede the acquisition of domestic knowledge ; if Christian humility be instilled as a counterpoise to feminine vanity, then will literature become a source of genuine pleasure to herself, and enable her the better to fulfil the duties of daughter, sister, wife, or mother. — *Mrs. Riley.*

How empty learning, and how vain is art,  
But as it ends the life, and guides the heart.

*Young.*

The point of liberal education is not learning, but the capacity and desire to learn ; not knowledge, but power. — *C. W. Eliot.*

The true purpose of education is to cherish and unfold the seed of immortality already sown within us. — *Mrs. Jameson.*

We should ask, not who is the most learned, but who is the best learned. — *Lady M. W. Montagu.*

Education is a capital to the poor man, and an interest to the rich man. — *Horace Mann.*

Education keeps the key of life ; and a liberal education insures the first conditions of freedom — namely, adequate knowledge and accustomed thought. — *Julia Ward Howe.*

It is only the ignorant who despise education.

*Publius Syrus.*

Travel, in the younger sort, is a part of education ; in the elder, a part of experience. He that travelleth into a country before he hath some entrance into the language, goeth to school, and not to travel. — *Bacon.*

I shall detain you no longer in the demonstration of what we should not do, but straight conduct ye to a hill-side, where I will point ye out the right path of a virtuous and noble education; laborious indeed at the first ascent, but else so smooth, so green, so full of goodly prospect and melodious sounds on every side that the harp of Orpheus was not more charming. — *Milton.*

Some for renown on scraps of learning dote,  
And think they grow immortal as they quote.

*Young.*

Find time still to be learning somewhat good, and give up being desultory. — *Marcus Aurelius.*

It is a trite saying that great men have had great mothers. Most men who have achieved success have had some woman — mother, aunt, sister, or some one dearer — to spur them onward and upward. How many men have received their inspiration from women teachers the world has never known, never will know. — *Prof. Thomas Hunter.*

An establishment where the extreme of everything is taught, and much nonsense is learned in the latest style. — *Constance Fenimore Woolson's description of a fashionable school.*

It is gradually coming to be recognized that, even with boys, the time hitherto given up for teaching Latin and Greek had far better, except in the cases of those intended to become thorough students of those dead languages, have been devoted to the efficient teaching of French, German, or other living language. Whichever of the latter you may take up, endeavor to learn it prac-

tically for conversation, and the enjoyment of its country's literature. Make yourself familiar with the language before attempting to master its grammar. — *Lady Belairs.*

If you are devoting your odd hours to literature it is unnecessary to make pretensions to a knowledge of chemistry. Do not be afraid to say, "I do not know." We all expect too much learning from one another, especially elders from younger people. If John can tell his father a great deal about surveying, and Mary cannot, no matter; she can tell them both a good deal about physiology. — *Annie H. Ryder.*

There is as much to be said on how to study as on what to study, yet I believe the question may be briefly answered. Study so that the ideas of authors may become your own, though remoulded into such forms as your own character, reason, experience, and highest thoughts allow. — *Annie H. Ryder.*

Just what should be the ideal education for women is, and must be, an unsettled question for some time to come. For it is still undetermined how distinctly the area of woman's needs and activities should be bounded by sex limitations, and how largely it may be identified with the needs and activities of men. — *Helen Watterson Moody.*

For thirty years now we have been exploiting a higher education for women, based on what has been called the rational principle, that there is no sex in mind; and yet, as a matter of fact, the idea of sex has not for an hour been lost sight of. The education of women has still proceeded along the lines of sex — the other sex. — *Helen Watterson Moody.*

When in the course of conversation or reading you come across something you do not fully comprehend — the meaning of a word, the whereabouts of a place, or a historical reference — make a mental note of it, and take the earliest opportunity of enlightening yourself on the subject, by inquiry of a friend or search in some work of reference. Your knowledge of your language, of geography or history, and of general subjects, will be largely increased by this practice. — *Lady Bellairs* in “*Gossips with Girls and Maidens.*”

Often the cockloft is empty in those whom Nature hath built many stories high. — *Fuller.*

Such as take lodgings in a head  
That's to be let unfurnished.

*Butler.*

No man is the wiser for his learning. — *Selden.*

You write with ease to show your breeding,  
But easy writing's curst hard reading.

*Sheridan.*

Let ignorance talk as it will, learning has its value. —  
*La Fontaine.*

No path of flowers leads to glory. — *La Fontaine.*

Their heads are sometimes so little that there is no room for wit; sometimes so long that there is no wit for so much room. — “*Of Natural Fools,*” by *Thomas Fuller.*

Learning hath gained most by those books by which the printers have lost. — *Fuller.*

Underneath this sable hearse  
Lies the subject of all verse, —  
Sidney's sister, Pembroke's mother.  
Death, ere thou hast slain another  
Learn'd and fair and good as she,  
Time shall throw a dart at thee.

*Ben Jonson, "Epitaph on the Countess of Pembroke."*

They never taste who always drink ;  
They always talk who never think.

*Matthew Prior.*



## CHAPTER V.

DRESS AND DEMEANOR IN BUSINESS AND PROFESSIONAL  
LIFE.

“Study to be quiet.” — *I. Thessalonians, iv. 11.*

IF the apostle Paul had written those words expressly for girls of the twentieth century with their way to make in the world, he could not have given better advice. “And that ye study to be quiet, and to do your own business, and to work with your own hands, as we commanded you.” Quiet in dress, quiet in demeanor, quiet in everything. And not merely to be quiet, but to study to be quiet, to make a strenuous effort to avoid everything loud, everything boisterous, everything to attract attention. Anything that tends to attract attention to herself is a thing for a girl to avoid.

“She that was ever fair and never proud, had tongue at will and yet was never loud,” Shakespeare says. Loud is a good old English word, and we all know just what it means, as applied to either man or woman. It is exactly the opposite of quiet. The man who wears much showy jewelry, big-checked trousers, and a fancy vest is loud in his dress and likely to be loud in manner also. The girl who dresses or acts in such a way as to attract unusual attention to herself is likewise loud, and that is a disadvantage.

Loudness, whether in dress or in manner, is always a sign of inexperience. The young girl who is enjoying her first experience of having her own money to spend in her own way is far more likely to make a show of

herself in the office or the work-room than the girl who has been at work long enough to know something of the ways of the world. Some girls know from the start, some learn in a few months, and others take years to learn, that it is not appearance but ability upon which they must depend for success. You will find invariably that the loud woman is loud because she does not know any better.

A short time ago I was in the home of a literary friend in New York when a young lady called to make some inquiries about a person whom she was about to "interview." She was one of the most gorgeous young women I had ever seen, her dress a mass of bows and furbelows, her skirt sweeping the floor, her "waist" to be compared with nothing but Joseph's coat of many colors. After she had gone I ventured to make an inquiry about her, for she was evidently on some newspaper service, though strikingly different in appearance and manner from the plainly-clad attend-strictly-to-business newspaper women I had met.

"She is an Alabama girl who has just come to New York to struggle for a footing in newspaper work," my friend's wife explained. "I don't suppose she has another waist, poor thing, or she would n't wear that one in the street."

That explained one case of overdressing. It was simply a case of inexperience. In six months that young woman, if she succeeds, will have learned that she cannot dress too plainly for her work.

It is almost an invariable rule that loud dressing betokens a beginner of small salary and smaller experience. Several years ago I was revising the proofs of a work of reference in a large establishment in New York, where forty or fifty girl stenographers and typewriters were employed, and the rooms in which they sat resembled so

many beds of many-colored violets. They were fairly dazzling in their finery. It was a strictly commercial establishment, in which the publishing of a book was unusual, and everything connected with it was out of the typewriters' common routine. When it came to "taking" the introduction to a new chapter, or, perhaps, a new chapter entire, they were not equal to it. One girl after another tried it and failed.

"It's no use," one of the partners said to me after a day or two. "These girls are not expert enough to do that kind of work. They are hardly more than beginners, on small salaries. To take an ordinary business letter, 'Yours of the 14th inst. rec'd, and contents noted,' they answer our purpose very well; but outside of their regular routine they are surprisingly ignorant. I have noticed that they usually have a vocabulary of from three hundred to four hundred words. Those words they all understand, and can generally spell, but no more. We will have an expert stenographer for you to-morrow."

They had, and the expert serves as well as the younger girls to illustrate the point I am trying to bring out. She was by many degrees the plainest young woman in the place, as to dress, and she did not enter or leave a room with that queenly air that is born and bred mainly in cheap novels. But she understood her business thoroughly, and received at the end of the week more than three times as much pay as any of the more gaudy girls. That is, her salary was \$25 a week, and the other girls received \$8. It always seems to me that her plain dress meant \$25 a week and a bank account, and that a shining costume of silk or satin means about \$8 a week.

In another large concern that I am familiar with and visit sometimes there are a number of girl typewriters of distinguished mien and regal apparel, but the one who does all the difficult work and receives as much pay

as any three or four of the others is extremely plain in her dress. Her dress and demeanor show in a moment that she is a young woman of much experience and good salary. A dollar or a dollar and a quarter a day apparently demands much brighter colors and more jewelry than \$20 or \$25 a week.

No reasonable person would expect an \$8 a week girl to be able to do the work of a girl worth \$25 a week. It has a very commercial sound to classify girls thus by their monetary value, but that is the way they are judged in a business office, just as the boys and young men are judged, — by the value of the services they can render, not by their stylish appearance. All the satins and cheap jewelry you can put on will not increase your salary fifty cents a week. And the dressy young girls, just budding into self-supporting women, are not to be blamed too harshly for going to the office to work in a cheap imitation of one of Mrs. Astor's ball costumes. Experience will teach them better presently. They have not in all cases the advantage that you have in a mother to go to for advice.

There is the signboard pointing to the safe road. Go to your mother. Whenever you are in doubt about dress, or demeanor, or anything else, go to her, and not only ask her advice, but follow it. Do not deceive yourself with the notion that though she is the dearest old mother, she is old-fashioned. There is no such thing as old or new fashion in the way that a young girl should dress herself, or carry herself. The cut of the gown, and the sports and employments permitted by custom, change, but the modest bearing that is a girl's chief charm is forever the same, whether her wheel be one for spinning flax or one with pneumatic tires, — not the affected modesty that casts down the eyes when a young man speaks to her, but the real modesty that comes from the inside.

Then there is the other side of the question — the danger of being too careless in dress. There is less danger of that, for it is the natural desire of nearly every young girl to look as well as she can. I speak particularly of young girls, because they are the ones mainly who need such hints. By the time you have spent two or three years in supporting yourself you will need very little advice about dress or demeanor. The world will have rubbed off the sharp corners, and put many, many new ideas into your head, and, to be quite honest with you, you will know much more than you know now. I do not undervalue the knowledge that you have worked for and gained in school or college, but the world is so much greater a school than even Vassar or Wellesley.

“The natural desire of a young girl to look as well as she can” I have just spoken of. It is not only a natural, but a perfectly proper desire. Not one of us, man or woman, cares to look any worse than necessary. I will tell you confidentially that vanity is as epidemic among young men as among young women. It does not show as plainly in men’s dress, because they are more restricted by custom in color and costume. Admitting that we all have this desire to look as well as we can, the question is, how we can look our best. Not that we need make this the great end and aim in life, but it is a subject worthy of consideration.

“Costly thy habit as thy purse can buy, but not express’d in fancy; rich, not gaudy; for the apparel oft proclaims the man.”

Costly within reason, but not to the extent of keeping yourself poor to buy rich raiment. Decidedly not expressed in fancy. No train to sweep the floor and no bicycle skirt in business hours to display the color of your shoe-tops. Rich, not gaudy. As good material as you can afford, but plainly made. Does not that quota-

tion from Shakespeare answer the question? Do we not look our best when dressed in a style suitable to the business in hand? If you were to go to a ball in your working clothes you would look no more out of place than if you went to your work in a ball dress. The best-dressed girl is she whose costume is fitted to the occasion, and the costume most fitting for work or business is one that attracts no attention whatever, that seems to be there naturally, merely a necessary covering for the body.

The neatly-kept hair and hands and shoes are more important to a girl than the texture of her clothes. Attention to these things is necessary, for an employer does not want a sloven by his side in the office any more than he cares to dictate his letters to a flashy imitation of the Empress Eugenie. And as long as you are at work you will have an employer to please — a master, in fact, though we Americans try to hide the truth under smoother terms. At first it will be only the man in the office, and that should be easy enough if you are capable and “study to be quiet.” But when success comes, and the office is your own office, and the great public is your master, you will find him much harder to please than the other. He is a just master, reasonable and kind when you serve him well; but even when you reach the top of your business or profession he will stand very little nonsense in your dress or demeanor. You must conform to the rules he lays down for you or take the consequences; and you will find no safer, surer road to his favor than in the four words into which St. Paul has compressed a volume of advice, “Study to be quiet.”

“ This above all : to thine own self be true,  
And it must follow, as the night the day,  
Thou canst not then be false to any man.”

*Shakespeare.*

## CHAPTER VI.

## O'ERSTEP NOT THE MODESTY OF NATURE.

THE person whose clothes are extremely fine I am too apt to consider as not being possessed of any superiority of fortune, but resembling those Indians who are found to wear all the gold they have in the world in a bob at the nose. — *Oliver Goldsmith.*

Dress drains our cellar dry,  
And keeps our larder lean.

*Cowper.*

Beauty gains little, and homeliness and deformity lose much, by gaudy attire. Lysander knew this was in part true, and refused the rich garments that the tyrant Dionysius proffered to his daughters, saying that they were fit only to make unhappy faces more remarkable.—  
*Zimmerman.*

*Young Man:* “I have come to ask you for the hand of your daughter, doctor.”

*Fashionable Physician:* “You have?”

*Young Man:* “Yes, doctor. I have enough of this world’s goods to support her in comfort, even in luxury.”

*Physician:* “Yes, I am aware of that; but will you treat her kindly? Can I depend upon your making her a good husband?”

*Young Man:* “Doctor, I swear” —

*Physician:* “Oh, never mind swearing. Your intentions are all right, no doubt, but I must be sure you

won't worry the life out of her. Take off your coat, and let me sound you to see what condition your liver is in!" — *Hardy*.

Dress has a moral effect upon the conduct of man kind. Let any gentleman find himself with dirty boots, old surtout, soiled neckcloth, and a general negligence of dress, he will, in all probability, find a corresponding disposition by negligence of *address*. — *Sir Jonah Barrington*.

As the index tells us the contents of stories, and directs to the particular chapter, even so does the outward habit and superficial order of garments (in man or woman) give us a taste of the spirit, and demonstratively point (as it were a manual note from the margin) all the internal quality of the soul; and there cannot be a more evident, palpable, gross manifestation of poor, degenerate, dunghilly blood and breeding than a rude, unpolished, disordered, and slovenly outside. — *Massinger*.

"But that's servants' work!" Of course it is. What business have you to hope to be better than a servant of servants? "God made you a lady?" Yes, he has put you, that is to say, in a position in which you may learn to speak your own language beautifully; to be accurately acquainted with the elements of other languages; to behave with grace, tact, and sympathy to all around you; to know the history of your country, the commands of its religion, and the duties of its race. If you obey His will in learning these things you will obtain the power of becoming a true "lady;" and you will become one if while you learn these things you set yourself, with all the strength of your youth and womanhood, to serve His servants, until the day come when



He calls you to say, "Well done, good and faithful servant, enter thou into the joy of thy Lord." — *Ruskin*.

Loveliness

Needs not the foreign aid of ornament,  
But is, when unadorned, adorned the most.

*Thomson.*

The manner of a vulgar man has freedom without ease, and the manner of a gentleman has ease without freedom. — *Chesterfield*.

You will, I believe, in general, ingratiate yourself with others still less by paying them too much court than too little. — *Greville*.

Virtue itself offends, when coupled with forbidding manners. — *Bishop Middleton*.

Good manners is the art of making those people easy with whom we converse. — *Swift*.

Unbecoming forwardness often proceeds more from ignorance than impudence. — *Greville*.

Manners are of more importance than laws. Upon them, in a great measure, the laws depend. The law touches us but here and there, now and then. Manners are what vex or soothe, corrupt or purify, exalt or debase, barbarize or refine us, by a constant, steady, uniform, insensible operation, like that of the air we breathe in. They give their whole form and color to our lives. According to their quality, they aid morals, they supply them, or they totally destroy them. — *Burke*.

Men naturally are shy of a woman who seems unnecessarily to make a point of exhibiting her independent feeling by seeking opportunities for disagreeing with or correcting those around her. It is this which has given rise to the impression that men dislike a highly educated woman. It is not, however, higher education that is really in fault, but the ill-trained, faulty manners of the woman. Some girls, on the other hand, seem bent on encouraging a belief in the shallowness of their minds, by unreflectingly agreeing with every opinion uttered, however contradictory. It is not by such palpable artifice as this that they will succeed in rendering themselves truly agreeable. — *Lady Bellairs*.

I firmly believe that my persistence in dressing well, even when I was desperately poor, has been worth a good many dollars a year to me. — *A successful business woman*.

The number of women who are complete business successes increases rapidly. In the city of New York, for instance, as in all other business centres, there are scores of trained and capable business women, whose manner of meeting whomsoever they are called upon to meet is simply beyond criticism. — *William O. Stoddard*.

We eat to please ourselves, but dress to please others. — *Franklin*.

The plainer the dress, with greater lustre does beauty appear. — *Halifax*.

A rich dress is not worth a straw to one who has a poor mind. — *Az-Zubaidi*.

The perfection of dress is in the union of three requisites — in its being comfortable, cheap, and tasteful. — *Bovee*.

A vulgar man is captious and jealous, eager and impetuous about trifles. He suspects himself to be slighted, thinks everything that is said meant at him; if the company happens to laugh he is persuaded they laugh at him; he grows angry and testy, says something very impertinent, and draws himself into a scrape, by showing what he calls a proper spirit, and asserting himself. — *Chesterfield*.

What is becoming is honorable, and what is honorable is becoming. — *Tully*.

Levity of behavior is the bane of all that is good and virtuous. — *Seneca*.

The modest virgin, the prudent wife, or the careful matron are much more serviceable in life than petticoated philosophers, blustering heroines, or virago queens. She who makes her husband and her children happy, who reclaims the one from vice and trains up the other to virtue, is a much greater character than ladies described in romance, whose sole occupation is to murder mankind with shafts from the quiver of their eyes. — *Goldsmith*.

If we wish to know the political and moral condition of a state, we must ask what rank women hold in it. Their influence embraces the whole of life. A man takes counsel with his wife; he obeys his mother; he obeys her long after she has ceased to live, and the ideas which he has received from her become principles stronger even than his passions. — *Aimé Martin*.

The man who bears an honorable mind  
Will scorn to treat a woman lawlessly.

*Shakespeare.*

I speculate much on the existence of unmarried and never-to-be-married women nowadays; and I have already got to the point of considering that there is no more respectable character on this earth than an unmarried woman who makes her own way through life quietly, perseveringly, without support of husband or brother, and who retains in her possession a well-regulated mind, a disposition to enjoy simple pleasures and fortitude to support inevitable pains, sympathy with the sufferings of others, and willingness to relieve want as far as her means extend. — *Charlotte Brontë.*

Women, so amiable in themselves, are never so amiable as when they are useful; and as for beauty, though men may fall in love with girls at play, there is nothing to make them stand to their love like seeing them at work. — *Cobbett.*

What 's a fine person, or a beauteous face,  
Unless deportment gives them decent grace?  
Bless'd with all other requisites to please,  
Some want the striking elegance of ease;  
The curious eye their awkward movement tires;  
They seem like puppets led about by wires.

*Churchill.*

Fashions that are now call'd new  
Have been worn by more than you:  
Elder times have worn the same,  
Though the new ones got the name.

*Middleton.*

A fop of fashion is the mercer's friend,  
The tailor's fool, and his own foe.

*Lavater.*

Be neither too early in the fashion, nor too long out of it, nor at any time in the extremes of it. — *Lavater.*

Fastidiousness is the envelope of indelicacy. — *Haliburton.*

He who gives himself airs of importance exhibits the credentials of impotence. — *Lavater.*

Beware of little expenses: a small leak will sink a great ship. — *Franklin.*

The wise prove and the foolish confess, by their conduct, that a life of employment is the only life worth leading. — *Paley.*

A miser grows rich by seeming poor; an extravagant man grows poor by seeming rich. — *Shenstone.*

Nature has sometimes made a fool; but a coxcomb is always of a man's own making. — *Addison.*

Dress yourself fine where others are fine, and plain where others are plain; but take care that your clothes are well made and fit you, for otherwise they will give you a very awkward air. — *Chesterfield.*

As long as there are cold and nakedness in the land around you, so long can there be no question at all but that splendor of dress is a crime. In due time, when we have nothing better to set people to work at, it may be

right to let them make lace and cut jewels; but as long as there are any who have no blankets for their beds, and no rags for their bodies, so long it is blanket-making and tailoring we must set people to work at, not lace. — *Ruskin.*

Look on this globe of earth, and you will find it to be a very complete and fashionable dress. What is that which some call land, but a fine coat faced with green? Or the sea but a waistcoat of watertabby? Proceed to the particular works of the creation, you will find how curious journeyman nature has been to trim up the vegetable beaux. Observe how sparkish a peruke adorns the head of a beech, and what a fine doublet of white satin is worn by the birch. To conclude from all, what is man himself but a micro-coat, or rather a complete suit of clothes with all its trimmings. — *Swift.*

Learn good humor, never to oppose without just reason; abate some degree of pride and moroseness. — *Dr. Watts.*

To act with common sense, according to the moment, is the best wisdom I know; and the best philosophy, to do one's duties, take the world as it comes, submit respectfully to one's lot, bless the goodness that has given us so much happiness with it, whatever it is, and despise affectation. — *Horace Walpole.*

The maxim that "Honesty is the best policy" is one which, perhaps, no one is ever habitually guided by in practice. An honest man is always before it, and a knave is generally behind it. — *Whately.*

A thousand evils do afflict that man which hath to himself an idle and unprofitable carcass. — *Sallust.*

At the workingman's house, hunger looks in but dares not enter; nor will the bailiff or the constable enter; for industry pays debts, but despair increaseth them.—*Franklin.*

The great duty of life is not to give pain; and the most acute reasoner cannot find an excuse for one who voluntarily wounds the heart of a fellow-creature. Even for their own sakes people should show kindness and regard to their dependents. They are often better served in trifles, in proportion as they are rather feared than loved; but how small is this gain compared with the loss sustained in all the weightier affairs of life! Then the faithful servant shows himself at once as a friend, while one who serves from fear shows himself an enemy.—*Frederika Bremer.*

There will come a time when three words uttered with charity and meekness shall receive a far more blessed reward than three thousand volumes written with disdainful sharpness of wit.—*Hooker.*

To live long it is necessary to live slowly.—*Cicero.*

At twenty years of age the will reigns; at thirty, the wit; and at forty, the judgment.—*Gratian.*

We are ruined, not by what we really want, but by what we think we do; therefore never go abroad in search of your wants. If they be real wants they will come home in search of you; for he that buys what he does not want will soon want what he cannot buy.—*Colton.*

If a woman works and is sickly every one tries to make out that she would not have been sickly if she had

sat idle, which by no means follows. It will be a good day for the world when there are no more sickly women; but I think that we shall have to cease lamenting over the work that must be done, in order to devote our whole strength to the solution of the difficulties that cluster 'round girls' heritage and girls' education. — *Edith A. Barnett.*

Oddities and singularities of behavior may attend genius; when they do, they are its misfortunes and its blemishes. The man of true genius will be ashamed of them; at least he will never affect to distinguish himself by whimsical peculiarities. — *Sir W. Temple.*

A man who cannot mind his own business is not to be trusted with the king's. — *Saville.*

Never shrink from doing anything which your business calls you to do. The man who is above his business may one day find his business above him. — *Drew.*

Girls, why do so many of you indulge in so much smaller talk with men than with women? Because it is expected of you? Only by a few, and they make themselves very absurd by always trying to say nonsensical things to you. Men of this sort appear to have an impression that you are still children amused with a Jack-in-the-box which springs up in a very conceited hobgoblin way. Everybody likes a joke, and at times feels a child-like pleasure in speaking nonsense; but, believe me, sense is much more attractive in conversation. — *Annie H. Ryder.*

When you are talking with Englishmen — well, do not talk quite as Englishmen do, though they may be per-



factly sincere, but talk as Americans talk. Say *a* the way they do in Boston, or wherever else you may belong: stick to your own town's forms of speech so long as they are reasonable. Above all things, do not ape the peculiar pronunciations of certain individuals. Affectation, imitation in talk, is ruinous. Be yourselves! Girls and boys are not themselves as much as they ought to be. — *Annie H. Ryder.*

The dangers from the habitual use of slang cannot be too strongly presented. Imagine a girl of the period versed in the loose expressions of the day. She goes away, but after an absence of five years in a country in which she hears little except in a foreign tongue she returns, and with her comes her slang. How common, how witless, her talk appears! Her slang has long since gone out of fashion. The best of English never changes its style. — *Annie H. Ryder.*

When you seek employment put on your best dress and your pleasantest face. — *Haweis.*

The women who have learned to support themselves without matrimony are just those who are most likely to get happily married. Nor can we imagine any prouder moment for a young bride than when she crowns her husband's living provision for her with a modest dowry of her own earning, thus spurring him to do his utmost for one so worthy of him, and silently assuring him that the hand put in his, though soft to clasp, is also strong to help if the necessity should ever come. — *Hardy.*

As a rule women are more self-denying and can say "I can't afford it" with greater ease than men can; but there are exceptions, as fathers and husbands know to

their cost. The greater longevity of women as compared with men appears to be well borne out by the statistics of every country that has yet been examined. This shows that, after all, it is not low dresses, heavy skirts, and thin shoes that kill — it is the paying for them that does it. “My dear wife,” as the man said when he looked at the last milliner’s bill. — *Hardy.*

Dr. Johnson’s friend Langton told his father that he had “no turn to economy.” Hearing this, Johnson said that a thief might as well plead that he had no turn to honesty. The woman who has no turn to economy is not likely to be very honest or a credit to her friends. — *Hardy.*

If you want to make the most of a small income, and have a thought of buying anything, ask yourself these two questions: “Do I really want it?” “Can I do without it?” These two questions, answered honestly, will double your fortunes. — *Sydney Smith.*

A woman is rich who lives upon *what she has*. A woman is poor who lives upon *what is coming*. A prudent woman lives within her income, whatever that may be, and saves against a rainy day. Extravagance is not in how much we spend, but in how we spend. A thousand pounds may be laid out thriftily; a solitary shilling may be shamefully squandered. — *Hardy.*

The tongue is glib, serpent-like, and it is odd that women have it in such perfection, which none have ever doubted. It is their defence. The woman ate first, and the tongue is her particular forte. Yet when women speak good, how well they speak it out! They are in this point the salt of the earth. — *General Gordon.*

A kiss and a tin full of cold water make a very poor breakfast.— *An Observing Girl.*

To business that we love, we rise betime,  
And go to it with delight.

*Shakespeare.*

That modest grace subdued my soul,  
That chastity of look which seems to hang  
A veil of purest light o'er all her beauties,  
And by forbidding, most inflames desires.

*Young.*

Modesty is silent when it would be improper to speak; the humble, without being called upon, never recollects to say anything of himself.— *Lavater.*

The man that 's silent, nor proclaims his want,  
Gets more than him that makes a loud complaint.

*Creech.*

## CHAPTER VII.

## THE CARE OF A HOUSEHOLD.

“She looketh well to the ways of her household, and eateth not the bread of idleness.”— *Proverbs, xxxi. 27.*

Do you know of any part of a girl's education that is of more importance to her than a thorough knowledge of household duties? Any girl, I mean, — rich or poor, in city or country. Think of it for yourself, and make up your own mind about it. Do you honestly believe that any girl can be called well educated who does not know how to bake bread, or roast a joint, or make beds? It is an important question, and you cannot begin too early in life to consider it. If you have, like many other girls, reached the point where you would answer, “But my studies take up all my time; I have no time left for doing housework,” that is all the more reason for you to stop and think. That is a danger point.

The greatest happiness that you can hope to attain in this world is a happy home. No career that you can plan and carve out for yourself, no fame, no fortune, can take its place. You may have the career and the fame and the fortune, but if you have not had the happy home you will find before you reach the end that something has been lacking. I know how impossible it is for many young girls to understand and believe this, because all their present inclinations are in other directions. But your inclinations and ambitions will change as you grow older. You need not take a man's word for this, but look at your own acquaintances — at the girls who



MARION HARLAND.



are a little older than yourself. Are there any among them who at sixteen were "wedded to their art"? who cared nothing for male society, but were perfectly happy when in front of the piano? whose whole energies were bent upon a few years' study of music in Germany, or art in Italy, to be followed by a successful musical or artistic or literary career? You have known such girls, I am sure. And what became of them? Did any of those girls, before they reached twenty-five, wed something more substantial than their art, and shove the piano stool or the easel into a corner? You know that that thing is happening every day; and as it happens to other girls, does it not stand to reason that it may happen to you?

If you are to have a happy home it lies with you to make it happy; and you cannot make it happy unless you know how to do it. The best husband in the world cannot make a home happy without the wife's assistance, and the best intentions on the wife's part go for naught unless she knows what she is about. If fortune favors you to such an extent that you can establish the home without the addition of a husband it will be only half a home at the best, and only a minute fraction of one unless you know how to superintend it. Now, in your youth, is the time for you to learn how to take care of a household. And if there are not enough hours in the day for you to learn household work and Latin at the same time, throw your Latin grammar into the wastebasket.

If you have reached the mature age of sixteen you should know a great deal already about the care of a household. How much you know depends largely upon your circumstances in life. You may be so poor that your mother determined long ago that you, at any rate, should be "brought up like a lady," and not be allowed

to soil your hands with housework. There are a great many loving mothers in this country who do their daughters that injustice. If your parents are rich or well-to-do you have almost certainly been taught something about the care of a household. It is the custom among the rich, especially the very rich, to prepare their daughters to preside over households. If I could tell you some things I know about the children of the very rich they would surprise you. In most cases they are brought up to work. I have in mind a demure little girl of about fourteen whom I met on a steam yacht — her father's yacht — some years ago. You were never in your whole life dressed as plainly as she, I dare say, nor ever had your hair braided into a tighter pigtail down your back. With his five or six scores of millions her father could have bought her better clothes if he had chosen, but not more suitable ones. As she ate with the other children at the children's table, her father had a chance to boast of her a little behind her back; and was it of her music, do you think, or her classical learning, that he told with pride? Oh, no; he boasted of her ability to take entire charge of his great house in the city, which she often did for weeks at a time, managing more servants than you or I will ever be bothered with. She was in training; and now that she is the mistress of her own great house I do not believe that she regrets it.

There are girls, though I hope there are none in your neighborhood, who need no maternal commands to keep them from assisting with the work of the house, who take the whole burden of maintaining the "respectability" of the family upon their own shoulders, and are ready at any hour of the day, from breakfast till bedtime, to entertain guests in the parlor. It is not hard study that keeps these girls out of the kitchen, it is something else. I should not have to go far any Monday



morning to hear a mother and daughter keeping tune, more or less, on two useful instruments: the daughter on the piano in the parlor, the mother, an estimable old lady, on the washboard in the kitchen, doing the family's washing. And somehow their acquaintances seem to think no less of the mother for keeping the clothes clean, and not one particle the more of the daughter on account of her entire immunity from manual labor. If you know any girl of this kind do you think we can fairly include her among the "Ambitious Girls"?

This seems to be wandering away from the subject of learning to take care of a household, and leaning toward the important subject of helping mother; but the two are so closely allied that they can hardly be separated. Ambition is a good thing for girl or boy, but ambition begins at home and now. You must not regard your ambition as something distant and sacred, beckoning you from afar to something great in the dim future, so holy that you must speak of it with bated breath. Keep it in training. Call it up beside you as you sit at your desk; it will stand there meekly enough if you are firm with it. Examine it, question it, and if you find it an ambition that keeps you so busy thinking of the great things in store for you that you have no time to help wash the dishes, mould it into better shape. You will be surprised to find how easily you can change its form when you want it changed.

Great things come by doing the little things well, and if you neglect the little things of the present the great ones will always remain in the distant future. Not that the care of a household is a little thing: for a woman it is one of the most important things in life. And I am not urging you to consign yourself to a life of washing dishes and peeling potatoes. Far from it. But I do urge you, for your own comfort and happiness, to know

how those things and the thousand other matters of a household should be done, so that when you have a household of your own you can make your home happy and comfortable. Your art or your business or your profession will not suffer by it. Indeed, high art and the art of household care are near relations. I could show you any morning in New York a dozen artists washing the dishes of the breakfasts they had cooked themselves, because it is easier to prepare their own coffee and cook their own eggs than to go out for breakfast, or be bothered with a servant in the studio. On the same morning we could go farther and see a hundred more artists who would cheerfully cook their own eggs if they had the eggs to cook.

What the care of a household means is so well understood by every girl that it needs little explanation. The everlasting washing of dishes is only the beginning. Nobody asks you to look forward to a life of dish-washing, though a great many girls in all the large cities make comfortable livings by doing nothing else. But know how to do it, and to do it well, so that when you have your own Eliza Jane in your own kitchen you can show her. You can tell a great deal about your own disposition by the way you wash dishes. Do you have a kettle of hot water to scald them after they are well washed? And do you do the glass and silver first, while the water is clean and the towels dry? And do you wash out the dish towels and hang them up? And are your pans scoured as clean outside as in? You see I know something about this art myself, and about cooking too, much to my own comfort, for I have many times been in camps and boats where I must cook or go hungry. And then the baking. It is a fine thing, a real accomplishment, for a girl to be a good baker. She may not always have to bake, but she should know how. And

do you know how to make a pie crust that people can bite? It is not all pie crusts that can be bitten, you know. Your mother will tell you the secret of making those crusts that melt in the mouth, or I am much mistaken; and a first-rate pie of your manufacture will give her more satisfaction than hearing your best sonata. Meats? There you must have long experience.—experience that you can best get at home. You know how easily the green-goods men pick out a victim from the country in the streets of a large city? Just so easily will the butcher discover your ignorance and sell you bad cuts if you are inexperienced.

Mending the holes in little George's stockings is part of the care of a household. And knowing intuitively where his overshoes are when he has shoved them under the bookcase. And taking care of the bedrooms, and knowing how to make a bed so that there shall not be a single wrinkle. And determining what is to be for dinner to-night and breakfast to-morrow morning; and ordering just the right quantity of everything, so that there shall be plenty, but nothing wasted. And making a mustard plaster, and keeping the sideboard drawers clean, and keeping the bone handles of knives out of hot water, and making your husband carry an umbrella when it rains — for they seldom do unless somebody makes them. These are a few samples of the ten thousand things that constitute the care of a household. They must all be done, and if you do not know how, who is to do them? The servant? The model servant is as likely to be found as the prince is to come along for a husband. They are both myths. The best servant you will ever get must be shown how to do things, and you will be the one to show her, and you cannot show her if you do not know yourself.

Here is an arithmetical question for you: If a girl

lives sixteen years at home without learning to bake bread, how long must she be in a studio before she learns to mix colors? Or how many years will it take her to master Blackstone's Commentaries, or Parsons on Contracts? It is all very well to look forward to a glorious career, but what have you done so far? Have you learned, are you learning, those things that are sure to be useful and necessary for you? Do you think your "career" is a certainty because you dream about it? Are you so full of a great purpose that everything else seems paltry, unworthy? No girl, nor boy either, can be sure of making a great success in any business or profession. With industry and health you can almost certainly support yourself, but beyond that there is no certainty. Many a girl who has been a prodigy at ten or twelve has grown into mature mediocrity. Perhaps you have known some little girl who was the sweetest singer you ever heard, who was urged to sing on all occasions, and who was told so often by her sisters and cousins and aunts and their friends that she was destined to be a prima donna that she really believed it, and became "wedded to her art," and who had more money spent upon her musical education than her father could afford, — and who now, after a youth of disappointments, has taken her place in the fourth row of the chorus at ten dollars a week. In every large city are hundreds of such prodigies who have proved to be failures. The great singer of a village cuts a poor figure in a capital. You will know directly how many greatest singers and greatest artists and greatest writers there are in the world, and how calm the world is about it, and how slow to find them out. Be sure that a girl's voice does not change more between ten and twenty than her ambitions and inclinations change between eighteen and twenty-five. But a home you must have, and you will be at a disadvantage if you do not know how to take care of it.

Even in your preparatory days the ability to manage a household will add greatly to your comfort. After leaving home you will not always "board." I heard a young girl, one of the greatest musicians, say the other day, "I lived two weeks in a hotel once;" and she spoke as if it had been the sweetest period of her existence. If it had been two years instead of two weeks she would have looked upon it as a term of imprisonment, for all forms of boarding soon become irksome. And keeping your own little establishment is usually far cheaper, which is an object to most girls. Let us suppose that your pet dream has come true; that you have rubbed the magic lamp, and the slave has appeared, and you have ordered up the letter of credit that is to carry you to Europe and support you in one of the capitals while you complete your studies, and slavey has brought the document in and laid it on your table. I am not going to spoil the dream by imagining anything but Paris for you, though it would be no harder to take you to Berlin, or Dresden, or Munich, or Rome. If none of your family are with you, you will at least be with one or two other American girls. My imagination is not strong enough to see your mother letting you go to Europe alone. In Paris, after a few days spent in getting your bearings in a hotel or boarding-house, you and your party will gravitate naturally toward the Latin quarter, not because it is the home of art and art students, but because it is cheap, because thousands of people are living there in the cheap and comfortable way that you wish to live, and preparations are made for them. We shall see something of the Latin quarter in another chapter, so I need only say of it here that it is not the ribald, hilarious place the novelists make it out, but a quarter where most of those who would eat must work.

You and your friends soon find yourselves settled in

an *appartement* up a fabulous number of stairways, a little home with a parlor (the *salon*) a little larger than a grand piano, a dining-room (the *salle-a-manger*), two or three sleeping-rooms (*chambres*), and a kitchen (*cuisine*) not quite as large as your pantry at home. But small as it is, the kitchen is the gem of the house. There is a tap of cold water, with a stone sink beneath it, and a handy little gas stove, and shelves and lockers, and a "battery," as the French call it, of copper pans and kettles hanging on the walls, which are for ornament rather than use, because it is one day's work every week to scour them, but there are granite-ware utensils besides. No room for two of you at a time in this kitchen, but every facility for cooking for a small family. You go out to one of Felix Potin's immense stores and buy your provisions, and the gas stove and the girl who has learned to cook soon do the rest. Felix Potin? I cannot tell you much about him here, but he will soon dawn upon you when you go to light housekeeping in Paris. There is nothing like his stores in your village, nor in my village of New York, nor in London, nor in any other city that I have seen. The edibles of the whole world are gathered in his stores, and you can buy them by the ounce or the ton as you like, and his clerks will talk to you in French or English or Hindustani or any other tongue, and all is clean and attractive.

But of what use are all these conveniences and all of Felix Potin's delicacies to you if you are no housekeeper? — if you are so full of your art that you have neglected the art of cooking? A gas stove is the cook's delight, but if you are no cook you cannot appreciate it. You cannot keep a servant in so small a place, and if you could you would not keep the same one for more than a week or two, and the next one would be worse. You must depend upon yourselves, and if you are not equal

to the occasion you will not live in comfort. That means that you will soon go back to a cheap boarding-house, where there is no comfort at all. And this is only a taste of what you will find all through life. Your comfort must be in your own home, and you are the one who must make it comfortable.

In your own home you can and should learn this gentle art. If you desire afterward to supplement your home training you will find many schools in which such things are taught. Notable among these is the Pratt Institute, in Brooklyn, whose schedule of training in this important branch is given below:

PRATT INSTITUTE.

DEPARTMENT OF DOMESTIC SCIENCE.

The purpose of the following domestic science courses is to afford training in the special subjects which must be considered in the daily administration of every home.

NORMAL COURSE . .	}	Drawing; physics; chemistry; biology; household science; emergencies, home nursing, and hygiene; public hygiene; psychology; history of education; Normal methods; cookery; sewing; laundry-work; original work (thesis); drawing.
GENERAL COURSE . .	}	Chemistry; bacteriology; emergencies; marketing; cookery; invalid cookery; laundry-work; household art; home sanitation; household economy; public hygiene; sewing (optional).
SPECIAL COURSES . .	}	Household science; emergencies, home nursing, and hygiene; public hygiene; dietetics; food economics; lectures on marketing; cookery; laundry-work.

## GENERAL INFORMATION.

**EQUIPMENT.**— Well-appointed kitchens, and chemical, bacteriological, and physical laboratories, charts and models, a library, and collections constitute an efficient equipment for theoretical and practical work in the subjects named above.

**ADMISSION AND EXAMINATIONS.**— In addition to the general requirements for admission, applicants for the Normal Course will be examined in the following subjects :

Arithmetic (percentage and the metric system).	Physics (elementary — Gage's text-book or its equivalent).
Algebra (through quadratics).	Physiology (elementary).
Plane geometry (five books).	

Applicants for the General Course are required to show evidence of a good general education, including a thorough knowledge of percentage, of the metric system, and of the fundamental principles of physiology.

There are no entrance examinations for the special courses.

**LECTURES.**— The work of the department is supplemented by a series of lectures, open to the public, given by special investigators in the different fields. The following subjects have been discussed before the department :

*Pure Food: Its Protection and Preservation.* — Mrs. Etta Morse Hudders, New York.

*Food and its Relation to Individual Needs.* — Dr. Mary E. Green, President of the National Household Economic Association.

*Domestic Architecture.* — Mr. Rudolph L. Daus, New York.

*The Artistic in Household Utensils.* — Miss Louise Both-Hendriksen, Brooklyn.

*Domestic Science in the Common Schools.* — Miss Helen Kinne, New York.

*Diet for Children.* — Mrs. Louise E. Hogan, Philadelphia.

*The Change in the Feminine Ideal.* — Mrs. Margaret Deland, Boston.

*Sanitation: What it means for Women.* — Dr. Mary E. Green, President of the National Household Economic Association.



## NORMAL COURSE.

*Five Days Each Week — Two Years.*

The object of the course is primarily to train the mind and to give a thorough foundation for future work; secondarily, to emphasize the application to the special work of Domestic Science.

The course aims to meet the increased demand from the secondary schools for teachers thoroughly trained in Domestic Science and capable of correlating it with the other work of the school.

Instruction is given by means of lectures and recitations, supplemented by as much laboratory work as the best methods demand.

*Course of Study.*

FIRST YEAR . . .	{	Drawing. Physics (energy and heat). Chemistry (general and qualitative). Biology (botany, zoölogy, physiology).
SECOND YEAR . . .	{	Chemistry (quantitative and organic); chemistry of cooking. Chemistry of foods; chemistry of digestion and calculation of dietaries. Household science. Emergencies, home nursing, and hygiene. Original work (thesis).

The applied work includes courses in cookery, laundry-work, and sewing.

The field-work involves a study of manufacturing processes.

Psychology and the history of education, together with instruction in Normal methods, observation of class-work, and practice in teaching, under supervision and independently, receive due attention throughout the two years.

In the last term of the second year a thesis recording the results of personal investigation is required of each candidate for a diploma, as a test of her ability to do original work.

Each graduate is urged to keep the department informed of her work, progress, and difficulties, in order that it may be better able to meet the needs of the schools and to be of service to the individual teacher.

## GENERAL COURSE.

*Five Days Each Week — One Year.*

To enable young women to meet intelligently the growing demands of home and society and to utilize the opportunity for original research which the home affords, the following course offers training in some of those arts and sciences which are closely related to daily life :

*Course of Study.*

Chemistry.	Chemistry of foods, with calculation of dietaries.
Bacteriology.	Household science.
Emergencies.	Household art.
Marketing.	Home sanitation.
	Household economy.
	Public hygiene.
Cookery, housekeepers' course.	Sewing (optional).
Invalid cookery.	
Laundry-work.	

These subjects will be pursued in classes in which the work will be adapted to the needs of the students. Opportunity will be given for original investigation of any question of special interest to the student.

## HOUSEHOLD SCIENCE.

A course of thirty-six lectures, treating of the evolution of the house as well as the essential principles of household art, house sanitation, and household economy, is offered in the terms beginning in September and January. Following is a brief outline of the course :

(a) EVOLUTION OF THE HOUSE.	Architecture.
	Interior decoration.
	Furnishing.
(b) HOUSE SANI- TATION.	Situation of the house; surroundings; cellar.
	Removal of wastes; plumbing and care of fixtures.
	Substitutes for water-carriage.
	Water-supply.
	Ventilation, heating, lighting.
	Sanitary furnishing and general care of the house.

- |                           |   |   |
|---------------------------|---|---|
| (c) HOUSEHOLD<br>ECONOMY. | } | The arrangement of work and furnishings.<br>The care, in detail, of every part of the house.<br>Housecleaning. Household accounts.<br>Mistress and maid. Household amenities. |
|---------------------------|---|---|

## EMERGENCIES, HOME NURSING, AND HYGIENE.

A course of lectures, supplemented by the physicians' course in cookery, is offered in the terms beginning in September and January.

The work of bandaging, producing artificial respiration, application of splints, lifting helpless patients, and preparing and applying poultices is done by the pupil under the personal supervision of the instructor, until a reasonable degree of proficiency is attained.

## PUBLIC HYGIENE.

In the spring term a course of twelve lectures on Public Hygiene is given. The principal subjects are :

The care of streets, sewers, and water-supply.

Precaution against the spread of contagious diseases.

Quarantine disinfection.

The laws, and the reasons for them, concerning the inspection of milk, butter, meat, and other foods.

School hygiene.

## DIETETICS.

A course of ten lessons in practical dietaries for families will be given to housekeepers who wish an intelligent idea of the subject and who have not the time to study chemistry or to make investigations for themselves.

The following is an outline of the basis of the course: The composition of the body; its waste and repair; need of food; kinds and proportions required; composition of various food materials; use of each in the body; digestibility of each; desirable combinations; best methods of cooking in order to secure greatest nutritive value at least cost; modes of meeting the needs of the individual; calculation of dietaries; and, so far as the present state of science will permit, the solution of dietetic problems arising in the home.

## FOOD ECONOMICS.

A demand for persons trained as purveyors for public institutions, hospitals, and schools led to the announcement of a course in Food Economics, embracing the following topics :

- (a). The selection of food material with regard to quality, food value, and cost. Marketing and buying by sample.  
 (b). Methods of preparation in large quantities. (This will include "New England Kitchen" dishes.)

The care of food.

- (c). Serving — embodying general dining-room economy.

Field-work — visits to public kitchens and to manufactories of kitchen and hotel furnishings.

The Institute kitchen and lunch-room, serving daily between two and three hundred guests, provides the necessary laboratory facilities.

This course is intended for men and women already qualified for responsible positions by character and practical experience. It covers only three months, and will be repeated each term, beginning in September, January, and April.

## COOKERY.

*Day and Evening Classes.*

The following courses in cookery are offered to meet the needs of different classes of students :

HOUSEKEEPERS' CLASS. — The Housekeepers' class is designed for mothers and housekeepers, many of whom, though without scientific training, desire a somewhat deeper study of foods and their preparation than a merely technical one affords.

An outline of the practical work follows :

*First Course — Twenty-four Lessons.*

Making and care of fire.	Marketing.
Measuring.	Meats and warmed-over dishes.
Dish-washing and care of kitchen.	Broiling.
Table-laying.	Roasting.
Cereals and vegetables.	Batters ; breads.
Eggs.	Pastry ; cake.
Soups.	Puddings and sauces.

*Second Course — Twenty-four Lessons.*

Canning; preserving; pickling.	Entrées and sauces.
Soufflés and croquettes.	Roast game.
Salads and mayonnaise dressing.	Fancy desserts.
	Frozen creams.

FANCY COURSE. — Pupils qualified for advanced work are offered a course in fancy cookery.

COOKS' COURSE. — WEDNESDAY EVENING, ONE LESSON A WEEK. — This is a condensation of the first and second courses, embracing their essential principles, with instructions in table-laying and serving. It is offered to cooks who are unable to give the time required by the separate courses.

*Course of Study.*

Making and care of fire; dish-wash-	Salads.
ing and care of kitchen; measuring.	Puddings.
Vegetables.	Sauces.
Soups.	Cake.
Meats.	Pastry.
Fish.	Desserts.

Breads — plain and fancy.

PHYSICIANS' OR NURSES' CLASS. — In the Physicians' or Nurses' class, where the study of nutrition is of first importance, special emphasis is laid upon the results of laboratory and hospital investigations bearing upon the nutritive value and the digestibility of foods as affected by seemingly unimportant conditions in their preparation.

SATURDAY MORNING SCHOOLGIRLS' CLASS. — The Schoolgirls' class, meeting only on Saturday mornings, is designed for girls from twelve to sixteen years of age.

The course of study is a graded one, and consists of forty-eight lessons, twelve of which treat of invalid cookery.

CHAFING-DISH COURSE. — A series of demonstration lessons upon the use of the chafing-dish, illustrating the convenience and attractiveness of this method of cookery, is given to day and evening classes.

LECTURES ON MARKETING. — A series of lectures on methods of buying and keeping meats, fish, and green and dry groceries is

given each term. These lectures are illustrated by the complete collection of dry groceries belonging to the Department, and by fresh meats, fish, and vegetables purchased expressly for the occasion. Opportunity is afforded for the members of the class to visit all the large markets of New York and Brooklyn.

PRIVATE LESSONS.—Private lessons are given if desired. To all pupils, except those taking private lessons, materials are furnished free of charge.

#### KITCHEN—GARDEN.

A series of twelve lessons on the care of the house will be given to classes of children on Saturday mornings. This course will be a modified form of Kitchen-garden work, and for it the Kitchen-garden occupations will be used.

#### LAUNDRY—WORK.

##### *Day and Evening Classes.*

The course of twelve lessons includes the following topics :

Some historical notes regarding laundry work. Location of the laundry; appointments; care of appointments.

Classification of articles to be laundered. White—table-linen, bed-linen, body-linen. Colored—flannels.

Talks upon water, washing-soda, soaps, bleaching-powders, bluing, with tests. Methods of removing stains.

Practice work; scalding, rinsing, and bluing bed-linen and towels.

Sprinkling, stretching, folding, and ironing. Starch—history and preparation.

Practice work; starch-making. Table-linen.

Body-linen and handkerchiefs.

Shirts, collars, and cuffs. Cold and boiled starch.

Underwear—silk, merino, flannel.

Prints and hosiery.

Clear-starching; infants' dresses, fancy handkerchiefs.

Laces and embroidery.

Crewel embroidery. Colored silk embroidery.

“From our own selves our joys must flow,  
And that dear hut, our home.”

*Nathaniel Cotton.*

CHAPTER VIII.

“HERE’S TO THE HOUSEWIFE THAT’S THRIFTY.”

SHE was a woman of a stirring life,  
Whose heart was in her house; two wheels she had,  
Of antique form; this large for spinning wool, —  
That small for flax; and if one wheel had rest,  
It was because the other was at work.

*Wordsworth.*

A good wife is a good housewife. — *Wilson.*

A good housewife is the priestess of the temple of home. — *Elizabeth Thomas.*

Nothing lovelier can be found  
In woman, than to study household good,  
And good works in her husband to promote.

*Milton.*

The foot on the cradle, and hand on the distaff, are the signs of a good housewife. — *Calderon.*

A good housewife is a gift bestowed upon man to reconcile him to the loss of Paradise. — *Fawcet.*

A woman may be beautiful, but without the endowments and qualifications of a good housewife, external attractions are nothing. — *B. Wentworth.*

A good housewife is the ivy which beautifies the building to which it clings, twining its tendrils more lovingly as time converts the ancient edifice into a ruin. — *Miss Mary Ferrier.*

No housewives can reasonably complain of incapability, for experience will soon teach them by what means they may best accomplish the end they have in view. — *Mrs. S. S. Ellis.*

Quick is the succession of human events: the cares of to-day are seldom the cares of to-morrow; and when we lie down at night, we may safely say to most of our troubles, Ye have done your worst and we shall meet no more. — *Cowper.*

Do not indulge romantic ideas of superhuman excellence. Remember that the fairest creature is a fallen creature. Yet let not your standard be low. If it be absurd to expect perfection, it is not unreasonable to expect *consistency*. Do not suffer yourself to be caught by a shining quality, till you know it is not counteracted by the opposite defect. Be not taken in by strictness in one point till you are assured there is no laxity in others. In character, as in architecture, proportion is beauty. — *Hannah More.*

It is well for mothers to know and to teach their daughters the simple truth that we can be trimly and becomingly arrayed in linen or gingham morning and walking-gowns, and that on summer afternoons in the country a wash-lawn or cambric is more suitable because more comfortable than silk or grenadine. A child puts on self-consciousness — that bane to human comfort and grace — with clothes that must be thought of and cared for at every turn. — *Marion Harland.*



The making of a true home is really our peculiar and inalienable right; a right which no man can take from us; for a man can no more make a home than a drone can make a hive. — *Frances Power Cobbe.*

Why do so few women attain to *complete* mastery of any craft? Because not one in ten thousand expects to make this or that trade the business of her life. It is something by which she hopes to earn bread and clothes until she gets married. Being perpetually on the outlook for the fortunate chance that is to relieve her from the necessity of paid labor, she is content to learn just as little as will suffice to keep her in her situation. The man who knows that he is fitting himself for a calling he will relinquish only with existence, makes it a part of himself and himself a part of it. — *Madame Demorest.*

Madame Demorest has, perhaps, accounted for the fact that there are so few *artistes* in the United States. Who will explain the fact, yet more patent, of the growing neglect of practical housewifery on the part of young women whose hope and expectation are to possess and take care of houses of their own at some — perchance very early — day? That they are thus indifferent is no haphazard assertion. — *Marion Harland.*

Here is the source of discontent. Our daughters fit loosely into their places in our homes. What they do there is for us, and of grace, and they are defrauded if due recompense of thanks is not awarded to them for helping mother. We are not likely to rebel at this order of things, ours being glad and willing service. The fear of drawing down the suspicion of selfishness upon our singleness of loyalty by assigning a share of domestic cares to them as the work they must undertake for their own sake blinds us to their real good. — *Marion Harland.*

Where is the mother who has the moral courage to say to the emancipated school-girl, "You begin now another and important novitiate. Under my tutelage you must study housekeeping in all departments and details. In one year's time you should be competent to take my place if necessary. I expect and shall demand of you a practical knowledge of baking, roasting, boiling, frying, broiling, as well as of mixing. It is not enough for you to understand the art of preparing fancy sweets. You must be versed in the mysteries of soups, gravies, and *entrées*. Moreover, you must learn how to market wisely, and to accommodate expenditures to means. All this and much more of the same sort of housewifery will be imperatively needed should you marry. If you remain single it will yet be of incalculable service to you and a wholesome exercise of mind and body." — *Marion Harland*.

Few middle-class women live and die without having to manage a house, either their own or another person's. A pleasure to some women and a torment to others, it is a duty that has to be done somehow by all. — *Edith A. Barnett*.

Household work and household management is the most permanent and one of the best paid of all the many professions for women. A woman who can manage either a large or a small house well is always sure of employment and an income. — *Edith A. Barnett*.

In many instances mother and daughter may justly divide the fault. One errs after serious and unselfish calculation of the weight of two evils. She can force her child into a delightless routine of labor; be stung and stabbed by the sight of her reluctant performance of

detested impositions and the hearing of her mutinous murmurs over the squandering of her precious time on what servants are bound to perform. Or she can let her bonny nestling flutter free from servile chains, gladdening her home that now is, with chirp and song, with no prevision of future enslavement. — *Marion Harland.*

“I hate to make my bed; and I hate, hate to sew; and I hate, hate, *hate* to go cooking around the kitchen. It makes a crawling down my back to sew. But the crawling comes from hating: the more I hate, the more I crawl. And mamma never cooked about the kitchen. I think that is a servant’s work. On the whole, papa, I have so many sorrows in this world that I don’t care to live!” — “*The Story of Avis.*”

Are you not surprised to find how independent of money peace of conscience is, and how much happiness can be condensed in the humblest home? A cottage will not hold the bulky furniture and sumptuous accommodations of a mansion; but if God be there, a cottage will hold as much happiness as might stock a palace. — *Rev. C. Hamilton.*

Your one-ideaed man is as truly diseased in perception and in judgment as is the woman who rides her hobby of art, literature, social, religious, or political reform rough-shod over the wreck of domestic comfort and happiness. She who neglects to comb her hair and darn her children’s socks while she is painting for posterity, or accepts an invitation to address a Woman’s Suffrage Convention that calls her a hundred miles away from home when her baby lies ill with croup, would be as selfish in devotion to her specialty had her choice lighted on Kensington embroidery or preserves. — *Marion Harland.*

Domestic life has its peculiar trials, but so has every other condition of this our mortal probation. They who wear thin shoes and step gingerly will feel the pebbles in the path. It is the firm tread of the stout boot that presses them into the earth. — *Marion Harland.*

You may pass a long, useful, and contented life without learning how to embroider a tidy. As American homes now are — and there is faint prospect of reconstruction of our domestic system — no American woman, however exalted or assured her social rank, or whatever may be her accomplishments, can afford to remain ignorant of practical housewifery. This is a rule without exception. Disregard of it is unwise and selfish. Absorption in your chosen art or profession, however worthy it may be in itself, becomes a fault when it ignores the claims of others upon time and consideration. It is *not* enough that your aims are high, your ends noble. — *Marion Harland.*

That mistress of a family who keeps her house in beautiful domestic order is commended by the other sex. — *Mrs. Willard.*

One of the best things about housekeeping is that it requires the exercise of the highest faculties of the human mind. — *Emma W. Babcock.*

The science of housekeeping affords exercise for the judgment and energy, ready recollection, and patient self-possession, that are the characteristics of a superior mind. — *Mrs. Sigourney.*

To be an excellent housekeeper is in itself one of the lesser aims of life to a woman of culture and refinement.

The ministry to her kind by means of an intelligent comprehension of it, and just personal attention to domestic details, should be a study and a purpose. — *Marion Harland.*

A well-regulated home is a millennium on a small scale. — *Talmage.*

The road to home happiness lies over small stepping-stones. — *E. Jesse.*

Nothing in the world is more beautiful than a happy home. — *Tilton.*

He is happiest, be he king or peasant, who finds peace in his home. — *Goethe.*

The name of home is so sweet that we cannot leave it for a trifle. — *J. Hall.*

Some persons can be everywhere at home; others can sit musingly at home and be everywhere. — *G. D. Prentice.*

Love of home is planted deep in the nature of man. The finger of God points to home, and says to us all, There is the place to find your earthly joy. Shall we appeal to the testimony of those who have sought joy elsewhere, or have tried to find happiness in the world? We have but one answer for them all, that the search has been fruitless. — *Phæbe Cary.*

Unless you habitually court the privacy of the domestic circle, you will find that you are losing that intimate acquaintance with those who compose it which is its

chief charm and the source of all its advantage. In your family alone can there be that intercourse of heart with heart which falls like refreshing dew on the soul when it is withered and parched by the heats of business and the intense selfishness which you must hourly meet in public life. Unless your affections are sheltered in that sanctuary they cannot long resist the blighting influence of a constant repression of their development, and a compulsory substitution of calculation in their stead. Domestic privacy is necessary not only to your happiness, but even to your efficiency; it gives the rest necessary to your active powers of judgment and discrimination; it keeps unclosed those well-springs of the heart whose flow is necessary to float onwards the determination of the head. It is not enough that the indulgence of these affections should fill up the casual chinks of your time; they must have their allotted portion of it, with which nothing but urgent necessity should be allowed to interfere. — *Dr. W. C. Taylor.*

In recent issues of Poole's "Index" I find whole pages devoted to the consideration of woman. She is discussed as a Smuggler and as a School Director, as a Detective and as a Drunkard, as a Public Servant and as a Guardian Angel, as a Tactician and as a Merchant, as a Mannish Maiden and as a Sceptic. Somebody finds things to say about "Women as Women." Somebody else retorts with "Women as they are Supposed to Be," and still another gives the tail of the argument a last and presumably authoritative twist in the discussion of "Women as They Are." — *Helen Watterson Moody.*

I am not recommending girls to learn household work in order to get them married the sooner; I only say that whether as wives or spinsters they will be worth more.

A capable housewife is not hindered from marrying; and neither is she helped, though I often wish she were. But that she has a better chance of success in married life no one can doubt for a minute who has any wide experience of society, or who has been accustomed to listen to long panegyrics on married bliss, or still longer jeremiads on married misery. — *Edith A. Barnett.*

One might define a heroine as the average American woman who does her own housekeeping. — *Helen Watterson Moody.*

Woman is, by nature, the home-founder and the home-maker. It was woman, not man, who opened the industrial world; it was woman who made the first rude dwellings, and dressed skins, and wove textiles for clothing. It was woman, and not man, who made the first fire, and the first utensils for cooking, and the first rude tools for industrial ends. All her activities clustered about the hearth and ministered to the home. If the woman and the work had not reacted upon each other so that, to-day, women should be by nature home-makers and home-lovers, there are still depths for the scientists to sound in the working of heredity and of natural selection. — *Helen Watterson Moody.*

Yet the enormous piles of stone and brick rapidly filling the choice plots of ground in our large cities and shutting out the light of heaven with their gabled tops, are mute if not magnificent witness to the fact that the investment of capital is all against the perpetuation of the separate home. The shrewd modern investor is willing to put hundreds of thousands against hundreds of dollars that (for his lifetime at least) women are going to prefer the ease of the apartment hotel to the separate

house, with its privacy, its own table, and, alas, its own service. — *Helen Watterson Moody.*

Not long ago I had to advertise for a housekeeper. Replies came by the hundred; and at least fifty per cent. of the women who wanted the place recommended themselves on the ground that they had been brought up in a luxurious home and were now penniless; or that they had kept house for a father who had gone bankrupt; or that they had always been accustomed to have things “nice,” and had not been trained to any work. For what other duties would a woman recommend herself, because hitherto she had fulfilled none of them? — *Edith A. Barnett.*

Those who know most about the work done by women who are no longer young, and who have not been trained to any particular work, know that their failure is generally due to want of business habits. It is not that they can't do this or that, but that they can't do anything every day, year in and year out. The woman who can be trusted to get up early in the morning without being called, and whom you can leave at work in the absolute certainty that she will keep steadily on at it till you come back again, is one for whom anybody could find work of some sort to-morrow morning. — *Edith A. Barnett.*

Fretfulness of temper will generally characterize those who are negligent of order. — *Blair.*

Great effects come of industry and perseverance; for audacity doth almost bind and mate the weaker sort of minds. — *Lord Bacon.*



Perpetual pushing and assurance put a difficulty out of countenance, and make a seeming impossibility give way. — *Jeremy Collier*.

There is no moment like the present; not only so, but, moreover, there is no moment at all, that is, no instant force and energy, but in the present. The man who will not execute his resolutions when they are fresh upon him can have no hope from them afterwards; they will be dissipated, lost, and perish in the hurry and skurry of the world, or sunk in the slough of indolence. — *Maria Edgeworth*.

There is a majesty in simplicity which is far above the quaintness of wit. — *Pope*.

## CHAPTER IX.

## TEACHING.

“This noble ensample to his shepe he yaf, —  
That first he wrought, and afterwards he taught.”

*Geoffrey Chaucer.*

“And gladly wolde he lerne, and gladly teche.”

*Chaucer.*

THE objection often made to many employments for women, that it is “something new,” cannot be made to teaching. Women have been teachers almost since there was anything to teach, and they will continue to be teachers as long as there are children in the world. It must be so, and fashion and custom could not change it if they would. Woman is a natural teacher; but, like man, she must learn before she can teach. There is nothing new about that either. Neither man nor woman can teach what he or she does not know. Those quotations from Chaucer at the head of this chapter show that that principle was understood in his day, and he died nearly a century before America was discovered. “First he wrought, and afterwards he taught.” “Gladly would he learn and gladly teach.” Teaching was a very different matter in those times, and with our vastly improved methods in these days we are too likely to belittle the methods of our forefathers. Whenever you have that inclination, remember that we can judge the value of systems only by their results. In those crude days they accomplished very good results with a spelling-book or a Latin grammar and a switch, both used freely. Shakespeare had no better instruction than that, yet the

best of our modern schools would hardly think his name a disgrace to its catalogue.

The position of teacher is of vastly more importance now than it formerly was, because teacher and pupil are brought closer together. The modern teacher is the pupil's friend, whereas the ancient teacher was the pupil's tyrant. The value of such a close relationship can hardly be overestimated. Every teacher, particularly the teacher of young pupils, exerts an influence upon every pupil, sometimes more and sometimes less, that is felt through life. As the twig is bent the tree will incline, and the teacher's duty is to bend the twigs in the right direction. It is a position of wonderful responsibility, and if you think of preparing yourself for it you should feel sure in your own mind that you are fit for such a great trust. The teacher's responsibility is greater than the preacher's, for the preacher deals with adults who are able to think and reason for themselves, whereas the teacher's flock must take things on faith. The flock must believe in the shepherd, and will believe in her. Why does  $x + y^2 = 14$ ? Not for any reason that you can make your young pupil understand, but it is so because you say so, and he believes it. A teacher who should by any trifling act, a smile, a sneer, an exclamation, lead her young pupils to suppose that *she* believed that the crime in stealing lay in being caught at it, would do some of those pupils an injury that could never be repaired.

If you think of becoming a teacher your attention will be fixed largely upon the salary you can command, and your chances of success. It is necessary for you to think of these things, and they need not conflict with an honest desire to benefit your pupils both morally and mentally. The preacher does not preach for money, but he must have enough to provide bread and butter and a roof for his family. The teacher has her opportunity

to do good, but what can she do without proper food and clothing? In this profession there is little danger of lack of such things if you have the ability for it, the right ideals, and give yourself the proper training. There is always an opening somewhere for a good teacher, and always a demand for unusually good ones.

The natural qualifications necessary to a teacher are many and high, but so they are in every good profession. Are your health and nerves in good order? Your health must be at least reasonably good, as it must be to give you a fair chance in any profession. Your nerves steady and well under control. The nervous teacher is always in hot water, and her pupils always restless and uncomfortable. We need say nothing about strength and dexterity, for you will not be likely to teach where strength is a primary requisite. You have been brought up differently, you will bring others up differently, under the far better influence of love and mutual respect. You know nothing about such things except by hearsay, but it is a fact that there are at this very moment, and in this very country, schools in which the new teacher's first necessity is to keep her eye on the big boys in the front row, and on the first occasion for it to call them out before the school and thrash them soundly. If she cannot do it she cannot teach that school. But if she can do it so thoroughly that in a few days she can send the biggest boy out to cut the very switch he is to be whipped with, and has him and his companions completely subdued, the trustees call her the best teacher they ever had, and make every effort to keep her. If your ambition pointed toward one of those schools I could recommend no better training for you than a course of boxing-lessons; but you will not look in such a direction, where the surroundings are always rough and the pay always small.

Good health and good nerves, then, and what next? Are you naturally fond of children? I do not see how you can ever get along in the school-room unless you are. You know very well how differently different girls treat their little brothers, without meaning any real unkindness. When little Tommy comes in muddy and crying, one sister slaps him and tells him to "Shut up, you little brat!" and another soothes him with "Oh, poor boy, come here till sister kisses you and makes it all well." You must be of the soothing rather than the slapping kind. Are you sympathetic, always ready to give aid and comfort to the child in distress? Have you great patience and perseverance? And tact to carry you successfully through all sorts of difficult places? Have you the faculty of imparting to others what you know yourself? And are you willing to give up your present freedom and tie yourself down to the school-room? If you can answer yes to all these questions, and are satisfied that you answer truly, then you have also self-esteem, some of which is necessary, but not too much. With even a fair share of these good qualities, you may safely determine to prepare yourself for teaching.

Your salary must always depend upon your ability in great measure, and also upon circumstances that you can control to some extent, but not entirely. At seventeen you cannot command as much pay as you may reasonably expect at twenty-seven. If you are fitted only to teach in a primary school your pay will be less than if you had a position in a high school. In a small school in some country district you may receive as little as eight dollars a week, but in such places the cost of living is proportionately low. In a public school in a city you may receive a thousand dollars, or one thousand two hundred dollars a year, or even more. Under very fav-

orable circumstances, and with unusual ability, you may make two thousand five hundred dollars a year. Then you may some day have a large and profitable school of your own. But if that day comes you will not do much of the teaching yourself, probably, and you will need business talents as well as teaching ability. Or you may have your own little day school for young pupils, in which your profits will depend upon your ability to keep down expenses, and on the number of your pupils, the prices you can charge, and the readiness of your patrons to pay what they owe. Remember that the moment you open a school of your own you embark in a business venture, for which your scholarly attainments are not enough. You will need business sense also. Many an excellent teacher has made a miserable failure when it came to managing her own establishment. Among a hundred good business women you could hardly expect to find more than a half-dozen who would make good teachers. Turn it the other way, and be sure that among a hundred good teachers you will not find more than a half-dozen good business women.

Now about the preparation. In one sense there are only two kinds of teachers, good and bad; and as you do not wish to be a bad one, there is only one other choice. But in another, a broader sense there are many different kinds of teachers, and each variety requires a training of its own. You might suppose that to fit yourself for the best, the highest class would fit you for teaching of any kind, but it is not necessarily so. Ability to teach French, German, the piano, singing, deportment, literature, might make you valuable in a fashionable private school, and yet be of little use to you in one of the large public grammar schools. The president of Columbia University, I imagine, would make poor work at teaching a kindergarten class.

The requirements for teachers in the public schools differ in almost every State. In many States there are normal schools specially for the training of teachers, and often the tuition is free or nearly free. Do you know why such a school should be called a normal school? Look it up in the big dictionary. In the State of New York public-school teachers must have the training and the certificates required, as fixed by law, by the Regents of the University. Any of the large schools will willingly send you a catalogue. In the chapter on education in this volume you saw the requirements for admission to some of the women's colleges. By the time you have prepared yourself to pass one of those examinations, and then have gone on four years longer to the end of the course, you need hardly stop to ask the requirements for a position in a public school. In some States a diploma from one of the well-known colleges is itself sufficient. In others a graduate must pass an examination before the school authorities, but it is merely a matter of form. You do not need to fear an examination that you know you can pass.

If a collegiate education is within your reach, you will find it a great advantage, not only for the actual knowledge acquired, but for other reasons. Most people think a great deal of a collegiate education, and you must pay some attention to public opinion. When public opinion asserts that a school teacher should be a college graduate it is better for the teacher's own sake that she should be. Something that gives possible employers a favorable opinion of you from the start is of course more advantageous than anything that gives them an unfavorable opinion of you — if you have good appearance — by which I do not mean a pretty face, but if you are neat and tidy and look as if you know something, and have the knack of talking to a stranger without either

snapping at him or fawning upon him — and can say your say without too many words. The first impression you will make upon a school trustee or school board is far more likely to be a good one if you can tell him truly that you are a graduate of one of the better-known women's colleges. And having begun to look at the use of human nature as a factor in a teacher's success, I may as well tell you in plain words that there are certain weak spots in human nature that you must take advantage of, or rather that you must make use of whenever you honestly can. One of those weak spots is veneration for a collegiate education. Yes, that is a weak spot, though you may at first exclaim against such a term for it. You will see that it is a weak spot when you consider that the less a man knows about colleges the greater veneration he has for them. A man must know more than the average school trustee — the *average* trustee, mind — before he can appreciate the fact that a college diploma is not positive evidence of vast learning. It is enough for you to know that the school trustees generally have great regard for college diplomas for teachers, to show you that for purposes of advancement, as well as for other reasons, such a diploma is a good thing for a teacher to have. If most school boards were convinced that floriculture was a necessary acquirement for teachers it would be good policy for the young teachers to go into the garden and learn to cultivate flowers. You must not expect the employers who are to judge of your qualifications as a teacher to be highly educated men. In the large cities they sometimes are, but in small places they generally are not. They are elected by the people, and the man who can command the most votes for the office becomes a school trustee, without special regard to his fitness for the position. County superintendents generally are above the average



of intelligence, but not so the trustees who select the teachers for their own schools. In the pamphlet of the New York Normal College, about which I shall have more to say presently, I find the undeniable assertion that "with rare exceptions the ordinary school official, unless he has been a teacher, is but an indifferent judge of a teacher, especially if she be a beginner. He is apt to be deceived by a fluent talker, mistaking talking for teaching; his judgment is not infrequently influenced by a fine appearance and a good address; and yet the young woman possessing these externals may have no aptitude for instruction or respect for her profession. Sympathy, directed by judgment, the power to govern without seeming to govern, the ability to inspire by personal magnetism, the dignity of bearing which is the result of mental and bodily health — these are the fundamental qualifications of a teacher of the highest order which could only have been attained by superior mental training, and by that moral culture which imparts a strong will and an enlightened conscience. This is the ideal teacher whom it may be difficult to produce out of some of the raw material which enters our colleges. Nevertheless, every educator who is true to his work must form his ideal of what is best."

I cannot quote from a higher authority for the intending teacher than from one of these reports of the Normal College, which is presided over by Dr. Thomas Hunter, and in which so many of the teachers of the New York public schools are prepared. It is a free institution, under the supervision of the Regents of the University of the State of New York; and the following full account of it and its studies and requirements will give a good idea of the training necessary for teachers in the public schools of New York City:

## THE NEW YORK NORMAL COLLEGE.

The number of students attending the college at the close of the year was two thousand five hundred and eighty-seven, and the number of pupils in the training department was one thousand and thirty, making a total of three thousand six hundred and seventeen.

The number of students admitted at the competitive examination last June was seven hundred and forty-three, of whom sixty-eight came mainly from the parochial schools. The examination was severe and the candidates acquitted themselves with credit. In all the branches of a sound, common English education, that is to say, in English Grammar, Composition, Spelling, the entire Arithmetic, Drawing, Geography of the world, and History of the United States, those admitted proved that they had been thoroughly instructed. The rigid entrance examination has the effect of bringing to the college students considerably above the minimum age required by law, and thereby securing the physical and mental maturity so necessary to qualify them to grapple with the higher studies. As they are promoted as well as admitted by strict examination, they can accomplish as much in two years as the students of the ordinary high school (in which examinations are not competitive) can accomplish in three years. As our students are the teacher-cadets of the city, it becomes our duty to shut out the weak and incompetent and, for the benefit of the educational system, furnish the strongest and most efficient. I believe that this end can only be effected by means of examination.

