

THE DEVELOPMENT OF HIGHER EDUCATION  
FOR WOMEN IN THE UNITED STATES

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## CHAPTER I

### Early Attitudes of Various Countries of Education for Women

This ~~chapter~~ will give some reasons why the United States was so slow in developing higher education for women. Since the countries from which they came did not believe in education for women, the people kept the old ideas and customs for a long time. However, the United States developed the ideas for women's education more rapidly than did most of the other countries.

As late as the eighteenth century, Rousseau's idea was to educate women only for household duties. He says,

"The whole education of women should be relative to men; to please them, to be useful to them, to educate the young, to care for the older, to advise them, to console them, to make life agreeable and sweet to them,--these are the duties of women in every age." 1/

An example of the earliest women's education in the Middle Ages is of Eustochium who followed her mother as head of a convent at Bethlehem in 404 A. D. 2/ Only the girls who were going to become nuns were sent to the convents to be educated.

The Spartan girls' education was not neglected, their training being conducted by women. Being a hardy race, the girls enjoyed taking gymnastic exercises. They became

1/ Levi Seeley, History of Education, p. 248.

2/ Paul Monroe, A Cyclopedia of Education, p. 796.

noted for their strength and beauty.

In India and China women held a very inferior position and were excluded from all literary training. This was found to be the case, also, in all the Asiatic nations. The Jews had a little higher idea of women. They thought the women were not to be the slaves for man but a help-mate for him. Women often occupied a place of honor.

"Erasmus entertained views about female education. He maintained that girls should have intellectual as well as moral and domestic training. Though most persons thought it foolish, he said, intellectual culture was advantageous in maintaining a noble spirit....The first effort should be to fill their hearts with holy feelings; the second, to preserve them from contamination; the third, to guard them from idleness." 3/

The women of Egypt had no part in education. They were thought to be incapable of very much intellectual development, although they were held in higher honor than in China, Persia, or India.

We find several instances in Greek literature where they thought the Greek women should have the same intellectual training as men. Cleobulus, educated his daughter who became a great poetess. Pythagoras, devised a system of education for women, in the 6th century, which made his girls better in domestic relations and prominent in philosophical and literary culture. Plato liked this philosophy. He made his ideas known in his writings and urged that women should receive the same education as men.

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3/F. V. N. Painter, A History of Education, p. 153.

He furthered this by admitting women to his lectures.

An instance was given of a girl's dressing in man's clothing and entering a school of medicine. She became such a good student and was so young that the older scholars became jealous and had her up for trial. She was compelled to reveal her sex. This case opened the door to the study of medicine for women.

"We find that the Greek women were just as brilliant and clever as the men. The Greek men have set the standard for the world in the realm of literature and science." 4/

Hypatia, lecturer of rhetoric and philosophy, was torn to pieces and burned by a mob because they did not agree with her ideas of philosophy.

By the 12th century, there was some evidence of girls going to secular schools to learn to spin, weave and work hangings for the church. In Paris in 1292 was found an instance of girls' schools not in connection with nunneries.

In England, by 1470, there was much evidence of girls' being trained in nunneries. No account is given as to what they were taught. Since most of the books were written in Latin, and because it is supposed that Latin was not taught, we conclude their studies were not difficult.

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4/ Mitchell Carrol, Greek Women, Vol. 1, p. 327.



The Renaissance was probably the real cause of the development in the nunnery schools.

"Sir Thomas More was perhaps the first to introduce these ideas of the desirability of education of women into England." 5/

By 1548, numerous school orders adopted provisions in Protestant Germany for education of girls. Braunschweig required that all towns and villages should establish girls' schools and teach reading, writing, singing of hymns and Luther's catechism. 6/

Comenius uttered a brave, strong plea in behalf of woman's education.