When in 1870 the Normal College was established, the movement for the higher education of women had just begun. In Massachusetts, New York, and in some of the Western States a few institutions existed intermediate between the college and the high school, in which women were well educated and trained for superior work. Able women had to fight their way in the face of fierce opposition for admission into colleges for men, for co-education (as it is called), and for the establishment of separate colleges for themselves. Although the law that established the College of the City of New York (as the Free Academy) gave the Board of Education power to found one or more similar institutions for girls, such was the indifference or hostility to the advanced education of women that it was not until twenty-two years had elapsed that the State law was carried into effect. And even then the Board limited the

course of instruction to three years, for that short period was the utmost the public would permit at that time. In 1879 the Board, after much hesitation, raised the course to four years, and again, in 1888, to five years for the Academic Department. Even then there was difficulty in making these changes, because many persons desired their daughters to be in a position to earn money at an early age. But the question was much simplified at that time by the fact that the supply of teachers exceeded the demand. The Board of Education of that day kept faith with those students who had been admitted prior to the passage of the law extending the course to four years by graduating them at the end of three years. It had, however, warned the candidates of 1879 that they would be required to pursue the four years' course. Hence, in 1882 there were no graduates except a small post-graduate class of thirty students who had volunteered to remain another year. The effect of this change was the reduction of the number of graduates from three hundred and sixty-one in 1880 to two hundred and thirty-nine in 1883. It took ten years, until 1890, to enable us to increase the number of graduates to what it was before the change. The proposed extension of the time, even to the minimum asked for, must inevitably reduce the number of graduate teachers. Remembering the difficulties of 1879, the Board took care to make the second change, that of 1888, simple and easy. It gave the students, through their parents, the privilege of choosing either the four or the five years' course. Foreseeing the extension of time, as at present required, the President warned the students admitted in 1898 and 1899 that it was more than probable that the course of study would be extended one or two years. With this understanding they could enter the college or not, as they pleased.

At present there is a very great demand for teachers, which is likely to continue for two or three years. When, however, the school accommodations shall have overtaken the increased population, and when the supply of teachers shall have equalled or surpassed the demand, the extension of time can be made without detriment to the educational system.

The new course of study is by no means perfect. It was the best, however, that the legal and other requirements would permit. To the study of English throughout the whole course, to Latin during the first three years, and to Ancient and Modern History much more time has been allowed. Civics and the *intensive* study of United States History have received, for the first time, an im-

portant place in the curriculum. The more extended study of these branches will greatly assist the young teacher. The study of English in particular is most essential, because we have found many of our students who passed an excellent examination in Grammar violating the ordinary rules of syntax—a fact which goes to prove that the study of Grammar does not make young people “speak and write with propriety.” The language of the student’s home will mould his speech in spite of all the grammars ever written. But even worse than bad syntax is the pronunciation of certain words. The *r* is frequently misused: omitted when it should be retained, and added to the end of a word where it has no earthly right to be. The additional time for instruction in English composition and in Latin translation must necessarily overcome the incorrect habits of speech, no matter where or how acquired. Of course the majority of the students speak and write fair English, but it so happens that the minority who do not are the most anxious to become teachers—to become bread-winners.

More time has also been given to the natural sciences. Physical Geography and the study of Vertebrates have been assigned a place for the first time in the new curriculum for the students of the first year. Botany and Physiology remain, as heretofore, respectively in the second and third years. Zoology and Geology are continued in the fourth and fifth years. There are now five laboratories equipped for individual work. But I regret to say that their usefulness is in some degree lessened by excessive numbers in some of the classes.

More time has been given to drawing during the first three years. It was thought better to concentrate the work and prepare the students in the fourth year for normal instruction with the view of supplying Drawing Teachers for the public schools. Our aim has never been to teach art; it has been simply to give the ordinary class teacher the power to illustrate on the blackboard. If a genius for art, however, is discovered, so much the better for the student.

The chief defect in the new course of study is the elimination of Latin and French or German from the Normal Senior Class. When constructing the programme of work for the year I thought of preserving the study of two languages in addition to English by making the instruction normal for the purpose of training teachers of French or German for the public schools; but after a little reflection I concluded that such action might be construed into an evasion of the legal requirements. Perhaps the best way to secure

the repeal of a bad law is to rigidly enforce it. A period of two years devoted exclusively to pedagogics is apt to create disgust for the subject, is certainly a misuse of valuable time, and has a tendency to narrow the intellect. Any intelligent young woman can master the History of Education in two or three months; the Principles of Teaching are few, simple, and easily comprehended; and the Psychology on which these Principles are based need not be difficult. Some educational leaders have made things hard and obscure which are in themselves easy and clear. These people are always inclined to split hairs on non-essentials. I am decidedly of the opinion that a pupil-teacher, provided she has a good education before she begins her professional studies, can readily acquire the necessary knowledge of pedagogics during a period of thirty-eight weeks. And this is all that is demanded for it by the law of 1895. It is to be hoped that the Board of Trustees will find some way to reduce the amount of time that must now be devoted to pedagogical study in order that we may give more time to the study of language.

The Instructor of Physical Exercises has accomplished an excellent work in improving the bodily health of the students. By her system of teaching she has squared rounded shoulders, straightened spinal columns, and compelled the girls to *stand*, *walk*, and *march* in a proper manner; she has brought into healthy action every muscle of the body without the *overstrain* which is so often the curse of physical training. The instructor, in her own person, is an object lesson for the students.

For the purpose of creating and fostering a desire for study, the Faculty instituted a plan of instruction for the Normal graduates, which would enable them to reach, if not to surpass, the graduates of the Academic Department. Examinations have been provided for twice a year, in May and December, so that young women may obtain credit for such branches as they may have mastered. Of course these lectures are entirely free.

I cannot speak in too high terms of the fine discipline manifested by the recent admissions from the public schools. The students fall into line like veterans, and quickly acquire habits of self-government, which is the foundation of the best order. It is not the order from without which "reigns in Warsaw," but the order from within, which gradually evolves good conduct and high character, and this is far more important than intellectual attainments. I assume responsibility for the students' behavior from the time they

leave their homes until they return in the afternoon. Except by special permission, and under fixed conditions, no student is permitted to remain in the building after two o'clock. The reasons for this rule are obvious. The Superintendent and Professor of Ethics is most vigilant and energetic in guarding the morals and manners of the girls; and yet, in spite of the vast number of students, she has found time to instruct the Senior Academic Class in her own subject of study.

THOS. HUNTER,  
*President.*

#### DEPARTMENTS OF INSTRUCTION.

*The Department of English* shall include Literature, Composition, Rhetoric, History, and Political Economy.

*The Department of Ancient Languages* shall include Latin and Greek.

*The Department of Modern Languages* shall include French and German.

*The Department of Mathematics* shall include Algebra, Elementary Geometry, Trigonometry, Analytical Geometry, and Calculus.

*The Department of Natural Science* shall include Biology, Physiology, Physical Geography, and Geology.

*The Department of Physical Science* shall include Chemistry, Natural Philosophy, and Astronomy.

*The Department of Mental Science* shall include Psychology, Logic, and History of Philosophy.

*The Department of Pedagogy* shall include the History, Science, and Art of Manual, Intellectual, and Moral Teaching, of School Government, and of School Discipline.

*The Department of Music* shall include Chorus Singing, the Science of Music, and the Art of Teaching Music.

#### *Drawing.*

Instruction in drawing shall be limited to the first three years of the course. The lessons shall be of such a nature as to enable teachers to illustrate on the blackboard with ease and facility, and to cultivate the eye and hand with the view of preparing pupils for industrial pursuits. There shall also be instruction in modelling during the second and third years.

During the Freshman year Perspective shall be taught with the special view of illustrating solid Geometry.

*Music.*

Class-room instruction in music shall be limited to the first three years of the course. Pedagogical instruction shall also be given to pupil-teachers.

OUTLINE OF A NORMAL COURSE OF SIX OR OF FIVE YEARS.

FOR THE NORMAL COLLEGE OF THE CITY OF NEW YORK, RECOMMENDED BY ITS FACULTY, AND ADOPTED JUNE 28, 1899, BY THE BOARD OF TRUSTEES.

This schedule is intended, 1st, to meet requirements of the State Superintendent, with regard to licenses to teach given to graduates of *Normal or Training Schools*.

2d, to maintain and strengthen the educational work now carried on by the College.

This Normal Course here outlined extends through six years beyond the grammar grades.

It may be made a five years' course by the omission of the last year.  
Its first four years are identical with the first four years of the proposed College Course. Its last two years are purely professional, *i.e.*, wholly occupied by pedagogic work.

	English.	History.	Latin.	Other Languages.	Mathematics.	Physical Science.	Natural Science.	Pedagogics.	Drawing.	Music.	Hours per week.
1st Year Preparatory.	Including Recitations and Criticisms of Themes, with English Composition and Rhetoric, American and English Literature.	Including Greek and Roman, American and English History, with Civics and Intensive Study of a Period of American History.	Including Translation and Prose Composition, with Readings in History and Literature.	French or German or Greek.	Algebra, Geometry, Trigonometry, Review of Arithmetic.	Physics.	Recitations and Lectures, with Laboratory Work, including Physical Geography, Botany, Physiology and Hygiene, Mineralogy, Zoology.	.	2	1 22	2
2d Year Preparatory.	3	3	5 Grammar and Exercises.	3	3	.	2	.	2	1 22	2
3d Year Preparatory.	3	.	5 Cicero and Vergil. 4 orations, 3 books.	3	4	3	2	.	1	1 22	2
4th Year Preparatory.	2	2	3 Vergil and Cicero. 3 books, 2 orations.	3	6	3	2	.	.	.	21



PEDAGOGICS.

	FIRST TERM OF FIFTH YEAR.	SECOND TERM OF FIFTH YEAR.
5th Year Professional.	<p>4 hours per week. Primary methods (including Reading, Spelling, Phonics, Mathematics).                      2 hours per week. History of Education.                      1 hour per week. Methods in Music.                      1 hour per week. Methods in Drawing.                      1 hour per week. Methods in Physical Culture.                      4 hours per week. Methods in Language, Grammar, and Composition; with Principles of Education.                      2 hours per week. Psychology.                      1 hour per week. Logic.                      9 hours per week. Practice.</p> <p style="text-align: right;">— 25</p>	<p>4 hours per week. Methods in Geography and in Science (Plants, Animals, Minerals, Physiology, and Hygiene), with School Management.                      2 hours per week. Methods in History, with Civics and School Law.                      1 hour per week. Methods in Music.                      1 hour per week. Methods in Drawing.                      1 hour per week. Methods in Physical Culture.                      4 hours per week. Principles of Education.                      2 hours per week. Psychology.                      1 hour per week. Logic.                      9 hours per week. Practice.</p> <p style="text-align: right;">— 25</p>

	FIRST TERM OF SIXTH YEAR.	SECOND TERM OF SIXTH YEAR.
6th Year Professional.	<p>2 hours per week. Psychology.                      2 hours per week. History of Education.                      3 hours per week. Principles of Education.                      14 hours per week. Practice.                      2 hours per week. Methods in German or French.                      2 hours per week. Methods in English.</p> <p style="text-align: right;">— 25</p>	<p>Same as First Term.</p>

OUTLINE OF A COLLEGE COURSE OF SEVEN OR OF SIX YEARS

ADAPTED TO THE NORMAL COLLEGE OF THE CITY OF NEW YORK, RECOMMENDED BY ITS FACULTY, AND ADOPTED JUNE 28, 1899, BY THE BOARD OF TRUSTEES.

This schedule is intended, 1st, to meet the requirements of the State Superintendent with regard to licenses to teach given to graduates of Colleges.

2d, to secure the recognition of the College Degree from the Board of Regents.

3d, to maintain and strengthen the educational work now carried on by the College.

This schedule extends through seven years above the grammar grades.

It may be made a six-year course by omitting the last year.

	English.	History.	Latin, including Translation, Prose Composition, Readings in History and Literature.	French, German, or Greek.	Mathematics.	Physical Science.	Natural Science. Recitations and Lectures, with Laboratory Work and Themes.	Pedagogics.	Drawing.	Music.	Hours per Week.
1st Year Preparatory.	{ English Composition and Rhetoric, American Literature, } 3*	{ American, Greek and Roman and English History, } 3	{ Grammar and Exercises, } 5	3	Algebra, 3	Physical Science.	{ Physical Geography (and Vertebrates), } 2	.....	2	1	22
2d Year Preparatory.	{ English Composition and Rhetoric, American Literature, } 3	.....	{ Cicero (4 orations), Vergil's, } 5 { Aeneid (3 books), }	3	Algebra, 3	.....	Botany, 2	.....	2	1	22
3d Year Preparatory.	{ English Literature, with Criticisms of Themes, } 3	.....	.....	3	Geometry, 4	Physics, 3	{ Physiology and Hygiene, } 2	.....	1	1	22

\* Hours per week.

OUTLINE OF A COLLEGE COURSE OF SEVEN OR OF SIX YEARS. — *Concluded.*

TEACHING.

	English.	History.	Latin, including Translation, Prose Composition, Readings in History and Literature.	French, German, or Greek.	Mathematics.	Physical Science.	Natural Science. Recitations and Lectures, with Laboratory Work and Themes.	Pedagogy.	Drawing.	Music.	Hours per Week.
1st College Year.	{ English and Literature } 2	{ Civics and Inclusive Study of American History. } 2	{ Æneid (3 books), Cicero (2 orations), } 3	3	{ Geometry, 3, Trigonometry, 2, Arithmetic Review, 1 } 6	Physics, 3	{ Minerals and Rocks with Erosion, Zoology, } 2				21
2d College Year.	do. 4	Horace, 3		3	{ Analytical Geometry, } 3	Physics, 2	Geology, 2	{ Logic and History of Education, } 2 { Principles of Education, } 2	4		21
3d College Year.	do. 4		{ Livy (2 books), Cicero de Senectute or de Amicitia, } 3	3	Calculus, 3	Chemistry, 2	Biology, 2	{ Psychology, } 2 { Principles of Education, } 3	2		21
4th College Year.	do. 2	History, 2	{ Tacitus, Pliny's Letters, } 3	3	Algebra, 3	Astronomy, 2	Biological Laws, 2	{ Psychology, } 1 { Principles of Education, } 3	4		21

REQUIREMENTS ENUMERATED BY THE SUPERINTENDENT OF PUBLIC  
INSTRUCTION OF THE STATE OF NEW YORK, AND PRE-  
SCRIBED FOR THE COURSE OF PROFESSIONAL  
TRAINING IN INSTITUTIONS APPROVED BY HIM.

A	<ul style="list-style-type: none"> <li>Psychology and Principles of Education . . . . .90</li> <li>History of Education . . . . .30</li> <li>School Management . . . . .20</li> </ul>	} 140 hours
B	<ul style="list-style-type: none"> <li>Methods in Mathematics . . . . .40</li> <li>Methods in Natural Science (Plants, Animals, and Minerals) and in Physiology and Hy- giene . . . . .40</li> <li>Methods of teaching Geography . . . . .30</li> <li>Methods of Teaching, Reading, Spelling, and Phonics . . . . .30</li> <li>Methods of Teaching Language, Composition, and Grammar . . . . .40</li> </ul>	} 180 hours
C	<ul style="list-style-type: none"> <li>Methods in Form-Study and Drawing . . . . .40</li> <li>Methods in Music . . . . .20</li> <li>Physical Culture, with Methods . . . . .40</li> <li>Intensive study of a Period of United States History; Civics; and School Law . . . . .30</li> </ul>	} 130 hours _____ } 450 hours

This outline of the work of the Normal College of New York shows briefly what is required of teachers in the New York public schools, and the time required in the training. It is a long course, full of hard work, but it gives excellent results, and produces teachers thoroughly equipped for their duties.

The kindergarten offers an interesting and profitable field for teachers of young children. A shorter course of training is required for this work, covering in most cases two years. The number of schools in which kindergarten work is taught to teachers and others is very large, in this and other countries; and the schedule of the Pratt Institute school in this branch is here given as an example selected from among the best.

## PRATT INSTITUTE,

## DEPARTMENT OF KINDERGARTENS.

The aim of the Kindergarten Department is to give training in Froebel's methods to those who are to have the care of children, and to further in every way the study of child-nature, in order to gain a truer and deeper insight into its needs. Its primary concern, however, is to give a theoretical and practical training to kindergartners. For this the Normal Course is provided.

NORMAL COURSE .	{	Theory and practice of the Kindergarten, together with drawing, music, science, psychology, history of education, and physical training.
GENERAL COURSE .	{	Same as Normal Course, but without practice in Kindergarten. No diploma given.
SPECIAL AND GRADUATE COURSES (Kindergartners and Teachers),	{	Froebel's "Mother-play;" "Education, of Man;" Gifts, Games, Science, Stories, Psychology; elementary courses in manual training and domestic science.
MOTHERS' COURSE .	{	Lectures and study of Froebel's Theory. Use of Kindergarten material, songs, stories, and games.
NURSES' COURSE .	{	Study of Froebel's Songs and Games, use of clay, sand, paper-cutting, stories, nature-work, and basket-weaving.
KINDERGARTEN .	{	Kindergarten and Connecting Class for children.

Students practise in the Kindergarten named above and in the free Kindergartens of the city.

## GENERAL INFORMATION.

EQUIPMENT. — The Department of Kindergartens has unusual facilities for carrying on its work, a complete equipment, and immediate connection with the other Departments of the Institute,

from which it derives its special instructors, and to which it has access for special work.

LECTURES.— All lectures of the Institute are open to students of the department; and, as a part of the course, special lectures are given upon subjects directly pertaining to the work of the Kindergarten.

ENTRANCE REQUIREMENTS.— For the Normal Course, a preparatory training is necessary, of which a high-school diploma represents the general standard. As most of the plays of the Kindergarten are accompanied by singing, it is necessary for those who would become kindergartners to be able to sing and play simple music. Added culture of any kind makes the course seem richer and the future success of the kindergartner more assured. Students must be at least eighteen years of age.

ENTRANCE EXAMINATIONS.— No entrance examinations are required for mothers, nurses, or special students.

The examinations are not the final test. Character and culture are as essential as technical acquirements; and the Department therefore reserves the right of selection and decision in each case. The entrance examinations define the necessary preparation of the kindergartner. Three months' probation is required, after which any student proving her inaptitude for the work must withdraw from the class.

Diplomas are awarded for successful completion of the Normal Course; certificates for the completion of the Mothers' Course. All graduates from other training schools who wish to take the Pratt Institute diploma must enter the course under the rules which apply to other students. If such persons present work of equal excellence with that required, it will be accepted as equivalent to similar work in the course.

#### NORMAL COURSE.

FIVE DAYS EACH WEEK — TWO YEARS.

##### *First Year.*

THEORY . . . . .	{ Froebel's Mutter- und Kose-Lieder. The application of its principles to the gifts, games, and occupations.
GIFTS . . . . .	

OCCUPATIONS . . . { Pricking, Froebel drawing, sewing, inter-  
twining, weaving, folding, parquetry, cut-  
ting, peas-work, modelling in cardboard  
and clay; color and form work.

STORIES . . . . { Practice in telling and in writing Kinder-  
garten stories.

#### KINDERGARTEN GAMES AND PHYSICAL TRAINING.

#### HISTORY OF EDUCATION.

DRAWING . . . . { Form study, elementary freehand drawing,  
blackboard drawing.

SCIENCE . . . . { Fundamental principles of biology, botany,  
and zoölogy.

MUSIC . . . . . { Voice-culture and practice in Kindergarten  
music.

LECTURES . . . . { On Literature, Art, and general Kindergar-  
ten subjects.

#### OBSERVATION AND PRACTICE IN KINDERGARTEN—SIX MONTHS.

#### *Second Year.*

ADVANCED WORK IN THEORY. { Mutter- und Kose-Lieder completed. "Ed-  
ucation of Man," and Froebel's Pedagogics.

GIFTS AND OCCUPATIONS COMPLETED. { Their practical application to the Kinder-  
garten.

PROGRAMME WORK. { Correlation of subjects of the course and the  
working out of a plan for the Kindergarten.

STORIES . . . . . { Study of myths and other literature. Orig-  
inal and typical stories.

#### KINDERGARTEN GAMES AND PHYSICAL TRAINING.

DRAWING . . . . . { Freehand drawing from objects and simple  
casts; sketching, color, and design.

SCIENCE . . . . . { Mineralogy, biology, physiology, physical  
care of children.

MUSIC . . . . . Voice-culture; sight-reading.

PRACTICE . . . . . { Three to four months' practice and observa-  
tion, as found individually necessary.

The course here outlined covers two years of thorough work. While the important place is given to the Kindergarten proper,

special attention is also paid to those additional subjects which are necessary to the completion of a broad Normal training.

#### GENERAL COURSE.

FIVE DAYS EACH WEEK — ONE YEAR.

Many persons who do not wish to become practical kindergartners desire to take the Kindergarten Course. To these the General Course is open. This is the same as the first year of the Normal Course, with the omission of practice in Kindergartens. No diploma is given.

Any student of this class may become a regular member of the Normal Course by meeting the requirements.

#### SPECIAL COURSES.

Special courses are given in Froebel's "Mother-play;" "Education of Man;" Gifts, Games, Handwork, Science, Drawing, Music, Stories, History of Education, and Psychology. These are open to graduate kindergartners and teachers. Only two subjects may be taken during one term.

#### GRADUATE COURSES.

The graduate courses include those subjects which add to the culture of the kindergartner and have been found helpful in her work.

In addition to the special Kindergarten courses, the following subjects will be given in the several departments by the Institute instructors: elementary wood-working; sewing; cooking; hygiene and home nursing.

#### MOTHERS' COURSE.

TWO HOURS A WEEK—TWO YEARS.

This course enables mothers to gain an understanding of the principles of the Kindergarten, and to learn how these may be applied in their homes.

The work of the first year is especially adapted to mothers of young children.



## LESSONS GIVEN DURING THE COURSE.

*Theory.*

(Based on the Mutter- und Kose-Lieder.)

The instinct of activity, and how to meet it.	First steps in thinking. How to train the senses.
First experiences, and what they mean to the child.	Law and order. The home.
Processes in growth.	The beginnings of language.
The child's relation to animals and the outside world.	Working and doing. Family life.
How the child may attain true freedom.	The beginning of number. The development of the musical nature.
The law of compensation.	God's relationship to the child.
The value of each individual.	Study of Froebel's song, "Retrospection."
The mother's love.	
The father's part.	
The instinct of imitation and its value.	

In the second year the study of the "Mother-play" is continued, and that of the "Education of Man" begun.

*Practice.*

## PRACTICAL WORK IN GIFTS, GAMES, OCCUPATIONS, AND STORIES.

First Gift; activity, color, and form.	Second Gift; simple games. Wooden beads; form, number, color.
Plays and Songs.	Typical stories for young children.
Use of Sand and Clay.	Paper-cutting and tearing.
Simple Rhymes and Finger-plays.	
How to celebrate Thanksgiving Day, Christmas, Washington's Birthday, and Easter.	

## NURSES' COURSE.

It is not possible for the mother always to have the care of her children, however devoted she may be. It is therefore most important that her helper should be in sympathy with her methods, and be quick to carry out suggestions with the children.

In some cases the nurse's responsibility seems as great as the mother's, and her desire for help even greater. When her needs

are met she is usually quick to recognize the fact, and is grateful for any knowledge of the child that she may receive.

This course of training aims to give such an understanding of Froebel's principles that the nurse shall realize the dignity and importance of her office, shall be able to simplify her work, and shall also make of play the happy, living thing it ought to be.

The "Mother-Play Book" is studied, and many illustrations of its methods are given, together with the Kindergarten work in gifts, games, occupations, songs, and stories.

The course is planned each year for two terms. The first term opens in October, and the class meets one evening each week until Christmas; the second term begins in January and continues for twelve weeks.

*Typical Lessons.*

Leaves and leaf-cutting.	Simple drawing, leaves and
Sand and shells, and how to play with them.	flowers; color-work.
Fall songs, walks, and stories.	Clay-modelling.
Games.	Cardboard furniture.
Stringing seeds and beads.	Children's playthings.
	Paper-weaving; rattan basket- making.

I'll tell you how I got on. I kept my eyes and ears open, and I made my master's interest my own. — *George Eliot.*

## CHAPTER X.

### ROADS TO SUCCESS IN THE SCHOOL-ROOM.

THE teacher is like a candle which lights others in consuming itself. — *Ruffini*.

I am indebted to my father for living, but to my teacher for living well. — *Alexander the Great*.

I command that no one shall set himself up as a teacher until he is fitted for it. — *Emperor Julian*.

No person can estimate the power for good exercised by the teachers of a country. — *Dr. Agnew*.

Teach well, live well. — *Dr. Plummer*.

On good teachers depends a nation's safety. — *Hoyt*.

The teacher should be a living lesson to the scholar. — *Wyse*.

Education of youth is not a bow for every man to shoot in that counts himself a teacher; but will require sinews almost equal to those which Homer gave to Ulysses. — *Milton*.

It is one of the commonest of mistakes to estimate the influence of a public teacher by the number of his followers. — *Wells*.

Teaching is a laborious, self-sacrificing life, but it is not, as has been too often said, a thankless one; if you go into it rightly, if you make it your passion, if you blind your mind from day to day to what may be called the drudgery of the profession, suffering not your energies to flag, shrinking not from toil, you will most assuredly find your task a becoming delight; you will reap your rewards, not the least of which will be that you will keep your own feelings ever fresh, ever young, and happy. — *Kate Montgomerie.*

The severest censure of our school system often comes from those who, in acknowledged ignorance of the schools of to-day, speak from the memories of their own experience of a generation ago, seemingly all unconscious of the fact that the school has kept fully abreast of the advance in other departments of social and moral progress, of which their own charges, if rightfully regarded, would afford the most conclusive proof. — “*Practical Hints for the Teachers of Public Schools,*” by *George Howland.*

The best teachers have been the readiest to recognize the importance of self-culture, and of stimulating the student to acquire knowledge by the active exercise of his own faculties; they have relied more upon training than upon telling, and sought to make their pupils themselves active parties to the work in which they were engaged — thus making teaching something far higher than the mere passive reception of the scraps and details of knowledge. — *Smiles.*

Teachers should be held in the highest honor. They are the allies of legislators; they have agency in the prevention of crime; they aid in regulating the atmosphere, whose incessant action and pressure cause the life-blood to circulate, and to return pure and healthful to the heart of the nation. — *Mrs. Sigourney.*

The profession of the teacher is the noblest of all professions. — *Agassiz*.

It is the teacher who decides the character of the next generation. — *Pickett*.

Nowhere, as in the well-directed school, is the spirit developed that regards character above surroundings, where merit is rewarded with success, and honor bestowed where it is due; and never, we believe, have our schools had a healthier influence, never made more earnest and successful endeavor for uprightness of purpose, or been surrounded or pervaded by a purer or more life-giving atmosphere. — *George Howland*.

The teacher is a power in proportion to the intelligence, skill, and fidelity with which the pupil is educated. — *Bulkley*.

As a gardener sorts his plants, so should a teacher arrange his scholars, according to their habits and capacities. — *Tsze-hea*.

If I were not a preacher, I know of no profession on earth of which I should be fonder than that of a teacher. — *Luther*.

Well do I recall a teacher in my school life who set apart his regular half hour for so-called moral instruction; and if there was a half hour in the day in which he wasted words, squandered the esteem, forfeited the respect, and lost the control of his pupils, it was that same moral half hour. It was the appointed time for restlessness, inattention, and disorder, when the exhausted patience of his hearers found relief in whispered

if not muttered complaint, from which a wiser man might have learned that it is not all of morals to moralize. — *George Howland.*

Every first-rate teacher rejoices in the number of his pupils, and thinks himself worthy of a larger audience. — *Quintilian.*

There is nothing more frightful than for a teacher to know only what his scholars are intended to know. — *Goethe.*

The teaching of children is a profession where we must lose time in order to gain it. — *Rousseau.*

God very often gives light to the teacher for the sake of the humility of the hearer. — *Quesnel.*

The teacher's vocation is the most widely extended survey of the actual advancement of the human race in general, and the steadfast promotion of that advancement. — *Fichte.*

Put a man into a factory, as ignorant how to prepare fabrics as some teachers are to watch the growth of juvenile minds, and what havoc would be made of the raw material! — *H. Mann.*

It is the duty of a man of honor to teach others the good which he has not been able to do himself because of the malignity of the times, that this good finally can be done by another more loved in heaven. — *Machiavelli.*

Scratch the green rind of a sapling, or wantonly twist it in the soil, and a scarred or crooked oak will tell

of the act for centuries to come; so it is with the teachings of youth, which make impressions on the mind and heart that are to last forever. — *Wilkie*.

Let the teacher remember the glory of his profession; nor let him suppose that men are unwilling to learn; the history of the world is against such a supposition; wherever there have been found men willing to teach, there have been pupils willing to learn. — *E. D. Mansfield*.

The teacher is like a switchman who holds the key to the switches on the railroad — if he does his duty faithfully the train will reach its destination; if he neglects it disaster and ruin follow. A misplaced switch or a wrong signal may send hundreds into eternity unprepared. — *E. Foster*.

The teacher who wishes to teach well must know thoroughly whatever he attempts to teach, and the best way of doing it; he must not be satisfied with superficial attainments, or with any way to do it; he must be familiar in matters of general knowledge, and in the method of communicating what he knows. — *J. Hurty*.

If ever I am an instructress it will be to learn more than to teach. — *Madame Deluzy*.

The one exclusive sign of a thorough knowledge is the power of teaching. — *Aristotle*.

The schoolboy does not believe in preaching, or in the teacher who preaches. — *George Howland*.

Thankful may we be that from the ranks of the weary, the needy, the changeling, the improvident, the unfortu-

nate, so few of the unworthy have found a refuge in our schoolrooms. — *George Howland.*

The multiplication table was his creed,  
 His pater noster and his decalogue :  
 For in a close and dusty country-house  
 He had so smoke-dried and seared and shrivelled up  
 His heart, that when the dirt shall now  
 Be shovelled on him, 't will still be dust to dust.

*Wordsworth.*

If in instructing a child you are vexed with it for a want of adroitness, try, if you have never tried before, to write with your left hand, and then remember that a child is all left hand. — *J. F. Boyes.*

A teacher who is attempting to teach without inspiring the pupil with a desire to learn is hammering on cold iron. — *Horace Mann.*

Men must be taught as though you taught them not.

*Pope.*

Think of yourselves at the call and beck of the parent who could take his little boy or girl up to the public whipping-post to be flogged by a hired baster, and that person to be found in the free school, and there intrusted with the tenderest and most delicate interests of life ! Believe me, my fellow-teachers, our schools will be mentioned with scorn and our names spoken with contempt till we cast aside this relic of a bygone age, and cease to be the sole representatives of a debased and degrading barbarism. — *George Howland.*

A tutor should not be continually thundering instruction into the ears of his pupil as if he were pouring it



through a funnel, but after having put the lad, like a young horse, on a trot before him, to observe his paces and see what he is able to perform, should, according to the extent of his capacity, induce him to taste, to distinguish, and to find out things for himself; sometimes opening the way, at other times leaving it for him to open; and by abating or increasing his own pace accommodate his precepts to the capacity of his pupil. — *Montaigne.*

It would be a great advantage to some schoolmasters if they would steal two hours a day from their pupils and give their own minds the benefit of the robbery. — *J. F. Boyes.*

Do not allow your daughters to be taught letters by a man, though he be a St. Paul or St. Francis of Assissium. The saints are in heaven. — *Bishop Signori.*

How it may be in the smaller towns I do not know, but in the larger ones I believe we can have just as good teachers as we choose. The bright men, the intelligent men, the able, the earnest men, do not, by any means, all go into the professions and trade of choice. Even with the present inadequate pay there are good teachers enough — lovers of the work — to fill our positions. — *George Howland.*

Garden work consists much more in uprooting weeds than in planting seed. This applies also to teaching. — *Auerbach.*

The school is the manufactory of humanity. — *Comenius.*

You cannot teach a man anything; you can only help him to find it within himself. — *Galileo.*

You cannot, by all the lecturing in the world, enable a man to make a shoe. — *Dr. Johnson.*

Unless a woman has a decided pleasure and facility in teaching, an honest knowledge of everything she professes to impart, a liking for children, and, above all, a strong moral sense of her responsibility towards them, for her to attempt to enroll herself in the scholastic order is absolute profanation. — *Miss Mulock.*

Some teachers seem to think it necessary to affect a studied precision in language, and to cultivate little crotchets as to elegant pronunciation which are unknown outside of the school world. The moment our speech becomes so precise and so proper that its precision and propriety become themselves noticeable things, that moment we cease to be good speakers in the best sense of the word. Ours is the profession in which there is the greatest temptation to little pedantries of this kind, and it may therefore not be unfitting to refer to it. He whose speech or manner proclaims him to be a schoolmaster is not yet a perfect adept in his art. — "*Lectures on Teaching,*" by *J. G. Fitch.* [*English.*]

The largest and one of the best day schools I ever examined, where the whole tone of the discipline is singularly high, manly, and cheerful, has never once during its whole history had a case of corporal punishment. But the master, when I was reporting on the school, begged me not to mention this fact. "I do not mean to use it," he said, "but I do not want it to be in the power of the public or the parents to say I am precluded from using it. Every boy here knows that it is within my discretion, and that if a very grave or exceptional fault occurred I might exercise that discretion."

I believe that to be the true attitude for all teachers to assume. They should not have their discretion narrowed by any outward law, but they should impose a severe law on themselves. — *J. G. Fitch.*

The teacher is the natural leader in all educational work. He consults, plans, and directs. He enlists pupils and patrons. He studies the plans of his predecessors, modifies and perfects them. Here we find one of the many reasons for retaining the same teacher for a series of years. — “*The Art of School Management,*” by *J. Baldwin.*

“Such address and intelligence as I chance to possess,” said Mr. Micawber, “will be devoted to my friend Heep’s service. I have already some acquaintance with the law — as a defendant on civil process.” — “*David Copperfield.*”

For the teacher and for all his assistants, the one thing needful is a high aim, and a strong faith in the infinite possibilities which lie hidden in the nature of a young child. One hears much rhetoric and nonsense on this subject. The schoolmaster is often addressed by enthusiasts as if he were more important to the body politic than soldier and statesman, poet and student all put together; and a modest man rebels, and rightly rebels, against this exaggeration, and is fain to take refuge in a mean view of his office. But after all we must never forget that those who magnify your office in never so bad taste are substantially right. — *J. G. Fitch.*

The school-room may be made delightful to both teacher and pupil. The teacher may go thither himself with pleasure day by day; his pupils look forward with delight to meeting him there; disorder, disobedience,

confusion, bickering, and evil passions do not enter ; the lessons are learned and recited with alacrity ; and the work is suspended at night because the body demands rest, and not because of any distaste. The children make no complaint of the teacher when they return home ; the teacher harbors no ill feelings toward the children. — *Dr. Thomas Hunter, President of the New York Normal College.*

But the experience of many is the reverse of this. The teacher, perhaps, enters upon his work in the morning with buoyancy and enthusiasm, but in a short time the disorder, idleness, and the bad behavior of the pupils so perplex him that he feels that his school-room is the most disagreeable place in the whole world ; he finds himself counting the days that will elapse before vacation somewhat like a prisoner in his cell. He begins to suspect that he has overrated the work of teaching and the responsive character of childhood ; and, possibly, he begins to doubt somewhat his own abilities. He begins to look longingly at other employments of mankind, and probably soon leaves the school-room forever. If he stays it is because he must, and not because he loves the work. — *Dr. Hunter.*

The work of teaching is not such work as can be undertaken by any one “dumped” into it at any time of life without preparation.—“*Common Sense in Education and Teaching,*” by *P. A. Barnett.*

If a liberal education is the chief thing necessary in any walk of life it is most indubitably indispensable to those who are to teach others how to walk through life, more necessary than any other part of their equipment. And a teacher’s information must not be wide only, but exact as well. — *P. A. Barnett.*

It is frankly conceded that school management is difficult; it always has been and always will be. It consists in the skilful arrangement of the many details that arise out of personal relations. Now, as the greatest study of all is the study of mankind, or of our personal relations, it is clear that the adjustment of the teacher to his pupils, and of the pupils to each other, must demand the most thoughtful attention; evasion will not answer. The expression is common: "I can teach well enough, but I cannot govern the pupils," or "I like the teaching, but I hate the governing." It must be reflected by all such that if these two could be divorced, as they suggest, their teaching, as they term it, would be of very little value. Divest teaching of the personal force element, and of the subtle influence of the teacher, and little is left. — *Dr. Hunter.*

Teaching requires a person; it is instruction presented by and through the personal power of another; the personal-power element is most important. Those who feel themselves lacking in the power of personal influence and control should examine themselves with thoughtfulness and care; they should apply the same method of analysis they apply to a difficult problem in mathematics; they should ascertain the qualities one possesses who is an efficient manager, and determine to acquire them; should discover his principles and methods and determine to employ them. — *Dr. Hunter.*

A man must be very sure of his knowledge ere he undertakes to guide a ticket-of-leave man through a dangerous pass. — *R. L. Stevenson.*

Most secondary teachers begin their career as Mr. Micawber began the practice of the law. He was well

acquainted with the law, as a defendant; they are well acquainted with teaching, because they have been taught.  
— *P. A. Barnett.*

It may be frankly laid down that no one who has had any real acquaintance with the procedure of training, even on such generally unsatisfactory lines as those which obtain in this country, and who has had the opportunity of seeing what training can do for the ordinary person, has ever doubted the efficacy of the process. And when critics point to themselves and say that they were never trained and have yet done pretty well, they are certainly open to the retort that they might conceivably have been the better for training. — *P. A. Barnett.*

The first necessity is to be sure that the natural aptitudes and sympathy are not lacking. A sympathetic imagination and a taste for teaching are the gifts of Providence, not to be conferred, though they may certainly be improved, by study and practical training. The fact is that a teacher is both born and made. — *P. A. Barnett.*



CLARA BARTON.





## CHAPTER XI.

## THE TRAINED NURSE.

“ Her voice was ever soft,  
Gentle, and low, — an excellent thing in woman.”

*Shakespeare.*

THE trained nurse is not a new thing. There have always been trained nurses, but they are better and more scientifically trained now than ever before. The training is given in a regular course of study and work, both under the direction of instructors who have themselves been carefully trained. It is a practical training, in which the pupil is not only told how to do things, but shown how to do them and set to doing them. Such a schooling in caring for the sick can be had only where the sick are, so the training-schools for nurses are always connected with hospitals. The training begins on the first day, and does not end with graduation.

This profession of trained nursing — for it has grown to the dignity of a profession — is one that girls who would be self-supporting take very kindly to, for various reasons. It is a work in which they can support themselves from the very beginning, for one thing, and that is an inducement. Then after they become full-fledged nurses the pay is large — or at least it looks large when the weekly or monthly wages are mentioned. And the duties, as far as most girls are acquainted with them, are not hard. For these and many other reasons most training-schools for nurses have large numbers of applications every year from girls who desire to become nurses. If all the applicants were accepted and graduated the

pay of trained nurses would soon be cut down by killing competition to a fraction of what it now is. But many who apply are rejected on account of unfitness, and of those who are accepted on trial, many more fall by the wayside. You need not look upon that as a hardship; the profession would soon fall into disrepute if it were otherwise.

You are not to imagine that with the present system of training, which is as nearly perfect as we now know how to make it, the hospitals and the professional teachers can take any girl of suitable age and make a good nurse of her. They can take any woman alive, if she is strong enough to stand up and has brain enough to know a bandage from a box of pills, and make a better nurse of her than she would have been without their instruction. But that is not enough. To be better than she would otherwise have been is not sufficient. To make a good trained nurse she must have all the qualifications that were necessary to a good nurse in the old days before nurses were trained in schools. She must be strong and healthy, gentle, kind, long-suffering, patient, cheerful, must have her nerves under thorough control, must have good manners and a reasonably good education, and a — shall we call it a natural aptitude for taking care of the sick? This may be natural, or it may be acquired, but it must be present. Without these qualities no training in the world can make a good nurse. It is only the good nurse who has been trained who makes a good trained nurse.

I am sure that most girls have little idea of a trained nurse's work. To sit by the patient, to keep him comfortable, or her, as the case may be; to be familiar with the doctor's instructions; to give the draught at nine o'clock and the pill every hour; to take care of the temperature of both patient and room; to see to the ventila-

tion, the food, the drink? Those are all a nurse's duties; but they are about as much her whole duty as the doctor's whole duty is writing a prescription. They bear as much relation to the work required as the driving of a nail bears to the whole work of a carpenter. And it is no more possible to make a list of the trained nurse's duties than it is to tell what the thrifty housewife has to do in the course of a week — a month. The duties vary with every case. Some of them are pleasant, and most of them are hard and unpleasant. In the hospital work, the training, they are vastly different from the private cases. In the hospital you are told what to do and do it, but with private cases you have more responsibility — more depends upon yourself. You must not only take care of your patient, but you must please him, make it a pleasure to him, if possible, to have you by him. A fussy, nervous, snappy woman in the sick-room is a woman out of place. The hospital patient must put up with it sometimes, but the private patient need not and will not. You must please him, and please the family, make yourself agreeable in the house, and please the doctor too, without neglecting any of your other duties. If you do not please them all there will be a new nurse in that house on very short notice. And to do this you need not only all the qualities I have already mentioned, but one more, of such vast, such vital importance to you that I have saved it for separate mention, and that is — tact.

Without tact you will never make a good trained nurse. And the training-schools cannot give it to you. They furnish the training, but you must supply the tact yourself. If all of your private patients were to be desperately and dangerously ill you would have comparatively plain sailing. People are very docile when they are dangerously ill; so are their families. The doctor

and nurse then are as big as a house, and can lord it over everything, and sometimes do. But your patients will not all be dangerously ill. It is very fashionable now to send for a trained nurse, and that is all the better for the profession; but it gives nurses many patients who are only ill enough to be cross and unreasonable. The doctor and nurse do not look so large then. You will find generally that the doctor has enough tact to humor such a patient, to tell him very much what he wants to be told. And you must have at least as much tact as the doctor.

You will see for yourself why it is necessary for the nurse to please the doctor. It is not only because he leaves the patient in her hands during his absence, to take the temperature and give the medicines. Generally the nurse gets the work through the doctor. Suppose that John Smith is suddenly taken down with a fever. The family send for the doctor, and he tells them that they will need a trained nurse. What do they know about trained nurses? Sometimes they have had a nurse in the house before and want the same one again, but in nine cases out of ten they depend upon the doctor to get one. He knows where to send, and how to have one in the house in a few hours. If you, being a trained nurse, have had one of his cases recently, and have satisfied him and the patient, he will very likely send for you because he knows you. Doctor and nurse must work together. To get a reasonably good idea of the work, imagine some member of your family confined to bed for six weeks with typhoid fever, smallpox, or perhaps a broken leg, and you nursing her and taking complete care of her. I mention smallpox because you must be prepared to nurse contagious cases as well as others. You will find that few trained nurses suffer from the contagion, because they know how to take care of themselves; that is part

of their training. What would you think of a doctor who was afraid to treat a smallpox case? You can think of a great many things that you must do for your sister or mother if you were nursing her, but you cannot in an hour think of half the things that must be done. They are endless, and it is the nurse who must do them.

You will not, as a trained nurse, either in the hospital or in private practice, be expected to work both day and night, for that would be impossible. In private cases requiring constant watching two nurses are employed, one for day and one for night, and they divide the time equally. And the pay? That depends largely upon circumstances. The ability of the nurse has something to do with it, and the city she is in. In the largest cities twenty-five dollars a week is good pay for a nurse. But some nurses get much more than that occasionally. There is plenty of money in the large cities, and the sick millionaire is the most liberal man in the world till the danger is past. If the doctor tells millionaire Brown's family, when Mr. Brown is dangerously ill, that he must have a trained nurse, and that Jane Jones is so much more capable than any other nurse he knows, that she commands fifty dollars a week, they send for Jane Jones without hesitation. You will be surprised when you see how the sick millionaire is bled from every vein, and I hope that your conscience will not permit you to assist in the operation. He must be taken to the hospital? Then telephone for the oxygen ambulance, at once. That costs fifty dollars, and another ambulance would carry him for ten dollars, but he must have the best. But your patients will not all be millionaires, and most of them must count the cost. Twenty-five dollars a week I have named as "good" pay in a large city; a more usual salary is three dollars a day, — twenty-one dollars a week, — except in contagious diseases, for which the pay

is always a little higher, though not very much. If you get twenty-one dollars a week for a broken leg you would get twenty-five dollars a week for a smallpox case, or scarlet fever, or typhus.

In smaller cities the pay is less, and still less in towns and villages. It goes down in some cases, though rarely, as low as ten dollars a week. Fifteen dollars is a fair price in a town, and from fifteen to twenty in a small city. But there are some points about the pay that you must take special notice of. If you estimate that you may have twenty-five dollars a week for fifty-two weeks in the year you will overestimate very largely. It is almost impossible that you should be constantly employed; there must always be time lost between one case finished and another begun, and so much time may be lost that your weeks of employment will be twenty-six in the year instead of fifty-two. Then you must have a home throughout the entire year, for you cannot give up your home and stop its expenses every time you go to a patient's house. The home costs much more in a large city than in a small one, and that is why the pay in large cities is higher. So you see that between twenty-five dollars a week in New York or Chicago and fifteen dollars a week in Oswego or Scranton the ten dollars a week difference is not so much to your profit as to the profit of your landlady or landlord and butcher and baker in the larger city.

If you are convinced that you have the health and the other qualifications necessary for a trained nurse (among which a common-school education, at the very least, is one of the foremost), and believe that in this direction lie your opportunities, you will want to know how to take the first step. I have seen within the last year four or five letters from girls in various parts of the country, written to friends in or near New York, saying that they

wished to become trained nurses, and asking how to go about it. The information lay right under their hands, in their own towns; but they did not know it, and wrote to friends a thousand miles away who did not know either. And nothing could be easier to learn, no matter where you are.

You should proceed in the first place exactly as if you were a boy who desired to become a cadet at West Point. The superintendent of the West Point Military Academy tells boys who have that ambition to go first to the family doctor to be examined physically, to learn whether they have the necessary physical qualifications. "This examination does not take the place of the official examination," he adds, "for you will be examined again when you come here. But it may save you much needless preparation and worry, for you cannot enter the Military Academy unless you can pass the physical examination, no matter what your mental acquirements may be; and if you are not strong enough it is best that you should know it at the beginning." That is just what the superintendents of training schools for nurses tell all applicants. "Find out first whether you have sufficient health and strength, for if you have not it is useless for you to try." Go, then, in the first place to your doctor, the doctor whom you know and who knows you, and tell him exactly what you have come for. After examining you he will tell you whether you have any physical defects that would interfere with your work as a nurse.

The doctor who examines a boy for West Point must have a list of the physical defects which would cause his rejection, and the superintendent has such lists ready for applicants. But your doctor needs no such list in a training-school examination. He knows what the requirements are, and what defects would exclude you. He is familiar with the work of the training schools,

with the work of the nurse, and can soon tell you whether you have the necessary physique. Remember that this is not a final examination. They will examine you again when you apply at the training-school, and their opinion may not be the same as your doctor's. But as a rule such an examination will tell you whether you are physically fitted for the work or not.

The doctor will do more for you than give you his opinion of your health. Nurses are an important part of his daily life, and when he learns that you wish to become a nurse he will almost certainly take some interest in you. He will tell you where, in his opinion, it is best for you to apply. And he is sure to have a leaning toward the place that he is most familiar with. If he was one of the young physicians of Bellevue Hospital in his earlier days, he knows all about the Bellevue training-school for nurses, and will advise you to apply there. His advice will be valuable to you, whether you follow it or not. You may have reasons of your own for not applying to the school that he recommends as the best, but in any case you should know something about it. There is great room for selection in this matter — so many hospitals, both large and small, have training-schools for nurses. There is a certain prestige, of course, attached to coming from one of the larger hospitals. Every physician knows of Bellevue Hospital, and the New York Hospital, and Mount Sinai Hospital, and knows that if a nurse comes from one of them she has been well trained, and has had ample opportunity for practice. But the trained nurses cannot all come from the large hospitals any more than all the young collegians can come from Harvard or Yale or Princeton. There is much in a name, but circumstances may make it advisable for you to apply to the training-school of the hospital in the small city nearest you. That is often the best course, and you may



find it just as profitable in the end to build up a practice in your own town as to join the crowd of nurses in one of the larger cities. If you become a good nurse your neighbors and friends will soon find it out.

Your doctor will tell you about the hospitals and training-schools in your immediate neighborhood, as well as about the larger ones, and with this information you will write to such as you select, asking for a blank application for admission to the training-school, and addressing your letter to the superintendent (or matron, if you choose) of the training-school for nurses, — Hospital, ———. Even in the largest cities no street and number are necessary for a hospital. Simply "Bellevue Hospital, New York," will reach the spot; and the answer will always come if you take care to inclose a stamped envelope addressed to yourself. You should never write to any stranger on your own business expecting an answer without inclosing a stamped and addressed envelope.

By this time you will have made something of a start toward becoming a trained nurse. And all this may be done in the utmost privacy, which is an advantage, for it is not well to announce to your friends that you are going to be a trained nurse until you know whether you are or not. The blank forms that will be sent you will give you a good idea of the requirements. They will tell you, too, what references you must have from your doctor, your clergyman, and others. When you are ready you can fill in the blanks and send the application to the training-school you have selected; and when your turn comes, that is, when there is a vacancy, which may be in a few weeks, perhaps not for months, possibly not for many months, you will be sent for.

If you are still very young you can do all the things I have named up to sending in your application, and then take time to prepare yourself for the work. There is not

the least danger of your knowing too much, and they do not want young girls in the training-schools and hospitals. Different hospitals set different age limits. In some the probationer must be not under twenty-three and not over thirty-three. In general the rule is between twenty-one and thirty-five; very few hospitals will take a pupil under twenty-one years old, and scarcely any over thirty-five.

There is a salary from the start, after you are accepted, though it is not called a salary, because the hospitals insist that the instruction a pupil receives more than pays for the work she does. But it is money coming in, by whatever name it is called. Not much money, but enough to buy the plain uniforms a pupil is required to wear, and perhaps a little more — ten dollars a month is about the average in the first year, besides, of course, board and lodging. The course in a training-school is never less than two years, and in some hospitals three years, with a strong probability that in the larger ones it will soon be increased to four years. And if you are well and strong, and have grit and tact and a taste for the work, you have every reason to look for success.

Girls who write to the Mount Sinai Hospital for the circular of instructions receive a packet containing the following documents, which give the fullest instructions:

MOUNT SINAI  
TRAINING-SCHOOL FOR NURSES,  
149 EAST 67TH STREET.

NEW YORK, .....

DEAR MADAM:

Your letter with reference to entering the Mount Sinai Training School for Nurses has been received.

As the number of applicants is so large that only those best fitted for the work can be accepted, we request you to write a personal letter stating your educational advantages, previous occupation if any, family ties, freedom from responsibility for two years

if accepted, and your reason and motives for entering upon this profession.

Please also state whether you have ever been employed in any Hospital or Asylum or have ever applied elsewhere for a like position.

Very truly,

.....  
*Superintendent.*

MOUNT SINAI  
TRAINING-SCHOOL FOR NURSES,  
149 EAST 67TH STREET, NEW YORK.

### CIRCULAR OF INFORMATION.

The Mount Sinai Training-School for Nurses gives two years' training to women desirous of becoming professional nurses.

Those wishing to obtain this course of instruction must apply to the Superintendent of the Training-School, 149 E. 67th Street, New York, upon whose approval they will be received into the school for one month on probation.

The most acceptable age for candidates is from twenty-one to thirty-five years. Applicants are received at any time of the year.

The applicant should send, with answers to the paper of questions, a clergyman's letter testifying to her moral character and a physician's certificate stating that she is in good health, also the names and addresses of three ladies and two gentlemen (not relatives) who have known the applicant at least for several years.

During the month of trial, and before being accepted as a pupil nurse, the applicant will be examined in reading, penmanship, simple arithmetic, and English or German dictation.

It is always desirable that the applicant should call in person on the Superintendent, but if, owing to the distance, such is impossible, requests for application blanks may be forwarded in writing to the Superintendent of the Training-School, and the application should then be accompanied by a photograph of the applicant.

The Superintendent has full power to decide as to the fitness of probationers for the work, and the propriety of retaining or dismissing them at the end of the month of trial. She can also, with the approval of the Directors, discharge them at any time in case of misconduct or inefficiency.

During the month of probation the pupils are boarded and lodged at the expense of the school, but receive no other compensation.

Probationers who prove satisfactory will be accepted as pupil nurses, after signing an agreement to remain two years and to obey the rules of the School. They will reside in the Home, and serve in the wards of Mount Sinai Hospital or perform such other duty outside of the Hospital as may be assigned to them by the Superintendent.

Pupil nurses receive an allowance of \$7.00 a month the first year and \$12.00 a month the second year. This allowance is made for the dress, text-books, and other personal expenses, and is in no wise intended as wages, it being considered that the education given is full equivalent for their services.

Nurses on duty are required to wear the dress prescribed by the Institution: white apron and cap, and linen cuffs and fine lawn kerchiefs.

The day nurses are on duty from 7 A.M. to 7 P.M., with an hour off for dinner and additional time for exercise or rest. They are also often given an afternoon during the week. Night nurses are on duty from 7 P.M. to 7 A.M.

In sickness all pupils will be cared for gratuitously.

Accepted candidates, when entering the Training-School, should be provided with the following articles: Two or three gingham or wash dresses, plainly made; one dozen white aprons, of Lonsdale cambric or Victoria lawn, made as follows: length to reach the bottom of the dress before laundered; band  $2\frac{1}{4}$  inches wide, fastened with two buttons; hem, 8 inches deep; hem down sides, 2 inches wide; apron when finished to be  $2\frac{1}{2}$  yards wide, to be gathered on band to meet in the back.

Two bags for laundry, one calico bag, and one small white bag. A good supply of plain underclothing, each article to be plainly marked with owner's full name.

A watch or small clock, with second-hand, and a napkin ring.

Nurses are required to wear broad-toed shoes.

If the teeth are out of order they must receive attention before coming for the probationary month.

All correspondence to be addressed to

.....  
*Superintendent.*

## COURSE OF TRAINING.

The instruction includes :

1. The dressing of blisters, burns, sores, and wounds ; the application of fomentations, poultices, cups, and leeches.
2. The administration of enemas and use of catheter.
3. The management of appliances for uterine complaints.
4. The best method of friction to the body and extremities.
5. The management of helpless patients ; making beds, moving, changing, giving baths in bed, preventing and dressing bed sores, and managing positions.
6. Bandaging, making bandages and rollers, lining of splints.
7. The preparing and cooking and serving of delicacies for the sick.
8. Obstetrics.
9. Contagious Diseases.

They will also be given instruction as to the best practical methods of supplying fresh air, warming and ventilating sick-rooms ; to keep all utensils perfectly clean and disinfected ; to make accurate observations and reports to the physician of the state of the secretions, expectoration, pulse, skin, appetite, temperature of the body, intelligence (as delirium or stupor), breathing, sleep, condition of wounds, eruptions, effect of diet, stimulants, and medicine.

The teaching will be given by visiting and resident physicians and surgeons at the bedside of the patients, and by the Superintendent, Assistant Superintendent, and Head Nurses. Lectures, recitations, and demonstrations will take place from time to time, also examinations at stated periods, in order to fit all those taking the course to be competent trained nurses.

When the full term of two years is ended, and on passing an examination, the nurses thus trained will receive a diploma, signed by the Examining Board and by a committee of the Board of Managers, and be at liberty to choose their own field of labor, whether in hospitals, in private families, or in district nursing.

It is specially regulated that intending candidates apply personally or in writing for application blanks.

Applicants are required to fill out in their own handwriting and send to the Superintendent of the Training-School, 149 East 67th Street, New York, answers to the following questions :

## QUESTIONS TO BE ANSWERED BY CANDIDATE.

1. Name in full and present address of candidate.
2. Are you a single woman or widow? Have you ever been married?
3. Your present occupation or employment.
4. Age last birthday, and date and place of birth.
5. Height. Weight.
6. Where educated.
7. Are you strong and healthy? and have you always been so?
8. Are your sight and hearing perfect?
9. Have you any physical defects?
10. Have you any tendency to pulmonary complaint?
11. If a widow, have you children? How many? Their ages? How are they provided for?
12. Where (if any) was your last situation? How long were you in it, and in what employment?
13. Have you ever been in any Hospital? or Training-School?
14. The name in full and addresses of two persons to be referred to. State how long each has known you. If previously employed, one of these must be the last employer.
15. Do you object to the menial services inseparable from the vocation of a nurse?
16. Do you promise at all times while on duty to maintain the cleanliness and order of the ward in which you are serving, and to obey implicitly the commands of your superior in charge?
17. Are you willing to wear the dress prescribed by the Institution after leaving its jurisdiction?
18. Have you read and do you clearly understand its regulations?

*I declare the above statement to be correct.*

Date.....

*Signed*.....

### NEW YORK HOSPITAL.

The system of the New York Hospital is slightly different, classes beginning the work at stated times. Following are this hospital's circular of information and application blank:

The date for organization of new classes in the Training-School is March of each year.

The course of instruction extends over a period of three years.

The School consists of fifty or more pupils, divided into three classes, who serve in the several classes for such periods in each case as shall be fixed by the Executive Committee.

Applicants *must* be between twenty-three and thirty-three years of age (at the date of the organization of the class for which application is made<sup>1</sup>), and possess a good common-school education. Unmarried women only are eligible. This term includes widows and those whose marriages have been dissolved by *legal process*. They must be of good character and in sound health, and must make application to the Superintendent of the Hospital.

Applications from colored candidates cannot be considered.

If admitted, they must serve on probation for a term not exceeding two months, during which time they will receive board and lodging, but no compensation unless accepted as pupils, when they must sign an agreement to remain in the School and subject themselves to the rules of the Hospital for the full period of three years from the commencement of their term, unless failing of promotion. The probationary term is not a term by itself, but is continuous with the regular term in the event of a successful issue.

At the end of each year there will be an examination of all the classes; that of the Head Nurse Class being conducted under the supervision and in the presence of the Executive Committee, which, being creditably passed, entitles the members to Diplomas under the seal of the Hospital.

The Directress of the School exercises the functions of her office, subject to the general authority of the Superintendent. With this reservation, the School is under her direct supervision and control, and her authority extends over all that pertains to the duties and discipline of the Nurses in the wards, as well as to the details of their instruction in the School.

In case of misconduct or insubordination, the Superintendent may suspend members of the School from duty and refer the case to the Executive Committee for final decision.

A monthly allowance may be made of ten dollars to the Junior Class, of thirteen dollars to the Senior Class, and of sixteen dollars to the Head Nurse Class. Board, lodging, and washing will be furnished without charge. In sickness all pupils will have gratuitous care.

The hours in the wards for pupils on day duty are from 7 A.M. to 7 P.M. ; for those on night duty, from 7 P.M. to 7 A.M.

At the discretion of the Directress, pupils will be granted leave of absence one afternoon in each week, and they shall also, if the pressure of their duties and the condition of the weather permit, spend an hour every day in the open air. They will also be excused from duty a part of each Sunday, and will have a vacation of two weeks in each year. The time of the vacation will be determined by the Directress according to the exigencies of the Hospital Service, with a just regard to their wishes and convenience.

Pupils absent from duty, for any cause, for a month will be dropped from their classes. They may enter the following class, unless their absence reaches the limit of six months. In that case they will be dropped from the School. If re-admitted, must begin the course anew. Modification of this rule may be made by the Executive Committee in its discretion.

The instruction is given by the Directress of the School, and by the Senior Nurses of the wards, each ward being provided, as far as possible, with a representative from each class.

It will consist in part of didactic lectures relating to the general principles of nursing, the observation and recording of symptoms; the diet of the sick; the methods of managing helpless patients, and a full course of obstetrical nursing.

Also practical instruction at the bedside on the following subjects :

1. Dressing of wounds.
2. Application of blisters, fomentations, poultices, cups, and leeches.
3. Use of catheter and administration of enemas.
4. Bandaging and making of rollers.
5. Making beds; changing draw sheets and sheets; moving; preventing bed sores.
6. Gynecological nursing.

Those desiring admission should call in person, whenever this is possible, as there are many important details which can then be stated which a circular like this cannot cover. If, owing to distance, this is impossible, they should write directly (not through friends) to the Superintendent of the Hospital, when an Application Blank (in form as on opposite page) will be forwarded to them, or other definite information sent in reply. The blank, when



filled out and returned, accompanied by a physician's certificate of sound health, constitutes a formal application.

Those who have already received an Information Circular should state the fact, when applying for a blank, to prevent our sending another circular. The circular is always sent in the first instance.

Applications are considered in view of the organization of the next class, never in view of a "vacancy."<sup>2</sup>

Applicants *having been notified of acceptance* may declare themselves ready to enter in advance of the organization of the class for which they have been accepted, should the withdrawal of some member of the school, from sickness or other unavoidable cause, make possible the immediate admission of another pupil. Pupils so admitted will begin their probationary term immediately, and, if accepted after probation, become at once regular members of the school, though their time will date from the organization of the class for which their applications were originally accepted.

No uniform is worn by those on probation. They should come provided with dresses which may be washed, but not with any outside garments they expect to use on duty after admission to the school. The school uniform often renders such articles useless. This uniform must be worn by all pupils when on duty, and is obtained at the hospital at the pupil's expense. If a pupil leaves for any reason, before the expiration of her term, she will not be allowed to take away any part of the school uniform.

Candidates should remember that the acceptance of their applications is for a probationary term. Their acceptance as *pupils* will depend wholly upon the developments of that term, regardless of the peculiar circumstances of any particular case. The decision, when rendered, is final. This uncertainty as to result must, necessarily, attend every trial, and applicants should consider it carefully, that undue disappointment may not follow an unsuccessful venture. They are summoned for their probationary term in the order of their acceptance, those late on the list coming after the earlier ones (sometimes several weeks after), but the *official* time of all is the same, regardless of the *actual* time of entering. All, however, accepted for a given class, will, without exception, have a trial, on probation, in that class. Under no circumstances (unless by voluntary withdrawal on their part) are they ever omitted or referred to a succeeding class.

Those entering late and those who have lost time during the course will be required to remain, after graduation, and their

diplomas will be withheld until the full period of three years is completed.

Personally addressed communications received by the Hospital authorities respecting a candidate will not be given to her, either before or after the probationary term, without the written consent of the writers.

The Hospital will not give reasons for its decisions, either as to applications for admission or as to candidates on probation or trial.

Inquirers who find they cannot comply with the conditions herein set forth should not write further, AS NO EXCEPTIONAL CASES WILL BE CONSIDERED.<sup>1</sup>

When writing, avoid the use of postal cards, as they interfere with the filing of correspondence. Write on consecutive pages of a sheet and always in the same direction. Place date distinctly at the *head* of the letter, and address exactly as follows (carelessness in this respect leads to confusion and delay):

SUPERINTENDENT,  
NEW YORK HOSPITAL,  
West 15th Street,  
New York City.

#### FORM OF APPLICATION BLANK.

1. Candidate's name in full and address.
2. Condition in life, single or a widow.
3. Present occupation or employment.
4. Place and date of birth.
5. Height.
6. Weight.
7. Where educated.
8. Are you strong and healthy, and have you always been so ?
9. Are your sight and hearing perfect ?
10. Have you any tendency to pulmonary complaint ?
11. Have you any physical defects or blemishes ?
12. If a widow, have you children ? How many ? How old ?  
How are they provided for ?
13. Are you otherwise free from domestic responsibility, so that you are not likely to be called away ?

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<sup>1</sup> Ineligible applicants will favor us by accepting these statements as literally true and refraining from pursuing the matter either by call or correspondence.

<sup>2</sup> Next class March, 1901.

14. Where (if any) was your last situation? How long were you in it? What was it? Name and address of employer.
15. Names in full and addresses of two persons to be referred to. State how long each has known you.
16. Have you ever been connected with any training-school for nurses?
17. Are you now under engagement to or negotiating with any other school?

*I declare the above statement to be correct.*

*Date*.....

*Signed*.....

“Earth’s noblest thing — a woman perfected.”

*James Russell Lowell.*

## CHAPTER XII.

## THE NURSE'S LIFE WORK.

THESE are the women who carry, wherever they go, an atmosphere of noble labor and unselfish enterprise, which brings to this work-a-day world a gleam of the glory to come. — “*Westminster Review.*”

Don't start out with the mistaken idea that a nurse's career is a serene, beautiful, and easy one. The calling of nurse is a noble one, but remember she has many hardships to bear, many obstacles to overcome. — *Frances Eaton Pope, Graduate of the New York Hospital.*

No more honorable or lucrative employment for women is open at the present day than the comparatively modern profession of the trained nurse. — *Report of the Northwestern Hospital, Minneapolis.*

For success, there should be a sense of congeniality, and an earnest devotion to the work, with a broad love of poor and sad humanity. — *Anne A. Hintze, Superintendent of Training-School and Hospital, New York Infirmary for Women and Children.*

If you enter the profession merely for financial profit great will be your disappointment. There is so much more in nursing than the mere measuring of medicines and ministering of food — as the patient's needs are often quite as much mental as physical — that unless you can

supply these wants you will be a disappointment to yourself as well as to others. Nurses must be ministers in every sense of the word. — *Frances Eaton Pope.*

You will find loyalty to your doctors a most important factor. While in your hospital career you may have worked with one or two doctors, outside you will find yourself the aid to many. The true nurse faithfully indorses and carries out the orders of each, no matter how much his methods and ways may differ from those of his predecessors. — *Frances Eaton Pope.*

The various requirements and privileges offered by the different training-schools would seem to make the choice of a school difficult; but upon this choice much depends, and the school offering the widest experience should be selected carefully and intelligently. — *Anne A. Hintze.*

Cultivate absolute accuracy in observation, and truthfulness in report. — *Dr. Joseph Bell.*

The reason firm, the temperate will,  
Endurance, foresight, strength, and skill;  
A perfect woman, nobly planned,  
To warn, to comfort, and command.

*Wordsworth.*

The career of such women as Miss Pattison shows clearly enough that of all occupations nursing calls the most imperatively upon the greatest human qualities. — *"Athenæum," London.*

The very large schools offer, apparently, more advantages to the pupil; but often the schools connected with

well-organized general hospitals of from fifty to one hundred beds give a more thorough training in many ways for private nursing, and there is less restraint and formality, as a rule; though in selecting a small school care should be taken to see that the full term of training is spent in the hospital, as some of the smaller schools send out nurses to private cases for too long a time, during their period of training, for the benefit of the school. — *Anne A. Hintze.*

Is it wonderful that those who are driven by stress of famine to a vocation for which (in spite of etymology) they have no real calling, should feel its duties to be irksome; that what is done without zeal or fitness should be badly done; that what is badly done should be badly paid; and that, by a fatal reaction, a strong discouragement is thrown in the way of those who would otherwise prepare themselves for a profession which ought to be surpassed by none in dignity, as it is second to none in usefulness? — *W. B. Hodgson.*

As you enter on the work of a private nurse, you will realize that for the time being you are a reigning power in the house. You may cause the family to regard you as a perfect godsend, bearing responsibilities with which they find themselves unable to cope, — or, on the other hand, you may upset the whole household, inconvenience every member, create discord among the servants, and even uproot the faith heretofore placed in the family physician. In other words, you are a great power in a household of sickness; let that power be for good. — *Frances Eaton Pope.*

What sort of a poor man's nurse or fever nurse would she be who could administer medicine or mix a poultice,

but who could not clean the room and black the grate ? All household work can be better learned in a private house than in a hospital, and an ideal probationer will certainly be at least prepared to wash a child, to cook a simple meal, to make a bed, to clean ordinary household utensils, before she enters on more technical training. — *H. C. O'Neill.*

If the training is desired for institution work, then the large school of wide reputation should be selected, so that the best methods of hospital management and routine may be learned and practised. — *Anne A. Hintze.*

It may be that, as a novice, you will be surprised and dismayed, for the moment, on finding yourself in a ward full of people in no way your social equals. The revelation that you must care for these people may come upon you with a shock. But remember, if you are not willing to minister to any and every one of your fellow-creatures in distress you are not fulfilling your highest mission as a nurse. — *Frances Eaton Pope.*

To get at facts in regard to a number of selected schools which the applicant may have in mind, a polite request, with stamp, sent to the superintendent of any training-school will secure a report which should be carefully studied and compared with others for the important points ; but, when possible, a personal visit and inspection gives the best idea of the desirability of a school to the well-informed person. — *Anne A. Hintze.*

A great part of nursing consists in doing housemaid's and lady's maid's work deftly and well. Lady probationers often complain that in hospitals they must spend so much of their time in scrubbing and cleaning ordinary

household utensils. If they have not already learned how to do these things it is quite time they began. — “*Our Nurses,*” by *O’Neill and Barnett.*

The change from home to institution life is great, but the manner in which it is met means much to the observer as a test of fitness for a nurse’s life, and the beginner is fortunate who has the help of the habit of uniform gentleness and courtesy to all alike, for in the small world of the institution, as in the great world outside, what the woman is will count for more than what she does, though to do well all that is required of a nurse means that she is much in herself. — *Anne A. Hintze.*

Having successfully passed through the “probationary term,” and donned the pretty uniform which designates you as a nurse, you feel suddenly overwhelmed with the responsibility of your self-chosen life. But to this you grow accustomed after a while, and take pleasure in thinking that the patients in the ward look upon you as their mental support, as it were, and that a pleasant manner on your part may serve to shorten the weary hours of pain, while one of hurry and impatience may make these same hours drag woefully. — *Frances Eaton Pope.*

A poor man served by thee shall make thee rich,  
A sick man helped by thee shall make thee strong;  
Thou shalt be served thyself by every sense  
Of service which thou renderest.

*Mrs. Browning.*

You will never make a good nurse if you cannot bring in sunshine to dispel darkness, and this cannot be done by one who is not herself in vigorous health. — *Frances Eaton Pope.*



Do not forget that there is a "probationary term," sometimes of more than two months, which will seem like an eternity. During this period you feel fully convinced the world hangs on the matter of your dusting and bed-making, and you wearily ask yourself, "Is this what I came here for?" But keep up your courage. — *Frances Eaton Pope.*

To be a good nurse surely demands no inconsiderable ability, and, as it seems to me, there can be no better or nobler business for a tender-hearted and clever woman. — *Dr. S. Weir Mitchell.*

There are perhaps the family prejudices to overcome. The leaving home is a great question to be weighed. It may mean a complete change in your life, and is something which you only can decide — and this decision should be made carefully and prayerfully. Unless you are in perfect physical health, don't attempt it. — *Frances Eaton Pope.*

The kind of work expected of pupil nurses includes bed-making, the giving of diet, medicine, and treatment ordered, assisting at surgical dressings, operations, etc., the care of appliances, charts, and records, and usually some dusting and sweeping is required, besides the cleaning of all utensils used, and care of the linen and patient's clothing. — *Anne A. Hintze.*

In most schools the whole of the nurse's time is carefully scheduled for her. — *Anne A. Hintze.*

The essentials of a good nurse are :

Love of God and of fellow-creatures.

Strength of body and mind.

Cheerfulness.

Belief that cleanliness is next to godliness.

Refinement of character.

Good education.

Knowledge of human nature.

Quickness of comprehension and action.

Patience and perseverance.

*Frances Eaton Pope.*

No two cases will present the same difficulties ; no two houses will afford the same materials and resources with which to meet them. These must be taken into account. The nurse must eat. She must sleep, and this is better done away from her charge. She must remember that though she is always responsible for him, she cannot always be his only attendant. — *O'Neill and Barnett.*

An accurate record of the nurse shows her standing for the month, year, and for graduation, also the number of days' experience in each department; illness and vacation; besides other important details. — *Anne A. Hintze.*

The duty of the sick-nurse is to recover her patient, not to show off the resources of science nor her own skill and knowledge, and is never compatible with the desire to furnish material for experiments in the interests of future scientists. If she knows her duty and does it, well; but if not, all other qualities count for very little. — *O'Neill and Barnett.*

At the end of one or two months she has learned to adjust herself to institution life, and has given evidence of her fitness as a nurse. She is then admitted into the school and allowed to wear the uniform; but in some

schools she is not formally accepted, and does not sign the contract to remain the full term, until the end of six months. — *Anne A. Hintze.*

These are the women who never bow down to what R. L. Stevenson calls "the bestial twin goddesses of Comfort and Respectability," but who can perform the most menial services with dignity, and to whom nothing is common or unclean. — "*Westminster Review.*"

The point first and last insisted on by some writers is obedience to the doctors. That is made the beginning and the end of a nurse's duty. I do not advocate disobedience, far from that. A nurse who disobeys the doctor is wrong, and not fit to be trusted; but if obedience is put in the wrong place it does harm instead of good. Any untrained person can be obedient. If you insist on too literal an obedience, and nothing else, you get a machine instead of a nurse. — *O'Neill and Barnett.*

What love, what fidelity, what constancy is there equal to that of a nurse with good wages? They smooth pillows, and make arrowroot, they get up at nights, they bear complaints and querulousness; they see the sun shining out-of-doors and don't want to go abroad; they sleep on armchairs, and eat their meals in solitude; they pass long, long evenings doing nothing, watching the embers. Ladies, what man's love is there that would stand a year's nursing of the object of his affection? — *Thackeray, in "Vanity Fair."*

The nurse who pleases all must indeed be a wonder. A celebrated physician remarked to a patient whom a constant succession of nurses had failed to satisfy:

“ You had better send to heaven and demand a hospital-trained angel with a cast-iron back.” — “ *Westminster Review*.”

In private nursing one must be prepared to meet many emergencies which may arise, and a nurse must assume responsibility to a much greater degree when thrown on her own resources, as she is frequently expected to rely upon and exercise her own judgment. — *Mary A. Samuel, Directress of Nurses, Roosevelt Hospital, New York.*

A nurse is frequently called upon to improvise in the sick-room. Unexpected conditions arise. One's environments (in private nursing) are not those of the hospital, and the nurse who for want of proper appliances and the ability to improvise may fail in successfully carrying out an order or adding to her patient's comfort will herself feel an embarrassment difficult to overcome, and, it may be, weaken in a great measure the confidence of a patient and friends. — *Mary A. Samuel.*

I am old enough to remember when there was no such thing as an anæsthetic, but I never once saw a woman nurse faint either before, during, or after an operation. I have seen men faint, and I have known a few who gave up their professional calling because they did not feel themselves competent to carry out its details in the way required. — *Sir Benjamin Ward Richardson, M.D.*

Illness brings expense, and it is a nurse's duty to avoid adding to it in any unnecessary way ; for instance, in not renewing a prescription before the doctor has paid his daily visit, or in the ordering of surgical dressings or expensive druggist's supplies, which by exercising a little forethought or ingenuity could very possibly have been done without. — *Mary A. Samuel.*

I know and publicly proclaim that the results of the best of physicians have vastly improved since their cases have been in the hands of trained nurses. This is so in private dwellings; it is the same in hospitals — there the difference can be measured on a large scale; the trained nurse has worked a vast improvement. — *Dr. Abraham Jacobi.*

A nurse will find, in the majority of her cases, that a considerable tax is laid on her entertaining powers during the convalescent stage, and for this, if nothing else, should she cultivate her mind by reading, and seek recreation and entertainment when opportunity offers, in hearing good music, visiting picture and art galleries, and witnessing good plays. No accomplishment is wasted, no culture lost, in our profession. — *Mary A. Samuel.*

“District nursing” means caring for the sick in a room where it would be impossible for any one to sleep who was not a member of the family. — *Mrs. F. D. Craven.*

Every nurse should be one who is to be depended upon; in other words, capable of being a “confidential” nurse. She must be no gossip, no vain talker. She should never answer questions about her patients except to those who have a right to ask them. She must be a sound, and close, and quick observer; and she must be a woman of delicate and decent feeling. — *Florence Nightingale.*

[The paragraphs from Frances Eaton Pope, Anne A. Hintze, and Mary A. Samuel, quoted above, are taken from “How to Become a Trained Nurse,” an excellent work on the subject compiled by Jane Hodson.]

## CHAPTER XIII.

## THE WOMAN LAWYER.

“Seven hours to law, to soothing slumber seven,  
Ten to the world allot, and all to heaven.”

*Sir William Jones.*

BE cautious here, and think the matter over well. You need not stop to ask whether a woman can become a lawyer, because many women do become lawyers — more and more of them every year. The ice was broken years ago, though its chill is still felt in the water. I have here in front of me the catalogues of a large number of law schools that admit women, and the lists of names of their students show that hosts of American women are becoming familiar with Blackstone. The very fact that so many law schools admit women is evidence enough that there are women who wish to be admitted. When you see a candy shop in any street be sure that there are people going through that street who wish to buy candy. The supply does not come before the demand. There were no colleges for boys in this country until there were large numbers of boys who needed colleges. With so many law schools opening their doors to women, and some established for women only, no further proof is needed that many women are studying law.

So the question is not whether a woman can become a lawyer, but whether you can become a lawyer if you wish to, and what kind of a lawyer you can make of yourself. I suppose I need hardly tell you that it is not

every woman, every girl, who can become a lawyer, even a poor one, and you will not care to be a poor one. Among men, sublime creatures as they are, not all who try can become lawyers of any kind. Large numbers of them in the unripe state are dropped from the law-school classes every year, and still larger numbers, I am afraid, might be allowed to disappear without positive loss to the public. How many women are dropped from such classes we have no means of knowing, but it is not wonderful if the proportion is greater than among men, because women are newer at the work. They have not yet the great professional traditions that men have.

There is nothing to prevent any girl who is competent and has the means from taking the usual course in one of the law schools. She is respectfully treated there, has companions of her own sex, and is on a level with the young men in the studies. She creates no sensation, because her being there is already an old story. Or she need not go to a law school at all, but can study privately in the office of any lawyer who will accept her as a student—in the office of a woman lawyer, if she can make such an arrangement. But the studying part is only the beginning. To make a living at the profession you must practise after you have prepared yourself, and if you go into general practice you must become more or less of a public “man.” You will be no novelty in the law school, but you will be a novelty in the court-room, because people are not yet accustomed to seeing women lawyers in court. There are not yet enough of them to make the wonderful sight common. A young man lawyer who stands up for the first time to address a jury sees the whole world looking at him, and feels the effect of it in tongue and knees. But the young lawyer who is a woman has the whole world staring at her through opera-glasses, or thinks she has. She is as much of a

sight as the two-headed girl in the museum, and men crane their necks and wipe their glasses to see so great a spectacle, and go home and tell their wives about it.

So the woman's path in that part of legal practice is harder than the man's, and you must pause to consider whether you are able and willing to travel it. I do not say this to discourage you, but to warn you of what you must expect. This difficulty will become less and less every year, as women lawyers become more plentiful; it may have disappeared entirely by the time you are ready to practise, and long before you have your first chance to appear in court. Only a small percentage of the women who so far have studied law have gone into general practice, and many have gone into no practice at all, having studied law for other purposes. But there are many women in practice now, and there will soon be more. The hundreds of young women whose names appear in the law-school catalogues are not all wealthy girls who are studying law so that they can take care of their own estates. Most of them must first earn the estates to care for.

If you have a well-developed desire to become a lawyer you are an ambitious girl, and that is a point in your favor. With that strong desire, not a mere whim, you must consider your health. There is hard work in the law, and to do continuous hard work you must have a good constitution. Much of the lawyer's drudgery will not wait, but must be done promptly, and often he must go out to do it, no matter how bad the weather, how sore his throat, how dangerous the cold on his chest. The address to the jury cannot stand over because he is not feeling well to-day. In making some suggestions to young men about going into this profession I quoted recently the words of the Lord Chief Justice of England on the subject, and they are equally applicable to young



women. If you are going to enter into competition with men you must be able to do as well as they can, and you need the same qualifications. He names love of the profession as the first qualification. Have you any love for the profession? Do intricate legal questions interest you? Is it a pleasure to you to go into a court-room to hear the trials? Do you find anything worthy of thought in such a question as this, for example? — and this is a real question at issue that is shortly to be determined by the Supreme Court in one of the Middle States: A man dies leaving ten houses worth, we will say, fifty thousand dollars, on which there are mortgages to the amount of twenty thousand dollars. He leaves also several thousand dollars' worth of personal property. In his will he devises one house to one relative, another to another, so disposing of all the houses, and all the remainder of his estate, after the payment of all his just debts, he leaves to John Smith. Do you know enough about law to see the question that arises there? Think of it a moment before you look at the answer. The question that immediately comes up is whether a mortgage is a debt in the meaning of the will and the law. It is not as easy as it looks, and a great deal may be said on both sides. In the absence of any statute on the subject, the lawyer on one side will quote fifty decisions to show that a mortgage is a debt. The lawyer on the other side will quote fifty decisions to show that a mortgage is not a debt. Do you find yourself interested in such a question? If you do that is not evidence that you have a love for the legal profession, but it shows that you take some interest in the work. If you write out a brief on one side or the other, giving as many decisions as you can find on the subject, — a brief covering fifty pages of foolscap, — and then copy it in a fair hand, and still feel your heart warmed with love of the profession, that will be a better

test. The admitted fact that women can become lawyers is no proof that *you* will make a good lawyer.

Physical health and energy the Chief Justice considers the second qualification. If you have sufficient health, what about your energy? The average woman I think has more energy than the average man; but in this case you are not the average woman, but one girl considering a grave question on your own responsibility. For mental qualifications, clear-headed common sense. Of course you think you have clear-headed common sense — we all think so of ourselves; but do your parents think so, your friends? Then the last qualification he names, though one of the most important, is ability to wait. That is, the financial ability to wait until your profession gives you an income. If you are to depend entirely upon the law for an income you must have a practice, and you cannot step out of the law school into a paying practice. If you look about you you will see that it takes the best of the young lawyers some years to become self-supporting, and you cannot expect to do better than they. Then what do those young men do in the first few years, during which they must eat though they have no work? Hundreds and thousands of them, after their admission to the bar, tide themselves over the struggling period by doing literary or newspaper work, and that same refuge is equally open to women. If you are able to do such work you can support yourself by it as readily as a young man can. So you will see the wisdom, perhaps the necessity, of preparing yourself for that kind of work (or if not that, for some other kind of work), while preparing for admission to the bar.

We were agreed at the beginning of this chapter, I think, that if you are to be a lawyer you are to be a good one; and to be a really good lawyer you must be a complete one, not merely a transverse section of one. Cir-

cumstances may drift you eventually into some particular branch of the profession, but to prepare yourself for that branch only would be folly. Beware of preparing yourself to be a probate or real estate lawyer merely with the idea of keeping out of the court-room. If you do that you will be only a small part of a lawyer. It is true, as I know you will answer, that there are hundreds, thousands of lawyers who devote themselves entirely to the real estate branch, who never appear in court, yet who make money and stand high in the profession. There certainly are many such men in lucrative practice in the large cities. They never appear in court, they make money, and they stand high in the profession. And that is all that you know about them, is it not? And that by hearsay? You do not know anything about their early professional experiences? Does it seem likely to you that they stepped out of the law school into real estate practice without feeling any of the hard grind of the profession? without working up cases and appealing to juries?

Do not believe such a thing, though I know it is a very common belief. Do not imagine that the real estate lawyer is ignorant of practice in the court-room because he never appears in court. He does not appear now, because his work lies in other directions, but he has been there, and knows all about it. There is not much to be told him about any of the forms, if he is a really good real estate lawyer. He be confused at standing up to address the court and jury? You might as well try to imagine Henry Ward Beecher or Daniel Webster confused before an audience. He practises one branch of the profession, but he has been trained in all branches. He has had his training in courts, his long and hard experiences, and he is equal to any legal emergency. He can defend a petty prisoner in a country justice's court, if necessary. He is not overawed by the silk gowns of the

Supreme Court in Washington. He can take up an admiralty case. It is the really good real estate lawyer we are considering, remember. You need not think he cannot because he does not.

Older people than you have fallen into this common error of thinking a real estate lawyer expert only over his deeds and record books. And the older people, also, sometimes have their eyes opened. One of the most celebrated real estate lawyers of New York lives in the place where I am writing this. An old man, deliberate, very silent at public meetings, grave, honest as the day is long, a man to trust your last cent with, or to give your last cent to, if you have to pay him a fee. Such a thing as his appearing in court had never been heard of by his present friends and neighbors. We could see him, in imagination, shut in his office, poring over statutes and musty records, almost unapproachable at that work; but nobody ever thought of his pleading a cause, or being able to plead one. A public matter arose in which it was necessary that the facts should be presented and argued before the Legislature, and he was one of the "party of patriots," as we considered ourselves, or "gang of obstructionists," as the other side called us. We had a great deal of ability among the patriots, I assure you, but not public-speaking ability. Most of us were like the real estate lawyer that perhaps you have had in mind, knowing what ought to be said without the ability or the experience to stand up and say it. In the emergency the real estate lawyer was selected to present the case, but it was a venture. He understood the facts thoroughly, but could he present them? Or would he go to pieces on his feet?

He was only a real estate lawyer, but our hands are sore yet with clapping. He gave us an electric shock. In one minute we saw that he was a trained orator, for

that is quickly seen. I wish you could have heard those distinct words coming slowly, slowly, and then have heard that Senate chamber ring! He frightened on his feet? He was a giant talking to a lot of paper dolls. Everybody gave him breathless attention, for seldom had such a speaker been heard in that state-house. And such mastery of the facts, and bringing out of new points we had not thought of before. We had no idea we had so strong a case. He is a large man, but he swelled to twice his size, apparently. He was allowed ten minutes, but spoke for nearly an hour, because they would not let him stop. He dignified the little cause he was pleading, and even the enemy joined in the applause. But you cannot hear him in New York, because he is a real estate lawyer, and does not appear in court.

No, if you determine to be a lawyer be a real one, and do not begin with the idea of shirking any part of the work. You may eventually appear in the Supreme Court, but I imagine that at the start you will be glad to get a sheep-stealing case. With the board-bill overdue you will not feel like telling a client that you cannot appear in court. It might be awkward to wait for a real estate case to come along. There are specialists in most professions, but their training, if they amount to much, was for the whole profession. The eye specialist can set a broken arm if necessary. What would you think of a medical student who gave no attention to the nerves, announcing that his nervous patients should be sent to a nerve specialist?

If you go into the law with the due deliberation that I have suggested to you, you will still have your reputation to take care of — your reputation for honesty and fair dealing. That is worth a great deal to the lawyer, but it is worth everything else to the woman or man. Nothing that you can make is enough to pay you for the

slightest deviation from strict honesty. No one else may know of a little crookedness, possibly, but you will always know it yourself, and always regret it, unless you become so hardened to dishonesty that you come to look upon it as a matter of course. There is no business or profession you can go into in which you cannot be strictly honest. The law is no exception. Honesty is not only the best policy, but the only policy.

With a common-school education you may begin to study law. If you have or can get a collegiate education, so much the better. Look at the schedule of training required for teachers in the public schools of New York, as given in the chapter on teaching,—the course of study in the Normal College of New York. If you can pass that examination you will find few in the law schools who are better educated. Here is an outline of the course of study in one of the large law schools of New York city to which both girls and boys are admitted, with much other valuable information about it which applies almost equally well to many other law schools. This is one school out of many, with little difference in the instruction or the terms.

#### NEW YORK UNIVERSITY LAW SCHOOL.

The Law Department of New York University was established in 1835.

In April, 1895, the Metropolis Law School became merged in the University, and constitutes the Evening Division of the Law Department.

The aim of the school is to furnish a thorough legal education and prepare students for practice in any part of the United States.

##### 1. *Undergraduate Courses, leading to the degree of LL.B.*

The student may take the Afternoon Division (sessions from 3.30 to 6), and complete his course in two years, or he may take the Evening Division (sessions from 8 to 10) and complete his course in three years. It is intended to establish a required three-

years' course in the Afternoon Division as soon as the arrangements can be made.

Elective courses will be given in the morning on Elementary Jurisprudence, Contracts, and Corporations.

A student in either undergraduate division may, subject to the approval of the Dean, attend any of the lectures in the other division; but this rule is subject to change or suspension, if occasion arise.

A student entering the Junior Class may extend his course over three years, taking a minimum of ten hours' instruction per week. A selection of topics may be made from either division, subject to approval by the Dean.

## 2. *Graduate Courses, leading to the degree of LL.M.*

### COURSE OF INSTRUCTION.

(Subject to revision and change.)

#### AFTERNOON DIVISION.

##### JUNIOR YEAR.

Students in the Junior Year are required to take a minimum of twelve and one-half hours' instruction per week. These subjects may be selected from the Junior Afternoon or Morning or from the First Year Evening. Such selection, however, must be approved by the Dean.

#### CONTRACTS — Professor ASHLEY.

Entire year, three hours per week.

Keener's Cases and Condensed Cases.

#### TORTS — Professor ERWIN.

Entire year, two hours per week.

Burdick's Cases.

#### ELEMENTARY LAW — Professor RUSSELL.

To December 1, one and one-half hours per week.

Russell's Outlines; Blackstone.

#### DOMESTIC RELATIONS — Professor RUSSELL.

To December 1, one hour per week.

#### SALES — Professor RUSSELL.

From December 1, one and one-half hours per week.

Erwin's Cases.

#### PROPERTY — Professor SOMMER.

Entire year, three hours per week.

Condensed Cases.

CODE OF CIVIL PROCEDURE — Professor MILLER.

Entire year, two hours per week.

AGENCY — Professor ERWIN.

From December 1, one hour per week.

COMMON LAW PLEADING — Professor SOMMER.

Entire year, two hours per week.

Ames's Cases.

SUBSTANTIVE STATUTORY LAW — Professor SOMMER.

Entire year, one-half hour per week. This course is designed to meet the requirements of those intending to practice in New Jersey.

#### SENIOR YEAR.

Students of the Senior Class are required to take a minimum of twelve and one-half hours' instruction per week. These subjects may be selected from the Senior Afternoon or Morning, or from the Second and Third Year Evening classes. Such selection must be approved by the Dean.

PARTNERSHIP — Professor ARTHUR ROUNDS.

Entire year, two hours per week.

Ames's Cases.

EQUITY — Professor KENNESON.

Entire year, three hours per week.

Keener's Cases.

EVIDENCE — Professor ASHLEY.

Entire year, two hours per week.

Thayer's Cases.

CODE OF CIVIL PROCEDURE — Professor MILLER.

Entire year, two hours per week.

WILLS AND ADMINISTRATION — Professor RUSSELL.

From February 1, one and one-half hours per week.

Chaplin's Cases on Wills.

BILLS AND NOTES — Professor RUSSELL.

To February 1, two hours per week.

Huffcut's Cases.

CORPORATIONS — Mr. TOMPKINS.

From December 1, one and one-half hours per week.

Condensed Cases.



TRUSTS — Professor KENNESON.

Entire year, two hours per week.  
Ames's Cases.

CONSTITUTIONAL LAW — Professor RUSSELL.

Entire year, one hour per week.

INTERNATIONAL LAW — Mr. OPDYKE.

Entire year, two hours per week.  
Snow's Cases.

EVENING DIVISION.

FIRST YEAR.

CONTRACTS — Professor ASHLEY.

Entire year, two hours per week.  
Condensed Cases.

CODE OF CIVIL PROCEDURE — Professor MILLER.

Entire year, two hours per week.

TORTS — Professor ERWIN.

Entire year, two hours per week.  
Burdick's Cases.

CRIMINAL LAW — Professor RALPH S. ROUNDS.

Entire year, one hour per week.  
Beale's Cases.

REAL PROPERTY — Professor SOMMER.

Entire year, two hours per week.  
Condensed Cases.

SALES — Professor ERWIN.

From December 1, one hour per week.  
Erwin's Cases.

ELEMENTARY LAW — Professor RUSSELL.

To December 1, one hour per week.  
Russell's Outlines.

SECOND YEAR.

QUASI-CONTRACTS — Professor RALPH S. ROUNDS.

Entire year, two hours per week.  
Keener's Cases.

PROPERTY — Professor SOMMER.

Entire year, two hours per week.  
Condensed Cases.

EQUITY (begun) — Professor KENNESON.

Entire year, two hours per week.

Keener's Cases.

CODE OF CIVIL PROCEDURE — Professor MILLER.

Entire year, two hours per week.

WILLS AND ADMINISTRATION — Professor RALPH S. ROUNDS.

Entire year, one hour per week.

Gray's Cases on Property, v. IV.

AGENCY — Professor ERWIN.

Entire year, one hour per week.

Mechem's Cases.

#### THIRD YEAR.

EQUITY — Professor KENNESON.

Entire year, two hours per week.

Keener's Cases.

EVIDENCE — Professor ARTHUR ROUNDS.

Entire year, two hours per week.

Thayer's Cases.

PARTNERSHIP — Professor ARTHUR ROUNDS.

Entire year, two hours per week.

Ames's Cases.

BILLS AND NOTES — Mr. TOMPKINS.

Entire year, two hours per week.

Ames's Cases.

CORPORATIONS — Mr. TOMPKINS.

Entire year, two hours per week.

Condensed Cases.

#### ELECTIVE MORNING COURSES.

CONTRACTS — Professor ASHLEY.

Entire year, four hours per week.

Keener's Cases and Condensed Cases.

ELEMENTARY JURISPRUDENCE — Professor ASHLEY.

To December 15, two hours per week.

Keener's Selections.

CORPORATIONS — Mr. TOMPKINS.

Entire year, two hours per week.

Condensed Cases.

HOURS OF LECTURES, 1899-1900.

HOURS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
A.M. 9.30 to 11.30	Elementary Jurisprudence to Dec. 1 Prof. Ashley	Contracts Prof. Ashley		Contracts Prof. Ashley Corporations Mr. Tompkins		
P.M. 2 to 4						Common Law Pleading Prof. Sommer
3.30 to 4.30			Evidence Prof. Ashley			
3.30 to 5.00	Property Prof. Sommer Evidence Prof. Ashley	Contracts Prof. Ashley Bills and Notes to Dec. 1 Prof. Russell Corporations Dec. 1 to Feb. 1 Mr. Tompkins Wills from Feb. 1 Prof. Russell	Elementary Law to Dec. 1 Sales from Dec. 1 Prof. Russell	Contracts Prof. Ashley Bills and Notes to Feb. 1 Prof. Russell Corporations from Feb. 1 Mr. Tompkins	Property Prof. Sommer Equity Prof. Kenneson	
4 to 6					International Law Mr. Opdyke	Trusts Prof. Kenneson

HOURS OF LECTURES, 1899-1900. — *Continued.*

HOURS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
4.30 to 6			Equity Prof. Kenneson			
5 to 6	Torts Prof. Erwin Senior Code Prof. Miller Constitutional Law Prof. Russell	Junior Code Prof. Miller Partnership Prof. A. Rounds	Torts Prof. Erwin	Junior Code Prof. Miller Partnership Prof. A. Rounds	Senior Code Prof. Miller Domestic Relations to Dec. 1 Prof. Russell Agency Prof. Erwin	
8 to 9	Torts Prof. Erwin 2d Yr. Code Prof. Miller Bills and Notes Mr. Tompkins	1st Yr. Property Prof. Somner 2d Yr. Equity Prof. Kenneson Evidence Prof. A. Rounds	Elementary Law to Dec. 1 Prof. Russell Sales from Dec. 1 Prof. Erwin Wills Prof. R. S. Rounds Corporations Mr. Tompkins	1st Yr. Code Prof. Miller 2d Yr. Property Prof. Somner Partnership Prof. A. Rounds	Contracts Prof. Ashley Quasi-Contracts Prof. R. S. Rounds 3d Yr. Equity Prof. Kenneson	
9 to 10	Torts Prof. Erwin 2d Yr. Code Prof. Miller Bills and Notes Mr. Tompkins	1st Yr. Property Prof. Somner 2d Yr. Equity Prof. Kenneson Evidence Prof. A. Rounds	Criminal Law Prof. R. S. Rounds Agency Prof. Erwin Corporations Mr. Tompkins	1st Yr. Code Prof. Miller 2d Yr. Property Prof. Somner Partnership Prof. A. Rounds	Contracts Prof. Ashley Quasi-Contracts Prof. R. S. Rounds 3d Yr. Equity Prof. Kenneson	

## LOCATION.

The work of the school is carried on in the new University Building, Washington Square, East. This building was built in 1894, primarily for the use of the Law School. The school occupies the tenth and eleventh floors.

## REGISTRATION.

Applications for admission to the school, or for information concerning it, may be made to the Registrar, L. J. Tompkins, University Building, Washington Square, East.

Seats will be assigned on payment of fees.

Since the rules of the Court of Appeals require that eight full months shall be spent in a law school, as an equivalent for twelve months' study in an office, it is exceedingly desirable that students should register before the opening session of the school.

## FEES.

The fee for instruction in the *undergraduate* course, in either the afternoon or the evening division, is \$100 for the year, payable in advance.

An examination fee of \$20, covering the expenses of diploma and graduation, must be paid by all who apply for examination for the degree of LL.B.

The fee in each graduate course is \$25; and a diploma fee of \$10 must be paid by each one who applies for examination for the degree of LL.M.

## SESSIONS FOR CLASS WORK.

There is a recess of one week at Christmas, and no sessions are held on the legal holidays during the school year, viz. : New Year's Day, Lincoln's and Washington's Birthdays, Memorial Day, Thanksgiving Day, and Christmas; nor on Good Friday and the Saturday following.

In the Undergraduate Courses, the students in the *Afternoon Division* meet from 3.30 to 6 P.M. every week-day except Saturday. The students in the *Evening Division* meet from 8 to 10 P.M. every week-day except Saturday.

## LAW LIBRARY.

The Law Library of the school is large and well selected. It now contains about 12,000 volumes, and is being steadily in-

creased. It is open from 9 A.M. to 11 P.M. every secular day during term time.

#### DEGREES AND CERTIFICATES.

The degree of Bachelor of Law will be conferred upon candidates who have pursued the required course, have passed the necessary examinations, and are of good moral character. The degree of Master of Laws will be conferred upon candidates completing the required courses of graduate studies. No degree will be conferred upon a candidate who absents himself from the public commencement without the special permission of the Faculty.

Certificates of attendance will be given to such students as regularly attend the sessions of the school, meet all the requirements of the Faculty, and observe the rules of the University.

#### REQUIREMENTS FOR ADMISSION TO UNDERGRADUATE DIVISIONS.

Every candidate must be at least eighteen years of age, and of good moral character.

*To the Entering Class* the following are admitted without examination:

1. Graduates of colleges in good standing.

2. Holders of Law certificates of the Regents of the State of New York, or the equivalent thereof. (All persons, other than college graduates, joining the class entering Oct. 1, 1903, or subsequent classes, must present the academic diploma of the Regents of the State of New York, or a certificate acceptable to said Regents in lieu thereof, or must pass the examinations for entrance to the Sophomore Class of the University.)

Other applicants are admitted as special students without an examination, but not as candidates for a degree.

*To advanced standing* the following are admitted:

1. Those who have regularly attended the sessions of this school and passed their examinations to the satisfaction of the Faculty.

2. Holders of a certificate from another law school maintaining a standard satisfactory to this Faculty, and who shall have attended such school for a period equal to that pursued by the class to be entered, and shall satisfactorily pass examinations upon all topics previously taken by such class.

## PRIZES AND SCHOLARSHIPS.

*In Afternoon Division.*

Three prizes of \$100, \$60, and \$40, respectively, will be awarded to such three students of the Senior Class as shall pass the best examination of that year.

The *Elliott F. Shepard prize* scholarship, and three *University prize scholarships*, yielding \$100 each, in tuition, will be awarded at the end of the Junior year to such four students as shall pass the best examination of that year.

*In Evening Division.*

Two prizes of \$75 and \$50, respectively, will be awarded to such two students of each class as shall pass the best examination of that year.

## BOARD AND ROOMS.

Good rooms with table board can be obtained in the vicinity of the University for \$6 per week and upward. Two students rooming together may materially reduce their expenses.

Students coming to the school from a distance are requested to make the University a centre from which to make all arrangements preliminary to entrance. Letters, baggage, etc., can be sent to the building *in care of the Law School*. The officers of the University will render all assistance possible in aiding the student to find suitable rooms and board. In sending letters, baggage, etc., use the following address :

University Law School,  
University Building,  
Washington Square,  
New York City.

## ADMISSION TO THE BAR.

Students complying with the preliminary requirements and regularly attending the sessions of this school are entitled to count the time thus spent as so much of the time required for preparation for the New York Bar. An office clerkship is no longer necessary. College graduates are entitled to apply for such admission at the end of two years in this school, and other students at the end of three years. For admission to the New Jersey Bar, eighteen months spent in this school is accepted as equivalent to that period of clerkship in a lawyer's office.

## GRADUATE COURSES.

(Subject to revision and change.)

To meet the wants of members of the bar and graduates of law schools, these graduate courses have been established.

They lead to the degree of Master of Laws. They are given under the following rules :

1. At least five courses, one of which must be Roman Law or Historical and Analytical Jurisprudence or advanced Constitutional Law, with an examination in each, will be required for the degree, except from those heretofore enrolled under previous regulations. Course X. on Trusts will count as two courses.

2. One lecture each week of the session will be given in each course. The hours of the lectures are so arranged that one may attend several of the courses concurrently.

3. Any Bachelor of Laws or Member of the Bar may enroll for one or more of the courses, as he may choose. But those hereafter enrolling will not be eligible to the degree of LL.M. without having a previous degree in law.

4. The fee for each course is \$25 (\$12.50 each for courses XIV. and XV.), payable upon enrolment.

5. The fee for the Master's diploma is \$10.

For further particulars address the Registrar, University Building, Washington Square, East.

## COURSES FOR THE YEAR 1899-1900.

## OCTOBER TO MAY.

I. — HISTORICAL AND ANALYTICAL JURISPRUDENCE. *Professor Russell.* Thursdays at 5 P.M.

The course in Analytical Jurisprudence is devoted to an examination of those philosophical conceptions which underlie all legal systems, and includes a critical discussion of the views of Bentham and Austin. Historical jurisprudence is taught both by text-books and lectures, and embraces a consideration of the principal topics treated in the works of Sir Henry Sumner Maine. Monographs are required to be written during the year.

II. — ROMAN LAW (English course). *Professor E. G. Sihler.* Tuesdays at 4 P.M.

A course of lectures with frequent examinations, giving an out-



line of Gaius and Justinian's Institutes of the Civil Law. Familiarity with the terms and definitions and principles of the Roman law will be aimed at throughout. The influence of the Roman law upon our law of Bailments, Boundaries, and Accretion, Marriage, Legitimacy, Adoption, Guardianship, Testation, and Inheritance is traced.

III. — ROMAN LAW (Latin Course). *Professor E. G. Sihler.* Tuesdays at 5 P.M.

Reading of the original text of Justinian's Institutes, with frequent references to the parallels or divergences of the text of Gaius and presentation of select titles from the Digest of Justinian's Commission and from the Codex Constitutionum.

IV. — ADVANCED CONSTITUTIONAL LAW. *Professor Russell.* Mondays, 5 to 6 P.M.

The United States Constitution, its development and construction by judicial decision, will be the subject of this course. Original investigation with class-room discussion is required of those taking these lectures.

V. — INTERNATIONAL LAW. *Mr. Alfred Opdyke.* Fridays, 4 to 6 P.M.

The course will involve a discussion of Snow's Cases on International Law. Original investigation will also be required.

VI. — ADVANCED STUDIES AND EXERCISES IN PLEADING, AND THE ELECTION OF REMEDIES. *Professor Alden.* Thursdays at 8 P.M.

This course consists in lectures and conferences on the underlying principles which affect the courses of pleading in the most important classes of civil actions. The principles of pleading are considered in their application to the most frequent difficulties; the distinction between Law and Equity, under the Code; and the policy of counsel in electing between different actions and in framing the complaint and the answer, and in choosing the remedy against defective pleadings of the adverse party; what objections may be taken; and which by demurrer; which by motion.

It will also include conferences on the drafting, testing, and criticising of pleadings, in the most common classes of actions, such as present questions which may embarrass the practitioner. Especial consideration will be given to a critical examination and

analysis of the essential allegations in each cause of action discussed, and the general principles of pleading involved therein. The course aims to make clear the application of general principles to actual cases most frequently occurring in the daily experience of practitioner or clerk, and to aid him in arranging his facts and determining the character of the action; in drafting the charge or defence, etc., and testing the case of his adversary. The exercises will be closely analagous to the practitioner's labor in extracting the controlling and material facts from the client's statement and presenting them in their proper legal aspect.

VII. — ADVANCED STUDIES AND EXERCISES IN EVIDENCE.  
*Professor C. C. Alden.* Mondays at 8 P.M.

In this course principles of the law of Evidence are deduced from the actual practice of American courts to-day, and the recent great advance is illustrated in Selected Cases; the reasons for the rules now applied by the courts are traced in the various departments of testimony, documents, opinion evidence, and realistic or immediate evidence; the doctrine of presumptions and burden of proof as now developed is considered.

The course also includes the trial of supposed cases and the presentment of evidence before a supposed referee, embodying a practical application of rules and principles of evidence to the examination and cross-examination of witnesses, the framing of questions and objections, the making of offers of evidence, and the taking of exceptions.

The aim of the course will be to secure to the trial lawyer a useful familiarity with the rules and principles governing those questions of evidence most frequently contested during the progress of the trial, and to aid in acquiring the readiness necessary in their application.

VIII. — PREPARATION FOR TRIAL, AND THE TRIAL OF CIVIL ACTIONS. *Professor Alden.* Mondays at 5 P.M.

This course consists of lectures and analyses of cases on those principles of law and rules of procedure, both of general and local application, which influence the policy of counsel in making preparation for and in conducting the trial of civil actions.

Particular attention will be given to a consideration of the proper marshalling and presentation of the evidence at counsel's command and the trial practice before referees, jury, and court without a jury; the course will also include conferences upon what is in

issue under the pleadings; what forms of denial are effectual, and what ineffectual; what may be proved under the general denial; preliminary conferences with witnesses; the determination of the mode of trial; stipulations as to evidence; use of depositions; what objections are waived by going on; motions for non-suit; direction of a verdict; findings, requests to find, and exceptions; motions for a new trial; discretionary powers of the judge; shaping record for anticipated appeal, etc.

IX. — SURROGATE'S COURT PRACTICE. *Professor I. F. Russell.* Tuesdays at 5 P.M.

This course consists of the study of the successive steps in the probate of wills, in obtaining letters of administration and in the appointment of guardians, beginning with the petition and citation and continuing through all stages of administration until final accounting. It is believed that the course will be found the very best preparation for original work in this important and growing department of professional business, and will lead the student to a better grasp than he could otherwise get of the principles of succession and administration, including the rights and the duties of executors, administrators, and guardians.

X. — TRUSTS. *Professor Kenneson.* Saturdays, 4 to 6 P.M. Ames's Cases on Trusts. This course will begin October 7 and continue to about May 10.

XI. — CORPORATIONS. *Prof. Charles F. Bostwick.* Wednesdays at 5 P.M.

This course is designed to give to the student and practitioner a practical knowledge of the forming, advising, and dissolving of the corporations, together with the rights and liabilities of their directors and stockholders, as well as all matters that are apt to arise in the practice of corporation law, including taxation and the making of reports therefor, the keeping of minutes, the holding of meetings, etc., and advising foreign corporations how to comply with the New York law.

The method of instruction is similar to that adopted by Professor Bostwick in the course in Special Statutory Procedure, and, like that one, is designed to be essentially practical.

XII. — SPECIAL STATUTORY PROCEDURE, WITH PARTICULAR REFERENCE TO THE NEW YORK CODE OF CIVIL PROCEDURE. *Prof. Charles F. Bostwick.* Tuesdays at 8 P.M.

The object of this course is to assist practitioners and students in understanding the practical details of regular procedure in the most important matters in which prompt action on the part of attorneys is often unexpectedly required; and to aid them, by a preparatory study of the technical details in course, to avoid the traps and pitfalls which lurk in statutory procedure.

The subjects pursued include Assignments for the Benefit of Creditors, with all the proceedings consequent through final accounting; Inquisition of Lunacy and Appointment of Committee; Partition and Sale; Foreclosure and Reference as to Surplus; Calendar Practice; Mechanics' Liens and Foreclosure thereof; Discovery and Inspection; Examination before Trial; Attachment and the other Provisional Remedies, etc.; Costs and Taxation thereof, and Appeals.

Each subject is completed in one or two evenings, as the subject requires; and the course is essentially practical. The method pursued includes the distribution of copies of original papers in actual cases, and criticism thereon.

XIII. — PATENTS, COPYRIGHTS, TRADEMARKS. *Mr. James L. Steuart.* Fridays at 5 P.M.

In this course is considered the procedure incident to the grant by the United States Government of Patents for Inventions and Discoveries, Copyrights, and the Registration of Trademarks; the nature of the property rights acquired by such grant or registration, and the remedies for their infringement.

The successive steps in the procedure, including the practice in the United States Patent Office and the United States Courts, is exemplified by the use of approved forms; and the subjects of invention and discovery are illustrated by models of apparatus, and that of trademarks by a collection of trademarks.

XIV. — FIRE INSURANCE, WITH SPECIAL REFERENCE TO THE INTERPRETATION OF THE STANDARD POLICY, THE EFFECT OF THE WRITTEN CLAUSES. A half-year course. Thursdays at 4.30 to 5.30 P.M. *Morris Putnam Stevens.*

In this course special attention will be given to the legal construction and application of the various provisions of the Standard Fire Insurance Policy, together with the powers, duties, rights, and obligations of Fire Insurance Agents and Brokers. The subject will be treated in an essentially practical manner, and for the clear and concise presentation thereof use will be made of the various

blank forms, including stock policy, survey, proof of loss, agreement for submission to appraisal, mortgagee clauses; unoccupancy, gasoline, and other privilege clauses, etc., now in general use by insurance companies.

XV. — LIFE INSURANCE, INCLUDING HEALTH, AND CASUALTY OR ACCIDENT INSURANCE. A half-year course. Thursdays at 4.30 to 5.30 P.M. *Morris Putnam Stevens.*

This course takes up the instruments in actual use, considers the application, the various forms of policies, representations, warranties, insurable interest, premium, assessments, proofs, performance of contract, forfeiture, waiver, limitations, assignments, etc. Defines the powers, duties, rights, and obligations of the insured, the beneficiary, the company and its agents, and discusses the general principles of the law of Life, Health, and Accident Insurance, explaining them by their actual application in business and litigation.

Also connected with the New York University, but entirely distinct from the regular law school, is "The Woman's Law Class." In this excellent school, which is under the supervision of Dr. Isaac Franklin Russell, one of the professors in the law school, no pretence is made of training women for practice, nor for admission to the bar; they are simply taught the principles of law, and to guard their own rights and property. It is a Chair of the University endowed by the Woman's Legal Education Society, which, in the language of Mrs. L. G. Smith, one of the graduates of the school, was "started as an organization by Mrs. Leonard Weber, of New York, its present president, for the purpose of assisting the poor, both men and women, in guarding their rights and protecting their interests. Her sympathies were excited by the frequent appeals made by the poor, for advice in their troubles, to her husband, whose position as a physician made him cognizant of much of the injustice which they suffer, owing to their ignorance of their rights and duties.

“Dr. Emily Kempin, of the University of Zurich, who came to New York to practise and teach law, was placed at the head of the new society, but owing to the fact that Dr. Kempin was an alien, and not admitted to practice in this State, it was found necessary to give the place to a native lawyer. Successive young lawyers presented themselves, but owing, partly, perhaps, to the unremunerative character of the work, the post was not successfully filled. It was then that Dr. Kempin conceived the idea of educating women, who might be willing to assist in the work of righting the wrongs of their unfortunate fellow beings, and at the same time reap the intellectual benefit to themselves.

“The society was accordingly organized and incorporated in 1890, under its present name of the Woman’s Legal Education Society, and its objects are clearly stated in the following clause of its By-laws, Article 2: ‘The object of this society is to facilitate the study of law by women, both as professional students and also as amateurs interested in law, as a subject of general intellectual culture, and also for the sake of practical guidance in personal and business affairs.’

“At this point the new organization looked about for protection and support from some of the already established educational societies, and by the able assistance of the present Chancellor, Rev. Dr. Henry MacCracken, the University of New York agreed to assume this responsibility. It was to allow Dr. Kempin to deliver in their building a course of lectures to women, who did not formally enter the other courses of University work, and hence were known as ‘non-matriculants,’ under the protection and sanction of the University, and announced in their catalogues. Ten prominent ladies of the new society agreed to pay each one hundred dollars per year for four years, to meet the salary of the lecturer.

“This proved the entering wedge, which a year later resulted in the opening of the law classes proper of the University to men and women alike.

“At the close of Dr. Kempin’s first year of highly successful work as a lecturer, which, by the way, I believe was the first instance of a woman lecturer on law in any university since the sixteenth century, when a woman held that position in the famous University of Bologna, Dr. Kempin was obliged to return to her home at Berne. The following autumn the University provided a professor from its own staff, Dr. Tiedeman, who filled the chair with great satisfaction, during one season. For two years past the post has been most ably filled by its present occupant, Prof. Isaac F. Russell, who occupies a prominent place on the University staff, and who by his thorough and broad presentation of the subject, and attractive style of address, has rendered the class a source of pleasure, as well as great intellectual profit.

“The course of forty-eight lectures, now drawing to a close, completes the fourth year of the work, and has so thoroughly proved the wisdom of its progenitors that at a recent meeting of the Directors the pledge of funds to sustain the work was renewed. The lectures are divided into four courses, of twelve each, held on three mornings of each week, Mondays, Wednesdays, and Fridays, beginning in November and continuing until April. Each lecture is repeated on the evening of the same day for the benefit of those women who are unable to attend the day courses.

“The fees are \$6 for each of the four courses, or \$20 for the whole, and are merely nominal when one considers the immense amount of work accomplished. There are ten entirely free and twenty half-free scholarships, which are presented by the Legal Education Society to

women desirous of obtaining this splendid opportunity, and who may be unable to pay the fee.

“The question of the advisability of the admission of the feminine element to plead in our courts does not enter into these lectures at all, as they are directed entirely to the enlightenment of each woman, in just the place and station which she now occupies, not to the hope of revolutionizing the entire sex into nineteenth-century Portias, as some seem to imagine. That this course is valuable as a stepping-stone toward a future thorough legal education is already proved, and a number of women have gone on from this beginning to complete a full course in the law school proper, and have earned high honors in competition with the men with whom they have studied.

“It simply means that an opportunity is at last open to intelligent women, who have no time to spend on long, tiresome years of legal study, to obtain a general, accurate, and livable knowledge of the history of our nation, State, politics, laws, and rights, at the outlay of a few dollars, and three hours of time per week.

“The first course as now presented begins with a general history of the origin and evolution of law, public and private, in war and peace; studies on our Constitution, its development and what it means to each of us, and an enlightenment on many of the vexed questions of our judicial system. This gives an intelligent groundwork upon which to build the superstructure of the following courses, which treat of law as more directly applied to the individual, to us and our interests: the legal relation between husband and wife, parent and child, master and servant, wills and succession, and a multitude of subjects which at best are very hazy and vague in the mind of even the most enlightened women of the day, who have had no opportunity to study the matter.



“In the third course the question of contracts, both of marriage and of the more material business world, are carefully studied; of agents, partners, copyrights, patents, etc., etc., all presented, not in a dry, formal manner, but imbued with a lively interest which cannot fail to entertain as well as instruct.

“Investments, real estate, leases, mortgages, damages and torts, and even pleading and evidence, form the subject matter of the last course. Each of the lectures is prefaced by a “quiz,” in which those who desire may partake, and at the close of the year there is an examination held under the patronage of the University, for those who have taken the entire course, and who wish to avail themselves of this opportunity for review. For the successful passing of this examination, the University presents a certificate, and a prize scholarship is awarded to the student whose paper ranks first.

“During the transition period next winter, while a new building is replacing the old, the law class for women will be continued in a church adjoining the University, till the new building shall be ready. The entire legal department is to remain in the new structure on the old site, not following the other branches of instruction to the new University, which is to be erected on University Heights, Harlem.

“The classes have been composed of women of varied types and ideas, all united in an earnest desire to avail themselves of this grand opportunity. Mothers come to eat of this tree of knowledge, to better fit themselves to train the young minds committed to their care into intelligent citizens; business women to enlarge their powers, by a fuller understanding of the laws which govern the business world; and others purely for the personal satisfaction which accrues from a higher intellectual development.

“In the words of Judge Noah Davis, who recently ably addressed the alumnæ of this Woman’s Law Class: ‘The women of New York, in organizing the first woman’s law class in America, have taken an initial step in the advancement of the higher education and enlightenment of their sex, and as its power for good becomes known, similar societies will spring up throughout the whole United States, spreading in benefit and influence, like the pebble thrown into the pool, creating the ripple, which grows broader and broader until it spreads from shore to shore.’”

The paper by Mrs. Smith from which this description of the work of the Woman’s Law Class is taken has been incorporated in the school’s prospectus, and is so given official sanction. You cannot become a lawyer by joining this class, but you can prepare yourself for the judicious management of the property that industry or fate puts into your hands.

“Learning is but an adjunct to ourself.”

*Shakespeare.*

## CHAPTER XIV.

## IN OFFICE AND IN COURT.

It is a secret worth knowing, that lawyers rarely go to law. — *Moses Crowell.*

Lawyers' gowns are lined with the wilfulness of their clients. — *Parson.*

To succeed as a lawyer a man must work like a horse and live like a hermit. — *Lord Eldon.*

A lawyer is one who rescues your estate from your enemy, and keeps it himself. — *Bridaine.*

As to lawyers, their profession is supported by the indiscriminate defence of right and wrong. — *Junius.*

A lawyer, by the sacred duty he owes his client, knows but one person in the world — that client and no other. — *Brougham.*

The lawyer who pleads in a wrong matter chooses rather to forget the truth than lose his client's friendship. — *R. Field.*

It is the business of a lawyer to find a hole to creep out of any law that is in his way; and if there is no hole, to make one. — *Sir W. Ouseley.*

Among other amiable weaknesses lawyers have this one, of commencing to sum up a case by telling the jury

that the merits of a cause lie in a nutshell, and then going on to argue for hours to prove it. — *Bovee*.

Without lawyers it would be necessary that every person engaged in a law-suit should be his own advocate, which would expose him to many evils. — *T. Dwight*.

The wisest are always the readiest to acknowledge that soundly to judge of a law is the weightiest thing which any man can take upon him. — *Hooker*.

The plaintiff and defendant in an action at law are two men ducking their heads in a bucket, and daring each other to remain longest under water. — *Dr. Johnson*.

The rusty curb of old father antic — the law. — *Falstaff*.

The Finger Pillory deserves a word. It was fixed up inside churches and halls. Boys who misbehaved during service, and offenders at festive times against the mock reign of the lord of misrule, alike expiated their offences therein. — *Francis Watt*.

A felon who "prayed his clergy" was, during some centuries, branded on the crown of his thumb with the letter T, ere he was released, to prevent a second use of the plea. This was called, in popular slang, the Tyburn T. Ben Jonson was so branded in 1598 for killing Gabriel Spencer, the actor, in a duel. — *Francis Watt*.

Another striking feature of trials at law is the apparent equality of the contest. An unsophisticated observer would suppose that as one side must be right and the other must be wrong, it would clearly and speedily appear which is right and which is wrong. But two skilful

lawyers are like two experts at any game of skill or endurance, and the result is that the clearest case becomes at least somewhat doubtful, and the event quite problematical. The arguments on both sides seem irrefragable as they are separately presented. The advocates elude one another's grasp like weasels. They are lubricated all over with the oil of sophistry and rhetoric. It is quite as difficult to put forward a suggestion that is not plausibly answered as it is to make a run at baseball or a count at billiards after a skilful player has left the balls in a safe position. — *Irving Browne.*

Advocacy is much more easy than impartiality; it is almost impossible for man to divest himself of prejudice, and to overcome the force of habit and education. There is only one judge who is impartial, and even He has strong leanings against the wicked. — *Irving Browne.*

It is a mistake to suppose that a lawyer always labors for the interest of his client; it is his own interest he seeks, and rare indeed is the occasion he will not sacrifice his client if he can put money into his own pocket by so doing. — *M. Peck.*

Law, like orthodoxy in religion, is a mystery where reason ends and faith begins; none of the uninitiated can enter even the vestibule of the temple; society knows nothing about it, but by means of the lawyer. — *Cooper.*

A lawyer and a cart-wheel must be greased. — *Möser.*

Human nature is alike all over the world, in all times, in all stations. Man is a disputatious animal, and logically dies hard. Therefore we must not blame our judges for taking sides. — *Irving Browne.*

Let a comely and well-dressed woman enter the court-room, and at the first rustle of her silken gown every man present seems to lose his head. Talk of the equality of the sexes! A man stands no more chance in a lawsuit against a good-looking woman, especially if she is in weeds, than he does of being saved without repentance, or of being elected to Congress without spending money. — *Irving Browne.*

Portia would have been even more potent in petticoats. The lawyer who should undertake to cross-examine a woman sharply would be considered a brute. Even to ask her age is a hazardous experiment. When she testifies to hearsay, or what she said herself, or what she thought or thinks, or anything else improper, the judge merely lays down his pen and smiles, and the jury believe every word of it. — *Irving Browne.*

A man may be put off with sixpence; a woman's verdict always carries costs. And yet the women are trying to break this spell by being lawyers and jurymen! It would not surprise me if they should succeed in getting hanged if they accomplish this purpose. The charm of their unaccustomed and artless presence will be gone, and if they demand the privilege of acting like men they will perhaps be treated like men. — *Irving Browne.*

Common law is nothing else but reason. — *Coke.*

Laws grind the poor, and rich men rule the law.  
*Goldsmith.*

Lawyers' houses are built of fools' heads. — *Vigée.*

It is hard to say whether the doctors of law or divinity have made the greatest advances in the lucrative

business of mystery. The lawyers, as well as the theologians, have erected another reason besides natural reason; and the result has been another justice besides natural justice. — *Burke*.

The law is peculiarly a bugbear to nervous women. To some sickly ladies the height of human infelicity seems to be an imaginary liability to be dragged to the witness stand. They know they never could live through it. We often wonder that their husbands do not contrive to have them subpoenaed for the sake of the experiment. — *Irving Browne*.

But on more familiar acquaintance these horrors wear away. The associations of the court-room are apt to degenerate into dulness, and its visitants are more prone to gape than to tremble; and yet, to one who is an habitual frequenter of its precincts, its lessons are not unmixed with the humorous. — *Irving Browne*.

Let us imagine this superior person, man, before marriage thus addressing the young lady whose golden, raven, or ruby hair, as the case may be, rests confidently on his manly shoulder: "My heart's adored, I know the law sets me a hard task, but for your sweet sake I do not shrink. Your property will become mine, it is true, and you will be dependent on my bounty for every penny that finds its way into your purse; if you make any money by embroidery, or music lessons, or keeping boarders, that too will be mine; and if any of your relatives should hereafter will you anything I shall be forced to confiscate that also. But just see, my only love, what a price I must pay for these insignificant privileges. Your debts I must cancel. I may be mulcted in damages for your assaults and slanders. You see what risks I run." — *Irving Browne*.

Law is real ; and law 's expensive ;  
Special pleading 's not its goal ;  
Rhetoric and tape make pensive  
Many a weary client's soul.

*Irving Browne.*

Of course it is conceded that as a class we are utterly reprobate and given over, and that when we die we must nearly all of us go to the bad. However, as in that event we shall unquestionably be accompanied by a vast majority of our clients, much of the bitterness of that reflection is extracted. — *Irving Browne.*

Justice discards party, friendship, kindred, and is always therefore represented as blind. — *Addison.*

It behooves us always to bear in mind that while actions are always to be judged by the immutable standard of right and wrong, the judgments which we pass upon men must be qualified by considerations of age, country, station, and other accidental circumstances ; and it will then be found that he who is most charitable in his judgment is generally the least unjust. — *Southey.*

It is related of some French judge, who was remarked throughout his whole practice for the almost infallible justice of his decrees, that whenever any extraordinary case occurred, the circumstances of which were so perplexed as to render him incapable of giving a decided opinion in favor of either side with satisfaction to his own conscience, he was accustomed to retire to his closet, and refer it to the final decision of the die. — *Canning.*





DR. GRACE KIMBALL.



## CHAPTER XV.

## THE WOMAN DOCTOR.

“Nature fits all her children with something to do.”—*James Russell Lowell.*

It is not every girl, no, nor one out of every hundred girls, who with the utmost diligence and the hardest work can make a doctor of herself. But that fact is not discouraging, because ninety-nine girls in a hundred, or nine hundred and ninety-nine in a thousand, have no desire to become doctors. If only one in a million were suited to the work, how do we know that you are not the one? If you have enough of a leaning toward the profession to make inquiries about it and the ways of fitting yourself for it, that in itself is an indication that you do not look upon it with dislike.

The sexes stand more nearly upon an equality in this than in any other of the learned professions. Though there are now many professions that require great learning and long preparation, the three that are commonly called the learned professions are the pulpit, the law, and medicine. In the pulpit and the law a woman does not stand an equal chance with a man. There are so many reasons for this that if I were to try to state them in this chapter I should have no room left for telling you about studying medicine. But you know that it is true, and that is enough. In medicine, however, the case is different. There are already a great many women doctors, but there is room for many more. Human nature has some good points as well as a multitude of bad ones, and

one of the good ones is that it is slow about making radical changes. If this were otherwise everything would be in confusion with the constant changes. We have long been accustomed to believe that man alone knows how to cure our serious ills. Mother was very good to bandage our bruises or cure our headaches, but for any serious illness the doctor must be called, and the doctor was a man. That was custom, and great is the power of custom.

It was only necessary to think a little about this old notion that a doctor must be a man to see the fallacy of it. Thousands of people have already thought about it, and more and more people are thinking about it every year; and some of us now living will see the day when there will be a thousand women doctors to every one now in practice. There is not one good reason why men only should be doctors, but there are hundreds of good reasons why women should be doctors also. Indeed, a few generations ago there were more women doctors than there are at present, and we are not taking up a new idea, but going back to first principles, with many improvements. The old-time midwives were really women doctors, without the thorough training that women doctors have now. It is not so long since the employment of a man doctor in an obstetrical case was looked upon by the public with horror. The first men doctors who practised that branch of the profession came near being mobbed. They were beasts, shameless brutes, so people said, and both they and their patients were a disgrace to the community.

That great change was sure to come, because the men doctors knew more about such cases than the midwives. They were better taught, better trained, and the patient's modesty was not as strong as the desire to have the best available help, and in a few years it became customary

to have men doctors, and as soon as it was the custom it was right. But now another change is coming gradually upon us, through the professional training of women. Now the patient can have a doctor of her own sex in whose hands she is as safe as in any man's.

If we all had as much good sense as we might have there would not be the least question of sex between physician and patient. We should take the damaged body to the doctor to be repaired as freely as we take the broken clock to the clockmaker to be mended. But we might as well say that if the world were what it ought to be there would be no thieves. There *are* thieves, and there *is* a natural repugnance on the part of a man to unfold his ailments to a woman, or a woman to a man. Woman has for a long time been compelled to go to man for her repairs, because the doctors were nearly all men. It was often unpleasant for her, but there was no help for it. Now there is a help for it, because women are professionally as well trained as men.

It is entirely fair for you to take advantage of that trait of human nature which leads us to choose the more pleasant of two things. When the same end may be gained in two ways, one more pleasant than the other, we take the more pleasant. You and I admire the pluck of a person who goes to the dentist's and has two or three back teeth pulled without flinching, but when we go ourselves we take a little nitrous oxide gas to avoid the pain. We are sure to do it, as everybody is sure to take the more pleasant of two roads leading to the same place. It is more agreeable for woman patients to go to women doctors, and as soon as custom allows them to have equal faith in the doctors in skirts, they will go to them. Your granddaughters will be putting their hands over their faces some time and asking one another, "Must n't it have been *dreadful*, in those old times, about

1900, when women had to go to men doctors with their ailments!"

If we could be as sure that the medical profession needs *you* as we are that the world needs women doctors we should have a plain case. You may be very deeply impressed with the value of woman to the profession without having any natural aptitude for it yourself. I call it a natural aptitude simply for convenience, though I do not believe that nature usually has half as much to do with it as circumstances. The little innocent, beautiful squalling baby one day old is about the same article in one part of the world as another, is it not? The one that happens to gladden Germany with its presence becomes a great player on some instrument, and we say of him that he is "a natural-born musician." Is his counterpart down in the South Sea Islands ever a "natural-born musician"? The young German hears good music, hears music talked about, inhales it, enjoys it. The other does not know that there is such a thing as music in the world. So the surroundings are responsible, not nature; but call it what you will, the result is the same.

You must have a liking for things medical, be it natural or acquired. Have you such a liking? Do you feel that in time you can take such an interest in a patient's twisted spine that the necessary fees will be nothing to you compared with the professional joy of curing it? Would you give soothing attention to a sick pauper solely for the sake of relieving distress? Would you look upon a broken limb straightly mended with as much pride as a painter takes in his picture? This love of the work is as necessary in a woman as in a man. Or let us rather say a liking for the work. I do not believe, with some good people, that boy or girl must have such a burning desire for a certain occupation that if he can-

not attain it he will lie down and die and shrivel up. Such divine calls as that we hear about sometimes, but always in the dim distance, never where we can lay finger upon them. If you have a reasonable honest liking for the medical profession that will do for a beginning.

Have you such an honest liking for it? You see I have you in the class now and am privileged to ask questions. How do you know that you have a liking for it? Do you know what it is that you have a liking for? You have seen the doctor make up his little powders, but do you really know anything about the work of the medical profession? Do you know that in the city it means almost constant confinement, in the country almost constant exposure? And that it requires not only a healthy body, but healthy nerves? Have you both health and nerve for it? That is an all-important question, and one that you should not undertake to answer without assistance from your parents and friends, and your own doctor. It is a wonderfully important thing in this world to have good friends competent to advise you, and to have the sense to heed their advice. I heard two men talking the other day about a doctor whom I know and who has made some very fortunate business ventures.

"It is very strange," one said, "that Doctor Blank, who knows nothing whatever about business affairs, should always be so successful in his ventures."

"Well," the other replied, "it's true that the doctor knows nothing about business, but he has friends who do know, and he's got sense enough to go to them for advice before he invests his money."

Health and strength are of more importance to you now than nerve, because the nerve will come when you call it. If you are an average girl you have at least as much nerve as the average boy, and my own opinion is that you have more, using the word "nerve" in the common

sense when we mean grit. To take you into the operating room at this moment and let you assist in the amputation of a leg would be a great shock to you, as indeed it would be to most men. But if you shudder at the thought of it you need not consider that a drawback. Any person who is not familiar with the surgeon's knife shrinks at the thought of it. But you come to that by easy stages. After you have seen a few stitches taken in a cut head you can see a burn dressed without alarm; when you reach the knife stage you will find that it will not cut you, or much alarm you. You will gradually become accustomed to it, till at length you will see before you an artist making the delicate strokes instead of a surgeon cutting his patient; and after a while you will be making the delicate strokes yourself without a tremor. Do not imagine that the morgue-keeper shudders when he handles his dead bodies.

Then, if you are satisfied that you are well enough and strong enough for the work, you must inquire of yourself about your prospects as a doctor. What are the particular circumstances in your case that are to give you unusual advantages in the profession? Yes, *unusual* advantages, if you please. If you have lived all your life, so far, in a country town, and your family live there, and are well and favorably known there, and you and they have many good friends, and perhaps some relations there, and there seems to be an opening in the place for a woman doctor, I think we may call that an unusual advantage. If your father is a physician in good practice in that town, that is an advantage still more unusual. Or some other relative, who will take you into his or her office as a student, in that or the next town, or the neighboring city. When you give your attention to it you will be very likely to find that you have an unusual advantage in some direction. Do not deceive yourself by



seeing an advantage that does not exist; but when you do find it, take hold of it. There is no other profession in which you will so much need some special advantage to give you a start. "Hit him, he's got no friends!" applies almost literally to a young strange doctor in a strange place, only the public do worse than hit him, they let him alone. To hit him would only be to insult him, but to let him alone is to starve him. With great ability you may in time build up a practice almost anywhere; but you cannot show your ability until you have a few patients to show it to, and the few at first usually come through friends.

The preparation necessary for the practice of medicine is long and hard, but no longer or harder than it should be; and it is exactly the same for a woman as for a man. The common-school education is the basis, and after that preparatory school and college if circumstances make college advisable. The collegiate training is always desirable for a physician, though it is not always necessary. If a college course threatens to consume too much of your time, or, as is more likely, too much of your own or some other person's money, some other training, such as the high school or the normal school, may be substituted for it. In all medical schools you must present evidence of some advanced instruction. A degree of arts from any reputable college will pass you without examination into any of the medical colleges. A Regents' certificate from the University of New York has the same effect. Then your course in the medical school begins, and that lasts usually through four years; and after a year or two years, possibly, as an "interne" in some large hospital you are equipped for practice.

There is no lack of good medical schools in this country in which women may acquire professional educations. The Woman's Medical College of Pennsylvania

(the first medical college in the world regularly organized for the education of women for the medical profession) was founded in Philadelphia, in 1850. The Woman's Medical College of the New York Infirmary was established in New York City in 1865. Women are also received in medical schools in Chicago, Baltimore, Buffalo, Syracuse, and Cincinnati, at Johns Hopkins University, Cornell University, Universities of Michigan and California, and in many others. Following is an outline of the course of study in the first named of these institutions, with full information concerning the regulations and expenses :

#### WOMAN'S MEDICAL COLLEGE OF PENNSYLVANIA.

The course of instruction in this school continues through four college years, and is given by means of lectures, demonstrations, laboratory work, recitations, and clinical teaching so arranged as to constitute a progressive course of study and practical work.

The didactic instruction of the former three-years' course, somewhat increased, is distributed over four years, the additional instruction being mainly of a clinical and demonstrative character. In addition to attendance on the regular didactic and clinical lectures, the requirements include recitations on the subjects of the professors' lectures; practical work in the chemical, pharmaceutical, anatomical, histological, embryological, physiological, pathological, and bacteriological laboratories; attendance upon operative and other practical courses in surgery, obstetrics and gynecology, physical diagnosis, and special clinical class-work.

#### TERMS OF ADMISSION.

Applicants for admission to the regular college course must be not less than eighteen years of age and must pass a preliminary examination on the following subjects :

*English.* (a) The writing of a passage to dictation; (b) the composition of an essay (one foolscap page in length) on a given theme; (c) the defining of some common English words.

*Arithmetic.* Fractions, percentage, and the metric system.

*Algebra.* Through quadratics.

*Physics.* An amount equal to that presented in Avery's *Elements of Natural Philosophy*.

*Latin.* An amount equivalent to that given in Harkness's *Latin Reader*, exclusive of Latin composition.

Equivalents accepted as substitutes for the entrance examination:

(a.) A Degree in Arts from any college in good standing.

(b.) A Regents' certificate of the University of the State of New York.

(c.) A certificate of having passed the examination preliminary to the study of medicine required by the present Medical Act of Canada.

(d.) A diploma or certificate from any school of good standing or a teacher's certificate from a county superintendent of schools.

The above credentials are accepted so far as they state proficiency in the subjects of the required entrance examinations.

[According to a recent law of the State of Pennsylvania, an examination on the following subjects will be required as a preliminary to matriculation of students desiring to qualify for the State Examination: arithmetic through cube root; grammar, including the analysis of easy sentences; orthography and English composition; geography, including the elements of physical geography; American history, with special attention to the history of Pennsylvania.

For information as to time and place of examination and substitutes accepted, application should be made to Hon. James W. Latta, Secretary of the Medical Council of Pennsylvania, Harrisburg.]

Applicants for admission who take the State Examination will be excused from the corresponding branches in the college examination.

No examination is required of applicants for admission to special courses who are not intending to apply for the degree in medicine. On application, an entrance examination will be given in any part of the country so far distant from Philadelphia as to make it desirable, provided suitable arrangements for conducting such an examination can be made.

Applicants for admission to the college after the entrance examinations in October whose preliminary education is, in the judgment of the Faculty, sufficient to enable them to undertake the work of the first year with advantage, may be matriculated provisionally and attend the course on probation, but will be required to present themselves at the next following entrance examination.

## FALL EXAMINATIONS.

Examinations are held in the latter part of September and early in October for students of the college who have been prevented from taking the spring examinations or who have failed to secure the required average in these examinations, and for applicants for advanced standing.

## ADVANCED STANDING.

A degree in arts from a college in which the natural sciences are pursued, or a Chemical-Biological course that leads to the A.B. or the Ph.D. degree in such a college, admits to advanced standing in the corresponding branches of the college curriculum on passing the required examinations in these branches.

In the departments covered by the above-named credentials there is a deduction of laboratory fees proportionate to the amount of work accepted, and of lecture fees of the first year in those branches in which the required examinations are passed on admission to the college. The student is also entitled to admission at the end of the year to the corresponding final examinations of the second year.

Students from other properly accredited medical schools are admitted, on examination, to any corresponding year of the course in this college; they are, however, required to make up any existing deficiencies in the laboratory and other practical courses. The examinations cover all the branches pursued in this college during the time preceding the year to which admission is desired. In case of failure to pass the examination in any department, the applicant for advanced standing is required to take a course of lectures in that department before applying for a second examination.

Graduates of properly accredited medical schools in which the course covers three years are admitted, on the above conditions, to the fourth year.

Graduates of properly accredited medical schools which require a four-years' course are admitted to the fourth year on passing the regular examinations of the third year.

## DIVISION OF STUDIES.

*First Year.* Lectures and recitations on General and Organic Chemistry, Anatomy, Physiology, and Materia Medica; laboratory work in Chemistry, Anatomy, Physiology, Pharmacy, and Histology, and a course in Bandaging.

Examinations on the work of the year.

*Second Year.* Lectures and recitations on Toxicology, advanced Anatomy, advanced Physiology, General Pathology, Surgery, and General Symptomatology; instruction in Physical Diagnosis; laboratory work in Clinical Chemistry, Anatomy, Physiology, Pathology, Bacteriology, and Embryology; attendance on the clinics of the Woman's Hospital.

Examinations in Clinical Chemistry and Toxicology, Anatomy, Bacteriology, Physiology, Embryology, and Pathological Histology.

Students who have passed all the examinations of the first year and at least four of those of the second year are admitted to the third year. The regular fee in those departments in which a repetition of the work is necessary is exacted of all students who fail of promotion, an equivalent amount, except in the case of laboratory fees, being deducted from the fees of the fourth year.

*Third Year.* Lectures on Applied Anatomy, General Pathology, General Therapeutics, Surgery, Practice of Medicine, Obstetrics and Gynæcology; courses on Medical Jurisprudence, Diseases of the Nervous System, Laryngology and Rhinology, Orthopædics and Ophthalmology; practical work on the manikin and cadaver in Operative Surgery and Fracture-dressing, Obstetric Diagnosis and Operative Gynæcology; instruction in Physical Diagnosis; instruction in post-mortem technique and morbid anatomy and clinical instruction in the German Hospital; attendance on the clinics of the Woman's Hospital of Philadelphia and of the Philadelphia, Pennsylvania, and German Hospitals; recitations in General Therapeutics, Surgery, Practice of Medicine, Obstetrics, and Gynæcology.

Examinations in Applied Anatomy, General Pathology, General Therapeutics, Surgery, Gynæcology, Practice of Medicine, and Obstetrics.

Students who have passed all the examinations of the second year and at least four of those of the third year are admitted to the fourth year.

*Fourth Year.* Lectures on the Practice of Medicine and Obstetrics; Operative Obstetrics; courses on Hygiene, Medical Jurisprudence, Pædiatrics, Diseases of the Nervous System, Otolaryngology, Rhinology, Orthopædics, Ophthalmology, and Dermatology; clinical instruction in the Dispensaries of the Woman's Hospital of Philadelphia, the German Hospital, the Alumnae Hospital, and the West Philadelphia Hospital for Women; instruction in

the medical wards of the Philadelphia Hospital and in the surgical wards of the Howard Hospital; instruction in the maternity wards and attendance on obstetrical cases at the Woman's Hospital and at the Woman's Medical College Maternity; attendance at the operations of the Woman's Hospital; visits with the *internes* of the hospital in charge of the out-obstetrical practice; attendance on operations at the West Philadelphia Hospital for Women and at the Methodist Episcopal Hospital; inspection of different systems of ventilation, heating, lighting, and drainage of hospitals, school-houses, and other public buildings; recitations on Obstetrics, Hygiene, and the Practice of Medicine.

Examinations in Obstetrics, the Practice of Medicine, Hygiene, Pædiatrics, and Clinical Surgery.

At the close of the fourth year students who have fulfilled all the requirements of the college, and have passed all the required examinations, are eligible for the Degree of Doctor of Medicine.

#### LABORATORY AND OTHER PRACTICAL COURSES.

The course in Chemistry is under the general supervision of the Professor of Chemistry; the laboratory is in charge of the Director and one assistant. The laboratory work in chemistry during the first year illustrates and supplements the lectures. The first half of the term is devoted to the study of the important elements and their common compounds. While especial attention is given to those substances which are of direct medical interest, the practical work is broad enough to furnish the training required for the execution of the more elaborate and careful experiments in the advanced courses. The second half of the first term deals with Organic Chemistry. Each of the more important groups of the carbon compounds is illustrated by the isolation and study of at least one member. These illustrative compounds, with a few exceptions, are obtained by the students directly from animal tissues.

The didactic work of the second year relates to toxicology; the laboratory work to physiological and clinical chemistry. The class is divided into sections for laboratory work and conferences, thus facilitating individual instruction. The chemistry of the normal tissues and processes of the body is studied first, particular attention being directed to digestive proteolysis, and clinical analysis is grafted upon this knowledge of the normal by the aid of pathologi-

cal samples of urine and stomach contents obtained fresh from the hospitals.

All of the laboratory work, of both first and second years, is strictly individual. The equipment permits of each student having a separate desk and complete set of apparatus.

The laboratory of Histology and Embryology is under the supervision of the Director and an assistant, and is supplied with apparatus for practical work. The instruction in microscopic technique comprises methods of fixation and hardening, imbedding in paraffin and in celloidin, section-cutting, staining and mounting of sections, and the examination of blood and fresh tissues. Each student is required to prepare at least six specimens for the class, beginning with the fresh tissue and carrying it through the series of processes by which it is made ready for microscopic examination. In the course in Embryology the preparation of several embryo chicks for microscopic study is assigned to each student; opportunity is also afforded for the study of mammalian embryos.

The Physiological Laboratory is in charge of the Professor of Physiology and two assistants. It is furnished with the necessary apparatus for illustrating some of the most interesting problems of physiology and with conveniences for practical individual study of the functions of the most important tissues and mechanisms of the body. Every student is required to work at least thirty hours in this laboratory. The work is distributed over two years, being done in connection with the corresponding lectures. The course follows, in the main, the experimental parts of Foster and Langley's laboratory handbook, with additional experiments selected from Stirling's handbook and other sources. The work is intended to illustrate the methods used in experimental physiology and to secure a degree of personal knowledge of physiological facts sufficient for the proper appreciation of the literature of the subject.

The instruction in Hygiene is supplemented by laboratory work and by inspection of buildings, both public and private, with reference to artificial heating and lighting, ventilation, drainage, exposure to sunlight, protection from ground-air, etc.

The Pharmaceutical Laboratory is in charge of a Professor from the Philadelphia College of Pharmacy. It provides facilities for becoming familiar with the important standard medicinal preparations.

The Pathological Laboratory is in charge of a Demonstrator and

two assistants, under the direction of the Professor of Pathology. It is furnished with microscopes and all other apparatus requisite for efficient study and original work. Each student of the second and third years is provided with a microscope, reagents and material, and receives individual instruction in microscopic technique, pathological histology, and in the microscopy of urine, blood, and sputum. About one hundred mounted sections of pathological tissue are acquired by the student during the course. Gross morbid anatomy is taught by post-mortem examinations made in the presence of the class, also by the students themselves under direction, and by demonstrations of fresh and preserved specimens.

The Bacteriological Laboratory, recently built on College grounds, and in charge of the Director of that department, is supplied with all the apparatus required by the modern methods of investigation. There is a large collection of cultures of the most important and interesting pathogenic and non-pathogenic microorganisms. In the bacteriological course each student is required to prepare culture media and to cultivate and study the various bacteria and fungi, particularly those relating to disease. Opportunity is also offered for post-graduate work and for original research.

Bandaging, Operative Surgery, and the Application of Fracture-dressings are taught on the manikin and cadaver by the Adjunct Professor of Surgery under the general supervision of the Professor of Surgery. Bedside instruction in surgery is given to sections of the senior class by the Clinical Professor of Surgery in the wards of the Howard Hospital.

Since the appointment, by the Woman's Hospital, of the Professor of Obstetrics to the post of Chief Obstetrician, the students have had increased opportunities for practical work and bedside instruction. Small sections of the class attend the daily morning visits of the Chief or of the Demonstrator of Obstetrics, and, under the direct supervision of the Resident Physician, assist at births, deliver multiparæ, and examine and treat pregnant and puerperal women and the newly born. Two hundred and ninety-six patients were attended by the students in the out-practice of the college maternity during the year ending April 30, 1900. Each student is required to attend eight obstetrical cases and to report to the Demonstrator and Assistant Demonstrator the anamnesis of the patient and the daily record of pulse, temperature, and puerperal changes; also to submit to the Professor her



observations on the labor, with special reference to the modifications by pelvic and other abnormalities. Frequent opportunities are given for the discussion of cases with the teaching-corps, and every effort is made to enforce, by constant repetition and appropriate illustrations, the various important points in obstetric practice.

A course in Operative Gynæcology on the cadaver and practical instruction in Gynæcology are given by the Professor and Demonstrator in that department.

Students are in turn invited to be present at operations in the various departments of Surgery at the Woman's Hospital.

Bedside instruction is given to the senior class in sections by the Professor of the Practice of Medicine and by the Clinical Professor of Medicine in the wards of the Philadelphia Hospital and by the Clinical Professor of Medicine at the German Hospital.

Drill in physical diagnosis is given to sections of the class by the Demonstrator and Clinical Instructors in the Practice of Medicine, and the Demonstrator of Physical Diagnosis.

The Dissecting Room is open throughout the entire course. It is under the general supervision of the Professor of Anatomy and in the immediate charge of the Adjunct Professor of Anatomy and several Demonstrators. It is well lighted and ventilated. The material for dissection is ample.

Recitations on the subjects presented in the lectures of the various Professors are conducted by the Demonstrator or Instructor in each department except Physiology, in which the recitations are held by the Professor of Physiology. Attendance on these recitations or the presentation of a certificate showing an equivalent amount of work with a private teacher is required.

#### NEW LABORATORY BUILDING.

A new laboratory building was opened at the beginning of the Session in October, 1899.

The entire first floor will eventually be used for the training of students in methods of muscular exercise both for the prevention and the treatment of deformities and of nervous and other diseases, the basement affording space for the necessary rooms accessory to such a department.

The second floor provides an improved laboratory of physiology and a new lecture-hall.

The third floor, lighted from the roof as well as the sides, is devoted to the laboratories of histology, embryology, and pathology.

The removal of these laboratories from the main college building makes room there for a laboratory and museum of hygiene which it is hoped will be equipped for use in the near future, and provide additional space in connection with the study-rooms, lunch-rooms, etc.

#### CLINICAL ADVANTAGES.

The Woman's Hospital, in which over seven thousand patients are treated annually, adjoins the college; the amphitheatre of Clinic Hall has a seating capacity of about three hundred. The building also includes a number of smaller rooms, thus admitting of a systematic classification of patients in attendance upon the daily dispensary service and their treatment by the various attendants in the different departments of medicine and surgery at the same hours. Clinics in the departments of Medicine, Surgery, Obstetrics, and Gynæcology are held by the clinical lecturers.

Clinical lectures are also given by the specialists in Diseases of the Skin, the Nervous System, the Eye, the Ear, the Throat, and Nose, and in Orthopædic Surgery.

Clinical instruction in the Practice of Medicine, Surgery, Gynæcology, Nervous Diseases and Orthopædics, Ophthalmology, Laryngology, and Rhinology is given to students of the fourth year, in sections, by the Clinical Instructors of the Woman's Hospital under the general supervision of the Chief Resident Physician.

Clinics representing all departments of medicine are held daily from 9 A.M. to 5 P.M. at the Hospital and Dispensary of the Alumnae of the College, 1207 South Third Street. This dispensary also provides many interesting cases for the clinical lectures given in the college course.

Students of the fourth year are admitted to the operations of the West Philadelphia Hospital for Women, and, by the courtesy of the Surgeon-in-Chief, to those of the Kensington Hospital for Women.

Students of this college are admitted to clinical lectures at the Pennsylvania, the German, the Children's, and the Philadelphia (Blockley) Hospitals; and, by private arrangement, classes may obtain instruction in the wards of the last-named hospital, which offers rare opportunities for clinical study. The daily clinics at Wills Hospital for Diseases of the Eye and at the Eye and Ear

Department of the Philadelphia Dispensary are also accessible. The Philadelphia Lying-in Charity affords advantages to students of this college.

#### READING-ROOM.

The reading-room, supplied with important books of reference and with medical and other journals, is open to students during college hours. Every student, on registering, is required to pay a fee of fifty cents towards providing this room with current medical literature.