"He rose about the orientalism that had weighed for centuries upon the female sex, and proclaimed the fact that women, no less than man, is a child of God, and that she is endowed with equal penetration and capacity for knowledge. 'Nor can any sufficient reason be given,' he says, 'why the weaker sex should be altogether excluded from the pursuits of knowledge whether in Latin or in their mother tongue. They also are formed in the image of God, and share in his grace and in the kingdom of the world to come. They are endowed with equal sharpness of mind and capacity of knowledge, and they are able to attain the highest positions, since they have often been called by God himself to rule over nations, to give sound advice to kings and princes, to study of medicine and of other things which benefit the human race, even to the office of prophesying and of inweighing against priests and bishops. Why, then, should we admit them to the alphabet and afterward drive them away from books? Do we fear their folly? The more we occupy their thoughts, so much the

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5/ Monroe, op. cit. p. 799.

6/ Painter, op. cit., p. 178.

less will the folly that arises from emptiness of mind find a place." 7/ (Taken from his Great Didactic).

Fenelon says,

"the weaker they are, the more important it is to strengthen them. Have they not duties to perform, duties that constitute the foundation of all human life." 8/

In the Elizabethan age, there was more general knowledge than in any previous period, at least in reading, writing and music. Although the girls were not yet admitted to the boys' grammar school, many attempts were being made to secure their admission. This statement may be proved by:

"In the Rules appended to the statutes of Harrow School made in 1590, express provision is made that no girls shall be received to be taught in the same school!" 9/

An early school for girls was founded at Polesworth in Warwickshire, by Sir Nethersole.

"Sir Francis Nethersole, knight, by deed of March 10, 1655, established what is perhaps the earliest known endowed schools for girls as well as boys. It was a "dual", not a mixed school however, and purely elementary. The school building was divided into two portions, in one of which a master was to teach the boys to write and read English, while in the other a mistress was to teach the girls to read and work with the needle." 10/

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7/ Ibid., p. 223.

8/ Ibid., p. 246.

9/ Monroe, op. cit., p. 800.

10/ Ibid., p. 800.

In England, under the commonwealth many unlicensed private schools were established and it is thought there were several girls' schools among these. After the Restoration, we find many private girls' schools. From this time, 1673, there were many girls' boarding schools established.

All the cases that have been stated thus far refer to the education of the upper class or rank of women and girls. The lower class was not considered until almost the 18th century. By this time, a great number of charity schools for the lower class was established to teach girls to become domestic servants, and also to teach them to read, write and do sums. The poor girls were also educated in the ordinary parochial day-school which gave them almost as good an education as the boys. These schools were gradually founded over the country. In this period, the middle and upper class of girls had shown little improvement.

From 1830 to 1865 may be called a period of preparation both for the United States and Europe. During this time many new ideas were developed.

"In the United States it was the period of Jacksonian democracy and westward expansion of transcendentalism in literature and thought, of the antislavery agitation and the early women's rights movement. In Europe it was the period of the revolutions from 1830 to 1848, of the emancipation of the serfs in Russia, of the winning of Italian independence and the wide political, economic, and social reforms in England. In such an age belief in the higher education of women was an

outgrowth of other beliefs held to be far more important." 11/

The beginning of a new order was at hand both in England and in America. A novel type of higher schools for girls appeared in England by the middle of the 19th century. The credit is given Emily Davies for having the Schools Inquiry Commission appointed by Parliament in 1865 to include girls' schools in their critical survey. In the report of 1868 was included a statement for the reorganization of "higher" schools for girls in England. After that time, girls' education in England progressed rapidly.

New schools were founded and endowed. Standards were raised and examinations were required. Associations were organized, the most influential was the "National Union for Improving the Education for Women." It published a journal encouraging improvement of women's education.

Of course, the next cry was for more well-trained teachers. Several universities opened their doors to women, although it was not until 1920 that Oxford abandoned its policy of refusing degrees to women, as well as granting honorary titles won by them in the honor examinations. 12/

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11/Ibid., p. 803.

12/Willystine Goodsell, The Education of Women, p. 14.

The women of England were still struggling for professional rights. These were not granted until the "Sex Disqualification Act (1920) making women eligible to the legal profession and the office of the magistrate." 13/

We might think that America was ahead of England in a liberal education for women. This was true to the extent that we find the reforms began earlier in the United States than in England. The more liberal spirit towards girls' education was shown after the Revolutionary War. This was the period of academies imported from England's boarding and "finishing" schools for women. 14/

Because America had few old traditions to shatter, advancement could take place more quickly here. Because the population was made up of people from many countries, the ideas and ideals regarding women's education were varied. Hence, the new country had fewer restraints, and education for women progressed more rapidly than in other countries.

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13/ Ibid., p. 16.

14/ Ibid., p. 17.

## CHAPTER II

## Early Developments

--- 1837

Now we turn to the early developments of education for women in the United States. The education of girls in the early colonies was almost entirely in the home, or in the Dame schools. The Dame schools were taught by an old lady of the community, at her house, during the summer months. The girls were taught to read, write and sew.

In 1684, we find a law against girls attending the Hopkins Grammar School in New Haven. It stated:

"All girls be excluded as improper and inconsistent with such a grammar school as the law enjoins and as is the design of this settlement." 1/

This suggests that some mention of girls attending must have been made.

"The grammar schools, providing instruction sufficient to prepare young men for college, only occasionally admitted girls until the beginning of the nineteenth century. The exceptions were less than twelve in the first century of our colonial history as shown by the records of nearly 200 towns in New England." 2/

The town of Medford, Mass., voted in 1766 that:

"The Committee have power to agree with the school

1/ Monroe, Cyclopedia of Education, p. 804.

2/ Encyclopedia Americana, p. 692.

master to instruct girls 2 hours in a day after the boys are dismissed." 3/

In 1784, Dorchester voted to let the girls who could read attend the grammar schools from June 1 to October 1.

Gloucester passed the following resolution in 1790:

"And also that the master be directed to begin his school from the first day of April to the last day of Sept. at 8:00 in the morning and close at 6 o'clock in the afternoon, or any 8 hours in the 24 as shall be thought convenient, but that 2 hours, or a proportionate part of that time, be devoted to the instruction of females-- as they are a tender and interesting branch of the community, but have been much neglected in the Public Schools of this town." 4/

Nathan Hale, a school-master in Norwich, Conn., writes that in the summer of 1774 he kept a morning school from <sup>5:00</sup> 5 to <sup>7:00</sup> 7 a. m. of about 20 young ladies. He received "20 shillings a scholar by the quarter." The custom of girls attending schools during the summer or when the schools were not used by the boys was very common during the last years of the 18th century.

"Northampton which had voted in 1788 'not to be at any expense for schooling girls', four years later voted by a large majority to admit girls between the ages of 8 and 15 to the schools from May 1st to October 31st." 5/

In 1790, Boston opened the schools to the girls during

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3/ Ibid., ~~loc. cit.~~

4/ Ibid., ~~loc. cit.~~

5/ Ibid., ~~loc. cit.~~

the summer months because there were not enough boys to fill them.

William Woodbridge, a graduate of Yale College in 1780, was one of the first advocates of education for girls. He wrote, as his graduating essay, "Improvement in Female Education." Soon after this, he opened an evening school for girls in which he had the courage to teach the subjects of grammar, geography and the art of composition.

In the latter part of the 18th century and the early part of the 19th, we find that many academies were established for the girls as well as for the boys. This period might be called the "Academy Age," because this was a step for the opening of education for women. The first academy was established in South Byfield by William Dumar. Leicester was incorporated in 1784, Westford in 1793, Bradford in 1803 and Monson in 1804. These were all co-educational schools from the first. Bradford soon changed to a girls' school.