#### LIBRARIES.

The Libraries of the College and the Alumnae Association have received important additions during the last year. They are mostly made up of standard works valuable for reference. The Library of the Pennsylvania Hospital becomes available to all students registered as clinical attendants in that institution on a temporary deposit of ten dollars with the librarian and the annual payment of three dollars. The Library of the College of Physicians (the largest medical library in the country, except that of the Surgeon-General's office of the U.S. Army) is by courtesy open to students on introduction by any fellow of the college. There is also a medical department in the Mercantile Library.

#### MUSEUMS.

The college possesses an excellent museum of anatomical and pathological specimens, microscopical preparations, models, drawings, etc. It is exceedingly desirable that it be steadily increased, and the alumnae are specially requested to send to it any specimens which they may be able to procure. The curator of the museum leaves in charge of the janitor receptacles in which specimens sent to the college are properly preserved until examined and mounted for the museum.

There is also a fine cabinet of *materia medica*.

#### ALUMNÆ ASSOCIATION.

An Association of the Alumnae of the college was organized in 1875. One of the expressed objects of this association is to promote the interests of the college. No higher encouragement could be afforded the Corporators and Faculty than this expression of continued interest on the part of the graduates, and it is hoped that

the organization may prove an advantage to the alumnae as well as to the college by aiding them in their efforts to maintain a high standard of attainments and professional character. At the third annual meeting of this association it was determined to apply yearly one-half of the surplus funds to the founding of a medical and scientific library for the use of the students and alumnae of the college; the other half to the establishment of an educational fund to be used in the interests of students as the association may at any time direct.

At the annual meeting of the association in March, 1887, a committee was appointed to devise a plan for raising a sum of money sufficient for the endowment of a Chair of Preventive Medicine in the college and for the building of a gymnasium for the physical training of students and for the demonstration of the therapeutic applications of muscular exercise in the treatment of deformities and nervous and other diseases; also for the furnishing of a laboratory and museum for the practical study of methods of prevention of disease and for illustrating the principles of home and public sanitation, etc. The Corporators, Faculty, and Alumnae unite in regarding a Chair of Preventive Medicine as an important part of the educational equipment of a medical school, and a gymnasium, laboratory, and museum as indispensable adjuncts of such a chair. Since this time a department of Bacteriology has been established, and the other required rooms have been provided by the corporators, thus materially reducing the amount necessary for the full equipment of such a chair.

#### HOSPITAL BED.

During the session of 1890 and 1891 the Students' Association appointed a committee of their number to undertake the raising of a sum of money sufficient to endow a bed in one of the hospitals of Philadelphia, for the benefit of sick students.

The matter was brought before the Alumnae Association and a committee was appointed to coöperate with the committee of students in securing this object, the Alumnae Association at the same time making a contribution of fifty dollars towards the fund. A considerable sum of money was also contributed by individual students and others and an encouraging beginning was made.

By the efforts of the committees of successive years the sum of one thousand dollars has been raised, and through the liberality of

the Board of Managers of the Woman's Hospital, who offered a bed to the students of the college on very generous terms, this sum has become immediately available in securing a bed in the Woman's Hospital during three months of the year; additional privileges will be allowed in the same proportion on the payment of a second thousand dollars; over six hundred dollars have been raised towards the second payment, and the payment of a third thousand dollars will complete the endowment of a bed in perpetuity for the entire year. This bed is intended for the benefit of any student suffering from a non-contagious disease who desires to avail herself of its use; it becomes available by application to the physician in charge of the hospital.

The executors of the estate of the late Mary Jeanes have also given to the college a sum of money to be known as the *Mary Jeanes Fund*, the income accruing from which may be applied, under the direction of the Executive Committee of the college, for the relief of necessitous students in time of illness.

#### BRINTON HALL.

The Young Women's Christian Association established by students of the college, indebted during eight years to the liberality of Miss Susanna Brinton for the use of Brinton Hall, has acquired title to the property and, though not unincumbered, it now belongs to the association.

Brinton Hall is in the immediate neighborhood of the college and not only serves as the home of the association, but affords many conveniences to all students of the college.

The association publishes a yearly handbook of information of great convenience to any student coming as a stranger to Philadelphia, a copy of which may be obtained by application to the President of the association, addressed to Brinton Hall, corner of North College Avenue and Twenty-second Street.

#### PECUNIARY AID.

The income from funds left for the purpose by Ann Preston, M.D., Robert J. Dodd, M.D., Hannah W. Richardson, and Isaiah V. Williamson enables the college to assist annually a limited number of women of good character and thorough preparatory education who are adapted to the profession of medicine, but are unable to secure a medical education without such aid. The

amount of assistance afforded will be determined by the circumstances of each case.

Four students may also be admitted annually at a reduction of thirty-five dollars each year from the regular fees upon presentation of a certificate from a recognized missionary society stating definitely the intention of the applicant to prosecute medical work abroad under the direction of the society issuing the certificate; also that she will receive from the society pecuniary assistance in obtaining a medical education. Should any student, accepting such assistance, decide after graduation not to enter the missionary field, she will be expected to pay to the college a sum of money equal to the amount deducted from the regular fees.

All the foregoing benefits are at the disposal of the Executive Committee of the college.

The college reserves the right to withdraw a benefit at any time, should the conduct of the student or the results of her examinations convince the committee that it has been unwisely awarded.

Applicants must be between twenty and thirty years of age. Application in the handwriting of the applicant, accompanied by satisfactory certificates as to age, health, character, education, and want of means, should be sent to Alfred Jones, Secretary of the Committee, at the college before June 20.

#### HOSPITAL APPOINTMENTS.

The resident physician of the Maternity Hospital of the Woman's Medical College of Pennsylvania is appointed annually from the graduating class.

Six recent graduates are appointed annually to serve as *internes* in the Woman's Hospital of Philadelphia. The large out-practice connected with this institution is mainly entrusted to these assistants.

The Hospital and Dispensary of the Alumnae of the Woman's Medical College of Pennsylvania appoints each year a graduate of the college as resident physician.

The West Philadelphia Hospital for Women appoints three *internes* yearly, preference being given to graduates of this school. The large out-practice of the hospital gives a varied experience in general medicine and diseases of children. The maternity-work includes both house and out practice.

The Maternity Hospital of Philadelphia, the Philadelphia Lying-

in Charity, and the Sheltering Arms, each makes one appointment annually to the position of resident physician. The present residents in the Women's Department of the Philadelphia County Prison, in the Insane Department for Women of the Philadelphia Hospital, of the Home for the Care and Treatment of Consumptives, and of the Hospital for Incurables, are graduates of this school.

The competitive examinations for the position of resident physician in the Philadelphia (Blockley), the Methodist Episcopal Hospitals of Philadelphia, and in the Charity Hospital of Norristown, Pa., the New York Infant Asylum, and the Manhattan State Hospital for the Insane, are open to women.

The New England Hospital for Women and Children, in Boston, Mass., makes eight, the Nursery and Child's Hospital of Staten Island, N.Y., two, the Maternity Hospital in Detroit, Mich., two, the Northwestern Hospital for Women and Children, Minneapolis, Minn., one, and the Memorial Hospital of Worcester, Mass., two annual appointments of *internes* from among the graduates of the various medical schools for women.

Annual appointments are also made by the Hospital for the Insane at Middletown, Conn., and the Western Lunatic Asylum at Staunton, Va.

#### PRIZES.

The managers of the Woman's Hospital have in charge the sum of one thousand dollars, presented to the institution by a late member of their board, the interest of which is offered in small sums as premiums to the graduates and students of this college for inventions or for improvements of surgical instruments or medical appliances.

Any candidate for the Degree of Doctor of Medicine may offer a thesis which, if of sufficient merit, will receive honorable mention at the next annual commencement. Such theses must be presented to the Dean at least one month before the commencement, and will become the property of the college.

#### SPECIAL COURSES OF STUDY.

At the discretion of the Faculty, graduates of medicine, and others desiring to pursue special courses of study, may matriculate and select such courses without reference to the regular curriculum.

## REQUIREMENTS FOR GRADUATION.

Candidates for the Degree of Doctor of Medicine in this college must have reached the age of twenty-one years. They must have attended four full courses of instruction in four separate years, the last of which must have been in this college.

In addition to attendance on the lectures as provided for each year, the candidate must have taken two courses in Practical Anatomy, having made at least one creditable dissection of each of the usual divisions of the cadaver; must have done the required laboratory work in the departments of Chemistry, Pharmacy, Histology and Embryology, Physiology, Pathology, Hygiene, and Bacteriology; must have taken the required practical courses in Physical Diagnosis, Surgery, Obstetrics, and Gynæcology; must furnish evidence of having done all the clinical class-work; of having attended at least two courses of clinical lectures in the departments of General Medicine, Surgery, Obstetrics, and Gynæcology; of attendance on the recitations as laid down in the schedule for each year, or of an equivalent amount of work with a private instructor; of having reported a post-mortem examination, and of having examined and reported two clinical cases in medicine, and of having taken charge of and reported eight cases of obstetrics.

The application for the degree must be made six weeks before the close of the session. The candidate, at the time of application, must exhibit to the Dean evidence of having complied with the above requirements.

The corporators, on recommendation of the Faculty, reserve the right to withhold the degree from any applicant on the ground of mental or moral unfitness for the profession.

## TEXT-BOOKS.

The following are recommended by the Faculty as text-books and works of reference.

## TEXT-BOOKS.

*Chemistry*: Bartley's Medical Chemistry; Smith and Keller's Experiments for Students in General Chemistry; Tyson's Practical Examination of Urine.

## COLLATERAL READING.

Reese's Manual of Medical Jurisprudence and Toxicology, revised by Leffmann; Hammersten, Text-book of Physiological Chemistry, translated by Mandel.



- Anatomy*: Gray's Anatomy, Descriptive and Surgical; Treves's Applied Anatomy.
- Histology*: Stöhr's Text-book of Normal Histology; Piersol's Normal Histology; Text-book of Human Histology, by Bolton and Davidoff, translated by Arthur H. Cushing, M.D.
- Embryology*: Foster and Balfour's Elements of Embryology.
- Bacteriology*: Abbott's Principles of Bacteriology.
- Physiology*: Foster's Text-book of Physiology; Stewart's Manual of Physiology; Foster and Langley's Handbook for the Physiological Laboratory.
- Hygiene*: Text-book of Hygiene, Rohé; Stevenson and Murphy's Treatise on Hygiene; Parkes's Hygiene and Public Health.
- Materia Medica and Therapeutics*: Wood's Therapeutics, Materia Medica and Toxicology.
- Quain's Anatomy; Henry Morris's Human Anatomy.
- Ranvier's *Traité Technique d'Histologie*; Edinger's *Vorlesungen über den Bau der nervösen Centralorgane*; Zimmermann's *Das Mikroskop*; Clarkson's Text-book of Histology.
- Hertwig's Embryology of Man and Mammals; Minot's Human Embryology.
- Günther (Carl), *Einführung in das Studium der Bacteriologie*; Woodhead's *Bacteria and their Products*.
- Landois and Sterling's Text-book of Physiology; American Text-book of Physiology; *Handbuch der Physiologie*, Dr. L. Hermann; Halliburton's *Chemical Physiology and Pathology*; *Functions of the Brain*, David Ferrier, M.D., F.R.S.; Meynert's *Psychiatry*, Vol. I., Anatomy, Physiology, and Nutrition of the Brain; *Comparative Anatomy and Physiology*, F. Jeffrey Bell, M.A.; *Elementary Biology*, T. Jeffrey Parker.
- Air and Ventilation, Billings; *Medical Climatology*, Solly; *House-drainage and Sanitary Plumbing*, Gerhard; *The Chemistry of Dairying*, Snyder; *Foods, their Composition and Analysis*, A. Winter Blythe; *Water-supply, Chemical and Sanitary*, Mason.
- Ringer's Therapeutics; Hare's Text-book of Practical Therapeutics.

- Pathology and Morbid Anatomy*:  
Stengel's Manual of Pathology;  
Zeigler's Manual of General and  
Special Pathological Anatomy.
- Practice of Medicine*: Flint, revised  
by Henry; Osler.
- Surgery*: Roberts's Modern Sur-  
gery.
- Obstetrics*: A Text-book of Obstet-  
rics, Hirst.
- Gynæcology*: An American Text-  
book of Gynæcology, Medical and  
Surgical; Treatise on Gynæcol-  
ogy, Medical and Surgical, S.  
Pozzi, M.D.
- Diseases of Children*: J. Lewis  
Smith's Diseases of Infancy and  
Childhood.
- Diseases of the Nervous System*:  
The Nervous System and its Dis-  
eases by Dr. C. K. Mills; Dana,  
Gowers, Dercum.
- Diseases of the Skin*: Stelwagon's  
Essentials.
- Diseases of the Ear*: Burnett's Sys-  
tem of Diseases of the Ear, Nose,  
and Throat.
- Diseases of the Eye*: Walker's  
Students' Aid in Ophthalmology;  
De Schweinitz's Diseases of the  
Eye.
- Diseases of the Throat and Nose*:  
Bosworth, Browne, Mackenzie.
- Orthopædic Surgery*: Young's  
Orthopædic Surgery.
- Mallory and Wright's Pathological  
Technique.
- Strümpell; Tyson; Musser's Medi-  
cal Diagnosis.
- Park's Surgery; Tillmanns's Sur-  
gery; Bryant's Operative Sur-  
gery.
- The Practice of Obstetrics by  
American Authors, Jewett.
- Surgical Diseases of the Ovaries  
and Fallopian Tubes, J. Bland  
Sutton, F.R.C.S.; Pathology and  
Surgical Treatment of Tumors,  
N. Senn, M.D.; Operative Gyn-  
æcology, Howard A. Kelly.
- Amidon's Students' Manual of  
Electro-Therapeutics.
- Van Harlingen, Hyde.
- Norris and Oliver's American Sys-  
tem of Ophthalmology; Fûch's  
Text-book of Ophthalmology;  
Gower's Medical Ophthalmology.
- Bradford and Lovett, Reeves.

*Books of Reference.*

United States Dispensatory.	Keating's Cyclopædia of the Diseases of Children.
United States Pharmacopœia.	Treves's Manual of Operative Surgery.
Gould's Medical Dictionary.	J. Collins Warren's Surgical Pathology.
Ziemssen's Cyclopædia of Medicine.	Stimson on Fractures and Dislocations.
Pepper's System of Medicine.	
Duhring's Atlas of Skin Diseases.	
Mann's System of Gynæcology.	

## EXPENSES.

*First Year :*

Matriculation ticket . . . . .	\$5 00
General ticket admitting to all the lectures and laboratory courses belonging to the year . . . . .	130 00
Dissecting material . . . . .	6 00
Reading-room fee . . . . .	50

*Second Year :*

General ticket admitting to all the lectures and laboratory courses belonging to the year . . . . .	135 00
Dissecting material . . . . .	3 00
Reading-room fee . . . . .	50

*Third Year :*

General ticket admitting to all the lectures and practical courses belonging to the year . . . . .	135 00
Reading-room fee . . . . .	50

*Fourth Year :*

General ticket admitting to all the lectures and practical courses belonging to the year . . . . .	100 00
Reading-room fee . . . . .	50

*Expenses of Special Students :*

Matriculation fee . . . . .	5 00
Reading-room fee . . . . .	50
Professors' tickets, each . . . . .	20 00
Chemical, Histological, and Pathological laboratories, each . . . . .	10 00

Physiological, Pharmaceutical and Embryological laboratories, each . . . . .	\$5 00
Bacteriological laboratory . . . . .	25 00
Operative Surgery, Operative Obstetrics, and Operative Gynæcology, each . . . . .	5 00
Practical Obstetrics . . . . .	5 00
Bandaging . . . . .	5 00
Dissection . . . . .	10 00
Dissecting material, each part . . . . .	2 00

All laboratory students are expected to pay for breakage.

A deposit of \$10.00 is required for material in the bacteriological laboratory.

A deposit of \$5.00 is required for the use of bones for the study of osteology. Eighty per cent. of this sum will be refunded on the return of the bones.

A deposit of \$5.00 is required for material and breakage in the chemical laboratory.

*All fees are due at the opening of the session.*

No portion of the fees of any year can be returned on account of absence or for any other cause.

Matriculation and reading-room fees are payable on registering.

Board can be obtained conveniently near the college at prices varying from \$4.50 to \$7.50 per week. The janitor of the college has a list of boarding-houses in the vicinity.

For further information, address Clara Marshall, M.D., Dean, at the College, North College avenue and Twenty-first street, Philadelphia, Pa.

This course of study is so much like the courses in men's medical schools that it would be difficult for a layman to detect any difference; and it so thoroughly explains the system of training for women doctors that it is unnecessary to go over the same ground by giving the study courses of any of the other schools, some of which rank equally high. And I have waited till the very end of the chapter came before answering your inevitable question, "How much can a woman doctor make?" The answer is plain and brief. She can make almost, but

not yet quite, as much as a man doctor in the same situation ; that is, anywhere between nothing and \$20,000 a year, or even more, in very exceptional cases. Her fees are no smaller than a man's fees, but in the year of your graduation the average woman doctor will not yet be able to gather quite as many patients as the average man doctor. That is because the old prejudice has not yet entirely worn off.

Because it is customary for a young man to enter the medical school immediately after being graduated from his university or high school, the idea should not prevail that the same rule applies to women. In fact, it is in most instances better for a woman not to enter so grave a profession while still a girl. — *Helen C. Candee.*

## CHAPTER XVI.

## THE HEALER'S MISSION.

IN sickness let me not so much say, am I getting better of my pain, as am I getting better for it?—*Shakespeare.*

Of all the know-nothing persons in this world commend us to the man who has “never known a day’s illness.” He is a moral dunce, one who has lost the greatest lesson in life; who has skipped the finest lecture in that great school of humanity, the sick-chamber. — *Hood.*

It is in sickness that we most feel the need of that sympathy which shows how much we are dependent upon one another for our comfort, and even necessities. Thus disease opening our eyes to the realities of life is an indirect blessing. — *Ballou.*

It was a remark of Burke that every truth branches out into infinity. The student of medicine must be impressed by the force of this suggestion as he contemplates the ever-widening field of medical science, a science which is not alone confined to the structure of the body, the diseases to which it is liable, and the remedy for those diseases; but which embraces all truths connected with the sanitary condition of the human body and mind, and of consequence with the sanitary condition of communities. — *Dr. Wm. H. Bailey.*

While I do not insist that every student of medicine must be a college graduate, — because such education is not always an assurance of mental training and capacity, — I do claim that as a natural result of study and cultivation the medical student ought to acquire a condition of mind specially trained for the intelligent, humane, and successful practice of his profession. — *Dr. Bailey.*

There is no other profession in which the practitioner is so dependent upon his own mental resources. The attorney has the statutes and adjudged cases as his guide, the divine has the infallible and unchangeable law and testimony to which he can appeal. And we, as physicians, have our books, it is true, recording the experiences and opinions of others. Yet diseases are ever assuming new modifications, according to the idiosyncrasies and accidental surroundings of individuals. The physician therefore must be quick to perceive these conditions and be prompt to adapt his treatment to the requirements and possible emergencies of the case. — *Dr. Bailey.*

Who does not realize how aimless and unprofitable to the student, as a rule, is most of the time passed in the office of the preceptor? The community is burdened and afflicted with physicians having but a superficial foundation for the doubtful superstructure with which they are permitted to engage in practice. — *Dr. Bailey.*

All men require the intellectual and moral stimuli, which are in no other way so effectively received as in friendly meetings with those engaged in kindred work. — *Dr. Bailey.*

I consider it very dangerous to lay down first principles in any art, without a nice regard to the limitations

of those principles, when applied to the art concerned.  
— *Dr. James Jackson.*

If the question were as to the soundness of any *system* of medicine, old or new, I should always take my place among the sceptics. It is quite certain that more is required to make a system of medicine satisfactory than can be furnished from our present stock of knowledge; although it is certainly true that we are better prepared than any of our predecessors. Before we can make a system of rational medicine, our stock of knowledge must be increased in all and each of the various departments of our science. — *Dr. Jackson.*

Many men, in and out of our profession, believe, or seem to believe, that disease must always be removed by medicines, ignoring in a good measure the spontaneous efforts by which disease is brought to a happy termination in a large proportion of cases. — *Dr. Jackson.*

There is a charming life by Henry Morley, of Cardan, the great Italian physician and algebraist, which gives us in accurate detail the daily routine of a doctor's days in the sixteenth century. Nothing on the whole could be better than the advice Cardan gave. — *Dr. S. Weir Mitchell.*

The active physician has usually little time nowadays to give to the older books, but it is still a valuable lesson in common sense to read, not so much the generalizations, as the cases of Whytt, Willis, Sydenham, and others. Nearer our own day, Sir John Forbes, Bigelow, and Flint taught us the great lesson that many diseases are self-limited, and need only the great physician Time, and reasonable dietetic care, to get well without other aid. — *Dr. Mitchell.*



Medicine has been defined to be the art or science of amusing a sick man with frivolous speculations about his disorder, and of tampering ingeniously, till nature either kills or cures him. — *Jeffrey*.

Doctor, no medicine. We are machines made to live, organized expressly for that purpose. Such is our nature. Do not counteract the living principle. Leave it at liberty to defend itself, and it will do better than your drugs. — *Napoleon*.

There are those of my profession who have a credulity about the action of drugs, a belief in their supreme control and exactness of effect, which amounts to superstition, and fills many of us with amazement. This form of idolatry is at times the dull-witted child of laziness, or it is a queer form of self-esteem, which sets the idol of self-made opinion on too firm a base to be easily shaken by the rudeness of facts. But if you watched these men you would find them changing their idols. Such too profound belief in mere drugs is apt, especially in the lazy thinker, to give rise to neglect of more natural aids, and these tendencies are strengthened and helped by the dislike of most patients to follow a schedule of life, and by the comfort they seem to find in substituting three pills a day for a troublesome obedience to strict rules of diet, of exercise, and of work. — *Dr. Mitchell*.

The doctor who gives much medicine and many medicines, who is continually changing them, and who does not insist with care on knowing all about your habits as to diet, meal-times, sleep, modes of work, and hours of recreation, is, on the whole, one to avoid. The family doctor is most of all apt to fail as to these details, espe-

cially if he be an overworked victim of routine, and have not that habitual vigilance of duty which should be an essential part of his value. — *Dr. Mitchell.*

If there be a regal solitude it is a sick-bed. How the patient lords it there! What caprices he acts without control! How king-like he sways his pillow — tumbling and tossing, and shifting, and lowering, and thumping, and flattening, and moulding it to the ever-varying requisitions of his throbbing temples! — *Lamb.*

Sickness is early old age; it teaches us diffidence in our earthly state, and inspires us with thoughts of a future. — *Pope.*

Every new case in a household should be dealt with as if it were a stranger's, and outside familiarity should not be allowed to breed contempt of caution in study or lead to half measures. — *Dr. Mitchell.*

The social nearness of the doctor to his patient is a common cause of inert advice, and nowhere more distinctly so than when unwise physicians attempt to practise in their own households on those they love. — *Dr. Mitchell.*

There are very few instances of chronic ailments, however slight, which should not be met by advice as to modes of living, in the full breadth of this term; and only by a competent union of such, with reasonable use of drugs, can all be done most speedily that should be done. I am far from wishing to make any one believe that medicines are valueless. Nor do I think that the most extreme dosing employed nowadays by any one is as really hurtful as the neglect to urge efficiently the value

of definite hygienic means. There are, indeed, diseases which can only be helped by heroic measures; but in this case were I the patient I should like to be pretty certain as to the qualifications of my hero. — *Dr. Mitchell.*

Sometimes it is undesirable to give explanations until they can be securely correct, or haply the sick man is too ill to receive them. Then we are apt, and wisely, to treat some dominant symptom, and to wait until the disease assumes definite shape. So it is that much of what we give is mild enough. — *Dr. Mitchell.*

Within a few years the instruments of precision have so multiplied that a well-trained consultant may be called on to know and handle as many tools as a mechanic. Their use, the exactness they teach and demand, the increasing refinement in drugs and our ability to give them in condensed forms, all tend towards making the physician more accurate, and by overtaxing him, owing to the time all such methodical studies require, have made his work such that only the patient and the dutiful can do it justice. — *Dr. Mitchell.*



but the instrument before him. We cannot take it for granted that you belong to either of these extremes, but must suppose you to be a girl with at least an average voice for singing, and as much of a liking for music as the majority of young women.

It is a very broad field that we are to survey, for music is of many kinds, and each kind requires a special training. And if you are to consider it as a means of livelihood, you have not only to select the particular branch that you will take up, but having made that selection you must determine whether you will use it as a performer or as a teacher—for a teacher's training differs somewhat from a performer's. Such a performer upon the piano as Paderewski, for instance, could doubtless command great prices if he would give lessons, on account of his reputation; but we can easily see why his instruction might not be as valuable as that of some obscure teacher at five dollars a week, because although he has the knowledge and skill himself, he may not have the knack of imparting them to others.

Music is one of the fields that woman enters of her own right, without waiting for man to give her a ticket. If poor weak man is crowded to the wall, that is his own lookout; and you may find, possibly, some men in the profession who would do much better for themselves and for the world if when crowded to the wall they would climb over it and set their muscles to work on the other side of it. The same may unfortunately be said of some women in the profession; and women, less expert in climbing, find it harder to get over the wall, and lean against it in despair. Such a thorough musical training as will give a girl any chance to become one of the celebrated and high-priced musicians takes so much time, so much money, and so unfits her for making her way in any other occupation if she does not succeed, that I

must suggest to you in the beginning that you give the subject much more than due deliberation. It is heart-breaking for a girl to spend all of her early life, to call upon her friends for the money for years of expensive preparation, only to find herself a musical failure at the end.

Let us look at singing first. Every little town, every Sunday-school in the city, has its sweet little girl singer. Perhaps you are one of them. Every one who hears you praises you, and even your parents are convinced that you are destined to be a great singer. At this stage it is your parents who are responsible for what happens to you, for you are only standing on the threshold of the open door of life and looking in. Some singer of repute comes into your neighborhood and you are taken to sing before her, and she too praises your voice, and advises you to cultivate it, and there is one of your first dangers. Madame Smith-Jones, the great prima donna, is a good-natured lady, or she would not let you bore her by singing to her (for it *is* a bore to her, you may be sure), and being good-natured it is much easier for her to praise a little girl's singing than to condemn it, and she does praise it, and that becomes one the mile-stones in your family life, and ever afterward visitors are told that you sang before the great Madame Smith-Jones before you were twelve years old, and that she praised you highly. How are your parents to know the eccentricities of great singers? How are they to know that she gave the same amiable opinion to the sweet little singer in the next town, and the next, and the next? Or that she always gives a favorable opinion, because such opinions save much trouble?

Then in due course you are taken to a teacher in the neighboring city, and he finds something delicate and strong and excellent in your voice, without doubt, because his future fees depend upon his finding such things. And so you are led on and on, with nothing but praise

anywhere, and you and your friends see a great career before you. After long training at home you go abroad, and spend more years and dollars in some of the European capitals under the best teachers, and at last you are pronounced ready for an engagement, not of marriage, but professionally. So far you have been entirely "wedded to your art," and have given no thought to marriage except to declare against it. It is only now, when your career is about to open, that you make the astonishing discovery that some young men are worthy of careful attention. But this marriage question is the same in all other professions, so we need not go here as far as the engagement ring. You are ready to begin to earn money instead of spending it, and you may prove such a success from the very start that all that has been spent upon you is soon repaid. That sometimes happens. But by this time you will be wise enough to reflect that of the two thousand girl students you have been associated with in various places, not more than two will be likely to achieve such a success. And if you are not one of those two, what then? It is on account of the weeping and wailing and gnashing of teeth of the other nineteen hundred and ninety-eight girls that I try to make these risks plain to you.

By good luck or good management you obtain a chance to sing a solo in a concert in Albert Hall or St. James Hall in London, and that chance alone is something of a triumph, as you will agree after you learn how hard it is to get such an opportunity, without thought of pay. That is the most critical audience in the metropolis of the world, and if you can captivate it you may in a year or two come home in your own yacht, and pay off the mortgage on the farm. It is not the audience you used to sing to at home, nor is the hall a counterpart of the old Sunday-school room. The voice that was a real

spell-binder in the village church may be completely lost and buried in one of those great halls, however sweet or cultivated.

It is not only possible, it is highly probable (if you calculate the chances as an insurance company reckons chances) that the interest created by your performance will be only momentary, and that before dinner-time you will be totally forgotten. And a singer forgotten is a singer done for. "She has no depth," "she lacks physique," "what a pity she has not had better training!" "she is not in the least attractive," "she is dreadfully awkward," are some of the pretty things said about you for a few moments, and then — bring on the next, Mr. Manager. Suppose that no miracle happens and that this common experience becomes your experience? And the subsequent common experiences with managers, one of whom refuses you because you are not pretty, another because you very properly refuse to appear in tights, and fifty more for fifty other equally good reasons, until at the disheartening end you, with all your training, are singing in the chorus for ten dollars a week. Where the chance of great success is less than one in a thousand is it not well for me to advise you to ring three bells, like a steamboat, and "proceed with caution"?

If all these rocks I have been pointing out prove no stumbling-blocks to you the time will come when you will desire to go abroad to finish your musical education. This is not so much a necessity from the educational standpoint as for some other good reasons. You can get, at any rate, very nearly as good musical instruction in this country as you can get in Europe; but the general impression is so strong that European teachers give a finish not to be acquired elsewhere, that a European training adds considerably to a singer's advantages; and the cost, for a considerable period, is little more than



the cost at home if you have to pay your way in an American city, because European prices are lower than ours.

On this subject Madam Emma Nevada, the prima donna, has recently published an article in the "Saturday Evening Post," of Philadelphia, so full of good advice that I wish I could print it here entire, instead of giving only a few extracts from it. The title of the article is "The American Girl in Musical Paris;" and you will see from the extracts I can give from it that she, too, advises girls to move cautiously in this matter. She does not wish to discourage you any more than I do in what I have just written, but she tells the facts plainly, so that her country-women may know what to expect.

"Paris is the one place on earth," she says, "where one may make a truly great success, and the hardest place on earth in which to fail. Out of the fulness of many years' experience in the French metropolis, I counsel the American girl who would succeed in the musical world to go to Paris — under certain conditions; and by all means to remain at home if these conditions are not fulfilled.

"When a young girl tells me that she is going to Paris, alone and with little money, to study music, I tremble. I know what it means. I do not care if she has the making of a real artist. If she is pretty so much the worse, for the temptations in her pathway will be doubled. If she has no mother, brother, or constant chaperone to attend her wherever she goes her struggle will be a very bitter one. I do not hesitate to affirm that to send a poor girl to Paris alone to cultivate her voice is nothing short of a crime.

"I have seen American girls come to Paris by twos and threes; take up residence in some obscure *pension*, and travel about the boulevards with the independent air of

American girls in our own great cities, under the impression that their very independence clothed them with divinity and protected them from insult. Such is not the case. Conditions in Paris are not those of New York, and public opinion is merciless. As for the many professors of music, they are very exacting; and the unchaperoned girl gets very close scrutiny. If she is found to be poor, even if her voice is of exceptional promise, she is politely bidden to apply elsewhere.

“The first condition of success is that the aspirant shall have a voice; then she must have money, and she should have a constant friend and protector in her difficult journey and be prepared for the hard work which naturally follows. On the subject of hard work it seems that I could write volumes. The great bane to the musical profession nowadays is the prevailing delusion that long and bitter labor to the great end is not so necessary now as in times past. I do know, however, that there is more poor singing throughout Europe now than ever before.

“‘What’s the use?’ said an impresario to me one day, when I brought to him an American girl who had a magnificent voice, hoping that he would interest himself in her welfare. ‘There are plenty of American girls over here whose frocks are lined with thousand-franc notes. Why, your candidate is so poor that she is actually dowdy in her last year’s gown!’ And this with an inflection that implied a crime on the applicant’s part. He would not even try her voice.

“Let me say, then, that the American girl who has not a perfectly phenomenal voice, abundance of means at her disposal, a capacity for hard work, and a large fund of health and strength, had better stay at home, for Paris is no place for her.

“Parisian life is the great alchemist of human nature. It changes everything with which it comes in contact.

“There is no human suffering more keen than failure in a great cause of art; and where one succeeds the ten thousand fail and retreat into oblivion.”

So I was extremely moderate in estimating one success in a thousand, since Madame Nevada puts it at one in ten thousand. It is a serious question for you to consider with your knowledge of your own ability whether you have a reasonable chance of becoming that one.

But public singing is only one of many ways in which musical talents may be put to use. Piano-playing is an important matter for a musician, and this can hardly be begun too early in life. And yet good authorities tell us that early training alone will not insure great skill. Browning's little son was able to play Beethoven's Sonata, opus 7, in E flat, before he was ten years old; and you have sufficient musical knowledge, doubtless, to know how difficult that is. But he was never more than an amateur, and eventually became an artist. “While a musical ear can be cultivated to a certain extent,” says Mrs. Kate S. Chittenden, a high authority on this subject, “and taste can be stimulated, yet one must have been born with a natural aptitude for the art to become a good musician.”

You must have a talent for the branch of music you incline to, whether the talent be natural or acquired. And how are you to know whether you have this talent or not? You cannot judge for yourself, and in most cases your parents cannot tell you. Then suppose you take exactly the same common-sense course that I should take if I were going to buy a farm. I should begin with the supposition that I know nothing whatever about soils, and should induce some friend who was a good farmer to go with me to see the farm selected. But his opinion would not satisfy me, because he might be interested or he might be mistaken. So I should induce

another one to go, at a different time. And still another, and still another, if possible, until I had at least three or four expert and unbiased opinions of that land. Then a neighboring real estate agent or two to judge of its money value. By that time I should have a pretty good idea of what I was doing. And in the same way you, with your musical talents, should have the favorable judgment of several experts, as many as possible, instead of spending years of time and thousands of dollars with no better basis than the hasty decision of one perhaps too-good-natured singer or player of renown, backed by the interested opinions of your instructors. You can proceed in this as in everything else, in a business-like way.

The opportunities for instruction in all branches of music are almost without number in the large cities. Most of the girls' colleges, too, naturally make music an important branch of study. For fuller particulars than I can give here about any department you are specially interested in, write to the New York Conservatory of Music. Following is the course in music as outlined in

## WELLESLEY COLLEGE.

### MUSIC.

#### I. THEORY.

The following courses count toward the bachelor's degree. They may be elected by students not taking instrumental or vocal music, and are subject to no separate tuition fee.

1. Elementary Harmony. *Open to sophomores, juniors, and seniors, who can read and play simple four-part music. Three hours per week for a year.*

Mrs. Stovall.

The object of this course is to give the student a knowledge of intervals, chords, their relations and progressions. The work is conducted upon the contrapuntal principle in order to give some knowledge also of the laws which govern melody. To evolve out of simple harmonic (or chord) conditions the

greatest possible degree of melody is the end constantly in view. In addition to the written work students are required to play chord progressions, and also to recognize them when heard.

2. Advanced Harmony. *Open to students who have completed course 2. Three hours per week for a year.*

Mrs. Stovall.

In this course the student is expected to make practical application of harmonic material in original phrases and periods. Modulation and inharmonic tones are thoroughly treated. Given basses used as *canti firmi* are to be supplied with one, two, and three additional melodious parts. Instrumental as well as vocal styles are studied.

3. Ear Training and Choral Practice. *Open to all students on approval of the instructors. One hour per week for a year.*

Mrs. Stovall, Mr. Rotoli.

This course combines the rudiments of musical construction with systematic ear training. It aims to give a substantial foundation for further work and to enable the student to listen to music with intelligent interest and genuine profit. One hour is given to choral practice, under the direction of Mr. Rotoli; the work in ear training is under the direction of Mrs. Stovall.

4. Musical Form. *Open, by permission of the instructor, to students who have completed course 2. Three hours per week for a year.*

Mrs. Stovall.

The analytic and synthetic study of form.

5. History of Music. *Open to sophomores, juniors, and seniors who can read and play music of ordinary difficulty. Two hours per week for a year.*

Mrs. Stovall.

Lectures, reading, discussions.

This course attempts to give a general survey of the subject. Emphasis is given, however, to modern music—to the great art forms and the composers who have developed them. Students are referred in their reading to both music and musical literature.

## II. INSTRUMENTAL AND VOCAL MUSIC.

Training in instrumental or vocal music does not count toward a degree; but any student who completes the prescribed courses in Piano, Organ, or Voice will receive the certificate of the Department of Music.

*Candidates for the certificate of the Department of Music* may devote all their time to music, except that which is given to three academic studies, including a course in Biblical History and Litera-

ture. Candidates for admission must present the maximum preparation in either Latin, Greek, French, or German. The time occupied in study for a certificate depends upon the proficiency of the pupil, but in general four years are needed.

*Candidates for the B.A. degree* may take a course in vocal or instrumental music in connection with their regular academic work, but in this case five years are required for the completion of the courses requisite to the degree.

*Special students* may arrange for courses combining greater or less amounts of music and academic work.

Those who are suitably qualified may pursue musical studies exclusively, without being otherwise connected with the college. For such students special arrangements may be made.

#### CERTIFICATE OF THE DEPARTMENT OF MUSIC.

Any student in the college who completes any one of the following courses of study will receive the certificate of the Department of Music:

*A.* Piano: two lessons a week, with periods of practice daily for five days each week.

Academic subjects: from six to eight hours a week throughout the course, including Musical Theory (courses 1, 2, and 5), Modern Language, and Biblical History and Literature.

*B.* Organ: two lessons a week with daily practice, as in piano study. Academic subjects as in *A.*

*C.* Voice: two lessons a week with daily practice. Academic subjects as in *A.*, but the modern languages pursued must include Italian, which should be taken as early as possible, that the student may have the benefit of the subject throughout the course.

Violin, Viola, Violoncello, Harp, or any orchestral instrument may be made a specialty instead of the above-mentioned principal studies.

Students intending to apply for the certificate of the Department of Music must give at least a year's notice. Voice and organ students are not obliged to spend the required four periods upon their specialty alone, but may combine with that some other branch of music.

## PIANO.

Those who make piano their specialty, and wish to obtain a certificate, should, upon entering, be familiar with correct phrasing, staccato and legato touch, the ordinary musical signs, *and their application*; should show technical proficiency, and should present the following work or its equivalent: Czerny, Op. 299, three books; Loeschhorn, Op. 66, three books; Bach, Preludes; and two or three sonatas by Haydn and Mozart.

The course will be adapted to the particular needs of the student, but will be so arranged that the student upon its completion shall have a fundamental knowledge of the best works in pianoforte literature: Bach, Händel, Mozart, Haydn, Beethoven, Schubert, Schumann, Weber, Mendelssohn, and Chopin, as well as the different schools of modern writers.

Attention will also be given to four-hand playing and, for those who are sufficiently advanced, to playing with other instruments.

## ORGAN.

A satisfactory knowledge of pianoforte technique is a pre-requisite to the study of the organ.

The course consists of systematic drill in organ technique, special exercises in playing church music, and careful study of works by the best composers, representing the different schools of organ music.

A shorter course may be arranged for students desiring to limit themselves to the work of a church organist.

“ . . . And when a damp  
Fell round the path of Milton, in his hand  
The thing became a trumpet; whence he blew  
Soul-animating strains, — alas! too few.”

*Wordsworth.*

## CHAPTER XVIII.

“HOW MANY A TALE THEIR MUSIC TELLS!”

A GOOD ear for music, and a good taste for music, are two very different things which are often confounded; and so is comprehending and enjoying every object of sense and sentiment. — *Lord Greville.*

Music is the only sensual gratification which mankind may indulge in to excess without injury to their moral or religious feelings. — *Addison.*

If you love music, hear it; go to operas, concerts, and pay fiddlers to play to you. But I insist upon your neither piping nor fiddling yourself. It puts a gentleman in a very frivolous, contemptible light; brings him into a great deal of bad company, and takes up a great deal of time which might be much better employed. — *Chesterfield.*

The province of music is rather to express the passions and feelings of the human heart than the actions of men, or the operations of nature. When employed in the former capacity it becomes an eloquent language; when in the latter a mere mimic, — an imitator, and a very miserable one, — or rather a buffoon, caricaturing what it cannot imitate; the idea of the different stages of a battle or the progress of a tempest being represented to the eye or the ear, or even the imagination, by the quavering of a fiddler's elbow, or the squeaking of cat-gut, is preposterous. — *G. P. Morris.*



Music may be classed into natural, social, sacred, and martial; it is the twin sister of poetry, and like it has the power to sway the feelings and command the mind; in devotion it breathes the pure spirit of inspiration and love; in martial scenes it rouses the soul to fearless deeds of daring and valor, while it alleviates the cares and enhances the innocent and cheerful enjoyments of domestic life. — *Acton*.

Music, once admitted to the soul, becomes a sort of spirit, and never dies; it wanders perturbedly through the halls and galleries of the memory, and is often heard again, distinct and living as when it first displaced the wavelets of the air. — *Bulwer*.

Had I children, my utmost endeavors should be to make them musicians. Considering that I have no ear, nor even thought of music, the preference seems odd, and yet it is embraced on frequent reflection. — *Horace Walpole*.

Young voices around the domestic altar, breathing sacred music at the hour of morning and evening devotion, are a sweet and touching accompaniment. — *Arvine*.

Music is the child of prayer, the companion of religion. — *Chateaubriand*.

It is in learning music that many youthful hearts learn to love. — *Ricard*.

Music is a harbinger of eternal melody. — *Mozart*.

Music washes away from the soul the dust of everyday life. — *Auerbach*.

God save me from a poor fiddler who knows nothing of music. — *Geminiani*.

Music must begin in harmony, continue in harmony, and end in harmony. — *Confucius*.

There is something in the shape of harps as though they had been made by music. — *Bailey*.

The person who desires to cultivate a discriminating taste in music may acquire the fundamental knowledge in a few short months. After that, one needs only to live much in an atmosphere of good music until the acquired principles become unconsciously the moving factors underlying all attention to the art. — *W. J. Henderson*.

Music is an art. It is a thing of law and order. There is no ineffable mystery and miracle about it which may not be understood by the average man. — *W. J. Henderson*.

The essential qualities of greatness in a musical subject are not to be described. The loftiness of their thought commands an immediate recognition from the cultured mind, and that recognition, by force of habit, becomes immediate and almost instinctive. No practised listener to music is often at a loss to decide whether a theme is dignified or trivial. The power to recognize the elevation of a fine musical thought must come from continued musical high-thinking. One must live with the masters and absorb the spirit of their nobility. There is no other way to learn to discern the excellence of musical ideas. — *W. J. Henderson*.

Music is the art of the prophets, the only art that can calm the agitation of the soul; it is one of the most magnificent and delightful presents God has given us. — *Martin Luther.*

The lines of poetry, the periods of prose, and even the texts of Scripture most frequently recollected and quoted, are those which are felt to be preëminently musical. — *Shenstone.*

Music is like the spirit; it never dies. — *Shield.*

The person who desires to cultivate a taste in music ought to be acquainted, first of all, with musical form and the history of music. From the first he will learn to perceive the structure, the artistic design, of every composition to which he listens, and from the second he will acquire a knowledge of the period to which a composition belongs, and of the state of development of the art, of the purposes and possibilities of composition at that time. — *Henderson.*

In music, form is the first manifestation of law. Music is to be conceived primarily as presented to the hearing. The printed page of a composition is not music; it is merely the record of music. The music itself has no existence except when it is sounded by instrument or voice, and heard. There are very few persons, even among professional musicians, who are capable of imagining the precise sound of a composition from reading the printed page. — *Henderson.*

The music-lover, by examining any simple air, will find that at regular intervals the initial notes of the melody are repeated, as for example in “Home, Sweet Home,”

and that it is the repetition of these notes that identifies the tune. Thus we come upon the elementary fact that a musical form is dependent upon the more or less regular repetition of some recognized bit of melody. — *Henderson*.

Mozart was a man whose mission in the world seems to have been entirely fulfilled, to whom it was given to link together the godlike with humanity, the mortal with the immortal — a man whose footprints not all the storms of time can ever efface — a man who, amid all his lofty aims, esteemed the loftiest of all to be the elevation of humanity. — *Nohl*.

Have you real talent — real feeling for art? Then study music — do something worthy of the art — and dedicate your whole soul to the beloved saint. — *Longfellow*.

Singing is an accomplishment we can carry with us to heaven. — *Maria L. Pizzoli*.

Melody, both vocal and instrumental, is for the raising up of men's hearts, and the sweetening their affections toward God. — *Hooker*.

The effect of good music is not caused by its novelty. On the contrary, it strikes us more the more we are familiar with it. — *Goethe*.

The emotional force in women is usually stronger, and always more delicate, than in men. Their constitutions are like those fine violins which vibrate to the lightest touch. Women are the great listeners, not only to elo-

quence, but also to music. The wind has swept many an Æolian lyre, but never such a sensitive harp as a woman's soul. In listening to music, her face is often lighted up with tenderness, with mirth, or with the simple expansiveness of intense pleasure. Her attitude changes unconsciously with the truest, because the most natural, domestic feeling. The woman's temperament is naturally artistic, not in a creative, but in a receptive sense. — *H. R. Howeis.*

She warbled Handel: it was grand,  
She made the Catalina jealous;  
She touched the organ: I could stand  
For hours and hours to blow the bellows.

*W. M. Praed.*

Music should strike fire from the heart of man and bring tears from the eyes of woman. — *Beethoven.*

Where there is genius it does not much matter in what manner it appears — whether in the depth, as in Bach, or in the height, as in Mozart, or whether alike in depth and in height, as in Beethoven. — *Schumann.*

There is something deep and good in melody, for body and soul go strangely together. — *Carlyle.*

Since singing is so good a thing,  
I wish all men would learn to sing.

*T. Baldwin.*

Music alone ushers man into the portal of an intellectual world, ready to encompass him, but which he may never encompass. That mind alone whose every thought is

rhythm can embody music, can comprehend its mysteries, its divine inspirations, and can alone speak to the senses of its intellectual revelations. — *Beethoven.*

All musical people seem to be happy. It is the engrossing pursuit — almost the only innocent and unpunished passion. — *Sydney Smith.*

Some to church repair,  
Not for the doctrine, but the music there.

*Pope.*



ROSA BONHEUR.





## CHAPTER XIX.

## ART AT HOME AND ABROAD.

“ It is the glory and good of Art  
That Art remains the one way possible  
Of speaking truth, — to mouths like mine, at least.”

*Browning.*

“ WE never consciously began. We always drew and painted. We should not have known how to keep from it.” So say the famous sister-painters, Harriet Thayer and Lyle Durgin, of Boston; and it is much such a feeling as this that you must have, to make yourself a professional artist. You cannot say “to-morrow morning at nine o’clock I shall begin to make an artist of myself.” The process began long ago, if you have the real art stuff in you.

Here would come the old question again of nature or circumstance, if we should open the door for it. Perhaps you will not mind my introducing two boy artists to you; and whether they were artists by nature or by circumstance you shall determine for yourself. When I was living in Paris a few years ago, Silburn, the English artist, lived just across the street from me, and his two boys became great friends of mine — perhaps because I could speak a little English, for English-speaking people were rare in that part of the city. They were both artists, the boys, though neither of them had yet taken any lessons. Even their sports were artistic. One of their evening amusements was taking a sheet of paper and asking some one to make four or five black

dots on it, in whatever positions he chose. Then one of them took the paper and drew upon it a picture in which those dots must be principal points. You will find, if you try it, that it requires a great deal of ingenuity, and gives a great many surprises. When you are looking for a man on horseback you get a cathedral — always something unexpected, because the artist's ideas are different from yours. We went out one day to St. Cloud, and while we were enjoying the shade of the grand old oaks there, one of the boys picked up a large acorn and borrowed my knife. In ten minutes he had converted the acorn into a tiny head, topped with a broad-brimmed hat tilted well back, the face smiling and looking almost ready to speak.

Whether these boys were natural-born artists, being the sons of an artist, or whether the talent came to them from the artistic atmosphere they breathed, makes no difference. They had the divine afflatus, and you must have at least some of it if you would be a real artist. If you have even a spark of it, it is almost certain to have shown itself before this. A little of it goes a great way, and will not be put down. But even this natural aptitude, if we must call it so, will not make you a great artist if you have it. Without it you cannot be an artist at all, and with it you may be one if you treat it well. That is talent, and you want genius; and "genius is talent well worked," as Henry Ward Beecher once told me.

If you have this aptitude for art in any of its forms it is only fair to yourself that you should look closely into your own circumstances and surroundings, and determine whether it will be wise for you to develop it, whether there is anything better in store for you. Better than art! you exclaim? Yes, under some circumstances there are better things than art. A live

donkey is better than a dead lion, we are told, and believe, and to a hungry man a chop and a roll are better than fame. Art for art's sake is very grand, but art for your own sake is the question before you. Many girls are so situated, with better opportunities in other directions, that their wisest course is to shut up the artistic talent in a bandbox. For many others, it is the course of wisdom to go on and develop it. Your own circumstances, and the size of your talent, must be your guides in deciding it.

There are the most tremendous possibilities in art — so great that if you are not far enough advanced to see them for yourself I cannot hope to make them clear to you. The top story of the House of Art is vacant, and if you can get up there you can have the whole floor to yourself. But I will tell you candidly that I have not the faintest idea of your ever reaching that *étage*, as you may learn to say in Paris. Why not? Chiefly because I have seen so many others try the stairs and fail. Suppose we take a homely illustration. Here is a writer, of some sort, with a box of excellent pens, just as good pens as Thackeray had, and plenty of paper, and as much knowledge of the world and of literature as Thackeray had, perhaps, and what are the inducements in front of him? These: He knows that if he writes two novels of such calibre as "Henry Esmond" and "The Virginians," with the first he will make much fame and little money, and that with the manuscript of the second he can then walk into the office of any good publisher, and exchange it for their check for one hundred thousand dollars, with all the royalties yet to come. Then why does he not do it? Why does not some better man do it? The way is open. It has been open for a long time. Likewise the way in art is open, and has been open for a still longer time.

“Why don't they make statues like these nowadays?” an American lady once asked me in the great museum in Naples, when we had recovered our breath after the first look. “Because they cannot” is the only answer possible. When you can produce a statue like one of the best of these, your fame and fortune are made. Or a horse like the great bronze horse there, taken from Herculaneum. I say like “one of the best of those,” because they are not all equally startling. It is a consolation, perhaps, to know that even among the ancients there were poor artists as well as good. Herculaneum and Pompeii were only five or six miles apart, on the same road, but they were a thousand miles apart in their decorations. Herculaneum was full of art treasures; Pompeii, notwithstanding the evident wealth of its inhabitants, was full of art trash. The greatest works of art in the latter city are the coils of lead water-pipes, put up nearly two thousand years ago, precisely as our plumbers put them up to-day. It was only a comparative few of the ancient artists who climbed up to the top story of the Art House.

There is more to be learned from the old masters than their methods and style. You cannot go over and study Rubens in Antwerp without concluding that the greatest genius needs the backing of great industry. When you go into the big cathedral, then into church after church, then into the art galleries, and see nothing but Rubens, Rubens, Rubens, relieved occasionally by Van Dyck, his pupil, you are ready to believe that he must have done at least one great painting a day throughout his whole working life. But when a little later you go into the wonderful Plantin printing-office, which is itself a work of art, you see that besides all his paintings he made hundreds, yes, thousands, of drawings for the Plantin firm, of which both he and Van Dyck were employés.

Do not believe that people admire the works of the old masters because it is the fashion to admire them. They admire them because they cannot help admiring them. Not to appreciate them is on a par with seeing nothing unusual in Shakespeare — it is a big black and white sign announcing dense ignorance. This is a wonderful age, but there were some very passable things in the world even before we were born. If it will not shock your artistic sensibilities, I will tell you that there is not in the whole world at this moment a printing-office to compare with the great establishment operated by the Plantins in Antwerp three centuries ago. A thousand publishers may point with pride to their own great plants, but they must all bow to the Plantins. Making their own types, making their own inks, doing such binding as you may see in dreams, illustrating their works with etchings by Rubens and Van Dyck, and other masters, with lofty galleries filled with priceless works of art, with machinery that would seem crude from any description, but that was not crude, but did work equal to the very best now done anywhere. Art will teach you, if anything can, that the world was not made in the year 1900.

There are other niches vacant besides those that have long been empty in the top row. An author may have many a good beefsteak without being a Thackeray, and you may have tomato sauce with your chops without being a Rubens. If you can in time do as good work as Mr. Blank or Mr. Dash, of the National Academy, the guild of artists will open its arms to you, and fortune will smile upon you. It is well worth the trying. Whether in sculpture, or in painting, or in illustrating, superior merit is sure, almost sure, to earn superior reward, if it has superior industry for a partner. Rubens would never have become "the King of Antwerp," as

Thackeray calls him, if he had given more time to relaxation than to work.

Without attempting to take up separately each branch of the artist's work (for what is said of one branch applies more or less to all), I wish before taking you abroad to suggest that you give some attention to the subject of illustrating. It may be worth your while. Do not imagine the illustrator to be a decrepit artist who has failed in other departments of work. He or she is often as much of an artist in that line as the old masters were in theirs. Take up some of the illustrated newspapers and magazines, and study their pictures. You may have a special aptitude for that kind of work. Then take a daily newspaper and study the cartoons; not once merely, but day after day for a week, a month. You will soon see that the cartoonist has a field of his own; he is an illustrator, and more than an illustrator. He must have a great knowledge of public affairs, and of public men, and the ability to use his knowledge and talent in a humorous way, to present the humorous idea of his own originating. Take the daily cartoons of Mr. Charles Nelan in the "New York Herald," for example, and study them, and you will learn much from them, and derive much amusement from them. Here is a good cartoon to-day, let us say, and you admit that it is good, but assert that a hundred artists in New York might have done as well. True enough; a hundred artists might have hit upon an equally good idea, and have drawn an equally good picture. But this same man made just as good a cartoon yesterday, and the day before, and the day before that, and every day for years. And he will do it again to-morrow, and the next day, and any and all days. He has demonstrated that he has not only the artistic ability but the information and the wit also to produce a good cartoon every day in the

year; and such a talent is a gold mine. There are thousands of one-cartoon artists; but if you know of a good every-day-in-the-year cartoonist, the leading newspaper proprietors would be glad to meet him — or her, for cartoons know no sex. It is worth your while to learn, by trying, whether you have such a valuable talent as that.

You are far off yet, perhaps, from the point of going abroad to complete your studies, but before you go abroad you should know what student life means in one of the European capitals. The mode of life differs, of course, in the various countries, but everywhere it is cheaper than in this country, if you manage properly. Even in Paris you may live very cheaply. But when I speak of your going abroad to study it is with the distinct understanding that you are accompanied by your mother or some other married woman. Young girls do go to Europe alone, but never when they have wise parents; and if you are guilty of such an impropriety you shall have no chance to lay any share of the blame upon my shoulders. No large city is a safe place for a young girl alone; and in looking forward to your probable early experiences in Paris we will consider, if you please, not yourself alone, but you and mother.

We will suppose that you know nothing of French and nothing of Paris, and that the train from Calais has landed you in the St. Lazare station, which you will soon learn to call the "Gare San Lazare," as the French do, *gare* (pronounced *gar*) being the French for railway station. Unless it is very early in the day you will go to the nearest large hotel for the night, where you will pay from five to ten francs for your room, eating your meals either in the hotel restaurant or outside, as you prefer. When the convenient hour arrives, presumably

the morning after your arrival, a cab will carry you both (for one franc) to the Rue Scribe, near the Grand Opera House, where you will find a large number of "house agents" with flats to let. You can speak English to your heart's content in the offices of the agents, because a large proportion of their customers are English-speaking people. When you tell the agent what kind of a flat you desire, and the highest price you are willing to pay (naming the Latin quarter for the neighborhood, very likely, as that is cheap), he will make out a list of eight or ten flats that might suit, and send an English-speaking clerk with you to show them to you, for which he makes no charge. Now you have a guide for the moment, and if you must be very economical he will take you to the Latin quarter in the tram cars or 'busses. It is much more comfortable, however, to take a carriage for the morning or afternoon, at an expense of three francs (sixty cents) an hour. Everything is reckoned by the franc, which is about twenty cents, so that you have only to divide the amount by five to reach the approximate number of dollars. The currency is very simple and easy. The centime, five to a cent; the sou (which is old-fashioned, but still in use), one cent; the half franc, ten cents; the franc, twenty cents.

You will find inspecting flats as hard work as ever you did in your life, with from three to six flights of stairs to climb each time. But the flats, even the smallest and cheapest of them, make the very perfection of light housekeeping. You can have one large enough for the purpose, completely furnished, for twelve dollars a month, or fifteen dollars, or twenty dollars, or on up just as high as you choose.

I see you at last in one that suits, at say seventy-five francs, fifteen dollars a month. For that price you have a tiny parlor, either one or two tiny sleeping-rooms,



and the tiniest of kitchens, in which you find a gas stove, a cold-water tap, a stone sink, a small stock of cooking utensils, and everything very convenient. The furniture is a little shabby, but the owner will value it highly when you move, and make you pay well for a nick in a saucer or a spot on the wall paper. And not only for your own nicks and spots, but for the nicks and spots and breaks of all previous tenants. To guard against this imposition, your house agent, represented by the clerk who is with you, makes a complete inventory of everything in the rooms, carefully noting every imperfection, such as a torn or worn carpet, a cracked platter, or a broken chair. This paper is signed by both landlord and tenant, and the agent charges you twenty francs, about four dollars, for drawing it up. Do not try to save this four dollars, or you will have much more to pay in the end. You must pay one month's rent in advance, and be sure to take a receipt for it. The Parisians of the small landlord class are very greedy, and will rob you of your last cent if you give them a chance; but never by actual stealing—the goods in your rooms are perfectly safe, provided you keep the doors locked.

There are many surprises in store for you in this unaccustomed life. You may look around all the neighboring corners for the "revelry" of the Latin quarter, and find nothing more shocking than a butcher-boy with his tray. When there is revelry it is late at night, and in resorts that you will not be likely to frequent. You will find the people at work, young and old, and all very civil, and ready to take the odd half-cent in every bargain. And the facilities for this small kind of house-keeping will surprise you. Shops are everywhere, where you may buy anything you like, in the smallest quantities, — a penny's worth of cream, or half a chicken, or two little links of sausage, just enough for breakfast. But

you will soon forget that there is such a thing as breakfast, for it is more convenient to fall into the habits of the natives. Instead of breakfast you will have your cup of coffee and a roll at seven or eight in the morning, your *dejeuner à la fourchette* (meaning "breakfast with a fork," but generally called simply "*dejeuner*") about midday, and your dinner at six o'clock or later. You can live just as cheaply as you like, down to ten dollars a week for all living expenses for the two of you, or possibly even less. The Frenchmen can teach you many ways to swell a franc into a dollar in household matters. Indeed, I could tell you myself how to make the most delicious soups without a particle of meat; but you must wait till I write my cook-book.

All this, you will be inclined to say, has nothing to do with your studying art; but it has a great deal to do with it, for art does not flourish on an empty stomach. When you are ready for the real work you have come for, — that is, when you have established a comfortable home, — go straight to the American consulate, at No. 36 *bis*, Avenue de l'Opera, which is very near your house agent's in the Rue Scribe. "*Bis*" means that there are two houses numbered 36, one of which is plain 36 and the other 36 *bis*. The consulate is open from ten o'clock in the morning till three in the afternoon, and there you will get a clew leading to just the kind of instruction you seek. In long residences in various parts of France I never found a passport necessary upon any occasion.

Knowing your desire to hear of your probable fate in Paris, I have taken a step in advance of the subject; for you need not go abroad till there is no more for you to learn at home. The question of this moment is, How are you to begin? Go to the Cooper Union Free Art School for Women, if that is convenient, and your start

in study is made. Or go to the Night Art School of the Cooper Union, if you must earn money through the day. Or go to the Department of Fine Arts of the Pratt Institute, in Brooklyn. If these are not convenient you will find schools of about the same grade in various parts of the country. In any one of these you begin to have artistic surroundings, and your teachers will advise you about the next step. When you are able to go higher, write to the National Academy of Design, Fourth Avenue and Twenty-Third Street, New York City. They will send you a circular containing their rules, and the conditions of admission. Their schools are open from the first Monday in October till the middle of May, every year. Following are the schedules of the Cooper Union day and night free Art Schools, and the course and terms in the Pratt Institute, Department of Fine Arts :

#### COOPER UNION FREE ART SCHOOL FOR WOMEN.

The term commences the first of October and ends about the middle of May. The hours of study are from 9 A.M. to 1 P.M., every day except Saturday. Applicants must be at least sixteen years of age and not over thirty-five. Application for admission may be made at any time during the year.

The following subjects are taught :

Elementary Cast Drawing,	Pen and Ink Illustration,
Drawing from the Antique,	Color and Crayon from the Photograph,
Life Drawing,	Retouching of Positives,
Oil Painting,	Miniature Painting.
Designing,	

#### COOPER UNION FREE NIGHT SCHOOL OF ART.

The term begins the first week in October and ends about the middle of April. The classes are in session every evening, except Saturday, from 7.30 to 9.30. Applicants must be at least fifteen years of age. Application for admission must be made between

June 15 and December 31. The instruction in this department is exclusively for men, with the exception of the classes in Architectural Drawing and Perspective Drawing, to which women are also admitted.

The following subjects are taught :

Rudimental Drawing—For beginners in free-hand drawing from simple models.

Form Drawing, or free-hand drawing from bas-reliefs, representing architectural and plastic ornaments of different historic periods.

Cast Drawing, or drawing from the antique.

### PRATT INSTITUTE.

#### DEPARTMENT OF FINE ARTS.

The object of the Department of Fine Arts is to provide thorough and systematic instruction in the fine and decorative arts. The various divisions are as follows :

REGULAR ART COURSE	{	Antique; freehand perspective; sketching; color; anatomy; life; portrait; composition; history of art.
NORMAL ART COURSE	{	Freehand and instrumental drawing; antique; portrait; color; design; clay-modelling; sketching; composition; history of art; psychology and pedagogy.
CLAY-MODELLING . . . . .	{	Ornament; antique; design in the round; modelling from life; history of art.
DESIGN . . . . .	{	Freehand drawing; ornament; color; history of art; composition; decorative and applied design; technical methods.
ARCHITECTURE . . . . .	{	Freehand and instrumental drawing; color; history of art; theory and practice of architecture; architectural design; mathematics; construction; strength of materials.
WOOD-CARVING . . . . .	{	Freehand and instrumental drawing; design; history of art; clay-modelling; wood-carving.

ART EXHIBITIONS . . . { Paintings; drawings; photographs; tex-  
tiles; decorative arts. Exhibitions in  
the Fine Arts Gallery from October to  
June.

The courses of study are arranged to meet the requirements of three classes of pupils: those who give to the work five whole days each week; those who give five half-days; and those who give three evenings.

#### GENERAL INFORMATION.

*Art Education.* — Recognizing the fact that the study of art should be broad and comprehensive, that creative ability in every individual should be encouraged and developed, and that students should have opportunity to secure the greatest possible return for time spent in study, the department gives much attention to that form of general art-education which not only develops skill in drawing, but also acquaints students with the fundamental principles in composition and design; with proportion, balance, rhythm, and beauty of form, line, and color; and with the best that has been done in the various phases of art in the world's history. To this end, much is done to educate the mind to an appreciation of the beautiful, to stimulate the artistic and inventive faculty in the production of original work, and to train the eye and hand thoroughly in the free expression of ideas.

Original work in composition is carried on throughout the courses. The principles underlying beauty are studied singly and progressively, from the simplest combination of straight and curved lines in decoration and in architectural design to landscape effects in line, light and dark, and color, and to compositions which include the human figure. The production of original work within the limits of each successive step is accompanied by a careful study of the best examples of the same principle found in the wide range of historic art, that students may learn to appreciate the best in architecture, sculpture, painting, and decoration.

The work of the various classes of the department deals pre-eminently with the principles which underlie all art; hence the training is of great value in any special branch of art study which the student may pursue. The stimulus to individual expression brings out the natural inclination of the student, and leads to fitness in the choice of work.

*Equipment.* — The department occupies the entire fourth and fifth floors of the main Institute building, comprising, in addition to the Art Gallery of the Institute, twenty-four studios, classrooms, and offices. The studios are supplied with large collections of casts, photographs, ceramics, textiles, designs, and charts for class use. In the Institute Library are many valuable art books and plates, and all the best current art publications. The Art Reference room contains fifteen thousand photographs of important works in architecture, sculpture, painting, and decoration.

Easels, modelling-clay, and wood-carving tools are provided by the Institute. Paper, drawing-materials, drawing-boards, instruments, and wood for carving must be furnished by the students. These materials may be obtained at the General Office.

*Art Exhibitions.* — The Art Gallery of the Institute is a room 25 feet  $\times$  45 feet in size, admirably lighted. Exhibitions of paintings, drawings, photographs, and of the decorative arts are held during the school year.

*Lectures.* — Department lectures are given on perspective, design, color, composition, and artistic anatomy. A special course of twenty-six illustrated lectures on the history of architecture, sculpture, painting, and ornament, given by the Director of the Department, is open to all students of the Institute and to the public. These lectures begin in October, and occur on Wednesday afternoons from 4 to 5 o'clock.

#### SYLLABUS OF LECTURES ON HISTORY OF ART.

- |                 |   |
|-----------------|---|
| 1, 2, 3, and 4. | Egyptian Architecture, Sculpture, and Decoration. |
| 5.              | Babylonian, Assyrian, and Persian Art.            |
| 6, 7, and 8.    | Greek Architecture, Sculpture, and Decoration.    |
| 9, 10, and 11.  | Roman Architecture, Sculpture, and Decoration.    |
| 12 and 13.      | Early Christian, Byzantine, and Romanesque Art.   |
| 14.             | Saracenic Art. The Art of the Mohammedans.        |
| 15 and 16.      | Gothic Architecture and Decoration.               |
| 17 and 18.      | Renaissance Architecture and Sculpture.           |
| 19, 20, and 21. | Italian Painting.                                 |
| 22 and 23.      | Flemish, German, and Dutch Painting.              |
| 24 and 25.      | French Painting.                                  |
| 26.             | Spanish Painting. English Painting.               |

*Day Classes.*—The full-day classes are for those who wish to take a regular course of two years or more in any branch of work included in the department.

Students do not pursue the same subjects morning and afternoon. The work of the afternoon supplements in drawing, color, sketching, composition, and lectures the work of the morning session. Students of all-day classes attend five mornings and three or five afternoons.

*Evening Classes.*—These meet Monday, Wednesday, and Friday of each week from September to April. The session is from 7.30 to 9.30 o'clock.

Classes in general freehand drawing, composition, cast-drawing, life-drawing, architectural drawing, decorative and applied design, clay-modelling, and wood-carving pursue lines of work similar to those of the day classes, but necessarily abridged.

For more specific statements regarding the various courses of study for evening classes send for special circular.

*Children's Classes.*—The time from 9.30 to 12 o'clock on Saturday morning is devoted to children's classes. Instruction is given in drawing from casts in outline and light and shade, freehand perspective, sketching, and color.

*Admission to Classes.*—Applicants for elementary courses in freehand drawing must present such drawings and letters as will give evidence of ability to undertake the work. Applicants for advanced drawing-classes must present such drawings as will justify admission to those classes. Applicants for the Normal Art Course and the Course in Architecture or in Design must take the special examination explained in the descriptive text of the Course. No examinations are required of applicants for evening work.

*Diplomas and Certificates.*—Diplomas and certificates are granted. The work of the classes is under the control of the department until after the annual exhibition; one or more specimens may then be selected from the work of each student and retained for the use of the school.

*Hours of Attendance.*—All regular courses of study begin in September, punctually at the time announced for the various classes. The sessions are from 9 A.M. to 12 M., and from 1.30 to 4.30 P.M., on five days of the week. Evening classes meet for

instruction Monday, Wednesday, and Friday, from 7.30 to 9.30 o'clock. Promptness and regularity of attendance are required in all classes.

REGULAR ART COURSE IN DRAWING, PAINTING, AND COMPOSITION.

FIVE DAYS EACH WEEK — FOUR YEARS.

Exceptional opportunities are afforded students to draw from the antique, and the head and figure from life; to work in color; and to study anatomy, sketching, composition, and the history of art. The instruction is so planned that students may acquire, with the technique of drawing and painting, a broad and general education in those elements necessary for a complete understanding of art, and for individual and æsthetic culture. It is arranged for all-day sessions in order to accommodate students who desire an extended and thorough course of study. Those who can give but five half-days a week may join morning or afternoon classes, according to their choice of subjects.

The work of the first year consists of light-and-shade drawing from the antique; freehand perspective; sketching; elementary composition; and lectures upon the history of art.

Opportunity is given in the afternoon for additional work in cast-drawing, sketching, and drawing from still-life, or in clay-modeling as an aid in the study of form. Members of all-day classes who reach a required standard in drawing are allowed during the second half of the school year to devote the afternoons to work in color.

Light-and-shade drawing in charcoal, sketching, composition, and the study of anatomy are continued throughout the second year. As soon as students can present satisfactory drawings from the antique, they are allowed to enter the life-classes, drawing from the head or figure. All have the opportunity, in the afternoon, of continuing the work in still-life, using oil in place of the charcoal and water-color of the first year.

The course for the third and fourth years is a further development of the second. Students drawing from the figure in the morning session work in color in the portrait-class in the afternoon; and those in the morning portrait-class draw from the figure from life in the afternoon. Lectures are given upon the anatomy of the human figure and its relation to art. The skeleton, anatomical figure, and living model are used in illustration.



The study of composition is a very important feature of the entire course. Subjects are assigned and composition drawings are required every week. Attendance upon the lectures on the history of art is obligatory.

#### NORMAL ART COURSE.

##### FIVE DAYS EACH WEEK — TWO YEARS.

The Normal Art Course of two years aims to qualify students to fill positions as teachers and supervisors of art education in public, high, and Normal schools.

Of all applicants for this class a preliminary home examination in drawing is required, which may be taken the first of May, June, August, or September. The papers are issued only to those who have fully decided to take the examination, and they must be returned immediately to the Institute. Such work is required as shows a comprehensive knowledge of the principles of freehand perspective, good technical ability in drawing from ornament and from common objects, and simple rendering in light and shade. With these papers letters or testimonials must also be presented. If the examinations and letters prove satisfactory, the applicant will be accepted as a member of the department; but in addition, on the first day of the term, or the date announced, all applicants must take at the Institute an examination in Plane Geometry with special reference to instrumental drawing; also an examination in General History, English Literature, Current Events, and the proper use of English. If students fail in any of these Institute examinations, they must fulfil, during the year, such requirements and conditions as may be imposed. Applicants are admitted only in September. While the same general course is pursued by all during the first year and the morning sessions of the second year, opportunity is given for as much extra work as time and ability permit. The work of the afternoon sessions of the second year is elective, students taking one of four special courses: (*a*) Drawing from the head, or figure, from life; (*b*) Painting from still-life, oil-color; (*c*) Composition and design; (*d*) Wood-carving, and, in connection with the Department of Science and Technology, elementary manual training for public schools.

#### COURSE OF STUDY.

*Light-and-shade Drawing.* — Drawing in charcoal from ornament, the antique, still-life, and portrait.

*Clay-modelling.* — Drawing is supplemented by an extended course in clay-modelling from ornament, from the antique, and from life.

*Freehand Perspective and Sketching.* — Lectures are given on freehand perspective, and many drawings and sketches artistically rendered are required to illustrate the principles of cylindrical, rectangular, and oblique perspective.

*Design and Composition.* — Two afternoons each week are devoted to the study of design and composition. Training is given in the principles and practice of composition and design as applied in line, light and dark, and color. Among the subjects chosen for the study of these principles are straight and curved line designs, landscape compositions, surface patterns, borders, tiles, and book-covers.

*Water-color.* — Instruction is given and practice required in water-color two half-days each week throughout the second year. There is also opportunity for those students who meet an approved standard to take special work in water-color two afternoons of the week during the latter half of the first year.

*History of Art.* — Illustrated lectures on the History of Art occur weekly throughout the year. They relate to the subjects of Architecture, Sculpture, Painting, and Ornament.

*Instrumental Drawing.* — To meet the needs of the supervisor of drawing a course in instrumental drawing is given which occupies one day a week the first year. This subject covers the principles of common working-drawings, both architectural and mechanical, instrumental perspective, and the projection of shadows.

*Psychology, History of Education, and Normal Training.* — Instruction is given in psychology the first year, and in history of education the second year. Special work in Normal training, teaching-exercises, and class-conferences occupies part of one day in the week, through the entire course.

#### DESIGN.

##### FIVE DAYS EACH WEEK — TWO YEARS.

Correctness in drawing, originality in composition, and skill in the use of color are essential in decorative design. The course offers, therefore, thorough training in the study of form, color, history of art, historic styles of ornament, principles of design and

composition, properties of material, and technical methods in applied design. It gives an all-round art education, and insures a comprehensive knowledge of the principles that govern design, and of the application of these principles to wall-paper, prints, carpets, tapestries, metal, carvings, stained glass, and interior decoration.

The course requires an attendance at both morning and afternoon sessions, the mornings being given to design and the afternoons to design and to freehand drawing and water-color.

For admission to this course, an examination must be passed in simple freehand drawing from decorative forms.

#### COURSE OF STUDY.

*Freehand Drawing.* — Practice is given in drawing from ornament to develop free expression and a knowledge of growth, tangential union, radiation, symmetry, and balance. This practice is continued by charcoal drawing from casts in outline, and later in light and shade, that students may appreciate values and represent them simply in applied decorative design. The study of cast-drawing may extend throughout the course, and there is opportunity for drawing from the antique and from life.

Designs for household decoration require a clear understanding and a free rendering of perspective principles. The course, therefore, provides instruction in freehand perspective and sketching; these subjects being studied in such a way as to enable students to render in an artistic manner the perspective appearance of common objects, furniture, and house interiors.

*Water-color.* — Light-and-shade drawing and freehand sketching lead to water-color painting. The student works from compositions of objects illustrating good form and color, represents color-effects and values in a simple, artistic manner, and applies this knowledge in designs for interior decoration.

*Historic Ornament.* — Illustrated lectures are given on the history and development of art. The historic styles are analyzed from the Egyptian and Greek down to the late French and English, and the typical features of the various styles are applied by students in original design.

*Principles of Design and Composition.* — Plan, order, repetition, radiation, symmetry, balance, proportion, and other principles, are carefully taught in both simple and complex designs. The

essential qualities of design, simplicity, strength, stability, truth, and beauty, and the treatment of motives in a manner literal, conventional, or symbolic, are studied and illustrated.