By the close of the 18th century, there were several instances of girls' schools being founded in other sections of the country. We find in the early part of the 19th century several women took strong lead for higher education of women. Some of the prominent women leaders were Mrs. Emma Willard in Vermont and New York, Miss Catherine Beecher in Connecticut and Ohio, Mary Lyon in



Massachusetts, and Miss Grant in New Hampshire. It is said that they did for women's education what Horace Mann did for the public school system. 6/

Mrs. Emma Willard's life ambition was to organize a system of education for women which should be equal in uniformity and respectability to educational institutions for men, although it was necessary to differentiate between the courses to meet the needs and interests of women. Mrs. Willard's speech, on the "Plan for Improving Women's Education," attracted much attention. Gov. Clinton of New York helped secure the passage of two acts. One was the incorporation of a proposed seminary at Waterford. This is where Mrs. Willard first established her seminary. Due to lack of funds, and upon the invitation of the Governor, this school was moved to Troy. The second was "To give female academies a share of the literary fund." 7/ This is probably the first law passed by any legislature, in favor of education for women.

Mrs. Willard put her plans into effect by establishing a Female Seminary at Troy, New York, after she moved from Waterford. This school proved to be very popular and prosperous. Many of the leading families sent their daughters there to be educated. One of Mrs. Willard's

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6/ Richard Boone, Education in the United States, p. 363.

7/ Encyclopedia Americana, p. 692.

main purposes of this school was to train these women, so that they could go into the southern and western states and do pioneer work in establishing more educational institutions for women.

Mrs. Willard wrote several of the books that were used in her academy. In 1851, a medal and a certificate for her geography maps, were presented to her by Prince Albert at the World's Fair held in London. Her books had an enormous circulation. She made many addresses in her own country and abroad for the advancement of women's education. She also joined Henry Barnard in his vigorous campaign for the improvement of the public schools of Connecticut. A biographer says that she was,

"pre-eminently a Representative Woman, who suitably typifies the great movement of the nineteenth century for the elevation of women." 8/

Catherine Beecher was another of the pioneers in the development of higher education of women. In 1828, she founded the Hartford Female Seminary, which for several years was one of the important institutions of its kind in America. She also traveled for many years through the South and West lecturing upon educational subjects and developing an interest in higher education for women. Her writings on domestic science were the first of their kind published in America. Other of her

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8/ Willystine Goodsell, The Education of Women, p. 20.

textbooks that were popular at that time included arithmetic, geography and educational literature. Miss Beecher is given credit in the organizing of the American Woman's Educational Association. The purpose of this association was:

"To aid in securing to American women a liberal education, and honorable position in their appropriate professions by means of endowed institutions on the college plan of organization; also to train women to be intelligent, successful wives, mothers, and housekeepers." 9/

Mary Lyon was the founder, and the first president of the Mount Holyoke College, which was established in 1837. Her object was to establish a school for women on the same basis as that of men. Her ideas at that time were just laughed at and said to be impossible and impracticable. She started a personal campaign in Massachusetts to raise funds to establish a seminary on a non-proprietary basis; Mount Holyoke Seminary was the result.

From the beginning, Emma Willard and Catherine Beecher pointed out to the people the serious national need for better educated and better trained teachers. Each stressed this idea in their seminaries. Messrs. Carter, Brooks, and Horace Mann helped forward the campaign by founding in Massachusetts the first two normal schools in the country in 1839. 10/

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9/ George Frasier, An Introduction to Education, p. 254.

10/ Goodsell, op. cit., p. 21.

This was a period of very striking protests. Several leaders realized that higher education was needed for the women as well as men. But like most new ideas in the beginning, they were slow in developing. The people needed to gradually get accustomed to the ideas before they were fully accepted.

We also find demands were developing for a new type of secondary schools that would be wholly under control of the state and supported by public funds. The tuition in the academies was ordinarily paid by the individual. The girls were required to room and board in the academy towns. This requirement not only took them away from home, but was an added expense to them. The first cities to meet these new demands were New York and Boston, by establishing public high schools for girls. The Boston school was such an "alarming success" that it was fairly swamped with girls. They immediately raised the qualifications for entrance, but this did not solve the problem. The school was closed after eighteen months, because the community was not prepared to meet the expense of such a large enrollment.

The New York school met with the same disaster. It, too, closed after being open only two years. It is told in the "Memoirs of John Griscom," one of the trustees of the New York Girls' High School, the reason for its closing:

"lacked from the beginning an efficient head, who had a primary interest in its continued prosperity. The lady placed in it as principal was chiefly remarkable for her skill in flower painting." 11/

This was only a good beginning for the girls' high schools. The people saw the great demand for them. Boys and girls were soon attending the same high schools. Of course, we find a number of cases where one side was used for boys, and the other side of the school building was used for the girls. From this time on, the high schools progressed rapidly throughout the country.

We could not give a very fair account of education for women if we did not include the co-educational schools of higher education. In 1833, Oberlin Collegiate Institute was opened. In 1850, it was changed to Oberlin College. This college has the honor of being the first fully co-educational institution of college grade in the United States. 12/ In founding this school, their principal purpose was to train teachers and other Christian leaders. The preparatory department was discontinued in 1916.

Another purpose of the school was to provide a place where "learning and labor" might be combined in a spirit of thrift, economy, and earnestness. Every

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11/ Ibid., p. 23.

12/ Nicholas Butler, Education in the United States, p. 324.

student was required to perform several hours of manual labor for her self-support.

Since this was the first of the co-educational colleges, much criticism was given. It was first looked upon as fairly scandalous. Even when the first three women were granted their A. B. degrees in 1841, it still did not meet with a great approval.

This institution grew rapidly and its doors were open to all comers irrespective of race, creed, color, or sex. They had the best of trained men on their faculty from Dartmouth, Yale and Harvard. This helped the tradition of superior instruction and sound scholarship.

The example of Oberlin led to the founding of several other co-educational colleges. An account of them will be given in the next chapter.

## CHAPTER III-

## The Period of Preparation

(1837-1880)

After the founding of Mount Holyoke, other colleges were established very rapidly. The South had a great number before the Civil War. The legislature often gave them the right to confer degrees. In the newly opened Middle West, co-education took a great lead because of the pioneer spirit, its being less expensive in thinly populated areas than the establishment of separate schools. Girls were admitted in order that the attendance would be large enough to maintain a school.

There were numerous discussions concerning women's education. Many of these related to the method used and to its purpose. Another question involved was whether it was better to have separate or co-educational schools, and whether the courses should be of special or general character. By this time, the majority of the people agreed that the education of a woman should make her a thinker.

"It is fitting her to fulfill more adequately whatever function in life she is called upon to fulfill." <sup>1/</sup>

By 1840, there were but seven institutions of all kinds for higher education for women, although in 1860

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<sup>1/</sup> Charles Thwing, A History of Education in the U. S., p. 140.

the number had increased to 61.

The next great step of progress came when Horace Mann founded Antioch College in Yellow Springs, in 1852. In his inaugural address, he very clearly stated his ideas on what is now known as co-education. In the first place, he stated that for many years it was the only method to be used on the ground of its relatively small cost. In the second place, he believed the social atmosphere between the young men and women would prove advantageous. Horace Mann was one of the most brilliant and energetic educational leaders in the United States. His ideas of co-education grew out of his own experience, and had great weight with the public.

It soon became a fixed custom in the western universities, to open their doors to women when they were founded. Utah, opened in 1850; Iowa, in 1856, Washington, in 1862; Kansas, in 1866; Minnesota, in 1868, Nebraska, in 1871. All these were co-educational from the beginning.