*Applied Design.* — Throughout the course much practice is given in applied design, including general ornament, surface patterns, borders, designs for tiles, book-covers, prints, wall-paper, carpets, metal, stained glass, and interior decoration. When students have become proficient in drawing and in general designing they may elect one or more of these subjects for professional work.

#### ARCHITECTURE.

##### FIVE DAYS EACH WEEK — TWO YEARS.

The course in architecture, occupying both morning and afternoon sessions, aims to qualify students as architectural draughtsmen. It comprises architectural draughting and rendering, free-hand drawing, sketching, water-color, mathematics, the history of architecture, and architectural design.

The training of students is accomplished by lectures and recitations, investigation and study in the Library, drawing and design, and practical application of the principles of building-construction in the Department of Science and Technology.

Applicants must be at least sixteen years of age. They must pass an examination in freehand drawing from ornament, simple casts, and common objects; in arithmetic, including fractions, percentage, proportion, square root, and mensuration; and in English grammar and composition. Each candidate must present a letter testifying to general ability and moral character.

Entrance examinations are held June 10 and September 21, at 9.30 A.M.

A graduate course of one year or more in architectural design, clay-modelling, and water-color is open to those who successfully complete the two-years' course.

#### COURSE OF STUDY.

*Instrumental Drawing.* — The work in instrumental drawing includes problems in descriptive geometry, intersection of solids, and surface developments; plans, elevations, framing-plans, scale drawings of the various details that enter into ordinary frame, brick, and stone construction; and problems illustrating principles of perspective and cast shadows.

*Freehand Drawing.* — Much attention is given to freehand work which includes drawing of ornament from cast, freehand perspective, light-and-shade drawing, pen-and-pencil sketching, and water-color.

*Construction.* — This subject is covered by a series of lectures upon the materials and processes employed in ordinary building-operations. They are supplemented by problems from given data and by work in the Department of Science and Technology, including practice in joinery, framing, and details of house-construction, and by work in the testing-laboratories.

*Elements of Architecture and Architectural Design.* — Lectures and exercises upon the forms and proportions of the Greek and Roman orders, balustrades, doors and windows, vaults and domes, are followed by competitive problems in architectural design. The drawings are rendered in line, light and shade, or color.

*History.* — The study of the history of architecture is pursued by means of lectures, and by reports from the students upon assigned topics. The reports are illustrated by drawings and sketches.

*Mathematics.* — All students are required to take a course in Algebra, Plane and Solid Geometry, Strength of Materials, and Graphical Statics.

*Theory and Practice.* — The purpose of the lectures introduced under this head is to point out the relation of theory to practice. The subjects include the position of architecture among the arts; sanitation; and methods of office-work.

#### CLAY-MODELLING.

The wide extent to which clay-modelling may be directly used in the fine and applied arts renders it a special feature of the work of the Department, not only in connection with sculpture, but also as an aid in the various courses in drawing.

The work of the classes in clay-modelling is carried on in several divisions: The first provides training for those who wish to study sculpture as a profession, and every opportunity is furnished to students for serious and thorough work from the antique and from life. The second is intended to supplement freehand drawing from the antique and from life. The third is for students of the Normal Art class who model from casts of ornament, from the antique, and from life. The fourth is planned to meet the requirements of pupils in the architectural and wood-carving classes.

Students model from casts, photographs, and plants, and study the principles of decorative design as applied to work in stone, wood, and metal.

## WOOD-CARVING.

## FIVE DAYS EACH WEEK — TWO YEARS.

This course aims to give students a general training in the fundamental principles of art, while practical application of these principles is made in the special work of wood-carving.

The course includes preliminary exercises for care and use of tools, horizontal and vertical decoration, plane and curved surface carving, incised model-carving, low relief, high relief, letters and inscriptions, cabinet-work in historic styles, and sculptured ornament. A course in light carpentry or cabinet-work may be taken in the Department of Science and Technology.

Provision is also made for instruction in drawing, design, clay-modelling, and historic ornament.

## TUITION FEES, DEPARTMENT OF FINE ARTS, PRATT INSTITUTE.

Normal Art Course, admitting to day and evening classes, per term . . . . .	\$25 00
Full-day classes.	
All classes in department, including life classes, ten sessions per week . . . . .	15 00
Half-day classes.	
All classes in department, excepting life classes, five sessions per week . . . . .	10 00
Life classes, five sessions per week . . . . .	12 00
Evening classes.	
All classes in department, three evenings per week .	5 00
Saturday morning class for children . . . . .	2 00

Art is long, life short; judgment difficult, opportunity transient.

*Goethe.*

## CHAPTER XX.

## WITH BRUSH AND CHISEL.

THE artist belongs to his work, not the work to the artist. — *Novalis*.

A tolerable artist, with the help of a little poverty, may become a good one. — *Poussin*.

The life of an artist is one of thought, rather than of action; he has to speak of the struggles of mind rather than the conflict of circumstances. — *W. Hone*.

The great artists were not rocked and dandled into eminence, but they attained to it by that course of labor and discipline which no man need go to Rome to enter upon. — *G. S. Hillard*.

In every line of life in which success is aimed at, an apprenticeship has to be served, of many hours and days of hard work. Art is not exempt from this law, and however small may be the talent one possesses, it can be increased tenfold by cultivation. — *Louise Topling*.

A professional very often has made his start in life with a lack of money, and an amateur has been burdened with too much. In that, it seems to me, lies the chief difference between them. — *Louise Topling*.

In learning the art of drawing when you are beyond the pale of childhood you bring to your task a judgment

far more matured. Your mind has more strength to command the eye and hand to do their part, and your will to succeed is greater. — *Louise Topling.*

Art requires as much hard work and learning as any other profession. Even if not continued in later life, I consider that drawing and painting ought to form a part of every child's education, just as much as reading, writing, and arithmetic. No special gift is requisite. All the better if one possesses it, but it is not necessary. — *Louise Topling.*

Education alone can make the artist; and by education I mean the complete acquisition of those intellectual powers on which imagination feeds, the full development of those moral qualities which afford a key to feeling and passion, and such an experience of social laws as may result in an apprehension of the needs of man in the power of giving them expression. — *Ernest Chesneau.*

A great artist is an impossibility without a general education, and a man who has no artistic culture, however superior he may be in other respects, lacks an instrument which is indispensable to his complete use of life. — *Ernest Chesneau.*

One benefit, in particular, our artists would derive from general learning: they would escape the error of those living artists who fail to understand that art is concerned with every phase of existence; that it can never be living and original unless it gives expression, in its own way, to contemporary civilization with its ideas, its progress, its most recent acquisitions, physical and moral, its scientific discoveries, and interpretations — every day more satisfactory — of the great facts of history and of religion. — *Ernest Chesneau.*



It cannot be too greatly regretted that the artists of the present day seem to be shut up, walled up, in a special and very narrow round of conceptions and opinions. They devote themselves wholly to the practice of their craft, and never seem to think of anything beyond the technique of their respective arts. — *Ernest Chesneau.*

Many an artist who fails miserably when he tries to execute a great work of painting or sculpture is born with a real genius for ornament, and will rise to distinction in decorative art. — *Ernest Chesneau.*

The brain, the complete organism of a child, is like the keyboard of a stringed instrument which has all the chords of the musical scale, but slack and jarring. Among civilized nations the only aim of education is to give the tuner's turn of the key to all these strings equally, to tune them to a proper pitch, so that they may vibrate, and vibrate truly, at the touch of life, the thrill of innumerable emotions which the sight of the universe has in store. The smallest outcome of this slow process must be to open the youthful soul to an infinite variety of wholesome influences, to give it tension, equilibrium, and harmony. If it is gifted with genius it has then an instrument ready to hand, by means of which it can give a final and complete utterance to its loftiest emotions. Failing genius, we shall have a man of taste, a public for art. — *Ernest Chesneau.*

When art has its fair share in education, in every class, from the highest to the lowest, from the university to the lowest elementary school, we shall have given the artist of the future the means of knowing his own capabilities; he can then, in due time, discover and reveal his vocation. — *Ernest Chesneau.*

The public is a great baby, which craves amusement and excitement. It is easily pleased with what is given it; but show it something better, and it understands and makes comparisons at once. — *George Sand.*

At no period and under no school have there been sculptors of more accomplished skill and knowledge than there are in France at the present time. They are far beyond their brethren, the painters, in serious and conscientious mastery of their craft. Never, on the other hand, has the output of any school been more inept, more uninteresting, more utterly devoid of charm and vitality. — *Ernest Chesneau.*

All the art crafts have suffered from manufacture. The individual is lost sight of in the "firm," just as though art could be produced by a Co. ! The men who do the work are "hands," and the designers "cartoonists," who have just sufficient knowledge to draw conventional figures of saints after well-recognized patterns. It not infrequently happens that the "firm" [of glass decorators] does not have a fresh cartoon made for each window executed, but a head is taken, say, from St. Mark and put on the body of St. Luke; and by "fakes" of this nature a new design is the result, thereby saving money to the firm, an ever-important consideration. — *Fred Miller.*

Here, work enough to watch  
The master work, and catch  
Hints of the proper craft, tricks of the tool's true play.  
— *Rabbi Ben Ezra.*

If those who spend money in churches would try to be as artistic as they are pious, and see that their money

is spent to some worthy end in securing original work by capable craftsmen, how much gain would accrue! Our churches might then be living temples instead of crystallizations of the past or receptacles of "furniture" art.—

*Fred Miller.*

It is from his female ancestry, I imagine, that the artist derives sensibility, grace, and elegance; his witchery, wit, and conceits; his flights towards the realm of the unreal; all those feminine touches which lend perennial enchantment to a work of art. It may be taken for granted, as a general rule, that among the immediate progenitors of every true artist there has been a woman—his mother, or his grandmother perhaps—especially gifted with sense, soul, and intellect—a true woman.—

*Ernest Chesneau.*

Sculpture is an art of strength, of hard labor, and not attractive to natures steeped in the modern womanly element. They betake themselves rather to poetry, music, or painting. A sculptor must always be more or less a hewer of stone; he must have strong muscles, stalwart shoulders, brawny hands; he is a man, and a son of a man. Genius, derived from whence none can tell, sometimes supplies the place of the feminine element that is absent. But genius is rare, otherwise it would not be genius. This is why we find so much talent and so little art in the works of contemporary sculptors.—

*Ernest Chesneau.*

Sculpture finds little response in the needs of the individuals that make up modern society. Sordid as it may seem, the question of "Keeping the pot boiling" is of as paramount importance in the life of an artist as in that of a "Philistine." It is always the rule that sculptors,

with very rare exceptions, depend on commissions from the government or from corporations, and not from private purchasers.—*Ernest Chesneau.*

It is a great mortification to the vanity of man that his utmost art and industry can never equal the meanest of nature's productions, either for beauty or value. Art is only the under-workman, and is employed to give a few strokes of embellishment to those pieces which come from the hand of the Master; some of which may be of his drawing, but he is not allowed to touch the principal figure. Art may make a man a suit of clothes, but nature must produce a man. — *Hume.*

I have seen — all the world may see — that sculpture as an art is a dead language. I have lived; and nowhere in the possession of any amateur, in no drawing-room or gallery, have I seen a single work by one of your pedantic scholars. By all means let the School of Fine Art and your professors teach you your business; you cannot do better. But do not bring us your class-books to look at; keep them, if you please, or throw them away. They do not interest us. — *Ernest Chesneau.*

I believe that the ages which are to follow this will surpass our possibilities of art. The art of to-day should embody the highest life of to-day for the use of to-day; for those who have gone before us need it not, and those who will come after us will have something better.—  
*J. G. Holland.*



LOUISA M. ALCOTT.



## CHAPTER XXI.

## LITERATURE.

“The author who speaks about his own books is almost as bad as a mother who talks about her own children.”—*Disraeli*.

THERE are openings for girls in the higher, lower, and all the intermediate stages of literature; the openings come faster than the girls to fill them. If you are able to fill one of them there is room for you. Of course you do not know yet whether you are able or not, but you can find out. You will not find that you can do very much at it yet if you are young enough to be casting about for an occupation, for authorship of almost any kind requires more knowledge of the world than it is possible for a young girl to have acquired. But such knowledge comes, more or less, to every one; and if you find that you have even a few sparks of the proper fire you may feel encouraged to go on trying. It is only through many trials and many discouragements that you can hope to do anything. The rewards are good for even moderate ability, and extremely great for ability of a superior order.

Literature is not grasping. It does not say to you, like — well, like art, for instance, “give me all the years of your youth, all the money you have saved or can earn, and all that your parents can afford, and when I have it all I will determine whether I can do anything with you or not.” Literature simply says to you, “Let me see what you can do. No matter who you are, or what you are, or what you know, sit down and write me some-

thing. Write about something that you have seen, and then go and see something else and write about that. Do not write anything that you do not know. You need not give me all your time while we are making these trials, give me only your spare time. Go on with your usual occupations, and if I find that I need your entire time you shall be well paid for it."

What education do you need for making such trials? One would think that the mechanical ability to write was one of the first requisites. That certainly is a great convenience, but it is not at all necessary. And spelling? I know that in that safe corner where you keep your deepest secrets, you say to yourself: "I'm afraid I should not spell the words right." Then spell them wrong; no publisher in the world will pay you ten cents a ream for your beautiful handwriting or your well-spelled words. Words? Why, all the publishers are buried under snowstorms of words. Distinguished writers are hurling words at them at the rate of about six thousand a day each, and the market is glutted with them. They do not want words, they or the public either. Do you know what it is that they want, both publishers and public? They want ideas; and ideas worth printing are so scarce in the market that there is a premium upon them. Have you any ideas? Do not begin to write anything until you catch one; and having caught it, be careful with it, and do not risk its life by drowning in a sea of words. I want to get the fact into your brain at the beginning, that the writing and the spelling and all those mechanical things are only accessories, and that literature is made of ideas. If you have ideas you can write; if you have no ideas you cannot write, unless it be for some of the magazines that exclude ideas entirely.

This is not saying that you do not need to be educated



to become a writer. You need all the education you can get; the education of the schools, the education of travel, the education of experience. You cannot possibly learn too much; the more the better. If you are working for a dressmaker at a dollar a week that is part of your literary education if you keep your eyes open and learn something about the dressmakers who are associated with you. One live person is of more value to you in a literary way than one thousand inanimate objects. It is human nature that people like to read about; the plots, the adventures, the sweet love scenes serve only to bring out the human traits of the characters. If you go through Europe writing newspaper letters about the cathedrals, the art galleries, the beautiful snow-capped peaks of the Alps, nobody will read more than ten lines of you. Do you know why? Because there is nothing about those things to touch the human heart, which is the seat of human interest. But go down on the Campagna and go into some peasant's cottage and describe the family and their mode of life, the old mother watching over her sick girl, the boy eating his breakfast of chestnuts, the father tilling his little garden, and if you do it skilfully you will touch the heart and the pocket.

If you do it skilfully, remember; and it is not through your genius that you will do it skilfully, but through your practice at doing it. What made Shakespeare and Cervantes and Thackeray great? First their knowledge of human nature, then their ability to tell what they knew. The knowledge alone would not have distinguished them. Probably many people now living know as much about life and human nature as Shakespeare or Cervantes or Thackeray knew; but they have not equal ability to put their knowledge skilfully upon paper, and without that ability their knowledge goes for naught.

If you can give people some good honest laughs you

can write. There is wonderful power in humor, because honest laughter does not come from the pit of the stomach, but from the heart. There is always some human nature in it. Mark Twain's famous story of "The Jumping Frog of Calaveras" set everybody laughing, and it looked very much like a story about a frog. But it was a story about a frog and a man; and it was in the man, not in the frog, that the interest lay. If you find that you have a humorous vein you should cultivate it. Henry Ward Beecher, lecturing before a hostile audience in the Richmond Theatre, was received with a storm of hisses. When they let him begin he told a funny story, and set them all to laughing. "That settled it," said he. "The minute I could make them laugh, I had them. I knew that for the rest of that evening they should laugh or cry, just as I bade them." When you can make your audience laugh or cry at will, you "have it."

Your present education is sufficient to begin with. You will not go far in literature, either in enjoying it or in making it, without increasing your stock of knowledge. You will soon begin to look up a subject in one direction, and another subject in another direction, and that is education. All the schools and colleges on earth cannot give you a good literary style, nor facility of expression. Those things you must dig out for yourself, no matter how many Greek verbs you can conjugate. Collegiate training or any other good training helps toward it, but facility and style are things to be earned, not to be bought. And there must be at least the germ of something within you that cannot be earned in ten lifetimes, but that can be highly developed when the germ is present.

Almost every point that I have suggested here is illustrated in any one of a thousand pieces of good literature. Take Tennyson's "Break, break, break," for example. I need not copy it, for it is in nearly every

household. There are sixteen lines, and if you can write sixteen lines of equal calibre, you can sell them to-morrow morning for one hundred dollars. But even granting you the poetic instinct, the divine afflatus, it is utterly impossible that you or any other young girl could write such a thing. And it required no schooling to speak of; you have schooling enough for it. "The touch of a vanished hand, the sound of a voice that is still," is the thought of a man who has known sorrow, who has stood by open graves, whose own hand is chilled by the want of that touch, from whose heart tears flow because the loved voice is still. That little poem is ten pages long. You read the sixteen lines in print and then think the other nine and a half pages for yourself; and that is high art in composition; so high that only the best writers ever reach it. But his knowledge of life, and joy, and sorrow, and beauty, and all his happiness of expression, would not alone have enabled Tennyson to produce such a gem. The Creator had put the little seed of poetry in his heart, and he had fostered and developed it. You cannot "learn" poetic ideas; but if you have them you can learn to clothe them in rich garments.

Good ideas in literature are not necessarily poetic; the main thing is to give your attention to ideas rather than to words, and to human beings rather than to inanimate things. There is no great interest in a burning steamboat; the interest is in the people who were on board the steamboat. And when you begin to write—merely for experiment, I mean, to see whether you can write or not—write about people, making the human interest always override every other interest. That expression, I think, belongs to Sir Walter Besant, but I am sure he will lend it to me for your benefit. When you have learned to write a plain statement of fact in good, plain English write a little story in which the characters

are the members of your family. You know them all, so you will be able to write about them. Every one of them has some little personal trait that you can bring out. You will find that the more true to fact and to nature your characters are the better your story will be. If it turns out well you may read it to the family if you choose, but do not let it go out of the house. Then tear it up and write about something else, but be sure you know what you are writing about. You must see a character with your mind's eye if not with your body's before you can describe it. This must be for practice, not for the public. Never, at least until you have some experience, send anything to a publisher until you have had it laid away long enough to forget all about it—say for six months. After such an interval you can read it in cold blood, as though it had been written by some one else, and can form a more correct opinion of it. You will be surprised to find how differently you will regard it. After six months it is not at all the same story that it seemed to be while the ink was still wet.

If you are continually drawing upon your brain you must put something in; and this you do by reading. You cannot read too much, if your reading is of the right kind—the best fiction, the best poetry, the best history and philosophy and travel. That is a large part of your literary education. Thousands of women have made fortune and fame with the pen, and possibly you can do as well as they. At any rate, you will risk nothing by trying, if you take pains to keep out of print until you are sure about it.

“We cultivate literature on a little oatmeal.”—*Sydney Smith*.  
[Mr. Smith proposed this for the motto of the “Edinburgh Review.”  
“But it was,” he afterwards explained, “too near the truth to be admitted; so we took our present grave motto from Publius Syrus, of whom none of us had, I am sure, read a single line.”]

## CHAPTER XXII.

## THE WORLD OF LETTERS.

LITERATURE is the tongue of the world. — *Paine.*

Let your literary compositions be kept from the public eye for nine years at least. — *Horace.*

The great standard of literature, as to purity and exactness of style, is the Bible. — *H. Blair.*

Literature is an avenue to glory, ever open for those ingenious men who are deprived of honors and of wealth. — *W. Homberg.*

Literature as a field for glory is an arena where a tomb may be more easily found than laurels; as a means of support it is the very chance of chances. — *H. Giles.*

Literature is a mere step to knowledge; and the error often lies in our identifying one with the other. Literature may, perhaps, make us vain; true knowledge must make us humble. — *Mrs. John Sanford.*

The mass of mankind are now so enlightened that food for the mind is as necessary to their happiness as food for the body is conducive to their health; hence it is that literary men require no patrons; the only patronage they seek for is in an enlightened and free public. — *Miss Lucy Barton.*

Nothing lives in literature but that which has in it the vitality of the creative art ; and it would be safe advice to the young to read nothing but what is old. — *Whipple*.

Such a superiority do the pursuits of literature possess above every other occupation that even he who attains but a mediocrity in them merits the preëminence above those that excel the most in the common and vulgar professions. — *Hume*.

Experience enables me to depose to the comfort and blessing that literature can prove in seasons of sickness and sorrow ; how powerfully intellectual pursuits can help in keeping the head from crazing and the heart from breaking. — *Thomas Hood*.

A beautiful literature springs from the depth and fullness of intellectual and moral life, from an energy of thought and feeling, to which nothing, as we believe, ministers so largely as enlightened religion. — *Channing*.

In literary performances, as in Gothic architecture, the taste of the age is largely in favor of the pointed styles ; our churches and our books must bristle over with points. — *Bovee*.

There never was a literary age whose dominant taste was not sickly ; the success of excellent authors consists in making wholesome works agreeable to morbid tastes. — *Joubert*.

In order to understand the English language and literature thoroughly, we need a certain familiarity with the geography and history of England and other parts of Europe. — *Arthur Gilman*.

Thackeray was a sentimentalist who concealed his sentiment under a thin veil of satire, and he had a strong indignation against every form of social meanness, manifested in his writings by a sustained use of satire, irony, and caustic pleasantry unequalled in English literature. — *Arthur Gilman.*

No English writer since Shakespeare has invented so varied a range of characters as Charles Dickens. He has made charity fashionable, and has given much enjoyment to his generation. — *Arthur Gilman.*

In one sense literature comprises all the books ever written; books on philosophy, science, text-books on all subjects, as well as poetry, essays, and fiction. But by general understanding there has come to be a division in the world of books; and the department of poetry, fiction, and the elegant classics is separated from the more profound and scientific order of writings. This first department is sometimes called pure literature, or polite literature. The French have a better word than we; they say *belles lettres*, from two words meaning beautiful literature. — *Abby Sage Richardson.*

Of all writers the poet has done most in all ages to refine and elevate. The poet makes even common things seem rich; and if he puts a noble spirit in his verse, makes life seem purer and higher. — *Abby Sage Richardson.*

Therefore, of all sciences is the poet the monarch, for he cometh unto you with words set in delightful proportion, either accompanied with or prepared for the enchanting skill of music, and with a tale, forsooth, he cometh unto you with a tale that holdeth children

from play and old men from the chimney corner. And pretending no more, doth intend the winning of the mind from wickedness to virtue, even as the child is brought to take most wholesome things by hiding them in others that have a pleasant taste. — *Sir Philip Sidney.*

The love of books is one which, having taken possession of a man, will never leave him; a book is a friend which never changes. — *From the French.*

The want of pen, ink, and paper, or even of written characters, does not prevent a people from having its poetry or history. We do not know a tribe so barbarous that they have not had among them a story-teller or minstrel—the earliest historian or poet of a people. — *Abby Sage Richardson.*

It was a fortunate day for language and for poetry when Geoffrey Chaucer was born. He and a group of noble contemporaries had more power to make the English language than all the decrees of a long line of kings. To them, and to the people, who heard them gladly, we owe the great revival of the original speech of our forefathers. — *Abby Sage Richardson.*

In the reign of Edward III. appeared a group of writers who firmly established the language in literature. These men are Geoffrey Chaucer, John Wycliffe, John Mandeville, John Gower, and William Longland. From the time of these authors written English took on such form that you can read it to-day with little difficulty. Before their time you would find even Robert of Brunne, who said he wrote no strange English, rather hard to understand. — *Abby Sage Richardson.*



And grete well Chaucer whan ye mete,  
As my disciple and poëte.

*John Gower.*

Each picture drawn by Chaucer's pen seems like a real person whom we see rather than read about. The modern novelist, who prides himself on drawing life-like pictures of the men and women of this day, has never succeeded better than the old poet, who gives so perfect an idea of a group of every-day persons of the fourteenth century. — *Abby Sage Richardson.*

Chaucer wrote many works, sometimes in prose, although most commonly in verse. Many of his earlier poems are little more than translations. The "*Roman de la Rose*," which first made him known as poet, was a translation from two French writers, although we may be sure Chaucer could not handle anything without leaving a good deal of himself in it. Others of his principal poems are "The House of Fame," "The Book of the Duchess," "The Legend of Good Women," "The Assembly of Fowls," "Troilus and Cressida," and "The Canterbury Tales," the latter the only one of his poems which is much read nowadays. — *Abby Sage Richardson.*

She was a worthy woman all her live,  
Of husbands at the church door she had five.  
"The Wife of Bath." — *Chaucer.*

William Caxton, the first English printer, was a young man when he went to live in Belgium as apprentice to a London merchant. He stayed there till past middle life, and rose to a respectable height in business. The new art of printing had begun in Germany, and flourished all about him, and when he was able to do so he gladly

dropped the pen and took up the quicker mode of type-setting. In 1474 he came home to England with a printing-press of his own, and began business in one of the buildings belonging to Westminster Abbey. Here, under the walls that had sheltered Chaucer when he finished the "Canterbury Tales," Caxton invited all who desired, to come and buy his books or give orders for printing. — *Abby Sage Richardson.*

One of the most important books to our literature of all the number issued from Caxton's press was "The Morte d'Arthur" — the old stories of Arthur and his Knights, which were translated by Sir Thomas Malory from the French. In this book we have again the stories which belong to the Arthurian romance, woven into one. — *Abby Sage Richardson.*

Then he [King Arthur] made the barget to be holden fast, and the King and Queen entered, with certain knights that were with them. And there he saw the fairest woman lie in a rich bed, covered to her waist with many rich clothes, and all was of cloth of gold, and she lay as though she had smiled. Then the Queen espied a letter in her right hand, and told it to the King. Then the King took it, and said: "Now I am sure this letter will tell what she was and why she is come hither." And so when the King came within his chamber he called many knights about him, and said he would wit openly what was written within that letter. Then the King brake the seal, and made a clerk to read it. — "*Morte d'Arthur.*"

"Most Noble Knight — Sir Launcelot: Now has death made us two at debate for your love; I was your love, that men called the fair Maiden of Astelat; therefore,

unto all ladies I make my moan; yet pray for my soul, and bury me at the last, and offer ye my mass-penny. This is my last request. Pray for my soul, Sir Launcelot, as thou art peerless knight." — *Elaine's Letter, in "Morte d'Arthur."*

Within the limits of a little more than half a century Spenser, Shakespeare, Bacon, and Milton were born. And beside these four names that shine with such immortal lustre are other names of poets, scholars, soldiers, discoverers, statesmen, and orators, who form a group unequalled before or since, in England's history. Queen Elizabeth herself is a fitting central figure in this age. — *Abby Sage Richardson.*

## CHAPTER XXIII.

## THE NEWSPAPER WOMAN.

“The mildest manners with the bravest mind.”

*Pope.*

WOMEN have made their own field in the newspaper world. If they did not do some parts of the work better than men they would not be employed. It is not on account of any chivalric notion, but because they are needed that they are employed. In twenty years or less they have made themselves indispensable in newspaper work, and have made the woman reporter a recognized institution. The work that they are given to do is in nearly all cases work that is fitted for women, and in many cases it is work that men could not do equally well.

No one can tell you truthfully that you will make a good newspaper woman, and on the other hand no one can tell you truthfully that you will not. The indications may be strongly against you, and yet in some particular line you may make a pronounced success. Just as with men, it is only by trial that you can learn whether you are fitted for the business or not. I can tell you with the most absolute certainty, however, that education alone will not fit you for newspaper work. Of course a certain amount of education is necessary, but education alone is not enough. A certain newspaper instinct is necessary for pronounced success, which may show itself in you in a few weeks, or may never show itself.

For employment on a daily newspaper application should be made to the city editor, either personally or

by letter; and the best special preparation that you can make for the work, before making such an application, is to acquaint yourself thoroughly with the city in which you desire to work. If it is a large city you will find that this takes considerable time, learning the street and steam car routes, the ferries, the suburbs, the city government and city officers, the societies, the clubs, and ten thousand other things. Convince the city editor that you know the city and your chances for employment will be far better than if you had those necessary things still to learn.

One of the most successful newspaper women of New York, both as reporter and as editor, has prepared for me these suggestions that follow, for the benefit of girls who desire to become reporters. They are all wise suggestions; with many years of experience in the newspaper business I know their value, and advise you to study them carefully before you take even the first step.

“Journalism, although it is a profession, is governed by the laws of trade, and demands prompt attendance, implicit obedience to orders, the faithful performance of duties, and the sacrifice of inclination and comfort to duty. It has more pleasures than most of the trades, but, on the other hand, as if to counterbalance the advantage, it has more cares and troubles, a greater strain and pressure. Nothing is more pleasant than to attend and report an exciting regatta, or a banquet to a statesman, a playwright, or a ruler. On the other hand, nothing is more depressing than reporting the dangerous illness of a great man or writing a late story in the early morning.

“A woman reporter must be well educated, well bred, well dressed, and well spoken. An impertinent woman is sure to be unsuccessful. No matter what the position, high or low, which a newspaper woman may have, she must read and study to keep herself informed of current

events, and often in respect to matters upon which she is assigned from day to day.

“The successful reporters and editors are always readers. To them the leading magazines are school-books, and the great reviews are regular study courses. It is also well for a girl to make some specialty outside of her general reading. In this special education she should be guided by her own tastes. One with a sociable disposition may cultivate the reading-clubs and club women. One with a talent for French or German should read the leading newspapers in the language she knows, paying particular attention to items which may be of interest to the readers of her own paper. One who has a taste for college life and the college world should keep informed about the chief universities of the country. Other special fields are the wives and families of prominent men, the growing generation of writers, new inventors, progress and improvement in medicine and surgery, new painters, sculptors, and architects, keramics, lacquers, and glasses, zöology and botany, charities and philanthropies, immigration and immigrants. This list might be extended indefinitely, but the fields mentioned will enable you to carry out the idea.

“A reporter who has mastered one or two special branches of interest or importance has increased her value to her newspaper, and is likely to be called upon at a moment’s notice by both the news room and the editorial department. It is these special qualifications rather than any personal influence which secure promotion as well as increased pay.

“Good manners, outside of their intrinsic excellence, are a paying investment. A well-bred man or woman can always obtain more information than an ill-mannered person. The best reporters in the profession are marked by diplomacy, tact, and refinement.

“In respect to apparel, the advice of Polonius may be followed with benefit by all newspaper women: ‘Costly thy habit as thy purse can buy, but not expressed in fancy; rich, not gaudy; for the apparel oft proclaims the man.’

“The clothing and boots should be such as to stand wet weather. For that reason good woollens are the best material and tailor-made suits in the long run the most serviceable. The boots should be comfortable, thick-soled, and wide-toed. Often the reporter is compelled to use badly paved streets and worse suburban roads, where a neat shoe suitable for Broadway is torn to pieces and becomes an instrument of torture to the wearer.

“Do not advertise your shop. Do not carry large notebooks and a pocketful of well-pointed pencils. Make your memory your best notebook. The brain is like a muscle: the more it is exercised the stronger it grows. A woman who relies upon memoranda will lose two-thirds of her memory, while one who relies upon the memory will be able to do with a very few notes. Some of the great reporters of this country and England never use a notebook unless it be to record some date or figure. Everything else they store up in their memory, and keep it there until they write their article.

“When you promise to show your manuscript before publication, for correction and amendment, keep your promise, no matter how much trouble it involves; and if you are unable to do so, write a brief note of apology and regret. Be careful about using stories which are defamatory or derogatory. There are many malicious people who convey misinformation indirectly which if written out definitely may cause your paper trouble.”

In this as in all other fields of labor the pay depends more upon the person than upon the profession. For the first two or three years of your work you should average

about eighteen or twenty dollars a week in one of the large cities. But you may make fifty dollars, while the woman by your side makes only five dollars, or it may be the other way about. Superior ability with strict honesty is sure to command superior pay. In the newspaper business either ability or the want of it is soon found out. And in this business, as in every other business under the sun, honesty is not only the best policy, but the only policy.

“Corruption wins not more than honesty.

Still in thy right hand carry gentle peace,

To silence envious tongues. Be just, and fear not.”

*Shakespeare.*



## CHAPTER XXIV.

## THE JOURNALIST'S WORK.

FOR the majority of people the earth is a dull planet. Yet there are exceptions; the most numerous exceptions are lovers and journalists. A lover is one who deludes himself; a journalist is one who deludes himself and other people.— *E. A. Bennett.*

The born journalist comes into the world with the fixed notion that nothing under the sun is uninteresting. He says, "I cannot pass along the street, or cut my finger, or marry, or catch a cold or a fish, or go to church, or perform any act whatever, without being impressed anew by the interestingness of mundane phenomena, and without experiencing a desire to share this impression with my fellow-creatures." His notions about the qualities of mundane phenomena are, as the majority knows too well, a pathetic, gigantic fallacy, but to him they are real, and he is so possessed by them that he must continually be striving to impart them to the public at large. If he can compel the public, in spite of its instincts, to share his delusions even partially, even for an hour, then he has reached success and he is in the way to grow rich and happy. — *E. A. Bennett.*

Life, says the public, is dull. But good newspapers are a report of life, and good newspapers are not dull. Therefore journalism is an art: it is the art of lending to people and events intrinsically dull an interest which does not properly belong to them. — *E. A. Bennett.*

How to create interest where interest is not? Alas, no dissertation and no teacher can answer the question. As in other arts, so in journalism, the high essentials may not be inculcated. It is the mere technique which is imparted. By a curious paradox, the student is taught, of art, only what he already knows. Any one can learn to write, and to write well, in any given style; but to *see*, to discern the *interestingness* which is veiled from the crowd — that comes not by tuition; rather by intuition. — *E. A. Bennett.*

Despite a current impression to the contrary, implicit in nearly every printed utterance on the subject, there should not be any essential functional disparity between the journalist male and the journalist female. A woman doctor is rightly regarded as a doctor who happens to be a woman, not as a woman who happens to be a doctor. She undergoes the same training and submits to the same tests as the young men who find their distraction in the music-halls and flirt with nurses. But towards the woman journalist our attitude, and her own, is mysteriously different. Though perhaps we do not say so, we leave it to be inferred that of the dwellers in Fleet Street there are not two sexes, but two species, — journalists and women journalists, — and that the one is about as far removed organically from the other as a dog from a cat. — *E. A. Bennett.*

Such a condition of affairs is mischievous. It works injustice to both parties, but more particularly to the woman, since it sets an arbitrary limit to healthy competition, while putting a premium on mediocrity. Is there any sexual reason why a woman should be a less accomplished journalist than a man? I can find none. Even in politics women have excelled. There are at least

three women journalists in Europe to-day whose influence is felt in cabinets and places where they govern ; whereas the man who dares to write on fashions does not exist. — *E. A. Bennett.*

That women journalists as a body have faults no one knows better than myself. I should enumerate them thus : First, a failure to appreciate the importance of the maxim "Business is business." Stated plainly, my first charge amounts to this : women journalists are unreliable as a class. They are unreliable, not by sexual imperfection, or from any defect of loyalty or good faith, but because they have not yet understood the codes of conduct prevailing in the temples so recently opened to them. — *E. A. Bennett.*

Regard, for a moment, the average household in the light of a business organization for lodging and feeding a group of individuals ; contrast its lapses, makeshifts, delays, irregularities, continual excuses, with the awful precision of a city office. Is it a matter for surprise that the young woman who is accustomed gaily to remark, "only five minutes late this morning, father," or "I quite forgot to order the coals, dear," confident that a frown or a hard word will end the affair, should carry into business the laxities so long permitted her in the home ? — *E. A. Bennett.*

Secondly, inattention to detail. Though this short-coming discloses itself in many and various ways, it is to be observed chiefly in the matter of literary style. Women enjoy a reputation for slipshod style. They have earned it. A long and intimate familiarity with the manuscript of hundreds of women writers, renowned and otherwise, has convinced me that not ten per cent.

of them can be relied upon to satisfy even the most ordinary tests in spelling, grammar, and punctuation. Of course I make no reference here to the elegances and refinements of written language. My charge is that not the mere rudiments are understood. — *E. A. Bennett.*

Thirdly, a lack of restraint. This, again, touches the matter of literary style. Many women writers, though by no means all, have been cured of the habit of italicising, which was the outcome of a natural desire to atone for weakness by stridency. Every writer, of whatever sex, must carry on a guerilla against this desire. — *E. A. Bennett.*

More women long and strive to be journalists than by natural gifts are fitted for the profession. By itself, the wish is no evidence of latent capacity. The practice of journalism does not demand intellectual power beyond the endowment of the average clever brain. It is less difficult, I should say, to succeed moderately in journalism than to succeed moderately in dressmaking. — *E. A. Bennett.*

How are you to ascertain whether you have a genuine predisposition? [Toward newspaper work.] You may come some way towards deciding the point by answering these three questions: 1. Are you seriously addicted to reading newspapers and periodicals? 2. Does the thought regularly occur to you, apropos of fact or incident personally observed, "Here is 'copy' for a paper"? 3. Have you the reputation among your friends of being a good letter-writer? If you cannot reply in the affirmative to two of these queries, then take up poker-work, or oratory, or fiction, or nursing, but leave journalism alone. — *E. A. Bennett.*

J. M. Barrie's brilliant novel, "When a Man's Single," should be seriously studied by every young journalist. It contains more useful advice to the outside contributor than all the manuals of journalism ever written.—*E. A. Bennett.*

Journalism is a trade. It ought to be a profession. Even as a trade, journalism has no recognized standard, no apprenticeship, no prescribed preparation. Those who follow it got into it they hardly know how.—*Eugene M. Camp.*

The scheme of teaching journalism by a college professor who is to give especial attention to English composition, and to be helped out by courses of lectures given by professional journalists, seems to me just as much mistaken as would be the attempt to teach medicine in the same manner. — *Charles A. Dana.*

Journalists are the greatest of our teachers, and there is every reason why special education should specially fit them for such teaching, as men are taught for all other channels of teaching. — *Col. A. K. McClure.*

A man may be a good doctor, a good lawyer, or a good preacher, and still be a narrow man, a man of strong prejudice; but to be a successful journalist one must be broad, many-sided, human. — *Col. Chas. H. Taylor.*

At present there is no place in this country where the slightest attention is given to journalism, as a distinct study, save in the newspaper offices, — where careful preparatory work is manifestly impossible. Only the practical side of the trade is acquired there. It is a hand-to-mouth instruction. There is no time for the broaden-

ing of the educational foundations, and yet it is only by such broadening process that any, save the geniuses in mind and body, can hope to win success. — *Eugene M. Camp.*

There are in our newspaper offices hundreds of men just entering middle life. They have had years of special training of the most laborious character. They are ambitious to reap greater rewards in return for their peculiar acquirements. Four out of five of them are unable to do so. Why? Because the technical training they have secured at the desks, at the advice of the old-school journalists, has made them simply admirable machines. — *Eugene M. Camp.*

[The quotations credited to E. A. Bennett in this chapter are from the valuable work "Journalism for Women," by Enoch Arnold Bennett, editor of "Woman," London. His opinions quoted are as applicable to journalism for women in this country as in England.]

## CHAPTER XXV.

## DENTISTRY.

“Then with no throbs of fiery pain,  
No cold gradations of decay.”

*Dr. Samuel Johnson.*

STATISTICS, those grave and dreadful things, show us at least two important facts about women dentists. They show us in the first place that the proportion of women dentists to men dentists is not large, being as about five hundred women to twenty thousand men in the United States, with the number of women dentists rapidly increasing; and they show us in the next place that the women dentists are, as a rule, more successful financially than the men. Small as the relative number is, — five hundred women among twenty thousand men, — it is already large enough to quiet any girl's fear that in becoming a dentist she must travel unbeaten paths. Where five hundred women have gone, five thousand may go; and the lists of girl students in the dental schools indicate that the five thousand are on the way.

There is nothing in dental work that a woman need shrink from. It is not nearly as trying to the nerves as surgery or even trained nursing, and women do not shrink from either of those professions. I have an English work here on women dentists (though there are not a half dozen in all England), which calls dentistry most charming work for women. Why? Because the woman dentist can talk till she is tired, and not a word can her patient and victim reply. His mouth,

poor soul, is full of rubber dams and orange-wood plugs, and he must grin and listen whether he will or no.

There is a reason, of course, why the women dentists in this country do a little better financially than the men dentists. Dentistry is a profession that requires a little capital — a little capital left, I mean, after the professional training is paid for. It takes some money to open an office in a good neighborhood in a city, to furnish it, and stock it with the necessary appliances. In the country, in the small town, less money is required, so the dentists of small capital, or none at all, are driven into small towns, where their chances of financial success are much less. Women are more economical than men; they have few of the little every-day demands of men, that seem so small at the time, but in the aggregate use up such a large part of a moderate income. So women dentists are able generally to begin business in the cities and large towns. If you make inquiries you will find that nearly all the women dentists are in large cities; and when you visit any of their offices you will also see that they must have had some capital to begin with.

Perhaps they earned this capital themselves, as you may do under favorable circumstances. But it is well at any rate for you to profit by their example, and know that for a successful start you must have some little capital. It is not sufficient to have only enough to carry you through the dental school; to give you the best chance, you should have at least five hundred dollars at command when you are ready to begin work. But this need not discourage you, for if you are capable you can earn the money by working for some other dentist before you open your own office. Not only in this profession, but in all other professions and business, a little capital generally makes the difference between a good start and a struggle.



All over the world American dentists are appreciated, whether they be men or women. We are not in all things quite as far in advance of other countries as we imagine, but in dentistry America is almost without a competitor. Very likely we have the best dentists because we have the most need of them, but if that is the case it is only another inducement that the profession offers. In this English work that I have referred to I find the statement that women are not admitted to the dental colleges in England; and this is coupled with the admission that "if there is one claim more than another that the American has annexed and cultivated with brilliant results, it is dentistry. Yet this wonderful American man does not mind American women being dentists too. And dentists accordingly many American women are — so many as to supply the United States, and to leave some over for European needs. In Germany women dentists, some of whom are Germans with American qualifications, are tolerably numerous. In England there are only two or three."

The regulations for admission to the profession are slightly different in the different States, as they are in most professions. In all the States a high-school education, or its equivalent, is sufficient. In the State of New York the requirements for admission and for the degree of D.D.S. are on an equal footing with the requirements in law or medicine. The Regents of the University control the issuing of certificates; and candidates, or others interested, can obtain detailed information by writing to the Examination Department of the University of the State of New York, at Albany. One dental school announces in its catalogue that "Our experience in the training of women for the profession of dentistry has been such as to recommend them to enter it. Classes are increasing, and applications are abundant. We are not only willing, but glad, to have them."

To most of the large dental schools women are now admitted on equal terms with men; and such schools may be found in nearly all the large cities. The National Woman's Dental Association, with nearly one hundred members, has its headquarters in Philadelphia.

The following is the course of study in the Pennsylvania College of Dental Surgery, of Philadelphia, which is open to both men and women :

### PENNSYLVANIA COLLEGE OF DENTAL SURGERY.

#### REQUIREMENTS FOR ADMISSION.

I. Candidates for entrance will be expected to pass an examination corresponding to that required at the close of a one-year course of a high school, but a certificate of educational qualification equivalent or superior to such a course will be accepted as sufficient for admission without examination.

A matriculate examination is not required of those coming with an intermediate certificate from other recognized dental schools.

II. Students from other recognized dental schools will be received into the junior or senior class of this College upon presentation of a certificate of having passed a satisfactory examination in the studies of the freshman or junior years respectively.

III. Applicants presenting diplomas from reputable colleges of medicine or pharmacy will be entitled to enter the second or junior year without further examination.

IV. Undergraduates of reputable medical colleges who have regularly completed one full scholastic year, and have passed a satisfactory examination, may be admitted to the second year, or junior class, by passing the examinations governing admission to that class and performing the technic work of the freshman year.

#### COURSE OF INSTRUCTION.

##### PRINCIPLES AND PRACTICE OF OPERATIVE DENTISTRY.

Instruction from this Chair, which is given to the third-year class, embraces comparative Odontology, causes of structural degeneracy of the teeth and of dental and maxillary malformations; and as a leading feature of the third course, thorough in-

struction is given in the correcting of such malformations, by those methods of regulating which have proved most serviceable in the extended experience of the incumbent of this Chair. The subject is of such great importance that no pains are spared to fully elucidate its principles and practice. These lectures are illustrated by a large and varied collection of models and drawings, covering every class of cases, and embrace a full description of the methods of construction and application of the various appliances employed. Transplantation, replantation, and implantation are fully considered. In this course the general hygiene of the mouth is also considered, as well as the formation and effect of deposits upon the teeth and root investment, and the methods for their removal by mechanical and other means. Valuable formulæ for dentifrices and mouth washes are given, with the indications for their employment. The course concludes with the study of facial neuralgia and other reflex neuroses associated with abnormal conditions of the teeth, together with methods for their diagnosis and treatment.

While the general sequence of lecture-room instruction, as given in this synopsis, is closely adhered to, it should be clearly understood that in practical clinical work students are not rigidly confined to the lines as above laid down, but in all cases they are advanced from simple to more complex and difficult operations as fast as their progress and proficiency justify.

#### PROSTHETIC DENTISTRY.

During the first year the student is instructed in the principles involved in the preparation of the mouth for an artificial denture, in the manner of taking impressions and making casts and articulations. For this course lecture-room instruction, as well as practical laboratory work, will be devoted to the construction of dentures upon the plastic bases, rubber and celluloid, and upon bases of fusible alloys. In connection with these, as well as with all other allied processes, the chemistry and the physical properties of the materials employed are fully taught, and a careful study is made of tooth forms as varied by age, sex, and temperament. For the latter studies the foundation is laid in the modelling classes.

In the second year's course the student is instructed in the making of the various forms of artificial crowns and of artificial den-

tures upon metallic bases; this includes the making of dies and counter-dies, smelting, refining, and soldering processes, swedging of plates, selection and mounting of teeth, etc.

Crown and bridge work is the leading feature of the third year's course. Instruction in these important processes is thorough, systematic, and fully illustrated by drawings, diagrams, and models; these aids to knowledge being freely employed not only in these but in all other lectures and demonstrations in the prosthetic department. This course also embraces full instruction in continuous gum-work, and in the making of obturators and artificial vela, for the correction of the deformities of the hard and soft palate, and of interdental and other splints for the treatment of maxillary fracture.

#### PROSTHETIC TECHNICS.

The student of the first year is given one lecture each week in which the actual prosthetic work required during this term will be taken up piece by piece, and the methods of procedure given in detail. By this system the student retires from the lecture-room to the laboratory fully prepared for actual work. After the completion of the practical examination work, which includes eight or ten pieces, both simple and complex in character, the course concludes with a general reference to all operations pertaining to dental prosthesis.

#### MATERIA MEDICA AND THERAPEUTICS.

This course begins with the classification of drugs into remedial groups, the names and character of official preparations, and the forms, signs, and symbols used in prescription writing.

The origin, nature, effects, and uses of the individual drugs receive careful study, special attention being directed to those most used in dental practice.

The nature and effects of the various anæsthetic agents employed in dental and oral surgery are fully considered, and practical drill is given in their administration, and in the conduct of remedial measures in cases where dangerous symptoms arise.

#### CHEMISTRY AND METALLURGY.

In this course the student is instructed in the principles of notation and nomenclature, and also such subjects in Physics as include points which bear on the instruction in other departments of the

College. Practical instruction in the chemical laboratory will form an important feature, and will be continued through the course. The laboratory work enables the student to become familiar with the appearance, properties, and reactions of all important and chemical substances. The instruction is given separately to first and second year students, the classes being divided for the purpose. Considerable attention is given to the explanation and illustration of electrical apparatus employed in dental practice.

At the close of the term first-year students are examined in the elementary principles of chemistry, and such portions of the descriptive chemistry as have been included in the course. The lectures to the second year will be devoted to metallurgy and organic chemistry, and at the close of the term the second-year students are examined in these topics.

#### PHYSIOLOGY, GENERAL PATHOLOGY, AND BACTERIOLOGY.

The instruction in this department consists of didactic lectures on human physiology and general pathology, supplemented by laboratory demonstrations relating to histology, bacteriology, and general physiology. This instruction, in accordance with the requirements of a graded course, is distributed according to the needs of the student during the entire college term.

During the first and second years the instruction is confined largely to a consideration of the functions of the human body with special reference to their relationship to the practice of dentistry. These lectures are illustrated by experiment, models, diagrams, and photographs of normal tissues exhibited by means of the projecting lantern. Laboratory instruction, illustrating the methods employed in histological and bacteriological research, constitutes an essential part of the course.

During the third year the instruction includes a course of lectures on general pathology, embracing topics which have a relation to the pathological states of the dental tissues; *e.g.*, inflammation, bacteria and their relation to local or general diseases; the tubercular, syphilitic, and uric acid diathesis; tumors, pathological states of the heart, etc.

#### DENTAL ANATOMY AND DENTAL HISTOLOGY.

*Dental Anatomy.* — The course of instruction in these important branches of dental education embraces the gross and minute anatomy of the mouth, the teeth, and related parts, presented in

such a manner that the student may obtain a comprehensive idea of the subject. Beginning with a general description of the mouth and teeth, the course continues with special attention to the classification of the teeth, their forms and functions, followed by a minute description of their various surfaces, angles, ridges, grooves, etc. After the student has become familiar with the subject as above stated the study of tooth development is taken up and treated both from a microscopical and macroscopical standpoint, including the generation, nutrition, and eruption of the organs.

*Dental Histology.* — Under this head the instruction includes the minute anatomy of the tissues of the teeth, and the histological elements.

Many of the lectures in this department are illustrated by lantern slides, in most instances reproduced by numerous dissections from the actual subject, in the preparation of which the incumbent of the Chair has made a special effort fully to cover the branches under consideration. In conjunction with the lectures on dental anatomy the student is expected to attend the class instruction elsewhere referred to, where, with the assistance of a competent instructor, much additional information will be obtained by numerous dissections upon individual teeth.

#### CLINICAL DENTISTRY AND ORAL PATHOLOGY.

That students may derive the greatest possible advantage from the time given to the study of clinical dentistry the course of instruction is carefully systematized, beginning with elementary principles and the simpler details of technical processes; after students have been thoroughly grounded in these principles, and only then, they are advanced gradually and progressively to those more complex and difficult. To the end that a clear, definite, and orderly comprehension of the technical terms employed in dentistry may be secured, lectures begin with dental nomenclature. Following this, the course embraces the eruption, nutrition, and physiology of the teeth; dental caries — the classification of cavities, their preparation for, and the methods of filling; the several filling materials, their relative values — physical qualities, adaptation, and the instruments and appliances employed in their manipulation. The preparation, sterilization, and filling of root canals; the various methods of bleaching discolored teeth; and the principles underly-

ing the adaptation of artificial crowns and bridge-work, and the advisability of their use, are set forth.

Instruction in oral pathology embraces such portions of general pathology as have a bearing upon the special field of dental practice. The infantile disturbances possible during dentition; the pathological relations of the teeth to the other parts of the system; pathological actions involving the tissues of the teeth — diseases of the dental pulp, periodontitis, alveolar abscess, excementosis, and dental caries; the classification of bacteria instrumental in the causation of dental caries; pyorrhea alveolaris; morbid growths found in the oral cavity; empyema of the antrum; necrosis, and numerous other conditions which are of interest to the dental practitioner.

#### ANATOMY.

Instruction in this department embraces practical anatomical work in the dissecting-room, and a systematic course of lectures on descriptive anatomy, fully illustrated by dissections of the cadaver, preparations, models, drawings, etc. The entire body is studied, but, owing to its important relations to dental and oral surgery, special attention is directed to the anatomy of the head and face.

#### SURGICAL PATHOLOGY AND ORAL SURGERY.

This course embraces the surgical pathology of the mouth, the maxillary and nasal bones and associated sinuses and tissues. Operations are performed for cleft of the hard and soft palates, dental alveolar and maxillary necrosis; the removal of tumors and other abnormal growths. The technique of nerve resections for the relief of persistent neuralgia is taught and illustrated, as are also the operations of tracheotomy or intubation, both important procedures in cases of prolonged failure of respiration during the administration of anæsthetics.

#### CLINICAL AND CLASS INSTRUCTION.

*Operative Dentistry.*—The Clinical Department is in charge of the Professor of Clinical Dentistry, who will direct all clinical instruction. Several hours each day are devoted to actual practice, under the supervision of the demonstrators in attendance.

The number of patients presenting themselves for treatment at the clinics is always sufficient to give each student opportunity to acquire practical knowledge and skill in manipulation. The clin-

ical service of the college is open and in active operation eight months in each year. There are annually over 25,000 visits made by patients to this institution.

The operating-rooms are furnished with a large number of chairs, many of them being of the most approved pattern, such as the Wilkerson and Columbia. The College is supplied with a complete equipment of the most approved electrical apparatus employed in modern dental practice. Certain hours are fixed for practical work, thus insuring to each student a rich and varied practical experience. Each student is required to provide his own instruments. He is expected to keep them in good order, and will be provided with a convenient closet in which they can be locked when not in use.

Early in the term first-course students, who have not had previous experience in operative dentistry, receive practical instruction in the preparation of cavities of decay in natural teeth removed from the mouth, and in the methods of filling the same with such material as the demonstrator shall designate. Also in the application of anæsthetic, antiseptic, and other dressings to carious cavities, exposed pulps, root canals, alveolar abscesses, and fistulas. The knowledge gained in this way of the density and structure of the tooth tissues, and the location and relative size of the pulp chamber and canals, as well as the *technique* of processes of treatment and filling, is an indispensable preparation for intelligently conducted operations upon teeth *in situ*. As soon as a sufficient degree of skill has been acquired by this method students are assigned to the simpler forms of dental operations in the clinics. Special clinical instruction is given by the Professor of Clinical Dentistry, cases being taken up and completed, thus giving the student a correct idea of working at the chair and of the general treatment of the patient.

*Dental Anatomy Classes.*—In these classes a careful study is made of the anatomical relations of the teeth to their associated parts, the method of distribution of their blood and nerve supply, and the shape and relative position of the pulp chamber and root canals. Each student is required to make a sufficient number of transverse and longitudinal sections of the teeth, both separate and in connection with the maxillary bones, to bring their anatomical relations fully into view and fix them indelibly in the memory. From the more important and successful sectional cuttings silhouette impressions are made in duplicate, one being preserved by the student, the other by the College.



*Prosthetic Dentistry.*—The laboratory of this department is spacious, well lighted, and fully equipped with all the latest and most approved appliances, such as electric lathes, furnaces for the smelting of metals and for the fusing of porcelain dentures, rolling-mill moulding and soldering apparatus, blow-pipes, vulcanizers, etc. The smaller instruments necessary for laboratory work each student is required to furnish for himself, and while not obligatory, it is *recommended that early in the course he shall supply himself with a vulcanizer in order that he may have this important apparatus under his personal control and always at his command.* Special locked closets are provided for their safe-keeping.

In the laboratory students are required to go through all the necessary manipulations connected with the making and insertion of artificial teeth, from taking the impression of the mouth to the entire construction of the denture and its insertion in the mouth of the patient.

A part of each day is given up to class instruction, beginning with rubber, celluloid, and other moulded bases; advancing to all forms of plate-work, including continuous gum, crown and bridge work, and the making of crowns and plates by electro-deposit. Classes in modelling and carving teeth constitute a most important feature of the course. Class instruction in the making of obturators, artificial vena, and interdental splints is also given.

*Crown and Bridge Work.*—Great care is taken to secure to each student thorough skill in the most approved crown and bridge work process. The teaching of the instructor in this department is directly personal in character. Large numbers of the standard forms of crowns and bridges are made by him in the presence of the sub-classes, every detail both on the model and in the mouth being fully explained and illustrated. Working models of typical cases are furnished, upon which the student is taught to construct crown and bridge-work denture in the prescribed manner. After a mastery of *technique* has been acquired by the making of cases upon models, practical work is furnished in the College clinics.

*Modelling Classes.*—It having been found that the student can obtain an accurate knowledge of tooth forms in no other way so readily as by reproducing such forms in plastic materials, Classes in Modelling have been instituted. In these the individual teeth are taken up in order, and the student is taught to make in plastic substances and to scale exact but enlarged copies of the same. By this means not only are the surface anatomy, the form, con-

topr, and relative dimensions of the teeth fixed in the memory, but that artistic sense so important in all departments of practical dentistry is quickened, developed, and trained. After this preliminary training the student is prepared to take up the carving of teeth of natural size, singly and in block, the reshaping of moulded teeth so frequently required for artistic reasons, their natural arrangement and articulation and the contouring of gum surfaces, festoons and rugæ in rubber, continuous gum and other dentures.

*Classes in Dental Ceramics.* — In these classes complete practical instruction is given in continuous gum-work, carving of block teeth and full porcelain dentures, porcelain bridges, porcelain inlays, porcelain crowns, etc. The composition and preparation of the bodies, enamels, stains, etc., used in dental ceramics is taught and exemplified and also the use of all the approved forms of coal, gas, oil, and electric furnaces.

*Electro-Deposit Classes.* — In these cases the student is given the formulæ for the various solutions employed; he is made familiar with the construction and management of batteries, and is taught the method of preparing casts, etc., for the electro-deposit of crowns and plates. The classes are so arranged that each student has full opportunity for gaining not only theoretical knowledge, but practical skill in the art. In addition to making of crowns and plates by electro-deposit instruction in electro-plating with gold, silver, copper, and nickel is also given.

*Classes in Pharmacology and Materia Medica.* — In this course of laboratory instruction students obtain practical acquaintance with drugs by personal examination of their physical and chemical characteristics and by special study of their therapeutic, toxicological, and bacteriological relations, the latter being investigated by aid of cultures of the pathological organisms found in the oral cavity; anæsthetics, local and general, are prepared and administered and instruction given in artificial respiration and other restorative processes. So much of practical pharmacy is taught as is requisite for making, in accordance with approved pharmaceutical methods, the preparations chiefly employed in dental practice, including the various aqueous and alcoholic solutions, lotions, protectives, and dentifrices.

*Class Instruction.* — The demonstrators having charge of laboratory and class instruction are thoroughly skilled in the processes which they respectively teach. By the placing of students in sub

classes of convenient size, each working at stated hours of each day throughout the session, time is economized, and the instruction is made personal in character as well as systematic, thorough, and progressive, equal in all respects, and in many superior, to that obtainable in the best private laboratories.

*Practical Chemistry.* — Greatly increased space has been secured for the laboratory, which has been refitted with improved appliances for chemical and metallurgical work. The instruction in this department is entirely practical, and is given to every member of the class without charge. Each student is supplied with the necessary apparatus and chemicals, and taught under the personal supervision of the Professor and Demonstrator of Chemistry.

*Practical Anatomy.* — In the dissecting-room of the College ample facilities are afforded for the study of Practical Anatomy under the most advantageous conditions. The work embraces the study of the bones and their articulations, with the aid of carefully prepared specimens, and dissection of the trunk and extremities, the head, face, neck, and viscera.

*Hospital Clinics.* — In addition to the facilities afforded by the College for a thorough course of instruction in the theory and practice of dentistry the celebrated hospitals and clinics of the city enable the students to constantly witness important surgical operations. The medical and surgical clinics of the Pennsylvania and Philadelphia Hospitals — two of the largest eleemosynary establishments in the world — are open at all times to students of this College.

#### QUALIFICATION FOR GRADUATION.

The College has adopted the requirements of the National Association of Dental Faculties of the United States, as follows :

The candidate must be twenty-one years of age, and must have attended three winter courses of lectures, the last of which shall have been at this College.

Satisfactory evidence of having attended two winter courses in a reputable dental school is accepted as the equivalent of two courses of lectures in the College.

Graduates in medicine and in pharmacy are eligible to examination for graduation after two years' service in the clinical departments of the College and attendance upon two regular winter sessions.

Candidates for graduation must treat a sufficient number of

patients requiring the usual dental operations, to satisfy the Professors of Operative and Clinical Dentistry and Prosthetic Dentistry as to their proficiency. They must also prepare specimen cases for examination and approval by the Professors in the Prosthetic Department. *These operations must be performed and the work on the artificial cases must be done at the College building and be completed by the first of March, at which time the graduation fee, thirty dollars, must be paid.* They must also undergo an examination by the Faculty, when, if found qualified, they are recommended to the Board of Corporators, and if approved by them receive the degree of Doctor of Dental Surgery.

The Faculty having adopted the rule of the National Association of Dental Faculties requiring a three years' course in all Dental Colleges and Departments under its jurisdiction, *notice is hereby given* that all matriculates entering this school, who have not had previous collegiate instruction in dentistry, medicine, or pharmacy are required to remain three winter sessions before they are entitled to an examination for the degree of Doctor of Dental Surgery.

*Students should be in attendance on or before October 10; the fact of previous matriculation does not meet the requirements.*

#### GRADUATION IN MEDICINE.

By an arrangement with the Jefferson Medical College such students as may desire to do so can, if found qualified, obtain the two degrees, in Dentistry and Medicine, in five years. Students desiring to graduate in medicine are required to notify the dean of their intention at the beginning of their second course.

#### TEXT-BOOKS AND WORKS OF REFERENCE.

*Operative Dentistry, Dental Physiology, and Dental Pathology.* — Harris' Principles and Practice; Litch's American System of Dentistry; Taft's Operative Dentistry; Farrar on Irregularities of the Teeth and their Correction; the American Text-Book of Operative Dentistry; Warren's Compend of Dental Pathology and Dental Medicine.

*Prosthetic Dentistry.* — Richardson's Mechanical Dentistry; The American Text-Book of Prosthetic Dentistry; Warren's Compend of Dental Prosthesis and Metallurgy.

*Materia Medica and Therapeutics.* — Potter's Materia Med-

ica, Pharmacy, and Therapeutics; Bartholow's Practice of Medicine; Potter's Compend of Materia Medica, Therapeutics, and Prescription Writing; Burchard's Dental Pathology, Therapeutics, and Pharmacology.

*Dental Anatomy and Dental Histology.* — Bromell's Anatomy and Histology of the Mouth and Teeth; Thompson's Comparative Dental Anatomy; Black's Descriptive Anatomy of the Human Teeth; Tome's Dental Anatomy and Dental Surgery; Stricker's Histology.

*Physiology.* — Yeo's or Chapman's Physiology; Brubaker's Compend of Physiology.

*General Pathology.* — Green's Pathological Anatomy; Rindfleisch's Pathological History.

*Anatomy and Surgery.* — Gray's Morris' (New) or Wilson's (11th Ed.) Anatomy; Gross' or Ashhurst's System of Surgery; Heath on the Injuries and Diseases of the Jaw; Marshall's Oral Surgery.

*Chemistry and Metallurgy.* — Leffmann's Compend of Chemistry; Leffmann's Progressive Exercises in Practical Chemistry; Gould's Medical Dictionary.

From this list the student can make his selection of text-books and works of reference. He should have at least one standard work upon each subject taught in the College.

#### FEES.

Matriculation (paid but once) .....	\$5 00
For each winter course .....	100 00
Dissecting-ticket. ....	10 00
Diploma .....	30 00

Graduates of this College, or students who have already paid for *three* winter sessions and are entitled to graduate, are allowed to attend a fourth year's course by paying a fee of \$25 for clinical advantages.

#### INSTRUMENTS.

The instruments required for use in the College can be procured for from \$35 to \$45. These are such as will be necessary in practice after the College course is finished. This sum does not include price of the dental engine, the cost of which will be about \$40.

#### BOARD FOR STUDENTS.

Board can be obtained at from \$4 to \$6 per week, according to location and accommodations. Students generally pay about \$5 per week in locations near the College.

The Intercollegiate Young Men's Christian Association has established a bureau in the college building, and a committee will be in attendance to assist the stranger student in securing proper and comfortable accommodations, and to give other information regarding the city and college life.

“ . . . Last scene of all,  
That ends this [life's] strange eventful history,  
Is second childishness and mere oblivion,  
Sans teeth, sans eyes, sans taste, sans everything.”

*Shakespeare.*

## CHAPTER XXVI.

## THE DENTIST'S OPPORTUNITY.

WITHOUT a broad, general education in the science of medicine dentistry will be unable to meet the necessities of the case or successfully cope with the situation. Even then the remedy must be largely educational. Millions of teeth are sacrificed because of ignorance. The masses do not appreciate their importance and value, and know nothing of the possibilities of dental science. — *Margarita A. Stewart, M.D., in "What Women can Earn."*

Pain itself is not without its alleviations. It may be violent and frequent, but it is seldom both violent and long-continued; and its pauses and intermissions become positive pleasures. It has the power of shedding a satisfaction over intervals of ease, which, I believe, few enjoyments exceed. — *Paley.*

Ability is active power. — *Noah Webster.*

Ability is a poor man's wealth. — *M. Wren.*

Do not feel too much joy at your ability. — *Tsang.*

Ability for stupendous toil is lodged in every human spirit, a grand gift from the God of nature; but only the persevering worker knows what this latent power is able to achieve. — *Magoon.*

Not all are gifted with the power to execute even the commonest work with high efficiency; but all may be trained to such a measure of skill in the use of their hands as shall make their work not worthless in the general sum, and a thing to be given in honest exchange for the means of life. — *Emily Pfeiffer.*

Although the general public has become well acquainted with the woman physician, it still lifts its eyebrows in surprise when it comes in contact with her younger sister, the woman dentist. Nevertheless, the latter has arrived, and bids fair to rival her elder sister in the success of her career. — *Margarita A. Stewart, M.D.*

Upward of twenty-five years ago Prof. C. N. Peirce, dean of the Pennsylvania College of Dental Surgery, after a well-fought battle with his colleagues, succeeded in throwing open the doors of his college to women. Since that time other dental colleges have opened their doors, and women are received into their classes. — *Margarita A. Stewart, M.D.*

Without a doubt this profession is one peculiarly adapted to the woman's sphere. — *Margarita A. Stewart, M.D.*

It is work that can be done in her own home, may be confined within regular hours, and its field of operation is largely devoted to women. Surely the peculiar graces of womanhood must come to be appreciated here, if anywhere; the sympathetic nature, the gentle touch, and, withal, the kindly word of encouragement. — *Margarita A. Stewart, M.D.*

The dental chair, as we all know, is in the majority of



minds the synonym for torture, because to do good work and render efficient service it has been necessary to inflict pain. But the days of painful surgical operations are past; and the greatest boon which has come to suffering humanity within this century, and which has made the triumphs of modern surgery possible, — anæsthetic, — was brought to it through the dental profession by the efforts of a dentist to overcome the pain incident to the extracting of teeth. — *Margarita A. Stewart, M.D.*

Dentistry, as the profession is now known to be, is distinctly of American birth, and is yet in its infancy. It is only a little more than fifty years since the first dental college in the world was founded at Baltimore. Since that time there has grown a vast system of colleges, embracing the civilized world, and there has developed a literature of no mean proportions in the way of text-books and scientific treatises on dental subjects, together with a current literature of upward of thirty periodicals devoted exclusively to the interests of the profession. — *Margarita A. Stewart, M.D.*

With the march of civilization the teeth of the human race are yielding to the general neurotic tendency so manifest on every side. Already the question is being asked by thoughtful observers, "Are we to become a toothless race?" Here in our beloved America we see the most rapid degeneration of our beautiful teeth, which contribute more than any other feature to the health of the human organism. — *Margarita A. Stewart, M.D.*

As the generations pass, the bad heredity contingent upon ignorance is augmenting the deadly work of tooth-destruction. Here, as elsewhere, if we would do effective work in réform, we must begin, as the late Dr. Oliver

Wendell Holmes so wisely said, with the grandparents. The children of to-day are the grandparents of the future. An enlightened public spirit has introduced hygiene and physiology into the curriculum of the public schools. — *Margarita A. Stewart, M.D.*

A course in hygiene and physiology in their practical application to the care of the teeth would be of inestimable value to the wards of the nation, and its effect would be seen in the marked improvement of a condition which is to-day our characteristic national physical defect — bad teeth. — *Margarita A. Stewart, M.D.*

Woman is the natural educator of the race, and surely this field is one that may well engage the attention of woman ambitious for a distinguished professional career. If she possesses the necessary qualifications for success in any calling — the capacity for conscientious, painstaking work and a steady purpose — there is no profession that offers more promising prospects for a woman than dentistry, not even the more popular one of medicine. On the other hand, it is said that of the seventeen thousand dentists in the United States many cannot make their profession profitable, while the dental work that needs to be done would keep fifty thousand dentists comfortably employed. This means that the activity of dental colleges in educating dentists has run far ahead of the education of the people in the importance of caring for their teeth. — *Margarita A. Stewart, M.D.*

Although it is the infant among the professions, dentistry is keeping pace with the more ancient callings, and is steadily demanding higher standards in preliminary education, as well as more time for the thorough training

and education of its students in the special requirements of the profession. — *Margarita A. Stewart, M.D.*

The time required to complete the course of study is three years, and the fee for the entire course amounts to about \$500. This does not include the text-books, which would cost about from \$15 to \$25. The instruments absolutely essential for school work can be obtained for about \$50. However, if the bank account will bear the strain of an additional \$50 the increased facility for satisfactory infirmary and laboratory work would be well worth the outlay, and in the end the student would be in possession of a partial outfit for office work. An additional outlay of say \$300 will fully equip an office and laboratory for the practice of dentistry. It might be done for something less, the difference depending upon the amount of money invested in a chair, which costs from \$75 to \$175. — *Margarita A. Stewart, M.D.*

The investment of something less than \$1,000 in money and three years of time puts into a woman's power the skill for handling a specialty in which there will be a continual growing demand for service. How fast it will turn her way will depend upon her ability to attract and hold a *clientèle*. Nevertheless, in the end she will be sure to have a competency if she continues faithful in well-doing. — *Margarita A. Stewart, M.D.*

Common sense is nature's gift, but reason is an art. — *Beattie.*

Give me the comforts of God, and I can well bear the taunts of men. — *Spurgeon.*

The integrity of men is to be measured by their conduct, not by their professions. — *Junius.*

It is not enough that you form the most excellent rules for conducting yourself; you must also know when to deviate from them, and where lies the exception. — *Lord Greville.*

To betray a confidence is to make yourself despicable; many things are said among friends which are not said under a seal of secrecy, but are understood to be confidential, and a truly honorable man will never violate this tacit confidence. — *D. Hartley.*

A man's own conscience is his sole tribunal, and he should care no more for that phantom "opinion" than he should fear meeting a ghost if he crossed the churchyard at dark. — *Bulwer.*

Consider before you speak when the business is of moment; weigh the sense of what you mean to utter, and the expressions you intend to use, that they may be significant, pertinent, and inoffensive. — *Sir Matthew Hale.*

Contempt is not a thing to be despised; it may be borne with a calm and equal mind, but no man, by lifting his head high, can pretend that he does not perceive the scorns that are poured down upon him from above. — *Burke.*

Conversation is the daughter of reasoning, the mother of knowledge, the breath of the soul, the commerce of hearts, the bond of friendship, the nourishment of content, and the occupation of men of wit. — *Carcano.*

The human countenance never lies; if read aright it always presents the real index of the mind. — *Mrs. S. Moodie.*

## CHAPTER XXVII.

## WOMAN IN POLITICS.

“It is a maxim that those to whom everybody allows the second place have an undoubted title to the first.” — *Swift*.

THERE is a vast difference between woman in politics and woman as a professional politician. The moment that woman can vote she is in a sense “in politics,” but it does not follow in her case, any more than in the case of men, that that right is to lead her on to taking up politics as a profession. It is not with any idea of your looking to politics for a living, but solely to help you see what is gradually but surely coming for women in the conduct of the government of this country, that I insert this brief chapter on the “Woman in Politics” — that is, in citizenship.

Do you know the difference between common law and statute law? Common law is custom from time immemorial, coming to us in general from our English forefathers. Statute law, which is powerful enough to change or do away with common law, is made for us by our representatives in the State Legislatures. Up to the year 1840, when your grandmother, perhaps, was a young girl, the status of women in every State of the Union, except Louisiana, was governed by the old common law, under which a woman was hardly more than a chattel. Her husband could not sell her, but he could whip her if he was brute enough, or turn her out of the home that she had helped to make. Her property was his, and could be seized by his creditors, even to the

clothes she wore. If she worked her wages belonged to him. The children were his, and he could take them away from her. That was the common law under which the saintly Puritans and all our other ancestors lived, and it is enough almost to make us wonder, in these better days, that any women then had the hardihood to marry. But they did.

It was this dreadful state of affairs that indirectly brought about the demand for woman's suffrage. The demand for at least human treatment under the law led on naturally to the further demand for the right to vote. The idea was ridiculed at first, as most great reforms are; but many of the States began the reform by giving married women the right to own property; and now, only fifty-two years after the holding of the first Woman's Rights Convention, in Seneca Falls, N.Y.,—now, in 1900, there are four States in which women have the same voting rights as men, and many others in which they can vote at school and municipal elections. Wyoming gave women the full right of the ballot in 1870, Colorado in 1893, Utah in 1895, and Idaho in 1896. The able women who have largely brought this about are many, and one of them has kindly made out for me a long list of names of the leaders in various States; but their reputations need no gilding, and as this is a matter of principles rather than of persons, I leave you to find some of their names almost any day in the newspapers.

So here are four States that give women the same voting rights as men. In more than a score of other States, States in every section of the country, women now have the right to vote at school elections. That looks like a small matter, but it is really a very large matter. It is of the utmost importance. It is the entering wedge. When woman can vote at all she will soon have the right

to vote on every question, on the same terms as men. The States in which women now have the right to vote for school trustees and school appropriations are Arizona, Connecticut, Delaware, Illinois, Indiana, Iowa, Kentucky, Massachusetts, Michigan, Minnesota, Montana, Nebraska, New Hampshire, New Jersey, North Dakota, Ohio, Oklahoma, Oregon, South Dakota, Texas, Vermont, Washington, and Wisconsin; and in Kansas women have municipal suffrage. There is more than half the Union giving some voting rights to women, with every indication that the other half will soon follow, and that the partial right will soon become a whole right.

The National Woman's Suffrage Association has more than 10,000 paying members, besides a few, I regret to say, who forget to pay their dues. The National Woman's Christian Temperance Union, which is also working for complete suffrage, has 400,000 paying members, besides 400,000 more who forget to pay, or have changed their residences. Petitions presented in fourteen States in favor of woman's suffrage bore 1,600,000 signatures, of which 850,000 were names of women and 750,000 were names of men; so the women, you see, are not fighting this battle entirely unaided. On the other hand, the male Anti-Suffrage Association in Boston has a membership of about 100; and the society of women called the "Association Opposed to the Extension of Suffrage to Women" has 4,500 members.

It is fairly admitted that in the four States in which women have the full right of suffrage they have raised the standard of moral character of candidates. No saloon-keeper, dive-keeper, or notorious rogue can readily be elected to any office by any party in any of those States. Can we say as much of New York, or New Jersey, or indeed of any other State?

Women of another generation have sown the seed and

have done a considerable portion of the harvesting, and what remains for you is to inform yourself of public affairs, so that when your voting-time comes you can vote intelligently. It is not intelligent people, usually, who are controlled by scheming politicians, but ignorant people. An ignorant woman voter is just as bad as an ignorant male voter. An able politician can make an ignorant voter believe that black is white. Do not you be the ignorant voter, but prepare yourself for the right and privilege, so that when the time comes you will know always whom and what you are voting for, and why.

Censure is the tax a man pays to the public for being eminent. —  
*Swift.*



## CHAPTER XXVIII.

## THE POLITICAL FIELD.

It is often asserted that, as woman has always been man's slave, subject, inferior, dependent, under all forms of government and religion, slavery must be her normal condition; but that her condition is abnormal is proved by the marvellous change in her character, from a toy in the Turkish harem, or a drudge in the German fields, to a leader of thought in the literary circles of France, England, and America. — "*History of Woman Suffrage.*"

No authors draw upon themselves more displeasure than those who deal in political matters, which is justly incurred, considering that spirit of rancor and virulence with which works of this nature abound. — *Addison.*

The violation of party faith is of itself too common to excite surprise or indignation. Political friendships are so well understood that we can hardly pity the simplicity they deceive. — *Junius.*

Possession of the elective franchise is a symbol of power in man's hand; why should it not bear the same relation to woman's upward impulse and action? — *Helen K. Johnson.*

How absolute is the dividing line between woman's progress and woman suffrage we may realize when we consider what the result would be if we could know to-

morrow, beyond a peradventure, that woman never would vote in the United States. Not one of her charities, great or small, would be crippled. — *Helen K. Johnson.*

Woman's political equality with man is the legitimate outgrowth of the fundamental principles of our government. — "*History of Woman Suffrage.*"

Never, until the establishment of universal [male] suffrage did it happen that all the women in a community, no matter how well-born, how intelligent, how well educated, how virtuous, how wealthy, were counted the political inferiors of all the men — no matter how base-born, how stupid, how ignorant, how brutal, how poverty stricken; women have never been subjected to the political sovereignty of all men, simply in virtue of their sex, since the days of the ancient republics. — *Dr. Mary Putnam Jacobi.*

Shall we, as a people, be true to our principles and enfranchise woman? or shall we drift along in the meanest form of oligarchy known among men — an oligarchy which exalts every sort of a male into a ruler simply because he is a male, and debases every woman into a subject simply because she is a woman? — *Ellen B. Dietrick.*

I believe woman suffrage to be the final result of the evolution of a true democracy. — *Fanny B. Ames.*

The ideal woman of Greece was Athena, patroness of all household arts and industries, but equally patroness of all political interests. The greatest city of Greece was believed to have been founded by her, and Greek history recorded that, though the men citizens voted solidly to have the city named for Neptune, yet the

women citizens voted solidly for Athena, beat them by one vote, and carried that political matter. If physical force had been a governing power in Greece, and men its manifestation, how could such a story have been published by Greek men down to the second century before our era? — *Ellen B. Dietrick.*

It is one of the most remarkable and to some writers one of the most perplexing facts in the moral history of Greece that in the former and ruder period women had undoubtedly the highest place, and their type exhibited the highest perfection. — *Lecky.*

But be it ours to guard the hallowed spot,  
To shield the tender offspring and the wife;  
Here steadily await our destined lot,  
And, for their sakes, resign the gift of life.

*Tyrtæus.*

A woman suffrage bill of many years' standing and absurd provisions passed to a second reading in the [English] House of Commons. Although it was treated as a joke by all parties, it served to emphasize the fact that Sir Vernon Harcourt and the Liberals are opposed to any advance in this direction. — *Helen K. Johnson.*

The countries where woman has full suffrage (save in the United States) are all dependencies of royalty; they are: The Isle of Man, Pitcairn's Island, New Zealand, and South Australia. The most important of these, New Zealand, was once a promising colony, but it has been declining for a quarter of a century. The men outnumber the women by forty thousand. — *Helen K. Johnson.*

Political life is a tissue of absurdities. — *R. Cobden.*

Politics resembles religion; attempting to divest either of ceremony is the most certain mode of bringing either into contempt. — *Goldsmith.*

It is not prudence to make politics a profession; the business is overstocked, the field is overrun with weeds; if you enter the arena take a pick-axe and pruning-hook with you. The Augean stable needs cleansing; if you are a Hercules go ahead. — *W. Cobbett.*

The amelioration of the condition of mankind and the increase of human happiness ought to be the leading objects of every political institution, and the aim of every individual, according to the measure of his power in the situation he occupies. — *Alexander Hamilton.*

A politician thinks of the next election; a statesman of the next generation. A politician looks for the success of his party; a statesman for that of the country. The statesman wishes to steer, while the politician is satisfied to drift. — *A. Clarke.*

One more proof that the vote is not the real power, but only its insignia, lies in the fact that legislation has not been able to put an end to strikes and riots. Unless mental power can command physical, there is no way in which mental power can enforce its decrees in government. — *Helen K. Johnson.*

We fully believed as soon as we saw that woman's suffrage was right that every one else would soon see the same thing, and that in a year or two, at farthest, it would be granted. — *Antoinette Blackwell.*

To-day a fine and certainly widely-diffused scorn pre-

vails for doctrines of abstract Rights and of claims based on them. Yet how can a demand for Rights ever be formulated except abstractly? — *Dr. Mary Putnam Jacobi.*

The woman's movement began, therefore, with that for the slave, in one common fact, — a suddenly awakened but profound distrust of all authority. — *Dr. Mary Putnam Jacobi.*

Then the question rose, — ah, mighty is the age which asks a question! — By what right did those who had the power impose restrictions on those who had not? Who authorized them? Why should Federal troops be employed to chase runaway slaves in the streets of Boston? Why should clergymen in the pulpit be engaged to prescribe, with all the thunders of Sinai, what the free white women of America should or should not do? — *Dr. Mary Putnam Jacobi.*

The entrance of women into the industrial field was assured, when, between 1760 and 1770, the factory system of labor displaced the hand-labor system. — *Carroll D. Wright.*

For the better protection of woman the husband was forbidden to chastise his wife with a stick bigger than his own thumb. — *Dr. Mary Putnam Jacobi.*

It was in the winter of 1848 — the winter immediately following the Seneca Falls Convention — that the first steps were taken in that series of legislative enactments which has finally placed the women of the State of New York on a full legal equality with men. In a word, woman has become an equal person in her own family, and joint ruler in her own house. — *Dr. Mary Putnam Jacobi.*

Let us sum up South Dakota. The total vote was 70,000, of whom 30,000 were foreigners, — Scandinavians, Swedes, Norwegians, Russians, — all classes. Of the American-born men, 24,000 voted "yes" [for the woman-suffrage amendment] and 16,000 voted "no." But the 30,000 foreigners' vote was added to the 16,000, and that made a tremendous majority against us.— *Susan B. Anthony.* (1894.)

Women are not necessarily so inexperienced that their advice would always be an intrusion.—*Dr. Mary Putnam Jacobi.*

Woman suffrage aims at such a sexual revolution as must cause the dissolution of the family.— *Goldwin Smith.* The suffrage claim does not aim at this; it seeks only to formulate, recognize, and define the revolution already effected, yet which leaves the family intact.— *Dr. Mary Putnam Jacobi.*

Educated women desire that woman should do all that strength and time allow in the care of the public schools. The school suffrage ought to be a boon for them. But it does not, so far, look as if women could make it so.— *Helen K. Johnson.*

For as the woman is of the man, so is the man also of the woman; but all things are of God.—*St. Paul.*

The word "obey" in some marriage services seems like what it really is, a survival. Obedience has brought its reward, and the consent of the heart is more than the consent of the lips. But if there is no consent of the heart to wifehood and motherhood, in time there will be no chivalry, no progress, no final emancipation for the race.— *Helen K. Johnson.*



MRS. BALLINGTON BOOTH.





## CHAPTER XXIX.

## WOMAN IN THE PULPIT.

“Truth is the brightest emanation from the Gospel; it is the attribute of God.” — *Sydney Smith*.

THE pulpit has offered more opposition to the admission of woman than any other profession; and yet there have been woman preachers from time immemorial, and in recent years many women preachers have been regularly ordained.

The ministry stands apart from all other professions, whether regarded by man or woman. You cannot, with a clear conscience, go into it as you would study law or medicine, with an eye to the salary it is to pay you, or the fame or fortune it is to bring. The chances are that it will bring very little of either, but that should be no drawback, if you really have a “call” to preach. Just what an authoritative call is, is not easy to explain, and yet you know what it is without any explanation. It is, for one thing, the feeling, the intense feeling, that the world is full of souls to be saved, and that you were created for the express purpose of helping to save them. If you have not that feeling, or if you find yourself calculating about how much it is to pay you per soul, you had better stay out of the ministry. But if you have it, and your heart is full of love for your fellow-creatures, and you feel that you have a mission, your sex will not deter you. And it need neither deter nor discourage you.

A large number of pulpits in this country are regularly filled by ordained women preachers, particularly

in the Congregational, the Baptist, and the Methodist churches. In the Congregational church alone there are more than thirty ordained women preachers. The Friends, or Quakers, have always had women in the pulpit on equal terms with men.

If you really have this "call" for the ministry (and you must not mistake a mere childish notion for the real thing) it will make itself manifest without any effort on your part. It is too powerful to be kept down. It has led you before this to take an interest in your church and church work, in the Sunday-school, in the prayer-meeting, and your development into one of the leaders of the flock will come about as naturally as the bud expands into a flower. From listening you advanced, or will advance, to occasional speaking in the prayer-meeting, to teaching in the Sunday-school, in the Bible Class; and your knowledge of the Scriptures, and your love of them, is increasing, or will increase, every day. Your pastor takes an interest in you, and advises you. Your future calling is well understood in your home. So serious a call should develop so gradually that you hardly notice the development. The sudden call, the inspiration of the moment, demands always careful consideration. Give it time to cool, and see what happens to it.

"Yet have I not seen the righteous forsaken, nor his seed begging bread," David asserted, but the assurance that you shall escape beggary is not enough for you; you must be ready to accept beggary, cold, suffering, any other trials the Master sends you. If you have not this divine submission yourself, how can you teach it to others?

The best education is none too good for the clergyman of either sex. You cannot know too much, or digest your knowledge too thoroughly. A good working acquaintance with Greek and Hebrew is absolutely indis-

pensable, and such an acquaintance necessarily involves an acquaintance with Latin also. An ignorant preacher can do good in some directions, but he or she is at a disadvantage. You must give your hearers information as well as eloquence, and you cannot give it to them unless you have it. A thorough collegiate training is as necessary to a woman preacher as to a man preacher, and if you are destined for the pulpit you can obtain it at much less expense than if you were preparing for any other profession, for the church assists its young candidates. Your own pastor can give you the best information about the assistance offered in your own denomination.

Many of the theological seminaries, in which the special training for the ministry is given after the general education is finished, are open to women equally with men. The differences in instruction in the seminaries of the different denominations are slight, and the course in one seminary gives an adequate idea of the courses in all. Following is the course of instruction outlined in Oberlin Theological Seminary, at Oberlin, Ohio, in which both men and women are trained for the ministry:

#### OBERLIN THEOLOGICAL SEMINARY.

Oberlin is situated on the Lake Shore and Michigan Southern Railway, thirty-four miles southwest of Cleveland. It is a pleasant village of four thousand three hundred inhabitants, which has grown up with the College, and has been largely shaped by its influence.

#### COUNCIL HALL.

The building occupied by the Theological Seminary is named Council Hall in commemoration of the first meeting of the National Congregational Council, in Oberlin, in November, 1871, on which occasion the corner-stone was laid. It provides rooms for sixty students, half of whom may room singly. Each suite of rooms consists of study and bedroom, separated by folding doors. They

are completely and comfortably furnished, and heated with hot water. All rooms must be claimed in person or by letter addressed to Prof. A. T. Swing, by noon of the day before the opening of the fall semester.

Churches that have furnished and named any of these rooms will have the privilege of reserving them, upon due notice given, for the use of any of their members who are, or who are to be, students in the Seminary.

#### LIBRARIES AND READING-ROOMS.

The libraries connected with the College number more than fifty thousand volumes, of which fifteen thousand would be required in a well-equipped theological library.

#### THE SEMINARY YEAR.

The Seminary year of thirty-two weeks is divided into two semesters by the Christmas vacation of a fortnight.

The Faculty will meet the new students and any others who may wish to consult them in Council Hall, Wednesday, the opening day of the year.

#### EXPENSES AND BENEFICIARY AID.

No charge is made for instruction, or for the use of the library and other public rooms. The price of board ranges from \$2 to \$3 per week. The term bills for students rooming in Council Hall vary according to the number of occupants in a room, whether one or two. For the first semester of fourteen weeks the fee is from \$13 to \$14, and for the second semester of eighteen weeks from \$14 to \$18. For those rooming elsewhere the fee for each semester is \$3. These semester fees are due not later than the opening day of the semester.

There are several sources from which needy and worthy students may receive financial assistance. (1) The Congregational Education Society has given not less than \$50 per year to each of its beneficiaries. (2) Funds have been placed at the disposal of the Faculty by benevolent friends of the Seminary from which twelve merit scholarships have been provided as follows: four scholarships of \$100 each, four scholarships of \$75 each, and four scholarships of \$50 each. These may be earned by exceptional scholarship and unusual promise for the ministry. (3) Beneficiary aid (to be returned within five years, without interest during

Seminary study) can generally be obtained in sums of from \$25 up to \$75 per year. (4) Advanced students have frequent opportunities to supply churches giving moderate compensation for such services.

In view of such assistance, together with the low cost of living in Oberlin, it may be safely said that all earnest students giving promise of usefulness in the ministry need have no hesitancy, for financial reasons, in planning to undertake a full course of study in the Seminary.

The first instalment of aid from Seminary funds is withheld until the satisfactory completion of a probation of one semester, except in the case of students received *ad eundem* from other seminaries.

Pecuniary aid is not given to students who marry during their connection with the Seminary.

Attention is called to the comparatively low cost of living in Oberlin, which renders the student less dependent than he would be elsewhere upon beneficiary aid. While no candidate for the ministry, however self-reliant he may wish to be, should hesitate to accept such appropriations as he really needs to enable him to obtain the best possible preparation for his future work, yet *it will afford him legitimate satisfaction to know that his education imposes on others the least possible cost.*

#### SCHOLARSHIPS.

The Seminary has the following scholarships for the assistance of students. Additional scholarships are greatly needed. The friends of ministerial education are earnestly urged to contribute for this object.

*Jennie M. Rosseter Scholarship*, \$1,500 — Founded by Mrs. Caroline H. Rosseter, of Great Barrington, Mass.

*John Morgan Scholarship*, \$1,000 — Founded by Mr. William Hyde, of Ware, Mass.

*Butler Scholarship*, \$1,000 — Founded by Miss Mahala Butler, of Winchendon, Mass.

*Painesville Scholarship*, \$1,000 — Founded by the Congregational Church of Painesville, Ohio.

*Lemuel E. Brooks Scholarship*, \$5,000 — Founded by Miss Harriet E. Brooks, of Churchville, N.Y., in memory of her father, Rev. Lemuel E. Brooks, "to aid needy and deserving students preparing for the ministry."

*Finney Scholarship*, \$1,250 — Founded by Miss Caroline Phelps Stokes, of New York City, for a colored student preparing for missionary work in Africa.

*Sandusky Scholarship*, \$1,000 — Founded by the Congregational Church of Sandusky, Ohio.

*Miami Conference Scholarship*, \$1,000 — Founded by the churches of the Miami Conference of Ohio.

*Tracy Scholarship*, \$1,250 — Founded by Mrs. F. E. Tracy, of Mansfield, Ohio.

*Leroy H. Cowles Scholarship*, \$1,250 — Founded by Mr. J. G. W. Cowles, of Cleveland, in memory of his son, Leroy Hervey Cowles.

*McCord-Gibson Scholarship*, \$1,000 — Originated in bequests.

*Anson G. Phelps Scholarship*, \$1,000 — Founded by Miss Olivia E. P. Stokes, preference being given to colored students.

*Oberlin Second Church Scholarship*, \$1,000 — Founded by the Second Congregational Church of Oberlin.

*Oberlin First Church Scholarship*, \$1,000 — Founded by the First Congregational Church of Oberlin.

#### OPPORTUNITY FOR SELF-HELP.

Many vacant pulpits in the vicinity are supplied by students. Opportunities for preaching are sufficiently numerous. In many instances students are tempted to consume in preaching, time and strength that should be devoted to their theological studies. No member of the Junior class will be expected to supply pulpits, even occasionally, during term time, without permission of the Faculty; and no members of the Middle class, without similar permission, may assume the stated and regular supply of any church.

During the summer vacation of four months, all members of the Seminary may supply vacant pulpits in Home Missionary and other fields. Opportunities for such service are likely to be offered in Ohio and the Northwestern States, affording not only useful experience in pastoral work, but also essential addition to the student's pecuniary resources.

#### INSTRUCTION IN VOCAL MUSIC.

The best of facilities for musical cultivation are offered in the Oberlin Conservatory. The presence of both young women and young men in the College renders possible such choruses as are else-

where found only in large cities. There are large choirs in the churches; there are classes in choral singing free to all members of the Seminary; the Musical Union, numbering about two hundred voices, holds weekly rehearsals and gives two oratorio concerts each year. Special attention is paid to church music, and such instruction and practice given as will prepare ministers to lead the singing in social meetings and render them capable of dealing intelligently with those in our churches who are responsible for the service of song.

#### GENERAL EXERCISES.

The students of all departments meet for prayers in the College Chapel, Mondays, Tuesdays, Wednesdays, Thursdays, and Fridays, at 4.30 P.M.; except that once each month, on Thursday, at 4 P.M., in the same place, a lecture is delivered by a member of the Faculty, or by some invited speaker from abroad.

The Seminary prayer-meeting is held each Friday afternoon from 3.45 to 4.30, in the chapel of Council Hall. Once a month the prayer-meeting gives place to a missionary meeting.

#### CLASSICAL COURSE.

##### ADMISSION AND GRADUATION.

Applicants for admission must present a diploma certifying graduation from college, or must satisfy the Faculty, by examination or certificate, that they have had the equivalent of a college course. They must also present certificates of membership in some Christian church. Such college graduates, upon the completion of the full three-years' Seminary course, consisting of at least 1,440 hours, receive the degree of D.B. It is recommended that the college work include a reading knowledge of German; also the lists of studies given below.

Below will be found a list of studies recommended for the Senior year in college. From this it will be seen that by planning in advance the student may secure, within three years after graduating from college, what is practically a four-years' theological course.

Students coming from other theological seminaries in which a similar standard of scholarship is maintained will be received *ad eundem* on presenting evidence of good scholarship and honorable dismissal; and any applicant will be admitted to advance standing after passing a satisfactory examination in all the studies which have been pursued by the class which he desires to join. Admis-

sion to the Senior class is, however, not allowed later than the beginning of the second semester.

#### GRADUATE STUDY.

The numerous electives, some of which are of an advanced character, afford facilities which may be employed by those desiring more extensive study than can be compressed within three years. The faculty will be glad to arrange a course of such study for any one who may desire. Opportunity for private research under the direction of the professors will also be afforded.

#### COURSES OF INSTRUCTION.

In the following descriptions three classes of courses are distinguished :

1. Courses marked \* are *required*. These amount to 817 hours ; they cover the subjects most essential to a theological course and must be taken by all.

2. Courses not especially marked are *elective*. They amount in the course of three years to 1,538 hours. From them the student is to select as he desires a number sufficient to enable him to meet the requirement for graduation, which is 1,440 hours.

3. Courses marked † are *optional*. These are recommended to those who have time for additional work as valuable supplements to the curriculum. No credit is allowed for them, as they are not to be regarded as substitutes for Classes 1 and 2. They are courses offered by the college as higher electives for undergraduates, or as graduate work.

Upon recommendation of the Faculty, students are admitted without charge to such college and academy courses, not to exceed five hours per week, as they are prepared to pursue.

#### ENCYCLOPEDIA.

*Professor King.*

\* *Theological Encyclopedia*. First semester. We., Fr. 28 hours.

Required for juniors.

The course is intended to be a helpful introduction to the student's entire theological study. It seeks to put the various branches of his study into their true relations with each other, and so to bring unity into the whole. To this end, the course discusses briefly the different branches of theological inquiry, with their connections, principles, methods, and subdivisions, and adds some suggestions as to the most important literature in each field. The course is based on Cave's Introduction to Theology.



## OLD TESTAMENT.

*Professor Burroughs.*

## INTRODUCTION.

\* *Introduction to the Literature of the Old Testament I.* Second semester, 1901-02, and alternate years. Tu., Th., Sa. 54 hours.

This course is designed to present a survey of the contents of the several Old Testament books, which each student is expected to read in English and paragraph as a part of his preparation of the work. Special attention is given to the Historical and Prophetical books. The problems of Literary Criticism are considered and suggestions are given to guide toward their solution. Lectures are given on various topics of General Introduction.

*Introduction to the Literature of the Old Testament II.* Second semester, 1900-01, and alternate years. Tu., Th., Sa. 54 hours.

This course is especially devoted to a careful study of the poetical books, the Wisdom Literature, and the Pentateuch. It is designed to supplement the preceding course. Those who have passed through these two courses in Introduction will have made a careful study of the contents of the entire Old Testament, and will have examined in the light of these contents current critical theories regarding the Old Testament.

## EXEGESIS.

*Hebrew a.* Throughout the year. Tu., We., Th., Fr., Sa. 160 hours.

FIRST SEMESTER. Elementary Hebrew Grammar with exercises in reading and writing Hebrew.

SECOND SEMESTER. The grammatical work is continued by exercises in syntax and sight-reading. Exegetical work is begun, in exposition (*a*) of selected passages from the Pentateuch, and (*b*) of selections from the historical and poetical books.

As the work of the first semester is merely preparatory, credit cannot be given for it unless the whole course is taken.

It is expected that students who desire to be credited with first-year Hebrew taken in College will continue the study of Hebrew Exegesis at least a year in the Seminary.

*Hebrew b. The Book of Isaiah.* First semester, 1900-01, and alternate years. We., Fr. 28 hours.

In this and the courses following, no attempt is made to read rapidly, but the aim is by careful and painstaking work to enable the student to form a sound exegetical method which can be independently employed in after years.

*Hebrew c. Selections from the Minor Prophets.* Second semester, 1900-01, and alternate years. We., Fr. 36 hours.

*Hebrew d. Old Testament Poetry outside of the Psalter*, with an Introduction to Hebrew Poetry. First semester, 1901-02, and alternate years. We., Fr. 28 hours.

*Hebrew e. The Psalms.* Second semester, 1901-02, and alternate years. We., Fr. 36 hours.

#### BIBLICAL THEOLOGY.

*Old Testament Theology.* First semester, 1900-01, and alternate years. Tu., Th., Sa. 42 hours.

A required course for those who do not elect Hebrew a.

*Messianic Prophecy.* First semester, 1901-02, and alternate years. Tu., Th., Sa. 42 hours.

A required course for those who do not elect Hebrew a.

#### NEW TESTAMENT.

*Professor Bosworth.*

#### INTRODUCTION.

\**General Introduction to the New Testament.* Throughout the year. Sa. 32 hours.

The course includes a discussion of the canon and textual criticism. Lectures with assigned readings and examinations. To be taken in connection with New Testament a. below.

*Special Introduction I.* Second semester, 1900-01, and alternate years. Tu., Th., Sa. 54 hours.

*Special Introduction II.* Second semester, 1901-02, and alternate years. We., Fr. 36 hours.

These two courses in Special Introduction consist chiefly of the inductive study of the English New Testament. In connection with such study lectures are given and readings assigned in various recent works on Introduction. While the work is done primarily from the standpoint of introduction, it is intended that the class shall discover the principal exegetical problems of each book studied, and be prepared for further work upon them after leaving the Seminary. Those who elect both these courses and those in Greek exegesis can cover almost all of the New Testament in inductive study during the three years of the theological course.

#### EXEGESIS.

\**New Testament a. The Gospels and the Acts.* Throughout the year. Tu., We., Th., Fr. 128 hours.

Mark and a part of Acts are studied exegetically. Special attention is given (a) to the grammatical and lexical peculiarities of New Testament Greek; (b)

to a general view of the synoptic problem; (c) to the Introduction to the Gospels and the Acts.

*New Testament b. Hebrews.* First semester, 1901-02, and alternate years. We., Fr. 28 hours.

Selections are made from Hebrews for detailed exegesis, and the development of thought in the whole epistle is discussed. In this and the following courses, in connection with the lectures, essays upon related topics may be required of each student.

*New Testament c. Romans.* Second semester, 1901-02, and alternate years. Tu., Th., Sa. 54 hours.

Detailed exegesis of the first eight chapters of Romans, including an inductive study of principal terms and a written paraphrase of selected portions.

*New Testament d. Colossians, Philippians, and the Catholic Epistles.* First semester, 1900-01, and alternate years. We., Fr. 28 hours.

Selections are made from the group for exegetical study.

*New Testament e. Thessalonians, Corinthians, Galatians, and Ephesians.* Second semester, 1900-01, and alternate years. We., Fr. 36 hours.

Selections are made from the group for exegetical study.

#### BIBLICAL THEOLOGY.

*The Teaching of Jesus.* First semester, 1900-01, and alternate years. Tu., Th. 28 hours.

*The Teaching of Paul.* First semester, 1901-02, and alternate years. Tu., Th. 28 hours.

#### SEMINAR.

*New Testament Seminar.* First semester. We. Credit, 28 hours.

Admission is granted only to such as have done successful work in the department. The subject of investigation in 1900-01 will be the Johannine teaching.

#### CHURCH HISTORY.

*Professor Swing.*

#### EXTERNAL HISTORY.

\* *General History of the Church.* Throughout the year. Mo., We., Fr. Credit, 96 hours.

- I. Through the ancient and mediæval periods.
- II. Pre-reformers and the Reformation.

*History of Religious Freedom and Toleration.* First semester, 1901-02. Fr. Credit, 28 or 42 hours.

The course treats historically the development of religious freedom and toleration in Great Britain and on the Continent from the Reformation period, and is introductory to the History of the Church in America.

*History of the Church in America.* Second semester. 1901-02. Fr. Credit, 36 or 54 hours.

#### HISTORY OF DOCTRINE PROPER.

The method of treatment in this study is that which has come into use in Germany of tracing in an orderly way the development of Christian dogma, until the completed systems of the Greek, the Roman, and the Protestant churches are reached.

\**History of Dogma.* Throughout the year. Tu., Th., Sa. 96 hours.

The subject is introduced by a survey of Greek and Roman philosophy and Hebrew speculation before and at the time of Christ, and takes up the origin and development of doctrines, their dogmatizing in the first great Councils, and concludes with the dying out of original thought in the Eastern church. A seminar will also be organized in connection with this part of the work for the study of the rich and valuable historical sources from the apostolic age to 250 A.D.

The second part of the course begins with Augustine, and will aim to construct comprehensive outlines of the development of Augustinianism, Mediæval and Tridentine theology, Pre Reformation and Reformation doctrine, and conclude a study of Reformation creeds with the Westminster Confession. The seminar connected with this part of the subject will for the current year take up the fundamental study of Augustinianism, a knowledge of which is necessary to our understanding of either Catholicism or Protestantism.

*Historical Seminar.* The seminar held each semester in connection with the History of Dogma will have a credit of 28 and 36 hours respectively. Mo.

#### HISTORY OF MODERN THEOLOGY.

*Modern German Theology.* First semester, 1900-01, and alternate years. Fr. Credit, 28 or 42 hours.

This course furnishes an opportunity of studying religion as it is found in contact with the philosophy, literature, and political interests of the German people since the Reformation, with special reference to recent schools and present trends of thought.

*Theology in America.* Second semester, 1900-01, and alternate years. Fr. Credit, 36 or 54 hours.

Particular attention is given in this course to the historical sources of colonial theology, to New England theology proper, and to the more recent theological movements and tendencies.

#### THEOLOGY.

*Professor King.*

*Theology I. Philosophy of Religion.* Throughout the year. Tu., We., Th., Fr., Sa. 160 hours. Elective for Middlers and Seniors.

The work of this year is philosophical; it takes up the fundamental inquiries in metaphysics, theory of knowledge, ethics, and philosophy of religion, which are essential to a unified view of the world. In this philosophical survey it is attempted to take account of the whole man, volitional and emotional as well as intellectual, and to give full weight to æsthetic, ethical, and religious data. The course is based in its earlier part upon Lotze's "Microcosmus and Outlines of the Philosophy of Religion;" and consists, in its later part, of a careful discussion of the bearing of evolution upon philosophy and religion, based on Le Conte's "Evolution and Its Relation to Religious Thought," and Schmid's "Theories of Darwin." The best of the later literature on this subject is discussed. The work of this first year is intended rather as a supplement than as a basis of the work of the second year. It deals with the philosophic and scientific relations of Christian doctrine, and aims to secure for the student some freedom and independence in critical thinking, and an acquaintance with the fundamental philosophical problems that must be faced by every man who really desires to think the world through, and to be a thoughtful leader of men.

The course is given in Peters Hall, and is open also to College Seniors and Graduate students.

\**Theology II. Systematic Theology, critical and constructive.* Throughout the year. Tu., We., Th., Fr., Sa. 160 hours. Required for Seniors, and open only to them and Graduate students of the College.

The work of this year is devoted to strictly theological inquiry, and presupposes the courses in Biblical theology, history of doctrine, and apologetics.

The first part of the course is given to a careful critical discussion of the most theological movements of the present day. It seeks from the student himself a critical appreciation, favorable and unfavorable, of Frank's "System of Christian Certainty," representing the conservative school of Germany; of Pfeiderer's "Philosophy and Development of Religion," volume 2, representing the liberal school; of Ritschl's "Instruction in the Christian Religion," representing the Ritschlian school; and of the theological portions of Fairbairn's "The Place of Christ in Modern Theology." A similar critical appreciation is then undertaken of a number of the great creeds of the church, the Apostles' Creed, the Nicene Creed, the Athanasian Creed, the Form of Concord, the Second Helvetic Confession, the Thirty-Nine Articles of the Church of England, the Five Ar-

minian Articles, the Westminster Confession of Faith, the Burial Hill Declaration, and the Commission Creed of 1883. It is believed that this plan not only stimulates the student to independent thinking, and secures both a broader and a deeper knowledge of theological questions, but also proves directly helpful to his own constructive thinking.

The second part of the course is distinctly constructive, and is built immediately upon the results of Biblical theology. It aims to state every theological doctrine in terms of personal relations, and in full light of the person and teaching of Jesus, as the supreme revelation of God; and the meaning of the doctrine for life is held continually in mind. The confirmation of religious experience and of the historical and philosophical inquiry is considered, and the attempt thus made to give to Christian theology its place in a really unified view of the world. Clarke's "Outline of Christian Theology" is used for this part of the course, not as a text for recitation, but as a basis for discussion.

*Positive Institutions of the Church.* Second semester, 1900-01, and alternate years. 12 lectures.

REV. H. M. TENNEY, D.D.

#### HARMONY OF SCIENCE AND REVELATION.

*Professor Wright.*

\**Evidences of Christianity.* Winter term of the College. Tu., We., Th., Fr., Sa. 55 hours.

Wright's "Logic of Christian Evidences," and "Scientific Aspects of Christian Evidences," are made the basis of this course, but it is supplemented with lectures, parallel reading, and the preparation of essays upon special topics.

*Geological and Geographical Preparation for Christianity.* 1901-02. Tu., Th., Sa. 27 hours.

This will be a special course consisting of lectures to be given upon Professor Wright's return from a trip to the Orient, during which he will have visited Siberia, the Caspian and Black Seas, Armenia, the Valley of the Euphrates, the Lebanon Mountains, the Valley of the Jordan and the Dead Sea, Palestine, and Egypt.

*General Course in Apologetics.* Second semester, 1901-02, and every third year. Tu., Th., Sa. 54 hours.

This consists of lectures upon the history of apologetics; the historical basis of the Old Testament, criticism of the Old Testament; modern science and the Old Testament; recent discoveries and the Old Testament; miracles of the Old Testament; alleged errors of the Old Testament; theistic conceptions of the Old Testament; ethics of the Old Testament; sociology of the Old Testament; canon of the Old Testament; historical basis of the New Testament; critical theories of the New Testament; recent discoveries and the New Testament; miracles of the New Testament; alleged errors of the New Testament; prophecies fulfilled in the New Testament; quotations from the Old Testament in the New; canon

of the New Testament; practical ethics of the New Testament; the person of Jesus; the influence of Paul; recent progress of Christianity; the future of Christ's kingdom.

*The Inductive Method of Reasoning.* Second semester, 1903-04, and every third year. Tu., Th., Sa. 54 hours.

This course consists of lectures illustrating the subject in general from the natural sciences, and in its special application in determining the canon, text and interpretation of Scripture. Parallel reading and the preparation of an essay are required of each member of the class.

*The Origin and Antiquity of the Human Race.* Second semester, 1902-03, and every third year. Tu., Th., Sa. 54 hours.

This course consists of lectures discussing the subject in all its bearings. Parallel reading and the preparation of an essay are required of each member of this class.

#### COMPARATIVE THEOLOGY AND CHRISTIAN MISSIONS.

*President Barrows.*

##### *Comparative Religion.*

This course of lectures is intended to bring out the points of resemblance and contrast between Christianity and the leading non-Christian faiths.

#### HOMILETICS AND PRACTICAL THEOLOGY.

*Professor Currier.*

\* *Homiletics a.* First semester. Tu., Th., Sa. 42 hours.

Lectures upon the nature of the sermon as a literary production; the different classes of sermons; the principles of their construction; the use of texts; the nature and value of expository preaching; the methods of preparation, respectively, for the extemporaneous and written sermon; the particular advantages of each of these methods of preaching; the homiletic habit; and the paramount importance of the minister's pulpit work.

*Homiletics b.* Second semester. Tu., Th. 36 hours.

Lectures upon the properties of style suited to the pulpit, and the method of cultivating it; the conditions of success in the ministry; the ministerial spirit; the minister's theme; the method and the range of the minister's studies; and the benefits and dangers attending the study of models. In connection with the lectures there are special exercises in extemporaneous preaching. The members of the class, under the professor's direction, also prepare and read before the class during this term elaborate "Studies in Biography," treating of distinguished preachers of the past and the present times. Near the close of the semester a series of twelve lectures is given upon great preachers of Christianity: Chrysostom, Augustine, Bernard of Clairvaux, Luther, Knox, and Richard Baxter.

*Sermon-plan Construction.* First semester. Fr. 14 hours. Second semester. We. 18 hours.

Special exercises in sermon-plan making for the practical application of the principles of sermon construction.

*Practical Theology a.* First semester. Tu., Th., Sa. 42 hours.

Lectures upon the following topics, viz., the pastoral function of the minister and its importance; Sunday schools; the pastor's work among the young people; the advantages of the settled pastorate; prayer-meetings; revivals; the instruction of religious inquirers and new converts; pastoral visiting; church organization; and ministry to the sick and the afflicted.

*Practical Theology b.* First semester. We. Fr. 28 hours.

Studies in Christianity as applied to sociological problems; lectures upon the prevalence of crime, its causes and remedies, and the principles of penology approved by the progress of prison reform during the last century; upon scientific charity, or the most approved and successful methods of helping the poor; the mutual relations of capital and labor.

*Practical Theology c.* Second semester. We., Fri. 36 hours.

The relation and the duty of the pastor to benevolent organizations. The six national societies of the Congregational church.

With the design of indicating important sources of thought and information for sermonic uses a series of lectures upon special helps for Bible study, religious works of extraordinary value, and the most important works of the most eminent of the old English divines.

*Missions.* Second semester. Tu., Th. 34 hours.

Lectures upon Modern Missions with assigned readings and examinations.

In this course of lectures the following topics are considered: problems of missions that relate to the missionary fields; problems of missions that specially concern the home churches; the answer of missions to critics that disparage their success and value; incidental fruits of missions; the apologetic value of missions; the personal qualifications demanded for success in the missionary work; considerations that give attraction to foreign missionary work; the peculiar features, difficulties, and encouragements of the different missionary fields, China, Japan, India, Africa, Isles of the Sea, and Scripture Lands.

\**Preaching Exercises.* Throughout the year. Alternate Wednesdays. 16 hours.

These exercises consist of the preaching of sermons, written and extemporaneous; the exposition of selected passages of Scripture, and the reading of Scripture and hymns. They are given before the whole Seminary, and the Faculty criticise and comment upon them.



*Church Polity.* Second semester, 1901-02, and alternate years.

A course of twelve lessons in the principles of Church Polity, based upon Ross's Pocket Manual of Congregationalism, with especial reference to the practical workings of American Congregationalism, councils, ministerial standing, etc. A moot council is held, and students are exercised in the various forms of ecclesiastical procedure.

#### ECONOMICS AND SOCIOLOGY.

*Professor Carver.*

The courses offered by the College in this department are open to Seminary students, and are recommended to those who are able to do outside work, as a valuable supplement to the Seminary curriculum.

#### ELOCUTION AND ORATORY.

*Associate Professor Caskey.*

\* *Elocution a.* Second semester. Tu., Th. 54 hours.

This course consists of class and private lessons. The class work aims to get before the student a proper conception of public speaking and a reasonable method of reaching that conception. Realizing that only through constant practice proficiency is acquired, the student is called upon daily to present from the platform some Scripture, hymn, or other literature. By kindly criticism and helpful suggestion he is led on to do his best and the observing class grow with him.

The private work is directed to the special needs of the student, such needs as can best be dealt with when student and teacher are alone.

*Elocution b.* First semester. Tu., Th. 42 hours.

This is a continuation of Elocution a. The student is required to direct the power gained in the previous course to the presentation of longer and more complete addresses. By criticism and suggestion from class and instructor he is enabled to get a measure of the effectiveness of his speaking and is pointed to the way of further growth.

#### MISSIONARY SOCIETIES.

A course of lectures is delivered each year upon the history and work of some one of the larger Congregational benevolent societies, by one of its secretaries.

Such a course was delivered in 1896-97 by the Rev. Judson Smith, D.D., of the A.B.C.F.M.; in 1897-98 by the Rev. Charles J. Ryder, D.D., of the A.M.A.; in 1898-99 by the Rev. Joseph B. Clark, D.D., of the C.H.M.S.; in 1899-00 by the Rev. W. F. McMillen, D.D., of the C.S.S. & P.S.

The smaller societies are duly represented by occasional lectures by their secretaries, at intervals not intended to exceed three years.

## OUTLINE OF COURSE.

In the following scheme the required studies are assigned to the years in which they can most advantageously be taken. The arrangement of the schedule of daily recitations ordinarily makes it impossible for the student to postpone his required work or take it in a different order. Encyclopedia must be taken in Junior year, and Theology II. is open only to Seniors.

Elective courses are printed below in the place where they can first be taken; thereafter they may be elected by any class, except that Hebrew should not be begun in Senior year, or except in rare cases in Middle year.

YEAR AND SEMESTER.	REQUIRED WITH NUMBER OF HOURS.		ELECTIVES WITH NUMBER OF HOURS.	
Junior I.	Preaching Exercise New Test. a New Test. Introduction Encyclopedia Church History An Old Test. Course	$\frac{1}{2}$ 4 1 2 3 5 or 3	Hebrew a Messianic Prophecy '01 Old Test. Theology '00 Comparative Theology	5 3 3
Junior II.	Preaching Exercise New Test. a New Test. Introduction Church History Elocution a An Old Test. Course Old Test. Introd. II. '02	$\frac{1}{2}$ 4 1 3 3 3	Hebrew a Old Test. Introd. II. '01 Spec. New Test. Introd. 1., '01 Spec. New Test. Introd. II., '02 Apologetics '02 Origin of Man '03 Preparation for Christianity '01 Comparative Theology	5 3 3 3 3 3
Middle I.	Preaching Exercise History of Doctrine Homiletics a For non-Hebrew men, an Old Test. Course	$\frac{1}{2}$ 3 3 3	The above Electives Hebrew b '00 Hebrew d '01 New Test. b '01 New Test. d '00 Teaching of Jesus '00 Teaching of Paul '01 Hist. Rel. Tol. '01 German Theology '00 Historical Seminar Theology I. Plan Construction Elocution b	2 2 2 2 2 2 or 3 2 or 3 2 5 1 3
Middle II.	Preaching Exercise History of Doctrine Christian Evidences For non-Hebrew men, an Old Test. Course	$\frac{1}{2}$ 3 5 3	The above Electives Hebrew c '01 Hebrew e '02 New Test. c '02. New Test. e '01. Hist. Am. Ch. '03 American Theology '01 Theology I. Historical Seminar Homiletics b Plan Construction Missions Positive Institutions '01 Church Polity '02	2 2 3 2 2 or 3 2 or 3 5 2 2 1 1
Senior I.	Preaching Exercise Theology II. Practical Theology a	$\frac{1}{2}$ 5 3	The above Electives New Test. Seminar Practical Theology b	2 2
Senior II.	Preaching Exercise Theology II.	$\frac{1}{2}$ 5	The above Electives Practical Theology c	2

## FOUR-YEAR COURSE IN THEOLOGY.

The preceding table with its numerous electives shows the wealth and embarrassment of the Seminary curriculum. In the three years of the course the student is unable to do advanced work in more than one or two departments.

The attention of college students is called to the advantage of adjusting their college work to their proposed seminary course, thereby securing what is practically a four years' theological course without adding a year to the time required.

The college senior work may be Hebrew throughout the year, the equivalent of Theology I., Christian Evidences, Sociology, History (especially Roman, Mediæval, and English).

There are abundant electives in the several departments of the Seminary to fill the hours thus left free. The student is prepared to enter at once in Junior year upon the elective work of the Old Testament department, and this, in turn, will make possible a more generous election of studies from other departments in the remaining years.

TABULAR VIEW OF DAILY EXERCISES FOR FIRST SEMESTER.

	TUESDAY.	WEDNESDAY.	THURSDAY.	FRIDAY.	SATURDAY.
7:30-8:30	Pract. Theol. a New Test. a Theology I.	Pract. Theol. b New Test. a Theology I.	Pract. Theol. a New Test a Theology I.	Pract. Theol. b New Test. a Theology I.	Pract. Theol. a New Test. Intri. Theology I.
8:30-9:30	Jesus' Teach. '00 Paul's Teach. '01  Christ. Evid.	New Test. b '01 New Test. d '00 Gen. Church Hist.  Christ. Evid.	Jesus' Teach. '00 Paul's Teach. '01  Christ. Evid.	New Test. b '01 New Test. d '00 Gen. Church Hist.  Christ. Evid.	N. T. Seminar Plan Constr.  Christ. Evid.
9:30-10:30	Hist. of Doctr.	Encyclopedia Hebrew b '00 Hebrew d '01	Hist. of Doctr.	Encyclopedia Hebrew b '00 Hebrew d '01	Hist. of Doctr.
10:30-11:30	Hebrew a Theology II.	Hebrew a Theology II.	Hebrew a Theology II.	Hebrew a Theology II.	Hebrew a Theology II.
1:30-2:30	O. T. Theol. '00 Messianic Prop. '01	O. T. Theol. '00 Messianic Prop. '01	1:00 O. T. Theol. '00 Messianic Prop. '01	Hist. Rel. Toler. '01 German Theol. '00	
	Homiletics a 2:30 Elocution b	3:00 Preaching	2:00 Elocution b 2:30 Homiletics a	2:30 Homiletics 3:45 Prayer-meeting	
4:30	Monday — Hist. Sem.  Chapel Prayers.	Chapel Prayers	4:00 Lecture or 4:45 Chapel Prayers	Chapel Prayers	

TABULAR VIEW OF DAILY EXERCISES FOR SECOND SEMESTER.

	TUESDAY.	WEDNESDAY.	THURSDAY.	FRIDAY.	SATURDAY.
7:30-8:30	New Test. a Theology I. Homiletics b	New Test. a Theology I. Pract. Theol. c	New Test. a Theology I. Homiletics b	New Test. a Theology I. Pract. Theol. c	New Test. Intr. Theology I. Plan Constr.
8:30-9:30	New Test. c '02 N. T. Intr. I. '01	N. T. Intr. II. '02 New Test. c '01 Gen. Church Hist.	New Test. c '02 N. T. Intr. I. '01	N. T. Intr. II. '02 New Test. c '01 Gen. Church Hist.	New Test. c '02 N. T. Intr. I. '01
9:30-10:30	O. T. Intr. II. '01 O. T. Intr. I. '02	Hebrew c '01 Hebrew e '02	O. T. Intr. II. '01 O. T. Intr. I. '02	Hebrew c '01 Hebrew e '02	O. T. Intr. II. '01 O. T. Intr. I. '02
10:30-11:30	Hebrew a Theology II.	Hebrew a Theology II.	Hebrew a Theology II.	Hebrew a Theology II.	Hebrew a Theology II.
1:30	Elocution a		1:00 Elocution a Hist. of Doctr.		
	2:30 Missions.		2:30 Missions	Amer. Theol. '01 2:00 Hist. Amer. Ch. '02	
	Monday—Hist. Sem.	3:00 Preaching		3:45 Prayer-meeting	
4:30	Chapel Prayers.	Chapel Prayers	4:00 Lecture or 4:45 Chapel Prayers	Chapel Prayers.	

The only time I am ever conscious of being a "woman minister" is when I wander into some churchfold where the women are considered fit to bear the heavy burdens of church work, but unfit to exercise the right to vote, or to claim the privilege of ordination. — *Rev. Alice K. Wright.*

## CHAPTER XXX.

## PULPIT AND PEW.

I DO not think the story of the Gospel will be fully told until Christian women all round the world tell it. My pulpit is always open to women, and when they have preached there the impression has always been deep and good and lasting. — *T. De Witt Talmage.*

The first Congregational church organized in New Jersey ordered its chorister not to allow any females to sing in the choir, because Paul had commanded women to keep silence in the churches. This is the most illustrious instance, so far as I know, of absolute fidelity to a literal exegesis concerning woman's relation to public worship. — *Frances E. Willard, in her work, "Woman in the Pulpit."*

I am in favor of having the vote put in woman's hand. I want the experiment made, although I have not as much faith as some have in its power to correct the evils of the day. — *T. De Witt Talmage.*

I cannot see why women should be called on to pay tax for the support of a government when they are not allowed the opportunity of expressing at the ballot-box what that government shall be. — *T. De Witt Talmage.*

To him or to *her* who knoweth to do good and doeth it not, it is a sin. By their fruits ye shall know them —



both man and woman — as preacher or teacher. — *Rev. Joseph Cook.*

Whether woman shall enter the pulpit or not is a question which I, for one, believe that we are to decide by these Scriptural rules, and in the light of detailed and prolonged experience. — *Rev. Joseph Cook.*

She who has written "Uncle Tom's Cabin" or "Aurora Leigh" certainly does not lack mental, moral, or spiritual fitness for the ministry. — *Rev. Joseph Cook.*

Woman's sphere has enlarged so vastly within a recent period that her success in spheres analogous to the pulpit may be fairly quoted as an indication of her fitness for many branches of the sacred profession. — *Rev. Joseph Cook.*

I cannot but feel that women have a greater Christian work to do than many of us have yet realized or admitted, and that they have it to do for the simple reason that they are divinely qualified to do it. — *Dr. Joseph Parker.*

No one thinks of denying woman's right to preach in print; why may it not be that some women have a divine call to preach in the pulpit? Woman as a lecturer has won a high place in great reformatory movements. — *Rev. Joseph Cook.*

I confidently look to women who have received the heavenly gift to recall and reestablish the heroic and sacrificial piety of the church. — *Dr. Joseph Parker.*

It would in nearly every case be better, no doubt, that

woman as a preacher, as well as man as a preacher, should be married; but there are exceptions to this rule that have been justified by experience, both as to man and as to woman. — *Rev. Joseph Cook.*

Men may have a certain degree of argumentativeness, and an undoubted skill in making Christ's Gospel peculiarly hard to be understood, but they have not the sacred tact, the melting pathos, the holy patience, the exquisite sympathy, which belong to the omnipotent-weakness which is the incommunicable characteristic of womanhood. — *Dr. Joseph Parker.*

If woman is to enter the pulpit she must of course prepare for its work with as much thoroughness as man does; if she once takes up the tasks of the ministry she must show that she can perform them, or some part of them at least, as well as man does. The stern law of the survival of the fittest will be sure to prevail in this department of the struggle for existence as well as elsewhere. — *Rev. Joseph Cook.*

He preach'd the joys of heaven, and pains of hell,  
And warn'd the sinner with becoming zeal:  
But on eternal mercy loved to dwell.

*Dryden.*

We need women commentators to bring out the women's side of the Bible; we need the stereoscopic view of truth in general, which can only be had when woman's eye and man's together shall discern the perspective of the Bible's full-orbed revelation. — *Frances E. Willard.*

I desire that women adorn themselves in modest

apparel, with shamefastness and sobriety; not with braided hair, and gold or pearls or costly raiment. Let a woman learn in quietness, with all subjection. But I permit not a woman to teach, nor to have dominion over a man, but to be in quietness. For Adam was first formed, then Eve. — *St. Paul*. But our exegetes and pulpit expounders, while laying the most solemn emphasis upon the last part of this command as an unchangeable rule of faith and practice for womankind in all ages and in all places, pass over the specific commands relative to braided hair, gold, pearls, and expensive attire, and have a thousand times preached to women who were violating every one of them, without uttering the slightest warning of reproof. — *Frances E. Willard*.

Given the custom of being waited on, and slavery is readily seen to be of divine authority; given the unpleasantness of washing people's feet, and that hallowed ordinance speedily passes into innocuous desuetude. — *Frances E. Willard*.

A returned missionary from China assures me that of four separate translations of the New Testament into Chinese, all change Paul's words: "I intreat thee, also, true yoke-fellow, help those women which labored with me in the Gospel," into "help those true yoke-fellows," etc., leaving out the idea of women altogether. A leading [male] missionary was asked the meaning of this, and he naïvely replied, "Oh, it would not do, with the ideas of the Chinese, to mention women in this connection." — *Frances E. Willard*.

Judge not the preacher, for he is thy judge;  
If thou mistake him thou conceiv'st him not.

*Herbert.*

The same writers who exhaust the resources of language to deride the dogma of apostolic succession rigidly enforce that of the male priesthood, for which the Bible gives them just as little warrant. — *Frances E. Willard.*

The man who argues that, "Adam being first formed, woman should be in perpetual subjection to the one who, before she was created, was warned against eating of the tree of knowledge, who sinned by her side, and was dismissed with her from Eden," should remember that this literalness of rendering makes it his personal duty, day by day, actually to "eat his bread in the sweat of his face." The argument is a two-edged sword, and cuts both ways. — *Frances E. Willard.*

There are thirty or forty passages in favor of woman's public work for Christ, and only two against it, and these not really so when rightly understood. — *Frances E. Willard.*

The best preaching is that which sends people to the Word of God, which assists but does not supersede the closest study of God's word, and which points out to the people how they are to roll away the stone and lay open the pure spring of heavenly truth. — *J. B. Heard.*

If they would be consistent all ministers who accept the evolution theory — and a majority of them seem to have done so — must admit that not only was woman made of better material than man (which they doubtless will cheerfully grant!) but that, coming last in the order of creation, she stands highest of all. — *Frances E. Willard.*

In life's prime and pride men like to quote "Adam was first formed, then Eve," but at the grave they are

ready to declare that "man born of woman, is of few days and full of trouble." — *Frances E. Willard.*

It is a whimsical fact that men seem comparatively willing that women should enter any profession except their own. The lawyer is willing that they should be doctors, and the doctor thinks they may plead at the bar if they desire to do so, but each prefers to keep them out of his own professional garden-plot. This is true of ministers with added emphasis, for here we have the pride of sex plus the pride of sacerdotalism. — *Frances E. Willard.*

In 1774 appeared the next public woman preacher, Ann Lee. She proclaimed that God was revealed a dual being, male and female, to the Jews; that Jesus revealed to the world God as a father; and that she, Ann Lee, "Mother Ann," was God's revelation of the Mother, "the bearing spirit of the creation of God." She founded the sect of Shakers. — *Helen K. Johnson.*

The object of preaching is constantly to remind mankind of what mankind are constantly forgetting; not to supply the defects of human intelligence, but to fortify the feebleness of human resolutions. — *Sydney Smith.*

Whatever is preached to us, and whatever we learn, we should still remember that it is man that gives and man that receives; it is a mortal hand that presents it to us, it is a mortal hand that accepts it. — *Montaigne.*

## CHAPTER XXXI.

## STENOGRAPHY AND TYPEWRITING.

“The Moving Finger writes; and having writ,  
Moves on; nor all your Piety nor Wit  
Shall lure it back to cancel half a Line,  
Nor all your Tears wash out a Word of it.”

*Omar Khayyám.*

I TAKE it for granted that if you determine to be a stenographer and typewriter you will desire to be a good one. And this is a profession that is not overcrowded. If you were to weed out all the incompetents and leave only the really good and capable operators you would be surprised to see how scarce the good ones are. But the incompetents? Go down to the seashore and count the grains of sand, and you will have some idea of their numbers. Do not put yourself into competition with that multitude; it is not necessary. By incompetents I mean those who are not well equipped for the work.

How you are to train yourself for this profession depends upon what you are already. If you have not at least a common-school education, the first thing for you to do is to get it, for without it you can hardly hope to be more than a living attachment to your typewriting-machine. That much at least, and as much more as possible. You cannot know too much to be a really good stenographer and typewriter. Keep your eyes open, and read — read good books and read the newspapers. You must know what is going on, and what has gone on. Learn something about national and State politics and politicians; something about literature, something about

art, something about mechanics, something about — about everything.

“Ah!” I think I hear you exclaim, “if I knew as much as that I should go into some other profession, and make more money.” I am not so sure about that. This is a profitable profession for its professors who know something. I am not trying to show you how you can become a little pink and white machine at seven dollars a week. You do not need any advice for that. Thousands of girls get that far without any help at all, and apparently without any education, but they are never more than machines with flexible fingers. Such a girl is of no more importance to her employer than the hook she hangs her hat upon. Do you doubt that? Then let us look at the inside of a large office for a moment. Here is a long row of girls, each with the machine in front of her, each playing off copy with the keys. As the manager looks down the row he sees one vacant chair, one idle machine. It is nearly ten o'clock in the morning, and Number Four, Miss Jennie, is absent. She may be ill, or she may have “thrown up her job,” in the expressive office language; but no matter which. The cheap girls appear and disappear very readily and very often, and the manager knows what to do. He steps to the telephone and calls up the agency he deals with. “Please have me a steno-typewriter here at eleven o'clock,” he says over the wire. “Yes, eleven prompt. Female, seven dollars. All right, good-by.” And at eleven prompt the “female, seven dollars,” is at the door smiling, and in two minutes more she is at work. There is not even a ripple upon the surface, except that Number Four becomes Miss Annie instead of Miss Jennie. Miss Jennie may be very ill or dead, but the world and the office move on. Is not that pure machine-work?

You do not have to consider long to see why Number

Four, Miss Jennie, is cheap. When she disappears the manager has only to ring the telephone bell and another Miss Jennie takes her place. Or if the whole row disappeared some morning a new row of girls would be in their chairs within an hour. Or if the manager advertised he would have fifty girls at the door to choose from. But he does not advertise if he can help it, because an advertisement brings so many applicants that they are troublesome. The "female, seven dollars," is plenty, and whatever is plenty is cheap.

That would be a discouraging picture if you were to be a "female, seven dollars," but you are not. You must fix a higher mark for yourself than that. There is a brighter side, and if we have chosen the right morning in the office we can see it. We have seen already how calm the manager is over the absence of Number Four. There was nothing in that to ruffle him, for such things happen nearly every day. If he had nothing worse than *that* to trouble him his managerial path would be smooth. But up at the front of the office is a large pen, or cage, or stall, made of polished oak, in which the president of the company has his desk, with his own private stenographer and typewriter at one side. It is, in short, the president's private office, with thick carpet on the little floor; and the manager's face is troubled as he approaches the door and is reminded that Mrs. Jones also is absent. Almost time for the president to arrive, and no Mrs. Jones! *There* is something to bother a man.

Mrs. Jones is something more than the president's private stenographer. She is in reality his private secretary. But as a private secretary might reasonably demand a higher salary than a plain stenographer she is not given the title of secretary. That is no uncommon thing in offices. She is not only a valuable employee, she is almost indispensable, as we shall see. You will not doubt



when you meet her that she earns her twenty-five dollars a week, and that the president would rather pay her forty dollars than lose her.

But Mrs. Jones is absent, and the manager is worried. Can he go to the telephone and order up another Mrs. Jones for eleven o'clock? Indeed he cannot, as he knows very well. Nor can he get another Mrs. Jones by advertising, in less than weeks of trials and experiments. Nor can any one of the row of young ladies take her place. Why not? We shall see.

Hark! here is the president, and his highness is shocked at seeing Mrs. Jones's vacant chair. "Come, come, manager, how's this? Mrs. Jones not here? Have you telephoned her? Not on the line? Have you sent a messenger? Well, send somebody to her house at once. Let him take a hansom, and bring her along if possible. My, my, this is unfortunate! There's that Chicago matter coming up to-day and she has the whole run of it. And look at these letters! Get her here in some way, manager, and meanwhile send me in your best stenographer."

He looks helplessly at the pile of letters on his desk. There may be only fifty, or perhaps two hundred and fifty, and they must all be answered. Some are very important and very pressing. The substitute stenographer, female, seven dollars, or perhaps eight or nine, takes the vacant chair, and waits. There are twenty more stenographers outside, but the whole twenty cannot fill the place of Mrs. Jones.

He takes up one of the letters, a drop in the bucket, opens and reads it, and begins to dictate:

"Mr. J. B. Haight, 16 Montpelier avenue, Detroit.  
Dear Sir."

"J. V., did you say, sir?" the young lady asks.

"No, B., J. B. B for butter, beans, brains. J. B.

Haight," he snaps, his temper warming a little every time he looks at the pile of letters.

"H-a-t-e, sir?" she asks.

He spells the name properly for her and goes on to dictate the whole letter just as it is to be written, as he knows he must do to this stenographer. That takes a quarter of an hour, including the questions and corrections; and he makes a mental calculation of how long fifty letters will take at fifteen minutes each. He is like a steel trap before the first letter is finished.

Ah! but here is Mrs. Jones. Been detained by a little accident that is soon explained, and in no time she is in her own chair and the work really begins. Before she reads a line she rapidly cuts the end of every one of the envelopes. Then how the letters fly! Just watch the process.

Without a second wasted she takes out the first letter and drops the envelope into the basket, and reads rapidly but distinctly. "No!" says the president; and she writes a big "no" on the bottom of the letter with a soft black pencil, and goes on with her next. The replies vary, of course, but they are all very brief. "No," "Yes," "All right," "Yes, glad to oblige him," "Cannot make such a contract in the present state of the market," "Will take it under consideration," "Very sorry, but impossible."

So the answers go, not at all such answers as are to reach the correspondents, but just the general tone of the answers, and in much less than an hour the letters are out of the way. Any one who could read and write could have done this work so far, but not what follows. There is a still smaller room adjoining the president's private office, and into this Mrs. Jones calls one stenographer after another, only one at a time, and dictates a few letters to each. The single word "no," for instance,

at the bottom of the letter she is answering gives her the keynote, and she dictates a polite letter, acknowledging the receipt of the inquiry, expressing the company's regret at the impossibility of complying with the request, and explaining, perhaps, why it is impossible. Whatever the tone of the answer, it is well expressed, and in the most polite language, even if the letter it answers was a saucy one. Big companies do not send saucy replies to saucy letters, because it is not good policy, and it is the private secretary's business to do everything politely. The president may show by his brief remark that he is annoyed by a correspondent, but no matter; the answer must be perfectly cool and polite, and it lies with the secretary to make it so. Before lunch time answers have been dictated to all the letters, and the girls in the row are busy writing them out, Mrs. Jones keeping a few of the strictly confidential letters to write herself.

After luncheon the president has a dozen letters to write that are not answers to letters received. For each of these he gives Mrs. Jones only the substance. "Tell Barnes I will meet him in the St. Charles Hotel, New Orleans, next Tuesday morning, at 11 o'clock." She knows who Barnes is, knows the address, and writes the letter, and many others in the same way. By the middle of the afternoon all the letters are ready, and the president signs them, and Mrs. Jones puts them into the proper envelopes, and they go into the mail box. Meanwhile the Chicago matter has come up, and the president has found all the papers concerning it laid out in order before him. The statistics needed Mrs. Jones looked up last night and wrote out. She has talked with twenty callers who could not see the president when he was busy. She has been discreetly in her own little room when the president was talking with one of the directors.

She has "taken" important documents at their dictation, and written them out herself. She has made a list, as far as possible, of the important matters to come up tomorrow.

Do you see the difference between Mrs. Jones and the "female, seven dollars"? She is plain to the eye, compared with some of the other girls, and remarkably silent. She hears many things, but tells nothing. She understands her business, and the president knows that she understands it. She relieves him of all the routine work; it is only the brains, the experience, that he need furnish. Yet it is very likely that she is not as rapid an operator as some of the others. Do not imagine that speed is everything. When she writes a letter no changes need be made. You do not see her running to the big dictionary, though the other girls have almost worn a track in the floor going to the dictionary-stand to see how words are spelled. There are a thousand Mrs. Joneses in New York, and hundreds in other large cities, and you can be one of them if you make the effort. She is better educated than the other girls in the office, and has more general information. If you desire to be a Mrs. Jones you must know something.

She began the technical training for her work much as the others began, and as you must begin. The operation of the typewriting machine needs little comment, for it is purely mechanical, and after the first week or two you will need nothing but practice. But stenography is not so easily learned, though it is much easier now than it was a few years ago, because the methods have been simplified. You should begin your stenography first, by all means. If you buy a good work on stenography you can begin your technical study at home. There are a number of different systems that you can choose among, and one is very nearly as good as another. For

my own part, I prefer Munson's, but it is entirely a matter of choice. Munson's and Pitman's are both standards. No employer will ask or care what system you use, if you take him correctly.

You must be prepared to feel discouraged at first when you begin your stenography. I do not believe there is a stenographer in the world who did not feel discouraged at first. The dots and dashes are bewildering, but only at the start. A plain dash means one thing, and you put a little curl at one end and it means t-i-o-n, tion, and if you twist the curve the other way it means "successively." Below the line it means one thing, above the line it means another. But the bewilderment soon wears off and it becomes interesting. In a few months you will be able to write as fast as a person speaking slowly, but probably will not be able to read the half of it. A little more time and study and you can both write and read it readily. Some speakers, you will soon find, are much easier to "take" than others. Go to church and take the sermon, selecting a preacher, if possible, who speaks slowly and distinctly. Give yourself plenty of practice. Some of the members of your family will read for you. The notebook and pencil should be always ready.

If you can attend a school of stenography, so much the better. It is not positively necessary, but it makes the work easier and you learn faster. You can find such a school in almost any town, and there are hundreds of them in the cities, with classes in the morning, the afternoon, and the evening. You can, however, make yourself an expert stenographer with no teacher but the book, and at the same time be learning many other things, for after a few hours of stenography you must change to something else to rest the brain. It is not play, it is work, but work that you are capable of. It is necessary work if you intend to be a stenographer and typewriter, but in

that case only. It is not necessary in any other calling that you are likely to engage in. Stenography is necessary only for professional stenographers. If you desire to be a newspaper woman, for instance, do not think of wasting your time over it. I do not know of a city editor in the country who would not reply "that makes no difference" if you applied to him for a position with the assertion, "I am an expert stenographer." He seldom wants a shorthand report of anything and when such an occasion arises he sends to a stenographic agency. Do not imagine that it would be of great use to you in reporting an interview; that is a mistaken notion. Unless you are engaged in the business you will not use your shorthand twice a year. But if you have made up your mind to be a stenographer and typewriter, be a good one. Do not be satisfied to be a girl whose place can be filled in half an hour by a tap of the telephone bell. Such places are not worth much. You will find it a good profession when you make yourself so valuable that your absence is a misfortune. It is not luck but ability that puts girls into good positions; and whether you are to be a Mrs. Jones or a "female, seven dollars," rests almost wholly with yourself.

At the Cooper Union Free Class in Stenography and Typewriting for women, in New York, the term commences the first of October and ends about the middle of May. The school hours are from 9 A.M. to 1 P.M., every day except Saturday. Applicants must be at least eighteen years of age and not over thirty-five. Application for admission may be made between August 1 and September 15. Applicants must be prepared to pass an examination in penmanship, spelling, composition, and writing from dictation. Munson's system of stenography is used. Graduates of one term are qualified to take positions.

Few things are impossible to diligence and skill. — *Dr. Samuel Johnson.*

## CHAPTER XXXII.

## SPEED, SKILL, AND PATIENCE.

No one need be deterred from taking up an occupation that seems from the outside to be over-crowded. Indeed, it is hard in these days to find a clear field, and it is only by superiority of industry or ability that one can hope to win. — *Helen C. Candee.*

Nothing is more pleasing to God than a hand liberally opened, and a tongue strictly silent. — *Prentice.*

Neither the naked hand nor the understanding, left to itself, can do much; the work is accomplished by instruments and helps, of which the need is not less for the understanding than the hand. — *Bacon.*

A printer can make types glorify God. — *Adler.*

It is well to know, on the assurance of a physiologist of Dr. Richardson's standing, that the notions quite recently current with regard to the congenital incapacity of women for many movements which come naturally to men and boys are erroneous, the practical unskilfulness of the former being the result only of hereditary disuse of the muscles required to give effect to such movements. — *Emily Pfeiffer.*

Let a man choose what condition he will, and let him accumulate around him all the goods and all the gratifi-

cations seemingly calculated to make him happy in it; if that man is left at any time without occupation or amusement, and reflects on what he is, the meagre, languid felicity of his present lot will not bear him up. He will turn necessarily to gloomy anticipations of the future; and except, therefore, his occupation calls him out of himself he is inevitably wretched. — *Pascal*.

It is probable that strenuous work can hardly be kept up by persons disabled by pressure from filling their lungs with sufficient air; and with the freedom of the waist one chief cause of the excessive emphasis of the bust and hips in modern figures would disappear. — *Emily Pfeiffer*.

The world has never yet been ruled by reason; and of all creatures next to a newborn child a reasonable woman may be regarded as the most unfended. Without hysterics as a set-off against the violence of masculine temper she has no armor but her truth, no sword but of the spirit. — *Emily Pfeiffer*.

It is highly probable that education, in taking the fetters from the soul and supplying a higher ideal of wifely duty, will add to rather than diminish the pliancy of woman in her external relations to man as his companion and helpmate. — *Emily Pfeiffer*.

The want of occupation is no less the plague of society than of solitude. Nothing is so apt to narrow the mind; nothing produces more trifling, silly stories, mischief-making lies; when everybody is occupied we only speak when we have something to say, but when we are doing nothing we are compelled to be always talking; and of all torments that is the most annoying, and the most dangerous. — *Rousseau*.



“Typewriting is not what it used to be,” say the women who have followed the industry since it began, and even admitting that it is a far more remunerative occupation than many others at which self-supporting women are engaged, the pay is far from high. — *Helen C. Candee.*

Typewriters used to be employed only by large and prosperous firms, and few were to be had. Naturally these few commanded high prices for their labor, and naturally, too, this led others into the field in search of like remuneration. Then inventors and manufacturers produced cheaper typewriting machines, and the unavoidable result was a market too well supplied with operators for wages to continue high. — *Helen C. Candee.*

The fact nevertheless stands that the efficient typewriter draws high pay even to-day, and that “there is room higher up” in this calling as well as in more ambitious ones. — *Helen C. Candee.*

Most girls only hope to support themselves, and some only for the few years that intervene between school and matrimony; but there are others, alas, who have to support some one besides themselves. Both of these know what figure their expenses reach, and must determine before commencing if a typewriter’s wages will cover their necessary expenditures. — *Helen C. Candee.*

When a typewriter first graduates from her school she receives from six to eight dollars a week. This seems very little, but it must be remembered that she is absolutely inexperienced in any but school work, and that her employer will be tried with her inefficiency. She may go to a business house where trade technicalities

are an unknown tongue, or to a broker's office where the change of a figure in stock quotations is a matter of moment; and her employer must bear with her faults and continue her education. — *Helen C. Candee.*

It has grown to be almost a matter of financial importance for a business man to have his correspondence typewritten. The smaller his business the less he can afford to disregard this, lest his economy lead other men to fancy him unprosperous. All this gives opportunity to beginners, but keeps wages low. But while the typewriter struggles she is becoming proficient and preparing herself for a better place. — *Helen C. Candee.*

The positions which command the highest wages embrace much more than ordinary typewriter work. Stenography is the sister of typewriting, and the two go hand in hand. Besides this the operator must have a large general education and a nice knowledge of the technicalities of the business in which she assists. — *Helen C. Candee.*

Twenty-five dollars a week is the sum received for superior positions, and that is the rare maximum. Skilled operators get, as a rule, from fifteen to eighteen dollars weekly, and to get this must be more than ordinarily equipped. Indeed, the equipment of the typewriter is always more than an ordinary one. The sight must be quick, the hands pliable, the nervous system in good order, the brain active. — *Helen C. Candee.*

Apart from permanent positions are the offices where piece work is done. A few years ago this was unquestionably the way to earn the most money, but times have changed, owing, of course, to the general practice prevail-

ing among business men of considering a typewriter as part of the office equipment. But it is nevertheless impossible and undesirable for all to take positions, and such as these open offices or do work at home. — *Helen C. Candee.*

The typewriter can build up for herself a business as a visiting amanuensis. There are many persons in these overcrowded days who have not time to attend to correspondence, and many professional men and women who need clerical services for an hour each day or three times a week. Among this class are doctors, who want bills made out and lectures copied. It is not at all unpleasant work to go from house to house taking the orders from the several employers. — *Helen C. Candee.*

It is almost impossible to separate typewriting from stenography, as each limps but lamely along without the other. No one should contemplate learning to use the machine without knowing how to take down dictation in shorthand. — *Helen C. Candee.*

The census of 1870 reported only seven women stenographers in the United States. Now the number of persons earning their living by stenography and typewriting is estimated as more than one hundred and seventy-five thousand, of whom two-thirds are women. In New York fifteen thousand women out of the twenty-five thousand stenographers employed is probably a low estimate. — "*Occupations for Women.*"

The generally received statement that women work for less than men (other things being equal) is not nearly so true as it seems or as is believed; and the difference, which was to a certain extent inevitable in the beginning, is lessening all the time. — "*Occupations for Women.*"

Many a man would have saved himself from failure if the bright daughter, who was teaching or typewriting, had been behind his own desk or counter. — “*Occupations for Women.*”

I have taken much interest in watching the women who succeed, and I have come to one conclusion — the woman who succeeds is the woman who does her work to the best of her ability, who is properly business-like, but who never loses what might be called the arts of femininity. She never becomes chummy with men. She is polite to them, but when business forces her to talk with them she never lets them forget that she is a woman. Not because she whimpers to them; not because she tries to fascinate them; but simply because she is herself. — “*Bab,*” a woman correspondent.

[The selections from the writings of Helen Churchill Candee given in this and other chapters are from her valuable book, “*How Women may Earn a Living,*” published in 1900 by the Macmillan Company.]

## CHAPTER XXXIII.

## AGRICULTURE AND FLORICULTURE.

“If a woman loves farming well enough to make a success of it, she'll manage to get a farm somehow, and when she does get it you may be sure she'll make it pay.” — *Mrs. Taber Willett.*

A WOMAN; or a man either, must have a natural taste for agricultural pursuits to make a success of any of them. The girl who likes flowers, but prefers the cut variety in a glass on the table or the artificial kind in her hat, and who finds “things awfully dull” if she has nowhere to go this evening or to-morrow evening, would not be likely to make a successful florist. There is a difference between wearing flowers on the dress and growing them in beds. If your only pleasure is in having “something going on,” and being in town or in the city where there are shop windows and fashions and other new things to look at, you not only had better let farming alone, but you had better be cautious about going into any other kind of business.

It is not hard to find out for yourself whether you have this natural taste. If you have it very strongly you will not need to make any inquiries, for it will have shown itself before you are old enough to read this volume. If you delight in seeing things grow you will have things growing. Do not mistake a dislike of the city for a special aptitude for country life. There are a great many people in every city who are thoroughly disgusted with city life, who are tired of seeing the brick walls and the crowds of people, tired of the poverty and

the everlasting grind of business, especially tired of the office and its work, who long for the freedom and health of the country, but who nevertheless are worse fitted for the country than for the city, and who would soon go hungry on the best of farms.

You will exclaim at my speaking of the poverty of the city, no doubt, specially if you have always lived in the country or in small towns. Is not the city the very abode of wealth? Do not people make far more money in the cities than in the country? No, most people do not. There is a vast aggregate of wealth in the great cities, almost beyond computation, but a very large percentage of it was not made in those cities. Great cities are magnets, and draw to themselves the wealth of the country and the world. Mr. Smith makes a great fortune with his stock ranch or his mines in the far West, and moves to New York or Boston or Philadelphia, where his money will buy many comforts and luxuries that he could not buy in the Northwest. If he were to lose his money very likely he could not earn his bread and butter in the city. You are not to take into consideration those people who have made their money elsewhere and have moved into the city to spend it. The money is in the city, but your coming to the city will not make it yours. There is more poverty in the cities than anywhere else, and it is not all in rags. A man may be in very distressing circumstances in New York on two thousand a year. A clergyman, for instance, with appearances to keep up on that salary, is continually ground down with poverty. He has not a cent to spend except for the barest necessities. There are many such in New York, and many more without the two thousand.

Those appearances to keep up are a large part of the city's expenses; and if you come to the city you will find that you have them as well as the clergyman, no

matter how humble your position. You can exist in a city on a dollar a week or less, but you will not and should not do it. You must live in a respectable neighborhood, and pay for living there. You must dress suitably, and pay for it. You must eat, and pay for it. Food does not come to every girl as a matter of course in the city as it does on the farm. Out on the farm ten dollars a week looks like a good deal of money. In the city it will give you a place to sleep, and enough to eat and wear, but no more. In brief, when are you the richer — when you make a thousand a year in the city and spend it to live, or when you make three dollars a week in the country and keep it? But a thousand a year made and spent is not as bad as a thousand made and eleven hundred spent. How many teachers, typewriters, women in every occupation in the large cities, do you think, are trying to solve the old problem of paying eleven hundred out of a thousand? Eleven into ten you can't, and debt to carry.