When it had been proved, beyond a doubt, by the academies and seminaries for women which sprang up during the early part of the nineteenth century, that sex differences were not of so much importance in education as had been supposed; it was not a long step to the establishment of institutions of still higher grade for women. They found that it was much easier



to establish colleges for women than to try to adjust the colleges already established for the men, where conditions and traditions were already established.

The Elmira Female College was founded in 1855. It claims to have been,

"the first in this country, and so far as known, the first in the world that offered to women the same advantages and adopted the same standard for graduation as colleges and universities for the other sex." 2/

Elmira College reached a higher grade of scholarship than any of the preceding colleges. The courses, from the first, were almost the equivalent of those in most of the colleges for the men. Unfortunately, for the very ambitious founders, the funds for this first "real college" for women were not sufficient to maintain the standards set up at the beginning of its history.

A crushing blow to the development of education was the Civil War. Yet, we can see that it had some advantages to women's education. The occurrence of the Civil War at the formative period of the public schools, resulted in the placing of elementary and secondary education in the hands of women teachers. In proportion to their schooling and preparation, they were successful. The salaries of women teachers, on the whole, were low. They also lacked training. This appeared to be a bad

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2/ Richard Boone, Education in the United States, p. 367.

situation, but in the end it proved a blessing because it led to the establishment of training schools for women teachers. A start had been made in the seminaries, but they could supply only a small number of trained teachers.

"The first training school for teachers in the United States was organized by Samuel R. Hall at Concord, Vermont." <sup>3/</sup>

During the five years of the war, the country was drained of men. This caused women teachers to be employed in the public and private schools in large numbers. In the first reports of the National Bureau of Education, which was organized after the war, we see there were already fewer men than women teaching in the public schools of the United States. From 1865 to the present time, not only in the elementary schools, but in the secondary schools, we find a greater proportion of women teachers. By this time the women were firmly established as teachers in the secondary schools for both boys and girls. Some of the thoughtful men decided that better opportunities should be given women for higher education, "if only for the sake of the boys of the country."

After the Civil War, when so many of the teaching places were being filled by women which were formerly

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<sup>3/</sup> Franklin Messenger, An Interpretative History of Education, p. 291.

held by men, the colleges began to open their doors somewhat generally to women. Every state west of the Mississippi River, except Missouri, made its State University co-educational from its first opening.

Vassar College was started in 1861, but due to the war, work was hindered. It opened in 1866 with 300 students. It may be awarded the distinction of being:

"'oldest of the well equipped and amply endowed colleges for women in the United States.'" 4/

The founder was Matthew Vassar. This was a notable foundation for higher education, fulfilling Mary Lyon's dream and effort of 30 years before. From the first it was an undenominational school, although strongly Christian. Latin and Mathematics were required for entrance.

The purpose of this school was to provide an education for women, to give them an opportunity for intellectual equality with men, in domestic and social life. The courses covered ten departments of four years' work. It had an observatory, a museum, a library of 15,000 volumes, a large and well-endowed art gallery, music rooms and a gymnasium.

A quotation from an address given by Matthew Vassar will point out more clearly that they were really trying to take a great step in the advancement of higher educa-

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4/ Willystine Goodsell, The Education of Women, p. 25.

tion for women. This address was given before the trustees of his college in June, 1864, when the question of the election of the professors was being discussed.

"It is my hope--it was my only hope and desire--indeed, it has been the main incentive to all I have already done, or hope to do, to inaugurate a new era in the life and history of women. The attempt you are to aid me in making fails wholly of its point if it be not an advance, and a decided advance. I wish to give one sex all the advantages too long monopolized by the other. Ours is, and is to be, an institution for women--not men. In all its labors, positions, rewards and hopes, the idea is the development and exposition, and the marshaling to the front and the preferment of women--of their powers on every side, demonstrative of their equality with men--demonstrative, indeed, of such capacities as in certain fixed directions surpass those of men. This, I conceive, may be fully accomplished within the rational limits of true womanliness, and without the slightest hazard to the attractiveness of her character. We are indeed already defeated before we commence if such development be in the least dangerous to the dearest attributes of her sex.--We are not the less defeated if it be hazardous for her to avail herself of her highest educated powers when that point is gained. We are defeated if we start upon the assumption that she has no powers save those she may derive, or imitate, from the other sex. We are defeated if we recognize the idea that she may not, with every propriety, contribute to the world the benefits of matured faculties which education evokes. We are especially defeated if we fail to express, by our acts, our practical belief in her pre-eminent powers as an instructor of her own sex." 5/

Wells College, one of the oldest colleges for women, was founded in 1868, by Henry Wells. The founders' idea was for it to remain small and home-like.

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5/ Americana, p. 264.

The course of study was the liberal arts course. Wells was one of the first of the colleges in the United States to introduce special honors, and other methods of encouraging the student to assume the responsibility for his own education.

The Wellesley Female Seminary was founded by Henry F. Durant, a Boston lawyer, in 1870. By 1877 it had changed its name to Wellesley College and had the full power of granting degrees. Ample land, several large buildings, and adequate equipment was provided, but almost no productive endowment.

Another leading woman's college founded about the same time was Smith College, endowed by the will of Sophia Smith of Hatfield, Mass. The will amounted to about \$400,000. It was opened in 1875 with 12 students. Latin and Greek were both required for entrance from the first. A preparatory department was never maintained. Here they tried a new method of housing their students. Instead of a large central residence hall which they thought had many disadvantages, social, financial and educational, they used small buildings in housing the students, and added more when necessary. They maintained a department of arts and music. Most of the early ideas of Smith College followed the customs of the other New England colleges.

The State University of Michigan was the first to open its doors to women. Other state universities soon followed the example of Michigan.

The year 1880 closes the period of preparation for higher education for women. At this time many colleges had been established and more were being established each year. The protests against the need of education for women had been almost entirely overcome in the United States.

Women's higher education has already been discussed in two different classes: that of independent women's colleges and co-educational; a third type will be discussed in the next chapter, women's colleges affiliated with men's colleges. The co-educational schools were taking a great lead, especially in the west.

## CHAPTER IV

## Later Developments

(1880-present)

The third type of higher education for women is the affiliated colleges. This means they were established in connection with some of the leading men's colleges. Radcliffe College was the earliest to be established. It was founded in 1789 by the Society for Collegiate Instruction of Women. The instruction was carried on by some of the faculty members of Harvard. They were given full power to grant degrees in 1894. Barnard College, affiliated with Columbia, was opened in 1889. In 1900 it was made an undergraduate college of the university, as the graduate department of Columbia was opened to women. In connection with Tulane University, at New Orleans, La., the Sophie Newcombe Memorial College for women was opened in 1887, but was closed in 1897. These are a few of the earlier affiliated colleges for women.

After 1880 college women began to seek opportunities for graduate work and for higher degrees. In 1892, Yale University opened its graduate school, and work for the Ph. D. degree, to women. In the same year the University of Pennsylvania opened its doors for graduate work. The graduate department of the University of Chicago had

always been open to women. At Radcliffe College only a certificate for a Ph. D. degree was given to women.

Table I shows the percentage of women graduate students, those receiving Master's degrees and Ph. D. degrees.

Table I 1/

	: Grad. w.:	M. A.	: Ph. D.
1901	: 31%	: 21%	: 9%
1911	: 30%	: 28%	: 10%

Some of the credit for the development of opportunities for higher education for women must go to a number of organizations that were established in the United States, having for their purpose the solving of some of the difficulties that women's education was meeting. The Massachusetts Society for the University Education of Women was founded in 1877 and the Association of Collegiate Alumnae was founded in 1882. The Association was founded by representatives from eight women's colleges. Its purpose was:

"To work for the maintenance of high standards and the extension of opportunities in the higher education of women." 2/

In 1911, its membership included twenty-three American Universities and Colleges admitting women to the

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1/ Mearce, *Cyclopedia of Education*, p. 806.