The fitness of women, some women, for all sorts of farming industries is now so well understood and admitted that it needs no argument. All women cannot be successful farmers, but neither can all men. For real out-and-out farming your sex is a little drawback at the beginning; it makes it harder for you to start, but there is no difficulty in the way that cannot be overcome. You cannot, like a boy, hire yourself out to Farmer Thompson for five dollars a month and your "keep," sleep in his garret, plow his fields, feed his cattle, chop his wood, and do his chores. If that is an advantage, the boy has that advantage over you. He learns the rudiments; and in every trade the rudiments are the hardest part. You do not see Farmer Thompson himself doing these things, and no more need you do them when you become a farmer. You must know how these things should be done, and you can learn that by seeing them

done. In a printing-office they keep a new boy a year at washing rollers, which is very dirty work that can be learned in half an hour. Do you think he is any better printer afterward for spending a year at the rollers? The contractor knows how a man should carry bricks up a ladder; but he does not carry them up himself. There are thousands of good farmers in this country who never plowed a field in their lives. In the North the farmer keeps his own hand at the plow, generally, but in the South he seldom does. That is only a difference in custom, but it shows that it is not absolutely necessary for a farmer to plow or mow his own fields.

There are so many openings for women in various kinds of agricultural pursuits that I doubt whether I can name them all, but of your own knowledge you can add to the list. There is fruit-growing, for instance, which is an excellent thing for a girl to think of. The best openings that I know of for this work are in the South, where land is comparatively cheap, and living is cheap. Not in the far South, necessarily, but in the middle belt — no farther off, if you like, than the eastern shore of Maryland or Virginia; or, if you choose, in northern Georgia, which is a great peach country, or in southern Georgia, where they grow pears and melons, and many other things. Not oranges in Florida, if that notion has ever been floating before your eyes. The danger of freezing is too great, and the other drawbacks too many. There are other openings in Florida if you have a liking for that State, but you will be wise to let oranges alone.

I speak in the first place of the South because there the weather is warmer, and your fruit will ripen earlier than it will ripen in the North. And earliness is a very important factor. The great markets are in the North, but if you grow your fruit in the North, where it is plenty in its season, you must be content with small returns.



Grow it in the warmer South, and have it in the Northern markets a month before the Northern fruit is ripe. Situation is a still more important factor, for earliness and many other things depend upon the situation. There are a thousand things for you to consider in selecting your situation.

Never locate yourself where you must depend upon one transportation line to carry your crops to market. I know various parts of the country pretty well, and the farmers in them, and in my opinion there should be absolutely no exception to this rule. If you must depend upon one railroad you will be working all your life for that railroad. Both rail and water communication is the best. Two railroads within reach will do, until they make a combination and put up their prices. But a waterway is a safeguard for the farmer and fruit-grower that cannot be equalled. I had that in mind in mentioning the eastern shore of Maryland and Virginia. Other geographical situations are as good, no doubt, but none could be better. If you look at the map you will see how the eastern ends of both States are cut off by Chesapeake Bay, and how the entire bay coast is indented with smaller bays and inlets. There are many small rivers, too. Fruit-growing has increased to such an extent in that region that every one of those smaller bays and inlets has its steamboat service two, three, perhaps six times a week. Every little river is explored by steamboats. On Monday it is the steamer of one company, on Tuesday of another, and so on. There is competition, and competition means low freights. These little steamers do not come north, but deliver their freight at nearby shipping-points, such as Norfolk or Baltimore. The fruit-grower there has the advantage of the low freights caused by competition. There are railroads too, and their freight rates are kept down by the boats. But take

away the water communication, and up would go their prices — and cheap freights make the difference between prosperity and bankruptcy for the fruit-grower. A producer in such a situation as this is absolutely independent of local transportation companies; he can, if necessary, buy or charter a sloop to carry his goods to the nearest large shipping-point, where rates are always reasonable.

This great question of freights, which means accessibility to market, is of the utmost importance in all agricultural pursuits, not merely in the fruit-raising branch. If you go into the fruit business, or any other agricultural business, you must not only produce the fruit, but you must get it to a good market, where it will bring good prices. Nearness to a market, remember, means good facilities for reaching the market. Your land may be a hundred miles away from the market and yet be practically nearer, if it has good transportation facilities, than a farm ten miles from the city from which everything must be hauled in wagons.

There is no part of the fruit business that a woman cannot do with her own hands at the beginning, and no part of it that she cannot ably oversee when it grows too large for one pair of hands. Planting the trees, pruning, nursing them, spraying them with insecticides when they need it, picking the fruit, sorting and shipping it, all may be done by an ambitious girl or woman — all *are* done by women in nearly every fruit-growing part of the country. Still fruit-growing is only one opening out of many. Have you ever thought of raising flowers for sale? This industry may be started on a small scale, requiring scarcely any capital, and perhaps in your own home. As the business grows your capital will grow, and by the time you need cold frames and glass houses you will be able to pay for them. A business that grows to great

proportions from a modest beginning is much more valuable than one that starts with a flourish on borrowed capital. Maybe you know how hard it is to save a hundred dollars? But it is not as hard to save a hundred for your own bank account as it is to raise fifty to pay a debt. Do not borrow the money from papa for your first little glass house, but earn it in the business. There are some situations in which you cannot sell flowers, but in most places you can. If there are summer visitors in the town you can sell to them, for they have no chance to raise their own flowers. A summer hotel near by is almost sure to make business; the hotel wants flowers for the tables, and the guests want flowers. If you are near a large city you are sure to find a market. Are you too proud to take a basket of cut flowers on your arm and carry them to market? Somebody must do it if you are to sell them. If you are in the country I think your mother does not hesitate to take a basket of eggs to the store. If you are in love with the business you will be proud of your basket of flowers, and not ashamed to be seen in their company.

A few beds, or ground enough to make them in, and some seeds and cuttings and a few simple tools are all you need to test your ability as a grower and seller of flowers. No dangerous financial venture need be made. After you have learned to grow flowers in the open air will be time enough for you to think of growing them under glass, which is far more expensive, and requires capital. The only part of the work that may be too hard for your own hands is the spading, but that depends upon your strength and upon the exercise you have had in the garden. Do not undertake much spading in the beginning, for it brings new muscles into play, and they must be hardened gradually. After those muscles are trained spading is not specially hard work. A few

months ago I saw a woman spading a field that must have contained twenty acres, and a quarter of it was done. But that was in Italy, and I had only a glimpse of her from the car window, on the beautiful railway from Rome to Naples. I noticed that she did not stop her work to look at the train as it passed. A man would have stopped to look.

That woman spaded the field because she had neither horse nor plow, and because her husband, doubtless, was busy talking Italian politics in the nearest town. If you spade your own flower beds it will be because you have no gardener or big brother at command. But you can do it if necessary by going slowly and doing only a little at first. You will have a greater affection for the bed you spade yourself and every stroke of work you do upon it will increase your liking for it if you are in love with the work.

I have heard of women market-gardeners, and believe that women can become market-gardeners as well as men, but that is a branch of agriculture that you should grow up into rather than make an early start in. It is a skilled industry that not one professional gardener in a hundred is fitted for, requiring great business tact as well as gardening skill and the ability to manage workmen. There is a great difference between gardening at home and professional market-gardening. In the late Peter Henderson's little book entitled "Gardening for Profit" you will find a great deal of information about market-gardening. The work is not too hard for a healthy girl or woman, but the financial risk is too great for a beginner, and the capital required is considerable. It seems a simple matter to raise a field of vegetables on Long Island and sell them in New York, but it requires knowledge and experience to do it profitably. You may have the best of vegetables, but if you do not get them to market on just the right

day, almost at just the right hour, your profit is gone. You can become a market-gardener if you will it, but it is a business to work into gradually.

There is some farming operation in your own neighborhood that can be made profitable, if you can find it. Many women have made money by raising strawberries. In some sections women own and manage frog farms — raising frogs for market. Other women have terrapin farms, particularly on and near the shores of Chesapeake Bay. And there are many cotton plantations owned and managed entirely by women. If you are a Northern girl cotton-planting is a long way off, but it is an occupation so well suited to women that I must not leave it unmentioned. Cotton-planters, whether men or women, do no work with their own hands, but they must have heads. They must be good managers, with skill and industry in looking after the details. In the southern part of Georgia, where land is cheap and the climate well suited to cotton-growing, some Northern women are as comfortably situated on their own cotton plantations as any self-supporting woman can be situated in the world. Let me take one of these plantations for an example, one that I visited several years ago, and try to show you how a woman cotton-planter lives and thrives. This plantation contains nearly a thousand acres, but less than half the land is fit for cultivation, the remainder being in timber, overflowed land, or land apportioned to the colored workmen for their own cultivation. These colored men and their families live in cabins about the place, and the owner's house is not grand, but exceedingly comfortable in that climate. Of the four hundred acres, we will say, that are fit for cultivation, two hundred are given to cotton and two hundred to corn. A certain quantity of corn is given to each laborer every week as a part of his wages, and the remainder fattens the hogs. Hogs and

cotton go as naturally together as hogs and corn. Hundreds of them roam and fatten on the otherwise waste land, and in the winter they are killed and go into the smokehouse. Smoked bacon is a standard article of commerce, always salable in the neighboring town and in larger markets. A certain proportion goes to the village stores every year to pay for all the groceries and other supplies of the plantation, and the remainder (except what is eaten on the spot) is sold to larger dealers for cash. That cash from the surplus bacon pays every other expense of the plantation or its owners—labor, seed, everything. The corn is turned into bacon and the bacon is turned into cash. "There's always a year's supply of meat ahead in that smokehouse," the lady told me. A year's supply of meat! Think of that when you count the nickels saved for to-morrow's lunch. So the cotton is clear profit. A slipshod planter raises one bale of cotton on three acres of land. By the very best cultivation on the best land a bale may be raised on one acre. This lady averages one bale to two acres. A bale of cotton weighs five hundred pounds, and the lowest imaginable price is five cents a pound, or twenty-five dollars for a bale. One hundred bales from the two hundred acres of land are sure to produce two thousand five hundred dollars, at the lowest price, and may sell for much more. And with this profit goes not only what we call "a living," but the greatest profusion of food. A woman who has such a plantation, and knows how to manage it, need wish for little more.

It is too early by many months, perhaps by several years, for full statistics from the census of 1900; but the census report for 1890 gives the number of men and women engaged in agricultural pursuits in the whole country in that year. How many women farmers, planters, and overseers do you think there were in the United

States in 1890? A few scores, perhaps, — one here and there in every State? There were 226,427, working beside the 5,055,130 male farmers, planters, and overseers, or about  $4\frac{1}{2}$  women to every 100 men. And there were in the same year 447,104 women laborers on farms, compared with the 2,556,957 male laborers, or nearly fifteen women to every one hundred men.

In many of the States are agricultural colleges, to some of which girls are admitted on equal terms with boys. There is much to be learned in any of them that is of value to the tiller of the soil. And even though you may never attend such an institution it is well to know upon what principles they are conducted and what are the chief branches of study. If you cannot attend an agricultural college you can at least know what you would be taught there, and take up some of the studies at home. Following are the prospectus and courses of study of the

#### COLLEGE OF AGRICULTURE OF CORNELL UNIVERSITY.

The College of Agriculture comprises the Departments of General Agriculture; Animal Industry and Dairy Husbandry; Horticulture and Pomology; Agricultural Chemistry; General and Economic Entomology; the Agricultural Experiment Station, and University Extension Work in Agriculture.

#### EQUIPMENT.

The University grounds consist of two hundred and seventy acres of land, bounded on the north and south by Fall Creek ravine and Cascadilla Gorge respectively. One hundred and twenty-five acres of the arable land are devoted to the use of the Agricultural Department. This part of the domain is managed with not only a view to securing profit, but also to illustrate the best methods of general agriculture. A four years' rotation is practised on the principal fields: one year of clover, one of corn, one of oats or barley, and one of wheat. A dairy of twenty cows, a flock of sheep, some fifteen horses and colts, and other live stock are kept upon the farm. Nearly all of these animals are grades, bred and

reared with the single view of giving object lessons which can be practised with profit by the students on their return to their homes. A four-story barn provides for housing all the animals, machinery, tools, hay, grain, and manures. The stationary thresher, feed-cutter, chaffer, and other machinery are driven by steam power. The barn also furnishes many facilities for carrying on investigations in feeding and rearing all classes of domestic animals.

The barn is also furnished with a well-equipped piggery and tool house. Not far from the main barn have been constructed four buildings with suitable yards and appliances for incubating eggs and rearing domestic fowls.

The agricultural class room is provided with a collection of grains and grasses, implements of horse and hand culture, and various appliances for carrying on instruction and conducting investigation. The whole plant is managed with a view to the greatest economy consistent with the greatest efficiency in imparting instruction.

*The Dairy Building*, a two-story stone structure 45 by 90 feet, was built from an appropriation of \$50,000 by the Legislature of 1893. It provides lecture rooms, laboratories, and offices, besides two large rooms for butter and cheese making, both of which are fully equipped with modern machinery and appliances. Automatic electrical apparatus for controlling the temperature in cheese-curing rooms, refrigerator room, lockers, and bath rooms are also provided. The whole building is thoroughly heated and ventilated, and power is furnished by a sixty horse-power boiler and a twenty-five horse-power Westinghouse engine.

*The Agricultural Museum* occupies rooms on the second floor of Morrill Hall. It contains: 1. The Rau Models, being one hundred and eighty-seven models of ploughs made at the Royal Agricultural College of Würtemberg under the direction of Professor Rau, and arranged and classified by him for the Paris Exposition of 1867. 2. Engravings and photographs of cultivated plants and animals, obtained at the various agricultural colleges of Europe. 3. A collection of the cereals of Great Britain, being a duplicate of that in the Royal Museum of Science and Art at Edinburg, presented by the British government. 4. A collection of agricultural seeds. 5. A large number of models representing a great variety of agricultural implements. The class room has been provided with special sets of diagrams and other appliances designed to illustrate the lectures on agriculture.

The agricultural library contains files of bulletins and reports



from the experiment stations of the United States and Canada; it has also a file of the publications of the United States Department of Agriculture. The leading works on agriculture are on the shelves. The exchange list includes the principal agricultural periodicals published in this country.

*The Horticultural Department Equipment* comprises about ten acres of land variously planted, forcing-houses, and a museum.

The gardens and orchards contain the fruits which thrive in the North in considerable variety, and in sufficient quantity to illustrate methods of cultivation. Nursery grounds are also attached, in which are growing many species of economic plants from various parts of the world. The fruits comprise something more than sixty varieties of grapes, over fifty of apples, fifty of plums, and other fruits in proportion. A dwarf pear orchard of 300 trees and other representative orchards comprise the remainder of the field space, excepting such as is set aside for vegetable gardening and floriculture. There is also a collection of one hundred varieties of hardy roses and various other ornamental and interesting plants.

The forcing-houses are eight in number and cover about 6,000 square feet of ground. These, in connection with store rooms and pits, afford excellent opportunities for nursery practice, for the study of the forcing of all kinds of vegetables, and for some kinds of floriculture. A laboratory with space for forty students is used for instruction in propagation of plants, pollination, and the commoner greenhouse operations. There is also a mushroom house 14 by 80 feet and a reading-room for horticultural students.

The museum comprises two unique features — the garden herbarium and the collection of photographs. The herbarium, which is rapidly assuming large proportions, containing at present over 11,000 sheets, is designed to comprise all varieties of all cultivated species of plants, and it is an indispensable aid to the study of garden botany and the variation of plants. The collection of photographs comprises over 5,000 negatives, with prints representing fruits, flowers, vegetables, illustrative landscapes, glass houses, and horticultural operations. A very large collection of machinery and devices for the spraying of plants is at the disposal of students. Charts and specimens in some variety complete the museum and collection.

The library has files of many of the important horticultural and botanical periodicals and a good collection of general horticultural literature.

*The Entomological Cabinet* contains, in addition to many exotic insects, specimens of a large proportion of the more common species of the United States. These have been determined by specialists, and are accessible for comparison. The collection includes many sets of specimens illustrative of the metamorphoses and habits of insects. The laboratory is also supplied with a large collection of duplicates for the use of students and is equipped with microscopes and other apparatus necessary for practical work in entomology.

The insectary of the Agricultural Experiment Station affords facilities to a limited number of advanced students for special investigations in the study of the life history of insects, and for experiments in applied entomology.

*The Chemical Department* is housed in a three-story brick building 126 feet in length and of an average width of 60 feet. The department is liberally equipped with varied appliances necessary to give instruction to four hundred students in general and agricultural Chemistry.

#### ADMISSION.

The following subjects are required for admission: English, Physiology and Hygiene, History [the student must offer two of the four following divisions in history, (a) American, (b) English, (c) Grecian, (d) Roman], Plane Geometry, Elementary Algebra, and either A, B, or C as below.

A. Greek and Latin.

B. Latin and either Advanced French or Advanced German.

C. Advanced French, Advanced German, and Advanced Mathematics.

An equivalent of any one of the three groups, A, B, and C, may be offered, provided five counts are offered. Latin counts 3, Greek, French, and German 2 each. Advanced Mathematics (Solid Geometry, Advanced Algebra, Plane and Spherical Trigonometry) 1, provided, however, that the student before graduation must have passed in one modern language and in advanced Mathematics if they were not offered for entrance.

An alternative requirement instead of Advanced Mathematics may be offered in Physics, Chemistry, Botany, Geology, and Zoölogy.

*For admission to the freshman class communications should be addressed to the Registrar.*

*For admission to advanced standing from other colleges and*

universities, all communications should be addressed to the Director of the College of Agriculture.

For admission to graduate work and candidacy for advanced degrees communications should be addressed to the Dean of the University Faculty.

INSTRUCTION.

PLAN OF INSTRUCTION.

The instruction in the College of Agriculture is comprised in the following general lines :

The Regular Course in Agriculture covers a period of four years. It is designed to afford an education as broad and liberal as that given by other departments of the University, and leads to the degree of Bachelor of the Science of Agriculture (B. S. A.).

THE COURSE IN AGRICULTURE LEADING TO THE DEGREE OF BACHELOR OF THE SCIENCE OF AGRICULTURE.

	No. Course.	1st Term.	2d Term.	3d Term.
<i>Freshman Year.</i>				
Botany .....	1, 2	3	3	3
Invertebrate Zoölogy.....	1, 3	3 <sup>1</sup>	3 <sup>2</sup>	3
English .....	1	3	3	3
Freehand Drawing.....	1	2	2 <sup>3</sup>	3
Chemistry .....	1	3	3	3
Hygiene .....	1	1	—	—
Military Drill .....	1	2 <sup>4</sup>	4 <sup>5</sup>	2
<i>Sophomore Year.</i>				
English .....	2	2	2	2
Physics .....	2a	2	2	2
Agricultural Chemistry.....	16	4	4	4

<sup>1</sup> Economic Entomology.

<sup>2</sup> General Entomology.

<sup>3</sup> Linear Drawing.

<sup>4</sup> Physical Training.

<sup>5</sup> Military Drilling.

	No. Course.	1st Term.	2d Term.	3d Term.
Political Economy .....	51	3	3	3
Phys. of Animals .....	—	1	1	1
Military Drill .....	1	2	—	2
Elective .....	—	1	4	4
<i>Junior Year.</i>				
Elective .....	—	15-18	15-18	15-18
<i>Senior Year.</i>				
Thesis .....	—	—	2	2
Applied Agriculture .....	1-6	7	7	7
Farm Buildings .....	10	1	1	1
Military Science.....	5	—	2	—
History of Agriculture .....	8	—	—	2
Elective .....	—	7	5	3

The remaining part of the course is elective, with the condition that at least one-half of the entire elective work of each year, including the thesis and applied agriculture in the senior year, must be in work given by the departments of agriculture and horticulture and in the courses in agricultural chemistry, economic entomology, origin of soils, diseases of farm animals, zootechny and silviculture.

Those who, at entrance, offer Latin for one of the advanced entrance subjects, must make up two years of a modern language in the University.

Students receive instruction not only in the College of Agriculture, but also in the following-named Colleges and Departments: Botany, Freehand Drawing, Physics, Political Economy, Physiology, Vertebrate Zoölogy, Hygiene, Mathematics, French, German, and Drill and Gymnasium; *Geology, Veterinary Science, Civil Engineering, and Mechanical Engineering.* (The elective work is in italics.)

ADVANCED OR GRADUATE WORK IN AGRICULTURAL SCIENCE.

The advanced instruction is designed to fit men for teachers and experimenters, and it may lead to the Degree of Master of Science in Agriculture, and to Doctor of Philosophy. The laboratories, dairy building, farm gardens, orchards, and libraries give ample facilities for the prosecution of independent work of a high character.

A yearly fellowship of an annual value of \$500 is assigned to the following group of departments: Agriculture, Horticulture, and Veterinary Science.

THE SPECIAL COURSE.

The Special Course is intended for young persons who cannot well spend four years in preparing themselves to become farmers, and who yet wish to avail themselves of technical and practical instruction in modern scientific agriculture.

Persons who are eighteen years of age, and who furnish evidence to the Director that they are able to pursue the work elected in a satisfactory manner, are admitted to the Special Course without examination. The number of hours, and the courses elected, must be approved by the Director. This course may extend through either one or two years. The required work is designed for students studying for the degree of B.S.A., and not for special students.

Special students, during the time they are in the University, enjoy equal advantages in all respects with students who are studying for a degree. They are admitted by a vote of the Faculty upon recommendation of the Director of the College. Applications for admission to the Special Course shall be made personally, or by letter to the Director.

SYNOPSIS OF COURSES.

*Agriculture.*—The instruction in Agriculture proper treats of soils and their preparation; fertilizers; harvesting and marketing general and special crops; laying out and improving farms; drainage and irrigation; farm buildings and fences, locations, plans, and construction; farm-yard manures and commercial fertilizers, composition, manufacture, preservation, and application; farm accounts, business customs, rights, and privileges; employment and direction of laborers; farm implements and machinery, use, care,

and repairs; grasses and forage plants; weeds and their eradication; swine, sheep, and horse husbandry, breeds and breeding, care, management, and feeding.

The practice will include setting up and running farm machinery and engines; the sharpening and repairing of small tools, drawing plans and specifications of farm buildings; mapping drains, and farm book-keeping.

*Dairy Husbandry.* — The class-room instruction consists of lectures upon the production of milk and its manufacture into its various products. The dairy house practice will comprise the making of butter and cheese by the most approved methods; testing of milk as to purity and fat content; the use and care of centrifugal separators and other creaming devices, and the details of creamery and cheese factory management.

*Animal Industry.* — Lectures will be given on the origin and formation of the various breeds of dairy and beef cattle; their selection and improvement; the improvement of native cattle, and formation of new breeds; the composition of stock foods, and their combinations into rations suitable for various purposes. Practice will be given in tracing and tabulating pedigrees; judging by scale of points; and computing rations.

*Poultry-Keeping.* — Will include instruction in breeds and breeding; feeding and management; incubation, artificial and otherwise; construction of poultry houses and their management.

*Horticulture.* — The instruction in horticulture is given in twelve courses. Course 1 is designed to afford a general scientific foundation for the prosecution of all studies relating to the variation and amelioration of plants under conditions of domestication and cultivation, and it has only indirect reference to horticultural methods and practices. Course 6 is intended for those advanced students who have had some training in systematic botany, and who desire to familiarize themselves with the complex botany of cultivated plants. Courses 4, 5, 7, 8, 9, 10 are calculated to afford the latest information and methods connected with the commercial cultivation of plants, and in all of them laboratory work and field practice are important factors.

*The Experiment Station,* which is a department of the University, offers opportunity for students to observe and study the investigations which are being carried on in many branches of animal and plant industry.

A. AGRICULTURE.

1. *Wheat Culture*. — Preparation of soil, seeding, insects, harvesting, marketing; farms, selection and purchase, location with regard to markets, roads, schools, society; farm buildings, location, plans, construction, liability of contractors; fields, shape and size; fences and gates, construction, repairs, durability of wood; farm and public roads, bridges and culverts; farm-yard manures, composition, manufacture, preservation, application; commercial fertilizers, composition and use. Lectures. Fall term. Daily, except Saturday, 11. Five hours. *Morrill 19*. Professor Roberts.

2. *Inspection of Roads, Bridges, and Farm Buildings*. — Agricultural survey and comparison of farms; practice in fields, shop, and barns. Fall term. T., 2-5. One hour. Professor Roberts.

3. *Farm Accounts* — business customs, rights, and privileges, form of contracts, notes, deeds, mortgages; road laws, employment and direction of laborers; swine husbandry, breeds, feeding, management; the horse, breeds and breeding, feeding, education, care, and driving; sheep husbandry, breeds and varieties, management and care, early lamb raising. Lectures. Winter term. Daily, except Saturday, 11. Five hours. *Morrill 19*. Professor Roberts.

4. *Judging and Scoring Horses, Swine, and Sheep*; work in shop and barns; running engines and other farm machinery. Winter term. T., 2-5. One hour. Professor Roberts.

5. *Farm Drainage* — construction, material, cost, and utility; history of ploughs and ploughing; farm implements and machinery, use, care, and repairs; corn, oat, barley, flax, hop, potato, and tobacco culture; grasses and forage plants; silos and ensilage; weeds and their eradication. Lectures. Spring term. Daily, except Saturday, 11. Five hours. *Morrill 19*. Professor Roberts.

6. *Practice* in fields and shop, use of tools, implements, and farm machinery, draining, surveys, and mapping. Spring term. T., 2-5. One hour. Professor Roberts.

7. *Seminary Work for Advanced Students*. — One hour. By appointment. *Morrill 19*. Professor Roberts.

8. *History of Agriculture*. — Lectures and reports. Spring. W., F., 9. Two hours. *Morrill 19*. Mr. Lauman.

9. *German Agricultural Reading*. — M., S., 9. Two hours. *Morrill 17B*. Mr. Lauman.

10. *Farm Buildings*. — Study and designing of farm buildings. One afternoon per week, 2-4.30. One hour. Mr. Lauman.

11. *For Students in Veterinary Science*. — Breeding, care, and management of horses, sheep, and swine. Stables, construction, and sanitation. Two hours. Fall term. Professor Roberts.

12. *For Winter Course Students*. — Lectures on the leading subjects in courses 1, 3, 5, above, will be given so far as time will permit. Daily, except Saturday, 9. Five hours. *Morrill 19*. Professor Roberts.

13. *Practice* as in courses 2, 4, and 6, in sections by appointment, one afternoon for each section per week. Winter term. 2-5. Two hours. Professor Roberts.

Professor Roberts will be assisted by specialists in giving instruction in some of the subjects named.

#### B. ANIMAL INDUSTRY AND DAIRY HUSBANDRY.

21. *Animal Industry*. — Principles of breeding, history, and development, improvement, and creation of dairy and beef breeds of cattle; principles of feeding, care, selection, and management of dairy and beef cattle. Winter and spring terms. Lectures. M., W., 12. Practice one hour by appointment. Three hours. *Dairy Building*. Assistant Professor Wing.

22. *Dairy Husbandry*. — Milk and butter. Fall term. Lectures T., Th., 12. Practice two afternoons by appointment. Four hours. *Dairy Building*. Assistant Professor Wing.

23. *Dairy Husbandry*. — Cheese. Winter term. Practice two days per week, 10-1, by appointment. Three hours. *Dairy Building*. Assistant Professor Wing.

24. *Dairy Husbandry*. — Laboratory work on special problems. Fall and spring terms. By appointment, one to three hours. Open only to students who have had course 22. Assistant Professor Wing.

25. *For Winter Course Students*. — Animal Industry and Dairy Husbandry. Principles of breeding, feeding, and selection, care and management of dairy cattle. Daily, 8. Practice one afternoon by appointment. *Dairy Building*. Assistant Professor Wing.

26. *For Dairy Course Students*. — Winter. Lectures on milk and its products; breeding and feeding, daily, 8; lectures on subjects related to dairy husbandry, daily, 9; practice in butter and cheese making and in dairy laboratory, daily, 10-4.30. *Dairy*



*Building.* Assistant Professor Wing, Messrs. Hall, Griffith, and Troy, assisted by others of the Faculty of the College of Agriculture.

Course 26 or the "Dairy course" may be elected by special students in agriculture as a full term's work for the winter term.

27. *Poultry.* — Origin, history, and classification of the domestic breeds of poultry; breeding, feeding, and management; construction of buildings, incubators, and brooders. Lectures, T., Th., 12. Practice in running incubators and brooders, and in judging and selecting fowls, by appointment. Two or three hours. Spring term. Assistant Professor Wing.

28. *For Winter Course Students.* — The work is the same as course 27. Lectures. T., Th., 12. Practice by appointment. Regular and special students may elect the lectures in this course instead of in course 27 if they prefer. Winter term. Assistant Professor Wing.

#### C. HORTICULTURE.

1. *Evolution of Cultivated Plants.* Lectures and text-book. A discussion of the current hypotheses of organic evolution as applied to the modification of plants, particularly of those in cultivation. Open to students in all courses who have taken courses 1 and 2 in Botany. Fall. M., W., F., 10. Three hours. *Morrill 19.* Professor Bailey.

2. *German Horticultural Reading.*—T., Th., 9. Two hours. *Morrill 17B.* Mr. Lauman.

3. *The Literature of Horticulture.*—A seminary in the literature of the cultivation of plants in various parts of the world, with reviews of periodical literature. Fall. Th., 10. One hour. *Morrill 17B.* Professor Bailey and Mr. Lauman.

4. *Greenhouse Construction and Management.*—Fall. Lecture, T., 10, *Morrill 17B*, and laboratory work, W., 2-4.30, at *Forcing-houses.* Two hours. Professor Bailey and Mr. Lauman.

5. *Pomology.*—Lectures, text-book and other class exercises upon the cultivation of fruits. Winter. M., W., F., 10. Three hours. *Morrill 19.* Professor Bailey.

6. *The Botany of Cultivated Plants.*—A seminary course, registration for which is by special permission. Winter. T., 10. One hour. *Morrill 17B.* Professor Bailey.

7. *Propagation of Plants.*—Deals with the multiplication of plants — grafting, budding, making cuttings, pollination, etc. Win-

ter. Lectures and text-book, Th., 12, and laboratory work, Th., 2-4.30. Two hours. *Forcing-houses*. Professor Bailey and Mr. Lauman.

8. *Principles of Vegetable Gardening*.—Lectures. Spring. M., W., 10. Two hours. *Morrill 19*. Professor Bailey.

9. *Field Lessons*.—Pruning and the study of orchards and plants where they grow. Garden tools. Includes the theory and practice of spraying plants. Spring. M., 2-4.30. One hour. *Forcing-houses*. Professor Bailey and Mr. Lauman.

10. *Handicraft*.—Practical work in the forcing-houses and gardens, with familiar talks. One to three hours by appointment. Professor Bailey, Mr. Lauman, and Mr. Hunn.

11. *Investigation* incident to previous courses. For graduates and advanced students. Hours by appointment. Professor Bailey.

12. *For Winter Course Students*.—The general subjects presented in the foregoing courses. Winter. Lectures and text-book, M., F., 11, *Morrill* —, and practical work in sections by appointment, one afternoon, 2-4.30, for each section per week at *Forcing-houses*. Three hours. Professor Bailey and Mr. Lauman.

Seminaries are conducted when requested by students, and credit may be had for such work. The Horticulturists' Club meets every Monday evening.

#### D. CHEMISTRY.

16. *Agricultural Chemistry*.—General course. Four hours. Professor Caldwell.

17. *Agricultural Chemistry*.—Readings from journals. For those who have had course 16. One hour. Professor Caldwell.

#### E. ENTOMOLOGY.

6. *Economic Entomology*.—Winter term. Two lectures per week. Assistant Professor Slingerland.

7. *Economic Entomology*.—Laboratory work. Structure and classification of insects. Winter term. Assistant MacGillivray.

#### F. BOTANY.

#### G. VETERINARY SCIENCE.

1. *Diseases of Farm Animals*.—One hour. Fall term. Tuesday, 10. Professor Law.

1a. *Diseases of Farm Animals*.—One hour. Winter term. S., 8. Professor Law.

2. *General Physiology of Domestic Animals*.—One hour through the year. F., 10. Assistant Professor Fish.

3. *Zootechny*.—Two hours. Winter term. T., Th., 11. Professor W. L. Williams.

FEEES AND EXPENSES.

Tuition is free.

Incidental fees are required as follows :

	Per term.
Post-graduate students.....	\$5 00
Regular students, 3d and 4th years .....	5 00
Special students.....	5 00
For general winter course students in Agriculture electing practice in Dairy Husbandry.....	12 50
For Winter Dairy Course Students.....	15 00

Deposits are required in the various laboratories where work is taken ranging from \$1.50 to \$10.00 per term according to the amount and nature of the work.

THE WINTER COURSES IN AGRICULTURE AND DAIRY HUSBANDRY.

There are many persons who cannot spend two or more years at college, but who would receive great benefit from lectures and practice during the winter months. To meet the needs of such persons the following courses are offered. They begin the first week in January of each year and extend through one university term of eleven weeks.

Persons who are of good moral character and seventeen years of age may be admitted by the Director of the College without a formal examination, but are required to file a letter of recommendation and to satisfy the director that their previous training has been such that they can pursue the studies elected with profit to themselves and credit to the university.

Students may elect either one of the following lines of study :

I. WINTER COURSE IN AGRICULTURE.

- Prescribed work — Agriculture, 5 hours per week.
- Horticulture, 2 hours per week.
- Animal industry, 2 hours per week.
- Agricultural Chemistry, 2 hours per week.

Two hours per day of practice in educational work in barns, dairy houses, forcing-houses, and laboratories.

Elective. A minimum of four hours must be taken in addition to the prescribed work from the subjects named below :

- Entomology, 2 hours per week.
- Botany, 2 hours per week.
- Dairy Husbandry, 2 hours per week.
- Poultry Keeping, 2 hours per week.
- Political Economy, 1 hour per week.

#### II. THE WINTER DAIRY COURSE.

This course is designed primarily to meet the needs of those butter and cheese makers who desire more thorough and comprehensive instruction, and to train those who are looking toward butter and cheese making as a profession. The instruction is given largely with the view of fitting students for conducting factories, while that in the winter course in agriculture is given with particular reference to the needs of the farm dairy.

Not more than fifty students can be accommodated in the building. The class will be limited to this number and applications should be made at as early a date as practicable in order to insure admission.

The instruction is partly by lectures and recitations, but largely by actual practice in the Creamery, Cheese Factory, and Dairy Laboratory, the order being about as follows :

- Lectures on milk and its products, 2 hours per week.
- Lectures on subjects relating to dairying, 10 hours per week.
- Cheese-room practice, twice weekly, 4-6 hours each.
- Butter-room practice, twice weekly, 4-6 hours each.
- Dairy laboratory practice, twice weekly, 2-4 hours each.
- Problems and book-keeping, 2 hours per week.

#### CALENDAR.

The entrance examinations for students in the Regular Course are held in September and June. Students may be excluded if not present at the beginning of the term.

For further particulars and for a special announcement which will be sent on application, address I. P. Roberts, Director of the College of Agriculture, Cornell University, Ithaca, N.Y.

The Agricultural Experiment Station of Cornell University is a Department of the College of Agriculture. Incidentally, students may receive instruction from observing and discussing the experiments which are being carried on. The Federal Law passed March

2, 1887, briefly outlines the object of the Experiment Station in the following words: "To aid in acquiring and diffusing among the people of the United States useful and practical information on the subjects connected with agriculture, and to promote scientific investigation and experiment respecting the principles and applications of agricultural science." . . . It further provides "That bulletins or reports of progress shall be published at said stations at least once in three months, one copy of which shall be sent to each newspaper in the States or territories in which they are respectively located, and to such individuals actually engaged in farming as may request the same, and as far as the means of the station will permit." The entire plant of the College of Agriculture is used, as occasion demands, for conducting experiments in animal and plant growth and reproduction, and in applied, comparative, and scientific research and investigations.

In pursuance of Chapter 430 of the Laws of 1899 of New York State, provision is made for "giving instruction throughout the State by means of schools, lectures, and other university extension methods, or otherwise, and in conducting investigations and experiments; in discovering the diseases of plants and remedies; in ascertaining the best method of fertilization of fields, gardens, and plantations; and best modes of tillage, and farm management, and improvement of live stock; and in printing leaflets and disseminating agricultural knowledge by means of lectures or otherwise; and in preparing and printing for free distribution the results of such investigations and experiments, and for republishing such bulletins as may be useful in the furtherance of the work, and such other information as may be deemed desirable and profitable in promoting the agricultural interests of the State."

I would found an institution where any person can find instruction in any study. — *Ezra Cornell, founder of Cornell University.*

## CHAPTER XXXIV.

## WORK IN NATURE'S FIELDS.

MOST needle women and store employees could hardly work under more distressing conditions, and through a lull in their employment might starve or become paupers. As farmers, starvation and pauperism would be impossible. — “*Occupations for Women.*”

I was born a farmer. Farmers are born, not made.  
— *Mrs. Taber Willett, farmer, Roslyn, L.I.*

If it is objected that many girls are too delicate for outdoor employment it may be answered that in numerous cases these girls are too delicate for anything else. Sunshine, air, and exercise are three of their most vital needs. Many a consumptively inclined person has become healthy and happy by close daily contact with the soil, the facing of free winds, and plenty of outdoor employment. — “*Occupations for Women.*”

Of course the rule holds good here as it does regarding other kinds of employment. No one should adopt farming as an occupation who does not love outdoor pursuits and farm belongings. To any other it would surely mean drudgery, and slavery as well. But there are thousands who love “all outdoors,” and any occupation which has to do with country wideness and green, growing things, would be their delight. If these could be weeded out from the city workers much sorely needed

relief would be afforded to thousands of other workers as well as to themselves. — “*Occupations for Women.*”

The woman farmer is no longer sufficiently unique to be wondered at, sneered at, or smiled at. She is found in many parts of the country, and is, if one may judge from the facts brought to light, as successful in her chosen work as is her brother tiller of the soil. — “*Occupations for Women.*”

It will seem surprising if in the near future we do not see communities of girl farmers located near enough together to be helpers and companions to each other. — “*Occupations for Women.*”

Americans are only beginning to understand that a small patch of land may be cultivated with great profit. The Japanese immigrants who have settled in California within the last few years have attracted the interest of horticulturists to their method of tillage, which has prevailed for ages in Japan. They understand the art of getting a bountiful supply from every inch of soil. With three or four acres the Japanese farmer satisfies his every want, keeps clear of debt, and lays up money. With one acre in vegetables he is independent. — “*Occupations for Women.*”

Many a woman has a home with a bit of ground attached which hardly pays the taxes. She is fretting and struggling to make a little money to live on. The only way she can think of is to sew or teach or find something to do for which she will be paid, however small a sum. Her bit of ground can be made to pay like a bank, if she goes at it right. Let her buy a good book on market-gardening, study it, and set to work to

get the most out of her ground. — “*Occupations for Women.*”

Her capital consisted of a comfortable house located in a large barren village lot, a stable and one cow. She had three dependent children, and no income. After due consideration and preparation she had the lot ploughed in early spring, and converted it into one large strawberry bed, while around its sides were planted black-cap raspberries. She selected standard, reliable varieties, and gave her plants good and thorough cultivation. The next spring her plants were strong and thrifty, and in good bearing condition. A compact was made with her grocer, who undertook the sale of the entire crop. When the season was over and settlements made, the widow felt well repaid for all her work and anxiety, for her berries had returned sufficient over expenses to provide for all the needs of herself and children till the next spring. The question of support was settled. — *Chicago Newspaper.*

The three daughters of the late J. D. Gillett, of Logan County, Illinois, manage three farms aggregating over four thousand acres. These three young women, who are finely educated, speak French, and have a taste for art, literature, and music, are enthusiastic over farming as a profession for women. The farms now yield four times as much as they did when managed by Mr. Gillett. They are divided into small sections which are tilled by tenants, with whom the crops are divided. A lake on this land was drained by digging a ditch a mile and a half long. — “*Occupations for Women.*”

There are no new women, but there are new men; for they are beginning to recognize the worth of women, and to acknowledge it. Women are the same as they always



have been, only the sudden opening of the world's eyes to their power has given them courage to strike out and conquer new fields. — *Mrs. Taber Willett.*

There is just as much profit in farming as ever, and even more, for modern machinery and implements have reduced the work to a minimum. The farm of to-day is just like a great factory, and, instead of requiring competent hands to turn out hard work, in many cases it only requires raw hands to see that the wheels go round. — *Mrs. Taber Willett.*

A year ago I had about the largest yard of thoroughbred Guernsey cattle in the State, and I used to make all the butter, and attend to a large share of the milking. There were over fifty of them. — *Mrs. Taber Willett.*

Sex makes no difference. Women who work on farms become as healthy and rugged as men. Then they have more patience, and the power to adapt themselves more readily, and their dispositions are such that they grow to love their work in the fields because it brings them nearer to Nature, and their work is a constant reminder of the goodness of their Maker. I have done everything that can be done upon a farm, from hoeing potatoes to stacking hay, and there was no task, however heavy, but was lightened by the thought of His touch having been there before. — *Mrs. Taber Willett.*

Of course there are plenty of women who could not be successful farmers, as there are plenty of men. — *Mrs. Taber Willett.*

The raising of flowers seems a natural occupation for women, because so many do it voluntarily, for no reward

except the joy of watching buds unfold. The tendency of women workers is to migrate to cities for employment. Flower-raising is one of the occupations that requires a country or suburban home, and so what is sometimes considered a hampering condition — a cottage out of town — may be made to take the place of a stock in trade. — *Helen C. Candee.*

To pursue the business in a modest way, depending upon summer visitors for custom, may not mean to earn sufficient money for defraying all the expenses of living, but such a business is capable of expansion. — *Helen C. Candee.*

As in all cases where any capital is to be invested, money must be spent with the most careful wisdom. But the income is apt to be in proportion to the outlay. — *Helen C. Candee.*

Each man reaps on his own farm. — *Plautus.*

Better to hunt in fields for health unbought  
Than fee the doctor for a nauseous draught.  
The wise for cure on exercise depend ;  
God never made his work for man to mend.

*Dryden.*

For wheresoe'er I turn my ravish'd eyes,  
Gay gilded scenes and shining prospects rise,  
Poetic fields encompass me around,  
And still I seem to tread on classic ground.

*Addison, " Letter from Italy."*

Plough deep while sluggards sleep. — *Franklin.*

Of him who walked in glory and in joy,  
Following his plough along the mountain-side.

*Wordsworth.*

Earth laughs in flowers to see her boastful boys  
Earth-proud, proud of the earth which is not theirs;  
Who steer the plough but cannot steer their feet  
Clear of the grave.

*Emerson.*

There 's husbandry in heaven;  
Their candles are all out.

*Shakespeare.*

The life of the husbandman — a life fed by the bounty  
of earth and sweetened by the airs of heaven. — *Jerrold.*

Earth is here so kind that just tickle her with a hoe  
and she laughs with a harvest. — *Jerrold.*

None shall rule but the humble,  
And none but Toil shall have.

*Emerson.*

Nothing great was ever achieved without enthusiasm.  
— *Emerson.*

Neither a borrower nor a lender be;  
For loan oft loses both itself and friend,  
And borrowing dulls the edge of husbandry.  
This above all: to thine own self be true,  
And it must follow, as the night the day,  
Thou canst not then be false to any man.

*Shakespeare.*

It is for homely features to keep home, —  
They had their name thence; coarse complexions  
And cheeks of sorry grain will serve to ply  
The sampler and to tease the huswife's wool.  
What need a vermeil-tinctur'd lip for that,  
Love-darting eyes, or tresses like the morn?

*Milton.*

[“Occupations for Women,” from which a number of the quotations in this and other chapters are taken, is an exhaustive work on women’s employments, by Frances E. Willard, assisted by Helen M. Winslow and Sallie Joy White, and published by The “Success” Company, New York.]

## CHAPTER XXXV.

## THE FASHIONABLE DRESSMAKER.

“. . . What riches give us let us then inquire :

Meat, fire, and clothes. What more? Meat, fine clothes, and fire.”

*Pope.*

DRESSMAKING is much more than simple sewing, and it will not do to think that because you can sew neatly, as most girls can, you have the qualifications necessary for a successful dressmaker. The fashionable dressmaker — that is, the dressmaker for people of fashion — must be an artist; and more than that, she must be an artist with the business instinct. She must not only design and produce fine dresses, but she must be able to manage many employees, and she must have as much business capacity as a dry goods merchant or a merchant of any other kind. She must be an artist with the business instinct, and a business woman with the artistic instinct.

I am not speaking of girls who wish to find employment in other people's dressmaking shops, and are satisfied to remain in such positions. Very little information is needed for that beyond the addresses of two or three such establishments, and the address of another kind to go to them and ask for work. If you are an ambitious girl you will not be satisfied with that for a permanency. You may begin in such a position, and indeed it is important that you should, so that in the future you may know more about the business than any of your employees; but you will be looking forward to the day when

you shall be the forewoman of the shop, and then to the day when you shall have a shop of your own.

We have grown so grand in our terms that it may seem almost sacrilege to you to give the plebeian name of shop to so gorgeous a place as a fashionable dressmaker's establishment. But I have taken it for granted throughout this work that you are not only an ambitious girl but also a sensible girl, with no sort of objection to being a girl in a dressmaker's shop, if circumstances lead you in that direction. You may be a young lady, and I have no doubt that you are; but that is a matter that we have nothing to do with at present. If you prefer to become the forelady of a dressmaking establishment rather than the forewoman of a dressmaker's shop, you will get nothing worse than a smile from people who know better. If the title only made the lady ours would be the most ladylike country in the world.

But we were talking about dressmakers, be they girls, ladies, or countesses. You can learn the trade of the dressmaker, beyond reasonable doubt, by going to work at it, or by attending some of the schools where dressmaking is taught. But the art of the dressmaker is a different matter and not so easily learned. In the language of a member of the guild, "almost any woman may be taught the trade of dressmaking; but to become a really good dressmaker is not so simple a matter. Ambition to advance, a natural taste, the instinct for decoration, a correct eye for color, and some artistic ability must be inherent. Intelligent and thorough cultivation of all these qualities is as necessary to a training as a special knowledge of cutting, fitting, and putting together materials."

In other words, you must have a natural taste for decorating the female form artistically; and thousands of girls have it. Some young girls are so expert at this

that they produce better effects, without any special training, than most of the dressmakers can produce. They know instinctively that the dress that looks well upon some other girl would not look well upon them — that every face, form, carriage, complexion, height, age, requires a treatment of its own that usually will not answer as well for any other person.

Because this is a business, as well as an art, it is impossible to estimate how much money a fashionable dressmaker may make. That depends upon her skill and her business ability. As an employee, a girl can usually make from \$4 to \$6 a week at the beginning, and in time she may be worth \$12 or \$15, while still in the ranks. As a forewoman she may make anywhere from \$10 to \$40 a week. The surest test of her skill is to begin in the lowest place and work gradually up till she becomes forewoman at \$40 a week. But even that is no test of her business ability. Many a good forewoman fails utterly as an employer; and the safest method is to begin modestly and let the business grow. To begin on an extravagant scale and let it shrink is both foolish and expensive.

There is no school anywhere that can give a girl the taste required in this artistic work; but there are many schools in which the trade of dressmaking is taught and the artistic instinct developed. In nearly every one of the large cities there are schools of this sort, and sometimes they are free. The one that I have selected for an example, the Pratt Institute, in Brooklyn, is not free, but it is not expensive; and its course of training in this handicraft will give you a good idea of what is taught in such schools.

DEPARTMENT OF DOMESTIC ART OF PRATT  
INSTITUTE.

## SEWING.

TWO LESSONS A WEEK — FOUR GRADES OF THREE MONTHS EACH.

The course in sewing is arranged to give the pupils practical knowledge of all varieties of hand sewing and machine sewing, of the methods of draughting, cutting, fitting, and making undergarments and dresses of washable materials for adults and children. The instruction also includes talks upon materials used, with special reference to judicious purchasing.

Applicants, except those for Saturday morning classes, must be at least fifteen years of age. The completion of the first three grades of the Sewing Course fits a student to enter the Dressmaking Course.

## COURSE OF STUDY.

*First Grade.* — Hand-sewing, mending. Study of materials and color.

*Second Grade.* — Machine-sewing, draughting, fitting, making undergarments.

*Third Grade.* — Draughting, cutting, fitting, making unlined dresses.

*Fourth Grade.* — Advanced machine and hand-sewing, draughting, and making children's dresses.

## SEWING. — SPECIAL COURSE.

FOUR MORNINGS A WEEK. — TWO TERMS OF THREE MONTHS EACH.

The class is organized in September only, and completes in two terms the full course as described above. It has been arranged for those who can devote their entire time to the study. The students meet on Monday, Tuesday, Thursday, and Friday, from 9 to 1 o'clock. Sufficient home work is required to occupy the rest of the day. Upon the completion of the second grade the pupils execute orders received for undergarments and wash-dresses. Once a week they attend the lectures on the history and development of art given by the Director of the Department of Fine Arts.

Applicants must be at least sixteen years of age. They are required to bring for inspection a garment showing some knowledge of hand and machine sewing, and they must pass an examination in hand sewing and simple fractions.



## SEWING. — CHILDREN'S COURSE.

## SIX TERMS OF THREE MONTHS EACH.

The classes meet from 9.30 to 11.30 o'clock on Saturday mornings, and are for children between the ages of six and fifteen years. The training covers a period of two school-years. It includes all varieties of hand-sewing, patching and mending, with the making of dolls' garments, in order to apply the exercises to useful articles.

This course, satisfactorily completed, fits the student to enter the second grade of the regular course.

## DRESSMAKING.

## TWO LESSONS A WEEK — FOUR GRADES OF THREE MONTHS EACH.

This course is arranged to give a thorough knowledge of the underlying principles of dressmaking, with as much practice in their application as the time will permit. It has been found valuable to those who wish to make their own dresses, or to superintend the work, and, with additional practice, has proved excellent training for professional dressmakers.

In the regular course, for which a certificate may be received, two lessons a week of three hours and a half each are given, two hours being devoted to practical work, and one hour and a half to free-hand drawing, color-study, and design. There are classes without drawing for those who are unable to devote so much time to the work. For such courses, however, no certificates are granted.

Applicants must be over sixteen years of age, and must submit samples of work to prove their knowledge of hand and machine-sewing, the use of the tape-measure, and ability to make simple garments and cambric dresses, as taught in the sewing-classes. The student who successfully completes the first, second, and third grades of the Sewing Course is admitted to the first grade of the Dressmaking Course without further examination.

## COURSE OF STUDY.

FIRST GRADE . . .	{	Draughting and making walking-skirt.
		Cutting, fitting, and making lined waist from pattern.
		Study of color, form, line, and texture.

SECOND GRADE . . .	{ Draughting and making lined waists. Matching stripes and plaids. Study of artistic and hygienic principles of dress.
THIRD GRADE . . .	{ Draughting; making a princesse and an evening dress. Study of the contour and poise of the body as essential in artistic dress. Color and texture for house and evening dress.
FOURTH GRADE . . .	{ Draughting, cutting, and making jacket. Draughting child's dress and coat. Study of woollen textiles.
COSTUME DESIGN . . .	{ Practice in the use of the pencil, and of water-color. Appearance of objects, bows, gowns, and drapery. Outline and proportion of the human form. Study of historic costume, designing of gowns.

## DRESSMAKING. — SPECIAL COURSE.

## FIVE DAYS A WEEK — THREE TERMS OF THREE MONTHS EACH.

This class is organized in September only, and completes in nine months the full course in dressmaking. It has been arranged for those who can devote their whole time to the study. The class meets daily, except Saturday, from 9 to 1, and from 2 to 5 o'clock.

Two afternoons in a week are given to the course in design, and all students attend the weekly lectures of the Director of the Department of Fine Arts upon the history of art. These lectures are fully illustrated by lantern views. The course also includes lectures upon hygienic, artistic, and historic dress, and instruction in physical training, and in methods of keeping accounts and making out bills. The literature of hygienic and artistic costume is brought to the notice of the pupils, and they are expected to inform themselves upon these subjects, using the Library of the Institute.

Those who wish to become practical dressmakers have an opportunity in this class to make dresses for others in order to gain experience, and are thereby able to defray part of their expenses.

Applicants should be over sixteen years of age, and have a

knowledge of making dresses from pattern. They must bring for inspection a dress proving their ability to do good work, and must pass a written examination on the making of a simple dress.

#### COSTUME DESIGN.

A series of lessons in costume design, under the direction of the Department of Fine Arts, forms a part of the dressmaking course. No previous training in drawing is required, and though the student may not become technically skilful the instruction cultivates the taste and is found most helpful in home decoration, as well as in the selection of wearing apparel.

The aim is to train the eye and hand, to give the ability to see objects in their true proportions and to represent them in line, simple light and shade, and water-color. Practice at home between the lessons is required.

There is a special equipment of models, casts of ornament and of the figure, photographs of famous statues and paintings, and colored plates of historic costume.

#### COURSE OF STUDY.

Practice in the use of the pencil and of water-color.

Appearance of objects, bows, gowns, and drapery.

Outline of proportion of the human form.

Study of historic costume, designing of hats and gowns.

#### COSTUME DESIGN — SPECIAL COURSE.

This course is arranged for two years and embraces work in design, cast and still-life drawing, perspective, water-color, and figure-sketching in the Department of Fine Arts, and special study of Costume Design in the Department of Domestic Art. Pencil, ink, and water-color are the mediums used. The object of the course is to train students to become illustrators, or designers of costume.

#### TUITION FEES.

	Day Classes.	Evening Classes.
	Per Term.	
Sewing; two lessons per week.		
First, second, third, and fourth grades, each ..	\$5 00	\$2 00
Children's Saturday morning class .....	2 00	—
Special course, four lessons per week .....	15 00	—

Dressmaking; two lessons per week.	Day	Evening
	Classes.	Classes.
	Per Term.	
First grade .....	\$15 00	\$5 00
Second grade (including chart) .....	15 00	10 00
Third and fourth grades, each .....	15 00	10 00
Special course, five lessons per week.....	25 00	—

Love the little trade which thou hast learned, and be content therewith. — *Marcus Aurelius*.

## CHAPTER XXXVI.

## THE COSTUMER'S CHANCES.

THE business faculty is not a matter of sex; women have it almost as often as men are without it. Then let her who has the gift and the need to exercise it plunge into the vortex of trade to her delight and profit. —  
*Helen C. Candee.*

I have already referred to the misuse of the term "ladies," and I want to emphasize it. It is incorrect, a mistake in language, to speak of yourself or of any other persons as "ladies" in connection with work of any kind. The term "lady" presupposes leisure. In the same way the word "gentleman" carries a like significance. The term "gentleman of business" is never used, and you never heard of a "sales-gentleman." Are n't the terms very ridiculous? And yet your man of business is more often than not the polished, well-bred man of society with a position which no one can dispute. You can be well-bred women, even if you *are* work-women. You may be ladies at your leisure; but insisting on the term won't make you so. On the contrary, the very use of the word in connection with work stamps you at once as ignorant, if not ill-bred. — "*Occupations for Women.*"

The woman who has no knowledge of trade except the costumer's must know that she starts with this handicap — that she is in direct competition with a large army of people who are familiar with every detail of their

business, and who already have a *clientèle*. These people may be the children of shop-keepers; they have in infancy played around the shop, and have been saturated with shop atmosphere and shop talk. — *Helen C. Candee.*

Simply because a lot of humble, hard-working people are engaged in trade, why should it be considered beneath the dignity of persons of cultivation? — *Helen C. Candee.*

What, is the Jay more precious than the Lark  
 Because his feathers are more beautiful?  
 Or is the Adder better than the Eel,  
 Because his painted skin contents the eye?  
 Oh, no, good Kate; neither art thou the worse  
 For this poor Furniture, and mean Array.

*Shakespeare.*

A rival is from the start an enemy to be discouraged if possible. — *Helen C. Candee.*

A woman who starts newly in trade must recognize that she places herself at once in competition with her superiors in business. When she begins she may be much flattered and much encouraged by admiring friends, but the unpleasant facts which never enter their unpractical minds must not lie unconsidered before commencing. — *Helen C. Candee.*

You must understand that there is dressmaking and dressmaking. It is not the old-fashioned kind that I commend to you, but the new, which has originality, idea, and principles about it. The principles are beauty and comfort; the idea is becomingness and health; and all

of it combined constitutes originality. — “*Occupations for Women.*”

“Artistic and hygienic dressing” began with Cynthia Bates, when she invented the waist that should take the place of corsets; it was to be adapted to the figure rather than force the figure to be adapted to it. Miss Bates was a wise woman; she saw that invalidism for women was rapidly going out of fashion, and that to be healthful was to be correct. “Have everything as pretty as you like,” she said, “but above all be true to nature.” — “*Occupations for Women.*”

But that was only the beginning, and it was left to another woman to make a rounding-out of the idea of proper dress. If there is anybody in the world that does not believe that a healthful dress can be a pretty one I only wish that she could see some of the delicious gowns that Mrs. Annie Jenness Miller evolved from that keen brain of hers. They keep close enough to the line of the fashion not to seem queer, but each gown is original and picturesque, having in it the very spirit of graceful and becoming dressing. — “*Occupations for Women.*”

We sacrifice to Dress, till household joys  
 And comforts cease. Dress drains our cellar dry,  
 And keeps our larder lean. Puts out our fires,  
 And introduces Hunger, Frost, and Wo,  
 Where Peace and Hospitality might reign.

*Cowper.*

To make a success the aim should be to excel other shopkeepers in some one attractive particular. It is in general true that large shops sell cheaper than small ones can, for certain articles are sacrificed simply to

entice customers into the place with the hope that other goods will be purchased at the same time. Therefore there is but little hope that the small experimental shop you are fitting up in your secret imagining will divert buyers of staple necessities from the department or other large stores. — *Helen C. Candee.*

The bait you can throw out to the moneyed public is something that depends upon yourself, your individual talents or gifts. It may be that your special training at home and in society has given you an insight into the needs or fancies of the leisure class that no one could have who has been denied your advantages. This ought to help you in supplying those persons with a class of goods which you may have looked for in vain when you stood on the customer's side of the counter. — *Helen C. Candee.*

Processions, cavalcades, and all that fund of gay frippery, furnished out by tailors, barbers, and tire-women, mechanically influence the mind into veneration; an emperor in his night-cap would not meet with half the respect of an emperor with a crown. — *Goldsmith.*

I venture to say the reason why so few dressmakers take up artistic and hygienic work is because it does require originality and artistic instinct to make it successful, but the girl or woman who is artistic in her feelings and who has a gift of expressing these feelings has here a field open before her that she will find very remunerative. It requires more skill to make dresses in this way than in the stereotyped fashion, because so much depends on individual expression. — "*Occupations for Women.*"

There are other branches of dressmaking to which a clever girl may turn her attention. Making over dresses



is one. There is a knack in making an old dress look like a new one; and this knack once acquired is worth money to the woman who will take pains to learn it thoroughly. There are plenty of women who are willing to pay to have their old garments utilized. It is an economy which the majority are compelled to practise; the only trouble, so far, has been in having it satisfactorily done. — “*Occupations for Women.*”

Still another phase for the home dressmaker, one that requires special taste and ability, is that of making dresses for growing girls in the awkward age that comes between childhood and womanhood. Many mothers are at their wits' end to know how to dress a girl becomingly, and the dressmaker who makes stylish women's clothes almost always fails when she tries to turn out something suitable for the woman's daughter. — “*Occupations for Women.*”

The idea of her life shall sweetly creep  
 Into his study of imagination,  
 And every lovely organ of her life,  
 Shall come apparell'd in more precious habit,  
 More moving-delicate and full of life  
 Into the eye and prospect of his soul.

*Shakespeare.*

A fellow that hath had losses, and one that hath two  
 gowns and everything handsome about him.

*Shakespeare.*

Through tatter'd clothes small vices do appear;  
 Robes and furr'd gowns hide all.

*Shakespeare.*

If you have a little money it seems a stupendous hazard to put the precious pile into a venture of your own; and it seems even worse to borrow money for the purpose, but these are the thoughts of weakness, not of courageous purpose. Think of all the "other girls," as Mrs. A. D. T. Whitney calls the hereditary workers, and how many of them succeed in little business ventures, as dressmakers, hairdressers, milliners, etc. It surely is no harder for us than for them, and we would reject the idea of a lesser courage. — *Helen C. Candee.*

Advice from the right quarter is good, yet some noted business successes have come to women who have made their venture against advice. But it is safe to say that an able woman who has the courage to risk involving herself in debt, and of bringing the consequences of failure upon those she loves, possesses the qualities of mind that would insure success in anything she might undertake. — *Helen C. Candee.*

## CHAPTER XXXVII.

## MILLINERY.

“As good be out of the world as out of the fashion.” — *Colley Cibber.*

As long as women wear hats or bonnets there will be work for the milliners, and the good milliners must always stand a better chance than the poor ones. This work, like the best kind of dressmaking, is both a trade and an art, and with the art instinct and the knowledge of the trade you must combine business ability to conduct your own establishment successfully.

You have noticed before this, even if you are still in short skirts, that some girls can trim hats beautifully, getting the very best effect out of every stray bit of material, putting the right flower or feather or ribbon always in just the right place; and that other girls have no such instinct, but must apply to their friends or the milliner. If you are one of the girls of the first kind there is every probability that with proper training you can go beyond the trade of millinery and reach the art. Even if you belong to the second class the right kind of training will do a great deal for you.

It is to the art, rather than the trade, that you must look for any pronounced success. Almost any girl may make a milliner of some sort; but if you become one I hope that your ambition will be to become a milliner of the best sort. The ordinary girl in a milliner's shop is very easily replaced, and places that are easily filled never command the best pay. But the really artistic girl is not easy to replace. She may be one of the youngest

girls in the shop, and yet show such skill in design and arrangement, such an aptitude for the artistic part of the work, that her employers will not lose her if they can help it.

If your ambition is to own your own millinery establishment, which is a very reasonable ambition for you, or indeed a business establishment of any kind, let me urge you to grow up into it slowly and naturally. You wish to do a business of \$10,000 a year? Then consider how much better you can do it after you have had the experience of doing \$5,000 worth of work a year, or \$5,000 worth after the experience of \$1,000 worth. Do not be in too much of a hurry.

There is an important trade distinction in this business between milliners and trimmers. Any woman who is connected with the production or alteration or sale of hats or bonnets may be a milliner, but the trimmers have their branch to themselves; and it is in trimming that taste and skill are specially needed. "Trimmers are born, not made," is a common saying in the millinery shops, and there is at least a basis of truth in the assertion.

As a girl in a milliner's shop you may not earn more than three dollars a week in money at first, but you will lay there the foundation of your training. You can hardly expect, as an ordinary worker, to rise above twelve dollars a week. But there are extraordinary workers, you must remember. If you develop sufficient taste and skill to be worth more to your employers you will almost certainly receive more. When you are able to superintend the work of a shop, as forewoman, you may command twenty-five or thirty dollars a week, in one of the larger cities. And when you have reached that stage, what you can do on your own account depends largely upon how much money you have saved, and how

much business ability you have. Remember that artistic ability is no proof of business ability. Many a first-rate milliner has no business ability whatever.

In nearly every trade, and millinery is no exception, there is a difference of opinion about the comparative value of shop training and trade-school training, and about which should come before the other. And the weight of opinion here, as elsewhere, is that the two should come as nearly together as possible, so that the theory which the pupil learns in school to-day she may put into practice in the shop to-morrow.

There are many schools in which the milliner's trade is taught, and in a large number of them the instruction is based upon the system used in the Pratt Institute, in Brooklyn. So I go to the fountain head and give you here the course of instruction in that institution. I must explain to you that in the Pratt Institute both millinery and dressmaking are included in the "Department of Domestic Art," though either may be taken up separately. The dressmaking course you will find in the chapter on dressmaking; and I give here the schedule of the remainder of the Domestic Art course, including both millinery and art-needlework.

## PRATT INSTITUTE, BROOKLYN.

### DEPARTMENT OF DOMESTIC ART.

This department provides comprehensive and systematic courses of study in those branches which are related to healthful and appropriate clothing of the body, and to household decoration.

The laws of Nature, as interpreted by science and art, are also studied in their bearing upon the physical development and clothing of the human body. Such study leads to more healthful living, and to the cultivation of good taste and wise economy, and supplements the education usually gained in school life.

The courses now given are :

NORMAL COURSE . . . . .	{ Sewing; dressmaking; millinery; drawing; physical training; psychology; history of education; normal methods, and practice-teaching.
SEWING . . . . .	{ Hand and machine sewing; draughting and making garments; study of materials.
DRESSMAKING . . . . .	{ Draughting, cutting, fitting, and making dresses and jackets. Form, color, design, study of textiles.
MILLINERY . . . . .	{ Draughting, making, and trimming hats, bonnets, and caps. Form, color, design, study of materials.
COSTUME DESIGN . . . . .	{ Sketching dresses and hats in pencil and in water-color; outline and proportion of the human form; historic costume.
ART-NEEDLEWORK . . . . .	{ Freehand drawing; design; color; art-needlework.
PHYSICAL TRAINING . . . . .	{ Swedish educational gymnastics; carefully graded exercises with stationary and hand apparatus to stimulate and develop all parts and organs of the body.

## GENERAL INFORMATION.

*Instruction.*—The courses of instruction are carefully graded, not only to insure a thorough knowledge of the subject, but also to impress upon the pupil the value of order, accuracy, economy, and logical sequence. The methods of instruction are such as lead pupils to grasp the artistic and scientific principles underlying all good work, and encourage them to observe and judge for themselves, thereby gaining self-reliance.

The number of pupils in each class is limited, that all may have opportunity for practical work under the direction of the teacher. The instruction is given by means of lectures and recitations as well as by practical work.

*Equipment.*—The rooms of the department are fully equipped with the essential apparatus. Casts of the best sculpture, photographs, colored plates of costume, and many specimens of textile fabrics, both ancient and modern, afford pupils ample material for study. The Library is also an important factor in the usefulness of this department. Books treating of domestic art and science are

constantly added, and material on class topics is collected for pupils.

*Admission and Examinations.* — The school year is divided into three terms of three months each, beginning in September, January, and April, respectively. Classes in all courses are organized in September, December, and March, except Normal and Special classes, which begin in September only.

## MILLINERY.

## TWO LESSONS A WEEK — FOUR GRADES OF THREE MONTHS EACH.

The object of this course is to give a thorough training in the practical and artistic principles of millinery, so that the student may be fitted to make head coverings according to the best methods, and may have a cultivated taste in color and design as related to costumes. The first part of the training is valuable in developing lightness of touch in the making of bows and trimmings used in dressmaking as well as in millinery.

Applicants must be over sixteen years of age, and able to do neat hand sewing. They must also pass an examination in the use of the tape-measure, and in accurate cutting in straight lines.

In the regular course, for which a certificate may be granted, two lessons a week of three hours and a half each are given, two hours being devoted to practical work and one hour and a half to freehand drawing, color-study, and design.

For those who do not wish to spend so much time in the study there are classes without drawing. No certificates, however, are given for these classes.

## COURSE OF STUDY.

FIRST GRADE . . .	{ Facing and finishing hat-brims. Making bows, trimming hats. Study of form, line, color, and texture.
SECOND GRADE . . .	
THIRD AND FOURTH GRADES . . . .	{ <i>Winter Season.</i> Making velvet hats and bonnets; toques and evening bonnets.

COSTUME DESIGN.	}	Practice in the use of the pencil and of water-color.
		Appearance of objects, drapery, bows, hats.
		Outline and proportion of the head.
		Study of historic costume; designing of hats.

## MILLINERY — SPECIAL COURSE.

FIVE DAYS A WEEK — TWO TERMS OF TWO MONTHS EACH.

This class, completing in four months the full course described above, is organized in September only, and has been arranged for those who can devote their whole time to the study, as well as for those who wish to become milliners.

The class meets daily, except Saturday, from 9 to 1, and from 2 to 5 o'clock. Two afternoons in a week are devoted to the course in design. The course also includes lectures upon hygienic, artistic, and historic dress, and instruction in the methods of keeping accounts and making out bills. The literature of hygienic and artistic costume is brought to the notice of the pupils, and they are expected to inform themselves upon these subjects, using the Library of the Institute.

Applicants must pass an examination in hand sewing and in simple fractions, and must also submit for inspection a hat showing their ability to undertake the course.

## ART-NEEDLEWORK.

FULL COURSE — TWO YEARS, FIVE LESSONS EACH WEEK.

The object of the course is to teach the principles and methods of art-needlework, and at the same time to cultivate artistic feeling and judgment in the choice of design, color, and material in articles for home decoration.

## COURSE OF STUDY.

PART I. . . .	}	Laid-work on flannels, scallops, and initials.
		Drawn-work, lace-work, muslin-work.
PART II. . . .		Kensington work, appliqué, tapestry staining.
PART III. . . .		Ecclesiastical embroidery, Spanish laid-work, metal-work.

The course includes freehand drawing, studies in water-color, and that work in embroidery which best illustrates the principles



of design in decorative needlework. Talks are given on historic ornament and the use of various materials applied to general house decoration.

Applicants for the morning or afternoon classes must be at least sixteen years of age. The afternoon class meets twice a week.

TUITION FEES FOR MILLINERY AND ART-NEEDLEWORK.

	Day Classes.	Evening Classes.
	Per Term.	
Millinery; two lessons per week.		
First, second, third, and fourth grades, each..	\$10 00	\$5 00
Special course, five lessons per week.....	25 00	—
Art-needlework.		
Three or five mornings per week .....	10 00	—
Two afternoons per week.....	5 00	—
Children's Saturday morning class.....	2 00	—

The fashion wears out more apparel than the man. — *Shakespeare.*

## CHAPTER XXXVIII.

FICKLE FASHION'S WAGE TO MANY WORKERS.

FASHION is the custom of the great.— *Addison*.

Fools invent fashions, and wise men follow them.  
— *Rousseau*.

The secret of fashion is to surprise and never to disappoint.— *Bulwer*.

Fashion makes fools of some, sinners of others, and slaves of all.— *Shaw*.

We take our ideas from sounds which folly has invented; fashion, bon ton, and vertu are the names of certain idols, to which we sacrifice the genuine pleasures of the soul; in this world of resemblance we are contented with personating happiness, to feel it as an art beyond us.— *Mackenzie*.

Fashion, being the art of those who must purchase notice at some cheaper rate than that of being beautiful, loves to do rash and extravagant things; she must be forever new, or she becomes insipid.— *Lowell*.

If you lack taste you cannot learn to be a milliner. But if a woman has a good eye for color effects she has a good chance to make a living. To all those who think of taking up millinery let me say, first of all, you must have a taste for combining color and materials.—“*What Women can Earn*.”

Every woman cannot become a trimmer, but nearly all can be good milliners. "Trimmers are born, not made," is a phrase we constantly hear, but it is possible with practice to become a trimmer, though the style may not be as chic as that of a French *artiste*. — "*What Women can Earn.*"

The work is at all times fascinating, though during the height of the season it is often laborious, as the hours of work cannot well be regulated, and in a crowded workroom it is extremely uncomfortable. — "*What Women can Earn.*"

Many girls have a natural taste and talent for the art, having for years made all their own hats and bonnets; for these a course or two at a school is a great benefit, as they will learn the simpler ways of working and save much time. There are various other reasons for women taking up millinery: For their own use, thus having more at less cost, and we all know the cost of materials is but a small part of the price of our headgear; as a fad, because others do; and, again, having to earn their living, girls imagine there is more money made and less time spent than at other trades. For the few there is much money; for the many, less. The seasons are short, and the greater number are employed only seven or eight months during the year. — "*What Women can Earn.*"

When a girl decides that she will take up millinery as a trade or a pastime the first thing to do is to decide where she will study — in a workroom or a school. The former is the old-fashioned way, and many still cling to it as being the better. As to schools, there are schools and schools, and each student must decide for herself which she prefers. Some schools charge a certain

amount, furnish materials, do not limit the time, teach what a girl asks to be taught, and advertise to guarantee places. The latter clause is the most attractive, as every woman likes to find a place ready when wanted. — *“What Women can Earn.”*

There are schools teaching a system, — in nearly every case the Pratt Institute system, — though changed somewhat to meet the requirements of the different schools and to suit the ideas of each individual teacher. The instructors give a certain number of lessons, teach a system during that time which thoroughly covers the foundation of the work, and charge a regular price for the instruction. The system generally comprises seventy-two lessons of two hours each, and the length of time taken depends on the number of lessons given during a week, some schools giving only two, some four, some five. The prices of tuition also vary, some schools charging as high as \$30 for the entire course, others as low as \$18. — *“What Women can Earn.”*

Each pupil furnishes her own materials, which consist of Canton flannel, cheesecloth, percaline or satine, and tissue paper for practice work. By selecting her coloring carefully she is able to make a hat or bonnet decidedly up to date. The expense of the practice materials is \$3 or \$4, and usually three good hats need to be furnished in addition to the mourning work. The course embraces wiring, folds, bindings, and facings of all kinds; bows and rosettes; trimming; covering plain hats; making bonnets and small hats; black silk and crêpe work; and making of wire and buckram frames. — *Bessie A. Losey, in “What Women can Earn.”*

After a girl decides where she is to study she must go into the work with all her might; give her entire

time to it if necessary; read what she may see in the papers; visit the different millinery show-rooms in the city, using her eyes well; practice out of class hours (as in no other way can she become sure of herself); make frequent notes, and ask questions whenever in doubt. By the time she finishes the first course she, as well as her teacher, can tell whether it will pay to continue, and it is always well to have a chat with the teacher on the question of continuing or not. — *Bessie A. Losey.*

English women lag strangely behind American and French women in the conduct of business enterprise, though whether from lack of talent or opportunity is not clear. Probably they possess neither the talent of the French nor the opportunity of the Americans. In retail trading women take a much larger part, though here their operations, if on any large scale, are generally confined to one or two trades, chiefly those concerned with women's dress and outfitting. Women do not always realize that the management of even a small business requires knowledge, resource, and an unwearied attention to details. — "*Women's Work.*" [*English.*]

When a girl has completed the course her first thought is to procure a place, and her school will always help when possible. Much depends on a girl's personal appearance. She should be neatly and plainly dressed, with scrupulously clean hands and finger-nails; a pleasant face and greeting, with some self-confidence. It is perfectly natural to shrink when facing something untried, but it must not be too apparent when applying for a place. — *Bessie A. Losey.*

In nearly every case after taking an entire course the pupil is worth \$6 a week, and many are worth \$8.

Whether her wages are raised as time passes depends a great deal on herself. — *Bessie A. Losey.*

No one must think that after spending only a few months in studying she is finished, and will make a success in the first venture. Every season brings something to learn. — *Bessie A. Losey.*

Three dollars a week appears to be the lowest price paid anywhere in a millinery establishment or in the millinery branch of the department stores. This is almost invariably for the very young girls of the office-boy and cash-girl type, and is probably as much as girls of the same age earn elsewhere.— “*What Women can Earn.*”

To those who are actually milliners of different degrees of experience the weekly pay varies from \$5 and \$6 a week to about \$10 and \$12. Most of the girls will probably never rise above the latter amount of compensation, because they merely want to earn a living while waiting for the almost inevitable marriage, and having no especial talent for color and design. — “*What Women can Earn.*”

Really good milliners, with common sense and the knack of the artist, may reasonably hope in time to be placed in charge of a department in the store, or to superintend the work in a regular establishment. Such women can earn excellent salaries. Beginning with from \$12 to \$15 a week, they may hope to rise to \$20, \$25, and even to \$30 a week, as forewomen. — “*What Women can Earn.*”

When a forewoman becomes worth \$25 or \$30 a week the proprietor is dangerously near the point of losing

her. It all depends on the forewoman herself. She may become a proprietor herself if she has saved enough money to begin operations on her own account and has the courage to undertake them. — “*What Women can Earn.*”

Natural laws impose severe limitations, and will probably continue to impose much the same restrictions, as to health and strength, on women workers, and when these marry there arise ties which conflict, and, as far as one can see, will always conflict, with the efficiency and regularity of the labor of married women. — “*Women's Work.*”

There is a set of people whom I cannot bear, — the pinks of fashionable propriety, — whose every word is precise, and whose every movement is unexceptionable; but who, though versed in all the categories of polite behavior, have not a particle of soul or cordiality about them. — *Chalmers.*

Let women adopt that chaste and simple, that neat and elegant style of dress, which so advantageously displays the charms of real beauty, instead of those preposterous fashions and fantastical draperies of dress which, while they conceal some few defects of person, expose so many defects of mind, and sacrifice to ostentatious finery all those mild, amiable, and modest virtues by which the female character is so pleasingly adorned. — *Tertullian.*

I know of no better business than millinery for a woman who has any talent for it at all. Even if she have but little skill at first more will come to her if she tries to acquire it and is in earnest about her profession. — “*Women in the Business World.*”

## CHAPTER XXXIX.

## DOMESTIC INDUSTRIES.

“When I was at home I was in a better place.” — *Shakespeare.*

By domestic industries I mean those occupations for profit which you can follow in your own home, as distinguished from the industry required to keep the home in good order. And these industries are many, and many are the women who follow them. There is some industry that you can take up at home, almost beyond a doubt, that will give you as much profit in the long run as you could expect if you cut loose from family ties and set up a little house of your own in another place.

In every one of these domestic industries some business ability is needed — not business experience, necessarily, but business ability. You must have good ideas about disposing of your goods after they are made, particularly when you make them in large quantities. You must make a good article to begin with, and then know how to sell it at a profit. Let us look at the making of jellies for a moment — for that is a favorite domestic industry, and often it is made a profitable one. If you know how to make a good jelly, and should go into this business without first investigating it thoroughly, or “studying the market,” as business men say, you would be very likely to run against a big high wall of discouragement. You would go into the nearest town, no doubt, and negotiate, or try to negotiate, with one of the big grocers to “handle” your goods, as



he would call it. Suppose that you were somewhere near New York, and that you went to Park & Tilford's with your sample. They would examine it, and if they liked it they would perhaps name a price that they would pay you for as much as they thought they could sell of it. And when you heard the price you would see that wall of discouragement loom up, for the price would be much less than the cost of the materials, to say nothing of your labor. And when you exclaimed at the price they would show you this jelly and that jelly and the other jelly, all of which they bought at the price named, or for still less.

"But," you tell them, "mine is a home-made jelly, made of the best materials, and much superior to these others."

"So it is," perhaps they will admit, "but the customer does not know that, and he will not pay thirty cents for your small tumblerful when he can buy this large jar for twenty-five."

It is useless for you to wonder how the large manufacturer can make that large jarful of jelly to sell for twenty-five cents, for you know nothing, let us hope, of the mysteries of converting apple juice into prime currant jelly by adding a little coloring matter and some chemical sweetening. No use to wonder, for there is the fact, and you must face it.

If you are a bright girl as well as an ambitious girl you learn something by this interview with the grocer, instead of letting it discourage you. Your jelly is a good article, you are satisfied, and you know that there are many people who are willing to pay at least a fair price for really good jelly, for the factory-made jelly is wretched stuff. If these people knew the excellence of your jelly they would gladly buy it at a good price. But they do not know it, and there is no way for you to

convince them of it without the expenditure of a great deal of money. So the large market is closed to you, and you must be content with the smaller market nearer home, which is a good thing for you. That is where you belong, at least in the beginning. Your neighboring grocer is willing to take a little, perhaps a few dozen glasses, on commission, and every one of your glasses is neatly labelled "Jane Smith's home-made currant jelly." Two or three other grocers, or perhaps more, will do the same thing, and there is your start.

Slowly and gradually their customers learn to know the Jane Smith jellies, and if they are really good jellies the customers will want more. A single gross of glasses this year may create a demand for ten times as much next year, and almost before you know it you have a local reputation established as a jelly-maker. Your first step in any domestic industry must be to *establish a local reputation*. After that is done you may extend your business; but the local reputation must come first. I have named jelly simply for an illustration; the same is true of all domestic products. You cannot compete with the machine-made goods of the large markets, but you can convince your own little public at home that your goods are the best to be had. And when they come to believe that they will willingly pay for them.

Who would have believed there was any money to be made in canned tomatoes with a thousand factories flooding the market with them and forever cutting their prices? It was a woman in New Jersey who had the shrewdness to see the money that was waiting for her in that business. There were shiploads of canned tomatoes in the market, enough to feed the whole country on stewed tomatoes all winter. But then thousands of people, she reasoned, want their tomatoes fried; fried tomatoes are a standard article on hotel and restaurant

tables, and they would be a paying novelty in midwinter, when the whole tomatoes are gone. So she picked out fine large tomatoes, cut them through the middle, and canned them in "whole halves." That first year she could not nearly supply the demand for them. The next year she made a hundred times as many, but they were all gone before Christmas. What will happen in the third year I cannot say, for that second winter was last winter. Out of that one good idea she has made hundreds of dollars.

The articles that a girl or woman may make in the kitchen at home are almost endless. Can you not make as good a sauce as the Worcestershire? As good pickles as Crosse & Blackwell, or better? Chutney, pickled onions, curry powder, cakes, bread, cordials, candies? Catsup? Pickled mushrooms? There is some one specialty simply in foods that is waiting for a bright girl to come along and make money out of; and as soon as that is taken up another specialty will be ready. There is no end to them. And there are hundreds of specialties in the sewing-room. Embroidery, lace-making, fancy work.

The character of the work must be determined by your own circumstances and the wants of your neighborhood. Do not make ice cream in Quebec in January, nor offer oyster patties in August, nor try to sell art-embroidery in a blind-asylum. Find out what is lacking among your neighbors, and then make it and sell it to them. Make a good article, whatever it is, so good as to make people want more of it, and then set to work to make a local reputation. Local reputation means a steady sale of a certain quantity of goods, and therefore a certain profit that you can depend upon, which is better than a salary. You could deceive your customers with an inferior article this year, perhaps, but you could

not deceive them again next year, because they would not buy. A domestic business must be built up on a solid basis, as carefully laid a foundation, as if it were a larger financial venture; not simply for the profit of to-day or next month, but with an eye to the future.

Below are given the outlines of instruction in the Department of Domestic Science in Pratt Institute, and in some of the classes of the Young Women's Christian Association of New York. The Christian Association classes are not devoted entirely to domestic industries, but the whole instruction in them is such as many girls are in need of to become self-supporting.

## YOUNG WOMEN'S CHRISTIAN ASSOCIATION OF THE CITY OF NEW YORK.

7 EAST FIFTEENTH STREET.

NEEDLE-WORK CLASSES.

### RULES AND REGULATIONS.

1. These classes are open only to women studying for self-support. Applicants must be between the ages of 14 and 35.
2. Application for admission to these classes must be made in person to the Clerk of the Class Department, 7 East Fifteenth Street. Satisfactory references are invariably required.
3. The classes open about Oct. 1, and continue until June 1. Pupils are required to pledge themselves to punctual and regular attendance.
4. Two unexcused absences, or habitual tardiness, will necessitate withdrawal from the class. Illness is the only satisfactory excuse. A pupil must not take her place in the class after one absence until her excuse has been presented and accepted.
5. No calls upon the students are allowed at any time except in case of absolute necessity.
6. Students are expected to maintain good order in the classrooms, and not to deface, injure, or remove from the building any article in use. The rules of the building must be strictly observed. Any violation of the same subjects the offender to dismissal.

7. Students must provide, at their own expense, all necessary materials, which may be had at cost prices from the Class Department.

8. The Committee reserves the right to dismiss any student whom the teacher may report as not possessed of sufficient talent or perseverance.

9. An examination will be held at the close of each class term, when certificates will be given deserving students.

Tuition fee must be paid before entering the Class.

No fee, or portion of fee, will be returned to pupils after the term has commenced.

Office hours of Class Department: 9 A.M. to 5 P.M., and 7 to 9 P.M. Saturday afternoons and evenings excepted.

This Department is closed from June 15 to Sept. 1.

#### CLASSES IN HAND AND MACHINE SEWING.

##### *First Grade.*

Talk on promptness, neatness, cleanliness, and order. Method of threading needle, making knot, using thimble, and the length of cotton to be used in the different varieties of sewing.

Position of body and the best way to sit as regards the light in aiding the sight for sewing.

Talk on the different threads of all material, and the mode of making. Basting and overhanding; turning down hem by measure, and when to use a mitred corner; hemming and running.

Talk on the needle, scissors, and thimble. Backstitching and felling stitching and overcasting, gathering, stroking gathers, and putting on bands, and which way bands must be cut; making buttonholes, eyelets, loops, and sewing on buttons.

Putting in gussets; herringbone and the different stitches; flannel patch; patching; darning on gingham — four different darns; darning on cashmere; stocking darn. Hemstitching in hem; hemstitching in tucks; hemstitching handkerchief corner.

Pupils must accomplish the home practice work required by the teacher.

##### *Second Grade.*

Talks on different materials. Muslins, linens, cambrics, lawns, nainsooks, and other fabrics.

Talks on color. Taking measures and illustrating curves and lines upon the board. Machine stitching.

Draughting drawers, cutting and making drawers; draughting, cutting, and making shirt; house linen.

Examination.

Pupils must accomplish the home practice work required by the teacher.

#### *Third Grade.*

Fine machine work and the use of all attachments.

Dress without lining and night dress. Talks on lace and embroidery and their manufacture.

Examination.

Pupils must accomplish the home practice work required by the teacher.

#### *Fourth Grade.*

Fine hand sewing. Baby's dress, guimpe.

Each scholar doing all her draughting, modelling, and cutting. These garments have machine work as well as hand work.

Examination.

Pupils must accomplish the home practice work required by the teacher.

### FIRST GRADE.

#### CUTTING AND FITTING CLASS. — ROYAL SYSTEM TAUGHT.

#### *Course of Study.*

Lessons in taking measure.

- |   |   |   |
|---|---|---|
| “ | “ | draughting tight-fitting basque.        |
| “ | “ | “ a dress sleeve.                       |
| “ | “ | “ basque with two under arms.           |
| “ | “ | “ an evening waist with low neck.       |
| “ | “ | “ princess gown.                        |
| “ | “ | “ a shirt waist.                        |
| “ | “ | “ an Eton coat.                         |
| “ | “ | “ a coat with double breast.            |
| “ | “ | “ coat collars.                         |
| “ | “ | “ a loose front coat.                   |
| “ | “ | “ a box coat and vest.                  |
| “ | “ | “ an ulster.                            |
| “ | “ | “ a child's basque from 12 to 16 years. |
| “ | “ | “ a child's waist from 8 to 12 years.   |
| “ | “ | “ a child's waist from 4 to 8 years.    |

Choice in materials.

Cutting out material, and basting waist.

Joining different parts together.

Trying on waists.

Matching plaids, stripes, and all kinds of figured materials.

This course will include 15 lessons.

#### SECOND GRADE.

##### *Course of Study.*

- 1st Lesson. — Take on form.
- 2d “ Combination of color.
- 3d “ Stitching and pressing waist.
- 4th “ Finishing seams and boneing waist.
- 5th “ Putting on collar and revers and trimmings.
- 6th “ Making sleeves.
- 7th “ Putting sleeve in waist.
- 8th “ Draping all kinds of fancy waists.
- 9th “ Making low neck waist.
- 10th “ Making shirt waist.
- 11th “ Cutting out princess gown.
- 12th “ Draping princess gown.
- 13th “ Making artistic bows.
- 14th “ Making trimmings of all kinds.

#### THIRD GRADE. — SKIRT CLASS.

##### *Course of Study.*

- 1st Lesson. — How to take measures.
- 2d “ Draughting foundation skirt.
- 3d “ Draughting circular skirts.
- 4th “ Draughting all kinds of gored skirts.
- 5th “ Draughting overskirts.
- 6th “ Cutting out material.
- 7th “ Making a solid lined skirt.
- 8th “ Putting in pockets.
- 9th “ Cutting out lining.
- 10th “ Putting in lining.
- 11th “ Finishing coat.
- 12th “ Cutting out cape.
- 13th “ How to make lady's vest.
- 14th “ Making Medici collar.

## Examination.

Pupils must accomplish the home practice work required by the teacher.

## CLASS IN DRESSMAKING, WITHOUT A SYSTEM.

- 1st Lesson. — Cutting and basting waist lining.  
 2d “ Fitting and correcting waist lining.  
 3d “ Binding and boneing waist.  
 4th “ Draping waists.  
 5th “ Cutting and making sleeves.  
 6th “ Making and adjusting collar bands and basting in sleeves.  
 7th “ Second fitting of waists.  
 8th “ Hints on trimmings for same.  
 9th “ Renovating waists.  
 10th “ Renovating skirts.  
 11th “ Cutting three-piece skirt.  
 12th “ Lining and putting skirt together.  
 13th “ Mounting and fitting skirt.  
 14th “ Regulating length of skirt and facing.  
 15th “ Finishing skirt — with hints on trimming same.

## CLASSES IN MILLINERY.

*First Course.*

Talk on color and material, wiring, folds, bows, plain and puffed binding, plain and shirred facings, making of buckram frames, hat of good material.

*Second Course.*

Covering of plain hat, plain bonnets, fancy bonnets, toque or turban, hat or bonnet of good material.

*Third Course.*

Making of wire frame, crêpe bonnet, black silk hat or bonnet, shirred hat on wires. Examination.

There is also a course given in feather curling.

Pupils must accomplish the home practice work required by the teacher.



Pupils in all these branches are required to attend any lectures that may be given on subjects relating to their work.

The certificate of the Association will be awarded to those pupils who complete satisfactorily the full course of instruction and pass all test examinations.

TUITION FOR COURSES IN HAND AND MACHINE SEWING.

First course, 26 lessons of 2 hours each, 2 per week	. \$2 00
Second course, 16 " " " " " "	. 3 00
Third course, 14 " " " " " "	. 3 00
Fourth course, 14 " " " " " "	. 4 00

DRESSMAKING CLASSES.

*First Course.*

Cut and fit, day classes, 15 lessons of 2 hours each, 3 per week, including system	. 12 00
Cut and fit, evening classes, 15 lessons of 2 hours each, 2 per week, including system	. 12 00

*Second Course.*

Day classes, 14 lessons of 2 hours each, 3 per week	. 8 00
Evening classes, 14 lessons of 2 hours each, 1 per week	. 8 00

*Third Course.*

Day classes, 14 lessons of 2 hours each, 2 per week	. 7 00
Evening classes, 14 lessons of 2 hours each, 2 per week	. 7 00

CLASSES IN DRESSMAKING, WITHOUT A SYSTEM.

Evening classes, 15 lessons of 2 hours each, 2 per week	. 5 00
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MILLINERY.

First course, 24 lessons, 4 day lessons, 2 evening lessons per week	. 5 00
Second course, 24 lessons, 4 day lessons, 2 evening lessons per week	. 6 00
Third course, 20 lessons, 4 day lessons, 2 evening lessons per week	. 7 00
Course in feather curling, 10 lessons, 2 day lessons, 2 evening lessons per week	. 2 50

## ART INDUSTRIAL AND BUSINESS CLASSES.

## RULES AND REGULATIONS.

1. These classes are open only to women studying for self-support. Applicants must be between the ages of 18 and 35, and not connected with other schools. Pupils will be admitted to the *Writing, Business Training, Drawing, Physical Culture, Choir Music, and Cooking Classes* at the age of 15.

2. Application for admission to these classes must be made *in person* to the Clerk of the Class Department, 7 East Fifteenth Street. Satisfactory references are invariably required.

3. The classes open about October 1st, and continue until June 1st. Pupils are required to pledge themselves to punctual and regular attendance. A deposit of \$1.00 must be made before entering any *free* class, which deposit will be returned at the close of the term, unless forfeited by absence or withdrawal from the class.

Writing and Business Correspondence every Tuesday and Friday evening, at 7.30. Pupils admitted as vacancies occur.

Commercial Arithmetic (preparatory to book-keeping) every Wednesday evening at 7.30. Pupils admitted as vacancies occur.

Book-keeping every Monday and Thursday evening, at 7.30. Pupils not admitted after these classes have been formed.

Business Training Class every Monday and Thursday evening, at 7.30. Pupils admitted as vacancies occur.

Stenography Classes every morning, except Saturday, from 9 to 1. Pupils not admitted after these classes have been formed.

Typewriting classes every day, except Saturday, from 9 A.M. to 1 P.M., and from 7 to 9 P.M.

Dictation for stenographers every evening, from 8 to 9. Pupils admitted to the *evening* classes as vacancies occur.

General Literature Class every Wednesday evening, from 7.45 to 9.

Mechanical and Free-hand Drawing, Cast and Life Drawing, Photo-Negative Retouching, Photo-Color, Pen and Ink Work, Crayon and Water-Color, every day, except Saturday, from 9 A.M. to 1 P.M. Sketch Class, 3 lessons per week. Pupils admitted as vacancies occur.

Drawing Class and Class in Water-Color every Monday and Wednesday afternoon from 2.30 to 4.30.

Instrumental Drawing, Decorative Design, Color, Clay Modelling

and Wood Carving, every day, except Saturday, from 9 A.M. to 1 P.M. J. Liberty Tadd method. Pupils admitted as vacancies occur.

Class in Design, Clay Modelling, etc., every Tuesday and Thursday evening, from 7 to 9.

Physical Culture Classes every Monday and Thursday evening, from 7.30 to 8.15 or 8.15 to 9.

Class in Choir Music. Damrosch Popular Method of Sight-Singing. Lesson every Friday evening, from 7.30 to 9.30, and Service every Sunday afternoon, from 3 to 4.30.

Cooking Classes every evening except Saturday, from 7.30 to 9.30, and in the afternoon from 4 to 6.

Special Classes in Cooking for Invalids, every Friday, 4 to 6 P.M.

Office hours of Class Department, 9 A.M. to 5 P.M. and 7 to 9 P.M. Saturday afternoons and evenings excepted.

The Department is closed from June 15 to September 1.

## TUITION FEES.

<i>Writing Class.</i> —Spencerian and vertical penmanship, term of 4 months, 2 lessons per week . . . . .	\$2 00
<i>Commercial Arithmetic.</i> —Term of 8 months, 1 lesson per week . . . . .	3 00
<i>Book-keeping.</i> —Single and double entry, term of 8 months, 2 lessons per week . . . . .	5 00
<i>Business Training.</i> —Preparatory to book-keeping and stenography, term of 8 months, 2 lessons per week . . . . .	3 00
<i>Stenography.</i> —Term of 8 months, 5 lessons per week . . . . .	15 00
<i>Typewriting.</i> —Day classes, term of 8 months . . . . .	8 00
<i>Typewriting.</i> —Evening classes, term of 4 months, 5 lessons per week . . . . .	5 00
<i>Dictation for Stenographers.</i> —Five evenings per week, fee per month . . . . .	1 00
<i>Mechanical and Free-hand Drawing.</i> —Photo-negative retouching, photo-color, etc., term of 8 months, 5 lessons per week . . . . .	15 00
<i>Drawing and Water-Color.</i> —Afternoon class, term of 7 months, 2 lessons per week . . . . .	9 00
<i>Instrumental Drawing.</i> —Design, color, clay modelling, wood carving, term of 8 months, 5 lessons per week . . . . .	15 00

*Design, Clay Modelling, &c.*—Evening class, term of 7 months, 2 lessons per week . . . . . \$9 00

*Cooking*—Afternoon Classes.

First Course, 10 lessons, 1 lesson per week . . . . . 3 00

Second Course, 10 lessons, 1 lesson per week . . . . . 4 00

Third Course, 10 lessons, 1 lesson per week . . . . . 5 00

Materials included.

*Cooking*—Evening Classes.

First Course, 10 lessons, 1 per week . . . . . 3 00

Second Course, 10 lessons, 1 per week . . . . . 3 50

Third Course, 10 lessons, 1 per week . . . . . 4 00

Materials included.

Certificates given to pupils taking complete course of 30 lessons.

*General Literature.*—No tuition fee. Deposit of \$1.00.

*Physical Culture.*—No tuition fee. Gymnasium suit, \$3.00. Deposit of \$1.00.

*Choir Music.*—No tuition fee. Deposit of \$1.00.

*Tuition fee must be paid before entering the Class.*

*No fee, or portion of fee, will be returned to pupils after the term has commenced.*

*Annual Membership without extra charge if applied for upon payment of class fee.*

#### CLASSES IN COOKING FOR THE SICK.

*Specially arranged for the use of Trained Nurses and Attendants.*

##### FIRST LESSON.

Milk. Sterilization. Pasteurization. Kumiss. Junket. Leben. Lemon Jelly.

##### SECOND LESSON.

Beef. Broiled Beef Essence. Bottled Beef Essence. Beef Balls. Scraped Beef Sandwiches. Soft Custard.

##### THIRD LESSON.

Rice Water. Oatmeal Water. Irish Moss Lemonade. Arrow-root Gruel. Blanc Mange. Chicken Broth.

##### FOURTH LESSON.

Plain Omelet. Egg in a Nest. Egg Nog. Soft Cooked Egg. Poached Egg. Jellied Oranges.

##### FIFTH LESSON.

Clam Soup. Creamed Oysters. Panned Oysters. Toast and Tea. Cup Custard.

## SIXTH LESSON.

Broiled Chops. Milk and Cream Toast. Caramel Custard.  
Calves' Foot Jelly.

## SEVENTH LESSON.

Mutton Broth. Boiled Rice. Broiled Chicken. Irish Moss.  
Blanc Mange.

## EIGHTH LESSON.

Clam Broth. Creamed Sweetbreads. Foamy Omelet. Tapioca  
Cream. Cocoa.

*Tuition Fee.*—Term of eight lessons, afternoon or even-  
ing class . . . . . \$3 00

Materials included.

*Tuition must be paid on entering the Class.*

## CLASS IN EMBROIDERY.

## PLAIN AND ARTISTIC.

*First Course.*

Variety of stitches for decoration with the needle.  
Initialling, and other embroidery on linen and flannel.

*Second Course.*

Embroidery in silks, conventional designs and shading of flowers,  
with suggestions for coloring, etc.

## SECOND YEAR COURSE.—ADVANCED CLASS.

Application of the first and second courses of instruction to  
articles for home and ceremonial use.

Pupils must accomplish the home practice work required by the  
teacher.

## TUITION FOR COURSES IN EMBROIDERY.

First course,	30 lessons of 2 hours each, 2 per week	\$9 00
Second course,	30 " " " " " " "	10 00
Advanced course,	30 " " " " " " "	10 00

Materials not included.

Tuesday and Friday, from 9 to 11 A.M.; Monday and Thursday,  
from 2.30 to 4.30 P.M.; Tuesday and Friday, from 7 to 9 P.M.

## DEPARTMENT OF INSTRUCTION TO ATTENDANTS ON THE SICK.

The purpose of this department is the training of women to be  
attendants in the care of convalescents, feeble or elderly persons,  
and sub-acute and chronic cases.

There are many intelligent women who are unable to give to study the length of time required to become a trained nurse; and there are many families who, for economic reasons, are obliged to do without trained assistance in times of illness. It is to enable such homes to obtain better aid at a moderate compensation, and to offer an honorable means of livelihood to women, that this work is established.

Applicants for admission to the course for attendants must understand that the position of an attendant is not that of a "trained nurse," and they cannot hope to become trained nurses by taking this course alone. The course of study for a "trained nurse" lasts at least two years, while this course lasts but eight weeks. An attendant cannot charge or expect to receive as much as a "trained nurse." On the other hand, the attendant cannot be expected to assume the responsibilities of a "trained nurse."

#### REGULATIONS FOR THE TRAINING OF WOMEN AS ATTENDANTS.

These classes are open only to women studying for self-support.

The course of instruction embraces a period of eight weeks, devoted to forty lectures, class work, and practical nursing among the poor, given by a trained nurse.

There is an examination at the end of the course.

A certificate of the Association is given to those who pass such an examination.

No pupil will be admitted under twenty or over forty years of age, except by special permission of the committee.

The work of an attendant on the sick requires intelligence, good temper, cleanly and orderly habits, entire trustworthiness, and a cheerful and willing disposition. No one should enter on this work except with a strong sense of duty and a readiness to conform to strict rules of discipline and obedience to the physician's order.

Pupils must present references of high character and general intelligence.

The pupils who wish to obtain diplomas must be prepared to give their whole time to the work of the course, which includes nursing in the homes of the poor, under the supervision of the instructor and the direction of the physician in charge. The character of this work is a very important test of the ability of the pupil.

No attendant is allowed to charge more than \$7 a week (and living) during the first year of service.

A pupil will be dropped from the class if she is absent from lessons, or fails to attend properly the patient under her charge without sufficient excuse; if she does not show a willingness to learn and to obey the instructions given her; if she does not follow the orders of the attending physician when caring for a patient; or if she does not give satisfactory evidence of ability and character.

Diplomas of this Association permit the holders to register in the Employment Bureau of the Association. Further particulars may be learned by application in person to Class Department, 7 East 15th Street, N.Y.

*Course of Study.*

- 1st. Personal hygiene, sick-room hygiene, methods of ventilating, sweeping, dusting, care of utensils, temperature of room.
- 2d. Bed-making for bed patients, for convalescents, lifting, moving, arrangement of pillows.
- 3d. Care of patients, frequency of bathing, care of teeth, hair, nails, prevention of bed sores.
- 4th. Baths — foot bath *in* and *out* of bed.
- 5th. Enemata — kinds, methods of preparation care of appliances, douches.
- 6th. External applications — hot-water bags, hot bottles, flannels, salt bags, poultices, mustard plasters, stupes, iodine, liniment, etc.
- 7th. Diet — preparation of and serving food.
- 8th. Temperature of body, reading aloud, writing notes, packing a trunk, emergencies.

Tuition fee, term of eight weeks . . . . .	\$10 00
5 lessons per week. 9.30 to 11 A.M., or 11.30 A.M. to 1 P.M.	
Dress, supplied by the department . . . . .	3 00

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PRATT INSTITUTE.

DEPARTMENT OF DOMESTIC SCIENCE.

The purpose of the Domestic Science Department is to afford training in those subjects which affect the life in the home. It aims to learn and to satisfy the needs of women who are interested in meeting intelligently and wisely the varied demands of everyday life. The courses of study provided for women who wish to

prepare themselves to be instructors in subjects pertaining to the supervision and care of the home, and for those who are engaged in such work, are as follows :

NORMAL COURSE .	<p>Natural sciences: chemistry, physics, and biology (bacteriology, botany, zoölogy, physiology).</p> <p>Applied sciences: emergencies, home nursing and hygiene, public hygiene, and household economics.</p> <p>Psychology and the following allied subjects: History of Education, Froebel's "Mother-play," normal methods, and practice teaching.</p> <p>Cookery: dietetics, marketing, and serving.</p> <p>Collateral lines of work: sewing, drawing, manual training, laundry-work, and physical training.</p>
GENERAL COURSE .	<p>Natural sciences: chemistry, physics, and biology (bacteriology, botany, zoölogy, physiology).</p> <p>Applied sciences; emergencies, home nursing and hygiene, public hygiene, and household economics.</p> <p>Cookery: dietetics, marketing, and serving.</p> <p>Collateral lines of work: sewing, laundry-work.</p>
SPECIAL COURSES .	<p>Bacteriology. Emergencies, home nursing and hygiene. Public hygiene.</p> <p>Chemistry. Dietetics.</p> <p>Cookery: Marketing. Serving. Household economics. Laundry-work.</p>

#### GENERAL INFORMATION.

*Equipment.* — The Domestic Science Department has good modern laboratories and kitchens, a collection of food products, and a departmental library. Such subjects as manual training and



sewing, for which it is not itself equipped, are given under the auspices of other departments of the Institute.

*Entrance Requirements.* — For admission to the Normal course all applicants must be at least eighteen years of age and must have completed satisfactorily a high-school course of four years or have studied the subjects which are equivalent to such a course. They must pass the general Institute examinations, and must also give evidence of having formed good mental habits and of being able to use easily their knowledge of arithmetic, especially percentage and the metric system, algebra, plane geometry, physiology, elementary physics, and English. After having done so the applicants will be accepted on probation, the probation to continue only until they have shown the ability and willingness to think and a desire to do all that is possible to make of themselves cultured women of character, and women who are well prepared as instructors in domestic science. Any student who is unable or unwilling to coöperate thus may be asked to withdraw at the end of any term.

The General course presupposes a good general education, including a thorough knowledge of percentage, of the metric system, and of the fundamental principles of physiology. Women who wish to use domestic science professionally are not admitted to this course.

For the Special courses the applicants are asked to show, by any means at their command, that they are prepared to do thoughtful and earnest work in the classes which they wish to enter.

These courses begin in September, and students will not be allowed to enter at any other time unless there are a sufficient number of applicants to justify the formation of a new class.

*Diplomas.* — Diplomas are awarded upon the satisfactory completion of the Normal course.

#### NORMAL COURSE.

The object of this course is primarily "to promote mind development," and to lay a thorough foundation for future work; secondarily, to impart knowledge concerning the subject of Domestic Science. It aims to meet the increasing demand for instructors thoroughly trained in domestic science and capable of using their special subjects to exercise the minds of their students and of correlating their work with that of the other departments of the school with which they are connected.

For the mature student who has had a broad general training, and who is able to meet the entrance requirements, the course demands two full years of thorough work with the option of a third, to consist of broad elective work in domestic science and collateral subjects:

By the immature student, even though able to meet the entrance requirements, the needed training cannot be obtained in less than three years. The subjects given to such a student are those of the regular course, and such others as she seems to need.

## COURSE OF STUDY.

FIRST YEAR . . .	}	<ul style="list-style-type: none"> <li>Bacteriology and botany.</li> <li>Emergencies, home nursing, and hygiene.</li> <li>Chemistry (general and qualitative analysis); dietetics.</li> <li>Physics (heat).</li> <li>Drawing.</li> <li>Psychology.</li> <li>English (daily themes).</li> <li>Practical work (cookery, sewing, or manual training).</li> </ul>
SECOND YEAR . . .	}	<ul style="list-style-type: none"> <li>Botany, zoölogy, and physiology.</li> <li>Chemistry (quantitative analysis and organic); dietetics.</li> <li>History of education. Froebel's "Mother-play."</li> <li>Normal methods. Practice teaching. Planning of courses of study for students of different ages and conditions.</li> <li>Thesis.</li> <li>English (daily themes).</li> <li>Lectures on Literature and Art.</li> <li>German (optional).</li> <li>Construction, with some artistic and sanitary considerations.</li> <li>Practical work (cookery, laundry-work, household economics, sewing, or manual training).</li> </ul>

The lines of elective work suggested for the third year are as follows:

The continuation of any subject pursued in the earlier part of the course; manual training, if not already taken; the evening class for nurses and teachers in kindergarten methods and the use of kindergarten materials, and the "Education of Man;" drawing, composition, and design; sewing, dressmaking, and millinery; Latin, French, and German in the high-school classes.

The special subjects specified are given under the auspices of the departments in the Institute which deal with them primarily. In being given thus, apart from allied subjects, they afford general and not normal training, and are to be taken for their value to the individual and not to use professionally.

Advanced students are not received except with the understanding that they are to remain until they have completed satisfactorily the entire course, and that they are not to use professionally the knowledge they acquire until they have been graduated. This condition is imposed because a partial course does not prepare a student to do intelligent and effective work, especially as the regular work cannot be disturbed, nor can irregular classes be formed to enable such students to shorten the course.

Any student who wishes to have advanced work which has been done elsewhere accepted must pass examinations on both the theoretical and practical phases of each subject, and must present the notebooks recording the mental operations which accompanied the past laboratory work.

#### GENERAL COURSE.

This course offers training in the subjects indicated above, and aims to show how they can be used as a means of developing habits of careful observation and thought in the daily work of the home.

The work in these subjects is adapted to the needs of the students, so as to enable young women to meet intelligently the growing demands of home and society. To students whose previous training has been broad and thorough an opportunity will be given for original investigation of any question which is of special interest to them.

#### SPECIAL COURSES.

The special courses are for women who can devote but a few hours a week to such work. The subjects mentioned above may be taken separately or in the following groups:

<p>GROUP I. ONE YEAR. Six hours a week.</p>	<p>{ Bacteriology. Emergencies, home nursing, and hygiene. Dietetics. Plain cookery. Invalid cookery. Household economics. Laundry-work.</p>
<p>GROUP II. ONE YEAR. Four hours a week.</p>	<p>{ Bacteriology. Dietetics. Plain cookery. Invalid cookery.</p>
<p>GROUP III. ONE YEAR. One hour a week.</p>	<p>{ Construction with some artistic and sanitary considerations. Household economics. Dietetics.</p>

*Bacteriology.* — A course of twelve lectures, accompanied by laboratory work, will be given in each term if there are eight applicants.

*Emergencies, Home Nursing, and Hygiene.* — A course of lectures, supplemented by the Nurses' course in cookery, is offered in the term beginning in September, and again in the one opening in January, to classes of eight or more.

The work of bandaging, producing artificial respiration, application of splints, lifting helpless patients, and preparing and applying poultices is done by the pupil under the personal supervision of the instructor, until a reasonable degree of proficiency is attained.

*Public Hygiene.* — In the spring term a course of twelve lectures on Public Hygiene is given. The principal subjects are :

The care of streets, sewers, and water-supply.

Precaution against the spread of contagious diseases.

Quarantine disinfection.

The laws, and the reasons for them, concerning the inspection of milk, butter, meat, and other foods.

School hygiene.

*Dietetics.* — A course of ten lessons in practical dietaries for families will be given to housekeepers who wish an intelligent idea of the subject and who have not the time to study chemistry or to make investigations for themselves.

The following is an outline of the basis of the course :

Composition of the body : its waste and repair ; need of food ; kinds and proportions required ; composition of various food materials ; use of each in the body ; digestibility of each ; desirable combinations ; best methods of cooking in order to secure greatest nutritive value at least cost ; modes of meeting the needs of the individual ; calculation of dietaries ; comparison of the dietaries for people engaged in different occupations, and of those for different races ; and, so far as the present state of the science will permit, the solution of dietetic problems arising in the home.

This course affords an opportunity for optional laboratory work in the composition of food. The constituents of twelve representative foods are studied in detail.

#### COOKERY.

##### DAY AND EVENING CLASSES.

*Technical Classes.* — These classes are designed for mothers, housekeepers, and women engaged in domestic service. In them instruction is given in the making and care of fire, dish-washing, care of kitchen, and the following practical work in cookery :

##### FIRST COURSE. — ONE TERM (3 MONTHS), TWICE A WEEK.

Composition of foods.      Food Values.      Marketing.

##### *Preparation of Foods, Including*

Eggs,	Warmed-over dishes,	Pastry,
Cereals,	Fish,	Cake,
Vegetables,	Batters,	Puddings,
Meats,	Breads,	Salads.

##### SECOND COURSE. — ONE TERM (3 MONTHS), TWICE A WEEK.

Composition of foods,      Food values.

##### *Preparation of Foods, Including*

Soups,	Entrées,	Puff-paste,
Souffles,	Desserts,	Canning and preserving,
Croquettes,	Frozen creams,	Candies.

*Cooks' Course.* — This is a condensation of the first and second courses, embracing their essential principles, with instruction in

table-laying and serving. It is offered on Wednesday evenings to cooks who cannot give the time required by the separate courses.

*Nurses' Class.*—In invalid cookery special attention is paid to the chief problems regarding food in illness and acute disease, that is, maintenance of the resisting power of the body, and small expenditure of force in the assimilation of nourishment.

To this end the function, characteristics, and digestibility of foods are studied; the effects of proper and improper methods of cooking; and the use of food in disease.

*Saturday Morning Schoolgirls' Class.*—The Schoolgirls' class, meeting only on Saturday mornings, is designed for children engaged in school during the week. The course is a graded one. The work of the three terms is as follows:

Practical cookery; proportions in flour mixtures; the effect of heat upon food. Composition of foods; adaptation of food to need of body. Planning and cooking of a simple meal, according to approved dietetic standards.

*Lectures on Marketing.*—Lectures on marketing and food manufacture are given during the year. Opportunity is afforded for the members of the class to visit markets and factories in New York and Brooklyn during the fall and spring terms.

*Private Lessons.*—Private lessons are given if desired. To all pupils except those taking private lessons materials are furnished free of charge.

#### COURSE FOR WAITRESSES.

##### DAY AND EVENING CLASSES.

This course is open to any one who wishes to take it, and consists of twelve lessons, given to classes of six or more. The instruction includes the following subjects:

*Cookery.*—Breakfast, luncheon, and tea dishes; the preparation of tea, coffee, and chocolate; the serving of fresh fruits, salads, and desserts.

The packing of lunch-baskets for travelling, picnics, and school.

*Laundry-work.*—The laundering of all forms of table linen.

*Dining-room Service.*—Table-laying, including decoration; serving of breakfast, luncheon, five o'clock tea, and dinner.

Suitable dress.

The care of silver, glass, and china, including the making of inventories.

Dish-washing; the general care of the dining-room and pantry.

The care of lamps and candelabra, and of mahogany and other tables.

As far as possible the work is adjusted to the needs of the students in the class.

#### LAUNDRY-WORK.

##### DAY AND EVENING CLASSES.

The course of lessons includes the following topics:

Soap-making.

Treatment of hard and soft water.

Removal of stains, choice of starches and bluing.

Practical tests of various approved methods of washing.

Laundering of flannels, table linen, bed and body linen, shirts, collars, and cuffs; also clear-starching, and the care and cleaning of laces and colored embroideries.

#### FOOD ECONOMICS.

A demand for persons trained as purveyors for public institutions, hospitals, and schools led to the announcement of a course in Food Economics, embracing the following topics:

The selection of food material with regard to quality and cost.

Methods of preparation in large quantities.

Hygiene, emergencies, and home nursing.

Bacteriology; care of food.

Dietetics.

Serving—embodying general dining-room economy.

Field-work—visits to public kitchens and to manufactories of kitchen and hotel furnishings.

The Institute kitchen and Lunch-room, serving daily between two and three hundred guests, provides the necessary laboratory facilities.

This course is intended for men and women already qualified for responsible positions by character and practical experience. It covers only three months, and will be repeated each term, beginning in September, January, and April, if there are five applicants.

#### TUITION FEES.

##### DEPARTMENT OF DOMESTIC SCIENCE.

Normal Domestic Science Course	per term	\$25 00	\$ —
General Course in Domestic Science	“ “	25 00	—
Food Economics	“ “	25 00	—

## Special Courses :

Group I. . . . .	per term	\$20 00	\$ —
Group II. . . . .	“ “	15 00	—
Group III. . . . .	“ “	5 00	—
Lectures on Marketing . . . . .	“ “	10 00	—
Bacteriology . . . . .	“ “	10 00	—
Emergencies and Home Nursing . . . . .	“ “	10 00	4 00
Public Hygiene . . . . .	“ “	3 00	—
Cookery :			
Girls' Saturday morning class . . . . .	“ “	2 00	—
Technical Class . . . . .	“ “	15 00	4 00
Nurses' Course . . . . .	“ “	5 00	3 00
Cooks' Courses . . . . .	“ “	—	2 00
Waitresses' Course . . . . .	“ “	10 00	5 00
Laundry-work . . . . .	“ “	3 00	2 00
Private Lessons . . . . .	each	2 00	2 00

Domestic happiness, thou only bliss  
Of Paradise that has survived the fall!

*Cowper.*



## CHAPTER XL.

## HOME WAGE-EARNING.

AMONG the numerous fields of labor for women none have awakened a more widespread interest or are of greater importance to the health and welfare of the family and the nation than that of domestic science — the science of household management. — *Mary J. Lincoln.*

More than one of such women have undertaken the one thing which they knew how to do well, and have embarked in the cooking of cake and pies and the preserving of fruits as the only means at command for driving the wolf from the door. Many are now engaged in this calling in all parts of the country. The success of some of them is well known. — “*What Women can Earn.*”

Naturally the principal number of those who cook specially fine and wholesome articles of food for the market live in the large cities. Those who do not, but who carry on their business operations in a country town, must nevertheless look to the cities for their market. The Woman's Exchange takes a considerable part of the product of these private bakeries and canneries, and, indeed, except for these admirable helps to practical cooks of the class referred to, only a small percentage of the latter would be able to do business at all. They are so minutely occupied with the duty of producing the articles themselves, or in superintending a force of

cooks, that some of them have little opportunity to create a circle of buyers who will take what they have to sell. — “*What Women can Earn.*”

Miss Martin, known in all the Eastern States, carried on her very successful enterprise at Willow Brook, a farm occupied by the family during its prosperous days, on Owasco Lake, near Auburn, N. Y. Here she developed an industry in the making of wonderful pies, cakes, and preserves which extended as far as New York City and into other States. At one time she was able to give constant occupation to about fifteen cooks. — “*What Women can Earn.*”

Other women have followed Miss Martin's example, and such as have had her admirable executive ability have earned a comfortable support, not only for themselves, but in some cases for others dependent upon them. A woman acting alone, with the aid of one cook, if she is a master of her calling, can earn from \$15 to \$25 a week by the sale of her product at the women's exchanges, provided that the market is not overstocked. Such earnings are possible only in a large city, however, although, so far as that is concerned, a smaller sum in a smaller city is likely to yield an equally good support, owing to the reduced expenses of living in the smaller community. — “*What Women can Earn.*”

In coming to the United States from South America I am astonished to find how high is the price of butter, and the question arises in my mind, Why do not more women go in for dairying? It would be mere play for a woman in this country, with all its facilities, compared with the task I undertook and carried out successfully for four years in the Argentine Republic, and I think

that a woman in the United States beginning such a business could well apply my experience. — *Ione A. Van Gorder.*

Being a city-bred American girl to begin with, such a life as I found myself enjoying was, before I took up my residence on the Argentine, as sealed knowledge to me. Seeking health a hundred miles from civilization, out on the plains in a forgotten corner of the Province of Entre Rios I drifted into a "cowgirl" life and dairy work almost without knowing it, and soon became so interested that all else was forgotten. — *Ione A. Van Gorder.*

Starting with fifty cows as a nucleus, I had the day I left over one thousand milch cows, besides many calves, and I myself superintended all the dairy work. — *Ione A. Van Gorder.*

A Virginia woman who owns a small piece of land has become interested in the business of raising sheep. She started on a capital of \$25, and with this sum she purchased sheep at \$3 a head. She raised as many as she could care for on the land, disposing of the rest as soon as they were old enough. She devoted about an hour each day to their care, and paid a boy a small sum a week to keep the sheds in order; she is now able, after five years, to clear over \$450 annually. — "*What Women can Earn.*"

Mrs. Sarah Moultrie, living near San José, Cal., is an authority on the drying and curing of apricots and prunes. Each season she oversees the preparing for market of many tons of these varieties of fruit. She has passed through all the principal changes of California,

and has done much of the work both of heart and hand that falls to a woman in a new country. The long and perilous trip across the plains filled her with a desire to own a home, and she still possesses the many acres bought in those early days for almost nothing. — “*What Women can Earn.*”

The “fish ladies” is the title bestowed upon two young girls who move constantly in the best society circles of Auburn Park. The rearing of goldfish is the unusual mode of bread-winning hit upon by these young women, and they find that the occupation proves more and more satisfactory and remunerative as time goes on. At first the goldfish were taken from the little parlor aquarium and put in a tub, more and more being added gradually, until now there are a number of large tubs in a little glass house in the back yard, and over one thousand fish undergoing propagation. — “*What Women can Earn.*”

I knew a lady in Connecticut whose strawberries brought the best prices of any in the country, and she sold from a hired piece of ground six hundred dollars' worth in one year. What she could not market, she canned or preserved. — *Crabtree.*

“My mother,” said an energetic, capable young woman, “taught her girls to do everything. She said we need never lack for bread if we knew all the household industries.” The expression is a good one, “the household industries,” and seems to elevate what we are disposed to look upon as menial service. — “*How Women may Earn a Living,*” by *Helen C. Candee.*

I know of one woman who built up a large custom in cleaning lamps and filling them neatly, going two or

three times a week ; another who took entire care of the family mending for half a dozen houses ; one who baked beans every Saturday, delivering them on Saturday night, on her way to the post-office ; another who made salad-dressing by the gallon, and sold it among people who could better afford to pay her a quarter of a dollar a pint for it than to undertake to make it and perhaps spoil the ingredients ; one woman took in proofreading, while still another made a specialty of doing up fine laces. Another hulled corn and sold it at ten cents a quart ; and another put up fruit, going by the day, hour, or charging by the can, according to what had to be done. — “ *What shall I do ?* ” by John Sidney Stoddard.

First look over your stock of accomplishments and see what you can do best, and try to turn that to your advantage ; see if you cannot make it pay you something. — “ *Occupations for Women.* ”

The great trouble underlying the whole system of wage-earning is that, as a rule, many girls, as well as women, are not willing to do what they can. Their ambitions have a fashion of outrunning their abilities, and then follows a series of mortifying failures, that make the workers feel that they are not appreciated, and they grow bitter and discouraged and complain that they are not well treated and that the hand of the world is raised persistently against them. This is nonsense. There is something they can do in the line of useful art, and you know it is quite impossible that the whole world shall be purely decorative. — “ *Occupations for Women.* ”

It happened one autumn day, as she was making a special kind of pickle which was liked by all her friends who had the good fortune to taste it, one of her neigh-

bors ran in for an informal call. The newcomer commented on the pickles, bewailing her own ill luck in making them. It was at this instant the money-making idea came into Mrs. Thornton's head. "I will make some for you," she said, "You want pickles, I want occupation." And so the thing was settled, and as soon as others heard that she was willing to undertake the work they came to her with orders, and she found plenty of pickling to do. Then came requests for catsups, sauces, and relishes, and she filled these orders. — "*Occupations for Women.*"

Her neighborhood success set her to thinking seriously, and during the winter she laid further plans. She interviewed friends in Providence and took personal orders for jellies, preserves, pickles, and things of a like nature, and made arrangements with the Woman's Exchange to send her any orders they might get, and also to take what she might have to spare on sale at their rooms. The second year her business almost doubled, and now she has all she can do. — "*Occupations for Women.*"

The girl who undertakes this must not be afraid of small beginnings. One girl started out with an order for one dozen glasses of quince jelly. This was followed by an order for half a dozen bottles of tomato pickle. That was the whole of her first year's work. Now she makes enough to pay her way through the art school in the winter. — "*Occupations for Women.*"

## CHAPTER XLII.

## PHOTOGRAPHY.

“Photography is a mass of detail to which few men are fitted, and, at the best, are never equal to women.”—*Geo. G. Rockwood.*

THE excellent photographic work done every day by girls and women is such all-sufficient proof of woman's ability as a photographer that argument on that point is unnecessary. Much of this work, it is true, is done by amateurs, and for pleasure; but what woman can do for pleasure she can do for profit. It has often been asserted that this business should naturally go into the hands of women, because the greater number of the photographer's patrons are women and children. The men photographers do not take this view of the situation, but they have no monopoly of the business. There are already many women photographers, and there is work for many more.

In considering this for an occupation, you will desire to know at the outset what the chances are; and here, as elsewhere, the chances depend largely upon yourself. Chances do not step up and wait for you to tie ribbons around their necks; you have to go out and find them, and seize them when they are found. They lie mainly in these directions: in working for some professional photographer, in opening a gallery of your own, or in taking up some specialty that can be made profitable.

Let us consider these in their order. For making a start in the business, nothing is as good as the first: finding employment with some good photographer. It

has, to begin with, the advantage of giving an income instead of requiring the outlay of your own money. Few girls in photograph galleries are asked to begin with less than five dollars a week, and when they become sufficiently expert they receive much more — sometimes as much as twenty dollars a week. The working-hours are short, generally from nine till five, and the work is suitable and pleasant.

One of the very large galleries in the largest cities is not as well suited to a learner as a smaller establishment, at least in the beginning. Every one is always a learner in photography, but I use the word here to designate an entirely untaught employee. In all large establishments the work is necessarily specialized, divided into departments; and while you may gain some knowledge of the whole business by being constantly associated with it, still your own particular work must be in some single branch. In a smaller place, on the contrary, you get some experience in every branch. You will find this the case in nearly every trade or business. The grocery man in one of the large department stores may sell more groceries in an hour than some little country grocer sells in a month, without ever learning as much about the grocery business as the man in the country, and without knowing anything whatever about the other departments of the store. This early schooling under a good master is invaluable to you in going into the work on your own account. You can pick up a great part of the knowledge for yourself, with your own camera and materials; but not all of it, unless you remain an amateur for years; and even then at considerable cost to yourself. After a good training in a photograph gallery you can select your own tools of trade to much better advantage.

Some women have made, and do make, reasonably good incomes with photograph galleries of their own.



But they are nearly always in the large cities. There is an air of poverty about the photograph gallery in a small place that leads me to suggest that you approach such a venture with some caution. Of course they are not all poor; I mean taking them as a class. And it could hardly be otherwise. Where the whole number of people is small, the number who wish to be photographed must be much smaller; and those who have been "taken" may in general be left out of the count for a year or two at least. The field is too small for a reasonably good crop. Whenever you find that the people engaged in a certain business in certain localities are poor as a class, it is safe to conclude that that business in those neighborhoods is not profitable. And to open a photograph gallery in a large city requires more capital than you should risk, even if you have it, without a thorough knowledge of the work in its business as well as its artistic aspects.

The specialty in photography offers better inducements after you have learned to make a really good and artistic picture. The best specialty for you, the one promising the best results, is something that you must solve for yourself; I can no more select one for you than I could give you the plot of a story to practise on if you wished to become an author. If you keep your eyes wide open things will suggest themselves to you while you are learning. Here is one woman who has reproduced with her camera thousands of celebrated paintings and engravings, and sold the reproductions; here is another woman who has developed unusual skill in posing young children; here is another who makes up charming little scenes of children at play, and sells the pictures in schools. Do something, in short, that other photographers do not do. The fields for such work are multiplying quite as fast as the artists to till them. In the illustration of books alone there are amazing photographic possibilities.

There is abundant chance for the development of skill and artistic feeling in the making of a good photograph. And there are equal chances for distending the purse, if you acquire the skill and use it to advantage. But do not imagine yourself an expert photographer because you can make a reasonably good blue print. No poor photographic work will pass muster in this year 1900. Some of the work done, even by amateurs, is almost beyond belief.

An assertion made by one of the leading photographers of New York possibly may have a spark of interest for ambitious girls. Whether it should be regarded as a warning or as an inducement is for you to say rather than for me. This man employs no women in his gallery, and some one asked him why.

"Because the good ones are always getting married," he replied.

Instruction in the retouching of negatives is given in the school of the Young Women's Christian Association, in New York. Topics touching upon photographic matters are sometimes discussed at the meetings of the Cooper Union Chemical Society, such as "Photographic Objectives," and "Photographic Positives and Formulæ."

"Or where the pictures for the page atone,  
And Quarles is sav'd by beauties not his own."

*Pope.*

## CHAPTER XLII.

## WORK WITH THE CAMERA.

IN my long career as a photographer I think I have proved my faith by my works in employing women in every department of my business in which they are available — everywhere except in the handling of large cameras in outdoor work. — *Geo. G. Rockwood, in "What Women can Earn."*

Women are peculiarly fitted to occupations in which there is much detail. This is in strong evidence in the sphere of the household, where a good household is another name for the careful doing of many little things. — *Geo. G. Rockwood.*

Photography is a mass of detail to which few men are fitted, and, at the best, are never equal to women. I might say that men who are good at small things never accomplish great ones. — *Geo. G. Rockwood.*

In photography there\* is room for almost every grade of ability, from the simplest work of "pasting" the photographs through to the elaborate finishing in water-colors, India ink, etc. — *Geo. G. Rockwood.*

Since the first public exhibition of photographs in London in 1852, and especially since the Paris exposition in 1889, photography as an art has steadily advanced, and in the recent exhibitions in European and American

cities the photographs executed by many women have been an inspiration urging others to enter the field. Not only have these women exhibited portraits, but their photographs of landscapes, marine views, mineral and vegetable specimens have won for them a wide reputation. — “*Occupations for Women.*”

If a man marries, it does not necessarily change his occupation, but it is ordinarily an incentive to advancement in his art or work. Women when married rightly expect that they are to be no longer bread-winners, and rarely pursue their occupations with the earnestness and intensity that they would if the idea of marriage were not constantly before them. — *Rockwood.*

If women looked forward to their occupation as a life work they would acquire a skill in all departments of photography to which men could not attain. I say this in shame for my own sex and in thorough appreciation of our heaven-blest gift, women. I am not a celibate and am not advocating the celibacy of women, but only explaining the reasons why I think women are not almost solely used in photography. — *Rockwood.*

The departments of photography where intelligent girls can find occupation are principally in the mounting, spotting, and finishing of photographs. Here they quickly learn the ordinary routine of the work at salaries beginning at, say, \$5 a week, and rising to two to three times that figure, depending upon their intelligence, industry, and memory,— for the latter element is a desirable one in keeping track of orders without reference to the books. All the work in this department is light, varied, and interesting. The hours in my establishment are from 9 A.M. to 5 P.M. — *Rockwood.*

After a sufficient course of study, from six weeks to three months, a term in the practical working of a photographic establishment brings the student to a possible living. Most photographers will loan rejected negatives for practice in retouching, if the negatives are safely and promptly returned. — *Rockwood.*

Photography is not learned in a day, and photographers are not born, any more than are artists or professional men. To attain a high excellence is the work of years, embracing the study of many things. There is no royal road to success. After a quarter of a century I every day learn something new, and each day seek greater excellence. — *Rockwood.*

One photographic gallery supplies a large community, and but few employees are required in the ordinary establishments; that is, the proportion of photographic galleries is small compared with any other business. I employ in the various departments at the present time from twelve to fifteen women, some of whom have been with me for twenty years. — *Rockwood.*

Photography is especially adapted to a woman's artistic taste and delicate touch. Hundreds of women might accomplish far more in this occupation than at present. — "*Occupations for Women.*"

The work is not too difficult for a woman. It is acknowledged to be a fascinating work, easily understood, requiring no superior knowledge, and demanding but a comparatively short time of study and preparation. — "*Occupations for Women.*"

Nearly two-thirds of a photographer's patrons are women and children, and a woman photographer of

pleasing manners, obliging disposition, and artistic sense is most successful in securing happy results when the critical moment of posing arrives. There is but one best position, one best view of all objects. It is acknowledged that in woman the artistic sight is more perfectly developed than in man. This natural gift enables her to discover immediately the one best position—the one best view of her subject. — *“Occupations for Women.”*

Many years elapsed in the history of photography before the public became assured of the neutral gifts in women—gifts so admirably adapted to this work, so favorably suited to its success. The photographers in several of our cities were assured of woman’s efficiency in the work after securing her aid in their studios. It was when thus employed as assistants that women fully realized their adaptability, discovered opportunities for improvement, and resolved to pursue the work as a profession. — *“Occupations for Women.”*

London has the most celebrated woman photographer in the world. Miss Alice Hughes, the daughter of Edwin Hughes, the portrait painter, has earned this enviable reputation. — *“Occupations for Women.”*

Miss Emily Stokes, of Boston, is an example of what a woman may accomplish in photography. When compelled by misfortune to give up her London home, she came to America to begin life among strangers. Having been associated with enthusiastic photographers in England, and believing that the position could be filled by women as well as men, she resolved to enter the field as a professional. For sixteen years she has aimed to produce the true child portrait. She has conquered difficul-

ties, and is an enthusiastic and successful artist. "This one thing I know," she said brightly, and it would be well if many girls could say the same. "I know every detail of the work. It is the only way to success," she added, as she glanced about the room at the pictures of sweet child faces. — "*Occupations for Women.*"

Some of the most beautiful photographs in the United States have been produced by Miss Johnston, of Washington. She has attained a superior degree of excellence in all her work. As a professional she ranks among the list of leading photographers in the country. The truthfulness and artistic beauty in all her photographs have earned for her a name preëminent among photographers. She has done much work for newspapers and magazines. — "*Occupations for Women.*"

The girl who decides to leave the army of amateurs and enter the professional arena must feel assured that she has patience, an artistic taste, determination, and business ability. She must be willing to inform herself of the multitudinous operations to be performed; she must expect waste and loss, and she must be able to rise above disappointments and trials. To be successful in working a four by five outfit does not imply an equal success with an eighteen by twenty-two. — "*Occupations for Women.*"

The one trouble we have had is the lack of the idea of permanency in the work. Almost every young girl goes into photography, as she does into another trade or business, as a stepping-stone to matrimony. This is a handicap to her proper education or fitting for the higher branches of the art. — *Rockwood.*

Too often a girl thinks that if she can buy a camera, some plates, and a few chemicals she can become a photographer. In her mind all that is necessary is to expose the plate properly, develop it, print from it, tone and fix the prints, and then the art will be mastered. She forgets that few can expose a plate with perfect success, that judicious, painstaking care is necessary to develop it, and that toning requires skill. — “*Occupations for Women.*”

The girl who would be a photographer should consider her adaptability for the work, and, having decided to pursue the occupation, she will do well to work with some reliable firm. When once an opportunity is found in some photographic studio, she must work earnestly and hard in learning the details. After a short time she will obtain a position as assistant. If she be on the alert for opportunities she will, when fitted, find the right locality, and here build up a business of her own. — “*Occupations for Women.*”

The cost of materials, furniture, rent, wages, and the fund for emergencies must be considered. One young woman of the East fitted up a skylight for fifty dollars. The expense incurred will vary according to the taste of the young woman. Once furnished and equipped, the subsequent outlay is but trivial, and if good work is furnished the profits are assured. — “*Occupations for Women.*”



## CHAPTER XLIII.

## BUSINESS LIFE.

“ Thus I steer my bark, and sail  
On even keel, with gentle gale.”

*Matthew Green.*

BUSINESS life is almost as comprehensive a subject as a history of the Egyptian dynasties. If we were to take it up in detail, as I should rather like to do, you would be at least middle-aged by the time we finished, and too old to be starting in any new business. So we must simply stand on some convenient hill-top and take a general glance at the situation.

The business life that you are specially interested in is business life for women. Now let us see what that means. We have already considered several kinds of business life for women. The woman lawyer, the doctor, the music teacher, the dentist, the dressmaker, the milliner, the photographer, — every one of them is more or less in business life. Those are only samples selected from a large number of occupations. Suppose that we answer our own question by asking another: What business are men engaged in that women cannot follow? We have to think twice before we can name a single business. A number of disreputable callings of course try to make themselves heard, but callings that disgrace men are not to be considered for women. Such things as book-making, pool-selling, bucket-shop keeping, are not businesses; they are only devices for seizing the money that other people have earned. Liquor-selling? I will join

you in thanking your lucky stars that we live in a country in which men have too much respect for women to allow them to degrade themselves by selling liquor. Englishmen are satisfied to let girls pour out their sixpence' worth of Scotch whiskey, entertaining them with choice conversation while they pour; but Americans have higher ideals of women, and will not permit it. The bar-maid experiment has been tried more than once in New York, but each time public opinion has stamped it out before the police could interfere. We have better uses for bright American girls.

Try to think of one reputable business in which men engage that is not equally open to women—in which men engage as proprietors, I mean. Of course there are some salaried occupations that are unsuitable for women. You would not care to be a brakeman (shall we say brakewoman?) on a coal train, for instance, nor a digger with picks in a coal mine. But if you have sufficient business ability your sex will not prevent you from owning the railroad, or the coal mine, which is much better. Most girls would not care to shoe a horse (though some do), but it is more profitable to own the shop and employ a mere man to do the shoeing. You do not care to be a climber of church steeples, but you can take contracts for such work.

It is not only true that the entire business field is open to you, but also that you can go into any reputable business without attracting undue attention to yourself. People are accustomed now to seeing women engage in business. Women are everywhere in business life; thousands of them engage in affairs that very likely you have never even heard of. There are many women in the large cities, as doubtless you know, who are proud of the rapid development of woman's work, and who take pains to keep informed of all the new fields tilled by

women. A few days ago I asked one of these well-informed women to make me a list of new occupations into which women have made their way within the last ten years. Here is the list she gives me, made in a few moments from memory :

Civil engineering, mining engineering, architecture, bacteriology, veterinary surgery, dentistry, barbering, chemistry, tea-tasting, food laboratory-work, scale-making, gem-cutting, watchmaking, jewelled glass-work, book-binding, book-illuminating, frog-farming, "angora-catteries," Japan spaniel raising, making pineapple wine, guava-jelly making, fig-preserving, teaching remedial gymnastics, teaching kindergarten teachers, model-making, pharmacy, making chewing-gum, moccasin-making, celluloid-carving, pneumatic glass-decorating, pyrography, trout-raising, keeping porgy-pounds, terrapin-farming, prune-finishing, coffee-blending, tele-photographing, blowpipe assaying, gold-mining, copper-prospecting, art photography, practising criminal law, making of enamel jewelry, dermatology, chiropody, bird-doctoring, taxidermy, insect-mounting, micrometry, preparing mineral cabinets, machine-embroidering, jacquard-designing, doing filigree-work, aluminum-chasing, peptone-making, flower-preserving, electrolytic goldsmithery, photo-spectroscopy, making essential oils, fossil-restoration, Assyriology, and cat-hospital keeping, and acting as chaperones, couriers, and interpreters.

Among all these occupations you may find one for which you are specially adapted ; and if you do not, no need to despair yet, for the list might be made ten times as long.

Without saying that you need a collegiate education to become a successful grocer, let me suggest to you that education and business ability are very closely related. Fifty or sixty years ago the woman in business

was an anomaly. Not because women did not need money then, but because they did not know how to make it. They needed training. The first co-educational college in the country, that is, a college in which both boys and girls were taught, was opened in Oberlin, Ohio, in 1833. The first college for women only was opened in Mt. Holyoke, Mass., in 1837. It was in 1848 that women, having then some leaven of higher learning among them, began to demand the right of suffrage. And now that women have fairly taken hold of business life, where do they get their training? Of the five hundred universities and colleges in the country, three hundred and fifty are co-educational, fifty are for women only, and only one hundred are exclusively for males. That accounts pretty well for the general training of women; but what about the professional training? Of the nine hundred professional schools, theological, legal, medical, dental, pharmaceutical, architectural, and so on, one hundred are co-educational, three hundred and eighty are for women only, and four hundred and twenty are for men only. Certainly the women have a good showing in that list. Of the two hundred and thirty thousand students in American colleges, universities, and professional schools this year, one hundred and eighty thousand are young men, and fifty thousand are ambitious girls. Is it any wonder that women are in almost every business, almost every profession? And do you see that their being fitted for all these occupations has any connection with the vast educational facilities? Education is not wisdom; but it helps us toward it.

Naturally you will say that your own case is not affected by the many women in business — that it is not the other woman, but yourself, that you are anxious about. I can hardly advise you about opening a fancy store in Ambitionville without knowing something about

the place, the stores already in it, and particularly something about your own business ability. But I can assure you that your chances will be just as good as those of any man of equal capital and ability. Better, perhaps, for in some kinds of business women are better than men. You must not expect people to pay you ten cents for a five-cent spool of thread, because you are a woman. Women have long demanded equal treatment in business, and now they have it; exactly equal treatment, and that means, for one thing, that your fellow-man or fellow-woman will take advantage of you in a bargain whenever he or she can. With equal chances in other respects, you must expect an equal chance with any man to be cheated occasionally. The more you know about business affairs and about life, the less your danger of such losses. And after selecting your business, go into it by the back door. Do not try to begin in the proprietor's chair. It is much safer to work your way from the back door up to the business office, than to begin in the office and let the sheriff escort you out by the back door in the end.

Despatch is the soul of business. — *Chesterfield.*

## CHAPTER XLIV.

## HELPS FOR BUSINESS ASPIRANTS.

CHOOSE a business that you are acquainted with the details of, for which you have sufficient capital, for which you have a taste or liking, and which gives promise of making something more than simply a living. — *Samuel H. Terry, in "How to Keep a Store."*

It is a prevalent idea among men that are not very prosperous in their occupation that any other business is better than the one in which they are engaged. Those who are ever ready to act on this idea, and make frequent changes, generally remain poor through life.— *Terry.*

Wealth is rarely accumulated in any other way than by persistent and continuous efforts in one direction; and then it may seem long to the anxious expectant before the reward comes. Spasmodic and speculative efforts to expedite it often do more to retard than to hasten it, by diverting the attention from the sober and practical routine of details essential to success, and causing them to seem dull and plodding.— *Terry.*

No prudent man would embark in a business, expecting success, if unfamiliar with the details, or with insufficient capital. And though he may have sufficient knowledge and capital, if the business is one that is distasteful to him in many of its details, or if with all his skill and capital he can only succeed in making a living,

he will soon become lukewarm and irresolute in conducting it, and thus make it less profitable.— *Terry.*

Absolute losses in business are generally the result of ignorance. Every reader of this who has been in business will concur with the assertion that fully nine-tenths of the losses he met with therein arose from his ignorance of something which he could previously have known.— *Terry.*

While actual and specific losses in business are mainly the result of ignorance, it sometimes happens that the most carefully managed business will fail of profitable result from want of sufficient capital. Hence the amount of means which any person has to put in must be kept in view in the selection of the business.— *Terry.*

Every business requires a certain amount of stock to be kept on hand. This must either be paid for in cash, requiring that amount of capital, or must be bought on credit, and for which the dealer will be indebted. Commonly it is partly paid for in cash, and partly owed for. But as the fact of owing for it implies the necessity of obtaining credit for the amount, and as a man's credit will depend very much upon his capital, it follows that the amount of his cash must be considered, even when he buys partly or wholly on credit. Those who trust him will at least consider it, if the dealer does not, and will require that it shall be, in their opinion, adequate to the business.— *Terry.*

We are more apt to see the pleasant side of a business when we look at it simply from the outside. The disagreeable work has to be done in the back room.— *Terry.*

Much of the pleasure derived from any business is found in the profitableness of it, and therefore when the best-loved business ceases to be profitable, with most men it ceases to be pleasant. — *Terry.*

A business ought to be selected in which there is a prospect of making more than a mere living. Let the dealer's aim be to accumulate something for that period of life when age may unfit him for procuring a livelihood. — *Terry.*

Something can always be premised of the profitableness of a business by the success or experience of others in a similar business, and probably the most of those who now commence a new undertaking found their expectations upon the successful career of some acquaintance. — *Terry.*

Good taste is a rare thing in trade, and yet it is an essence which commands a good price. Good taste can be exercised not only in the selection of goods, but in the decoration and arrangement of the shop itself. — *Helen C. Candee.*

Where shall that woman go who is not satisfied to have her shirt-waists or her bonnets repeated on the shoulders and heads of the wives of Tom, Dick, and Harry? Where shall she go to find tasteful, exclusive styles, at a moderate cost? The woman who answers this question by the goods in her little shop speaks eloquently to a large and eager audience. — *Helen C. Candee.*

“If I should fail in my business,” said the head of a boudoir-like shop, “I should know it was my own fault.



There is room for such shops as mine, and their success all depends upon the ability and enterprise of their proprietor." — *Helen C. Candee.*

It is a fact noticed by all business women that although a large social acquaintance helps in making a start, the best customers are those who are only known in business relations. It is from this latter class that one can best judge of the worth of one's wares. — *Helen C. Candee.*

In our social relations we are flattered, cajoled, and excused, but once we are in the cold ranks of trade and receiving money for our wares or our industry, the recipient's eye becomes critical. — *Helen C. Candee.*

The number of women who are successfully managing large business houses or manufacturing concerns in the United States is not large, but it is annually growing. Those women who have taken such positions have usually been forced into them, in a way, but they have almost invariably proved successful. — "*Occupations for Women.*"

Mrs. Harriet G. Minot is another woman who successfully runs a factory, hers being a large woolen factory in Vermont, which came to her from her father as a losing venture. But she does more than that. She owns four of the principal bakeries in Boston, and she personally sees that they are properly managed. She is up at four every morning, and sometimes gets in town before her employees open the shops at six o'clock. She hires all her own help and attends personally to the pay-roll and its duties. She is one of the busiest women in the world; but if you were to see her at her club, at home, or in society you would never dream you were beholding an up-to-date business woman of the period. — "*Occupations for Women.*"

Many instances in New York could be cited where women have succeeded as business managers. A notable one is that of a young gentlewoman who is not only the working manager but the real owner of a large and successful photograph establishment in Fifth avenue, although her name does not appear. She began at the bottom round of the ladder and rose step by step to the top. — “*Occupations for Women.*”

A man who cannot mind his own business is not to be trusted with the king's. — *Saville.*

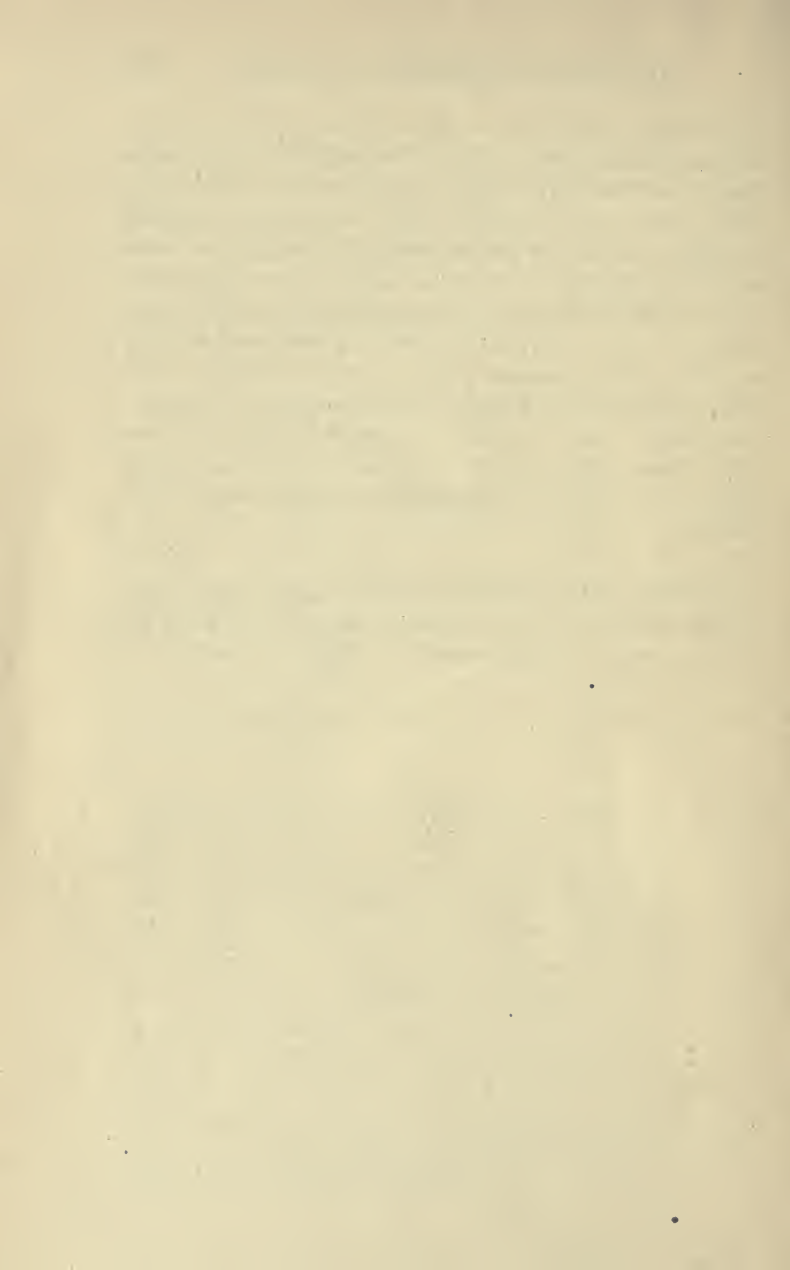
To men addicted to delights, business is an interruption; to such as are cold to delights, business is an entertainment. For which reason it was said to one who commended a dull man for his application, “No thanks to him: if he had no business, he would have nothing to do.” — *Steele.*

He had talents equal to business, and aspired no higher. — *Tacitus.*

Make a searching self-examination, especially on the points of application, courage, determination, business instinct, and if you can, without self-deception, fill in the papers with high marks, then take up the all-important subject of capital, without which it is impossible to go into business. Confer with some sound business man as to your probable expenses and the manner of procuring the money if you have it not already. But in addition to this, prowl around and see what your own unaided estimate would be. For data look up rents of a suitable office or shop, inquire as to the pay of the employees you would need, and learn the cost of a stock of materials. — *Helen C. Candee.*

A necessary part of the equipment for trade is a knowledge of book-keeping. This is a branch of arithmetic that women ordinarily ignore, but the woman in business needs it from the day she starts. The cost of learning is slight, and tuition can be had in the evening as well as in the daytime. Business schools or colleges are always to be found, or if not, then some practising book-keeper can give instruction in keeping books and making out bills. The teacher may, in some instances, even have to instruct the embryo business woman in ordinary check-book work, but this a painful subject, and one which has wandered into the domain of the newspaper joker, so it shall be immediately dropped. — *Helen C. Candee.*

The next thing to knowing the law is to have a good lawyer near by, not to conduct suits, but to keep his client from such entanglements. — *Helen C. Candee.*









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