2/ *Ibid.*, p. 808.



first degree, and nine institutions admitting them to higher degrees. Its membership was 4982. It has issued a number of publications and has carried on investigations of many topics that are connected with women's education. It has several fellowships available for graduate study in Europe and America.

In 1897 over 70 percent of the college students in the United States were enrolled in private institutions. Hence, when the women were admitted to some of the leading private institutions, it marked a step of progress. Cornell University should be given as much credit for opening the private colleges to women as the University of Michigan for opening the state colleges to women. The generosity of Henry W. Sage played an important part in opening Cornell to the women. He offered to build and endow a large hall of residence for women.

The South was still holding to its old traditions of having separate schools for men and women; and, even many of their secondary schools were still separate. However, the South had not neglected the education of the women in this section of the nation. Many women's colleges have been established. It might be of interest to state here that there are only eight state-supported women's colleges in the United States. These are located chiefly in the South, namely: Florida, Georgia, Mississippi, Alabama, North Carolina, South Carolina, Texas, and Oklahoma.

In the West, many co-educational colleges have been established. The Western states upheld the idea that the elementary and secondary schools were co-educational. Since these were successful, why should not the higher educational institutions be co-educational? Of course, another reason, as has already been stated in a preceding chapter, was that since the country was sparsely settled, economic purposes entered in. The leading co-educational university on the Pacific Coast is the Leland Stanford University which was opened in 1891. Chicago University, of the Middle West, was opened in 1892.

All of the arguments against co-education in the colleges have been met and answered by experience. At least, to the extent that today we have a very few, if any, articles written against co-education. The women's colleges, and co-educational colleges, are so well established that they are here to stay. The individual may choose the type she likes.

At first, it was feared that co-education would lower the standard of scholarship, on account of the supposed inferior quality of women's minds, but this was found not to be true.

"The unanimous experience in co-educational colleges goes to show that the average standing of women is higher than the average standing of men." 3/

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3/ Nicholas Butler, Education in the United States, p. 333.

The criticisms in regard to health and conduct have been proven false, because girls have as good health records as boys. No serious discipline problems have arisen as were feared. Perhaps the only objection that could now be made, would be from a man's viewpoint: that the enrollment of women in co-educational colleges is increasing too rapidly. From 1890 to 1898, the enrollment of women in co-educational colleges increased 105.4 percent; while the enrollment of men in co-educational colleges increased only 70.0 percent. <sup>4/</sup>

It was also assumed, that the independent colleges for women modified their course of study; implying again that women would not take as difficult courses as did men. Experience again shows that in both the co-educational colleges and the independent women's colleges, women themselves refuse to regard any modification whatsoever of the usual academic courses. For example, when Vassar College was opened, the trustees and faculty made an attempt to introduce certain modifications in the course of study, then in operation in the best colleges for men. More time was to be spent by women on music and art than was the usual custom. These modifications have gradually fallen out of the course of women's colleges.

Dr. Butler states:

"It has been recognized that the work done in women's colleges is most satisfactory to women

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<sup>4/</sup> Ibid., p. 334.

when it is the same in quality and quantity as the work done in colleges for men and it has been recognized also that they need the same time for its performance." <sup>5/</sup>

The last of the colleges for women to be largely endowed was Bryn Mawr College in 1885. It was founded by Joseph Taylor for the purpose of providing advanced education for women. Bryn Mawr has done more than other women's colleges because its funds are larger and its equipment better, especially in science.

From 1890 to 1910, only a few new institutions of higher education for women were founded in the United States. The Randolph-Macon Women's College in Virginia was established by the Methodists in 1893. In 1908, the William Smith College for Women was founded as an affiliated college of Hobart College. John Simmons of Boston endowed the Simmons College in 1870, but it was not opened until 1912. In his will he provided for the combination of liberal and vocational training of college standing. The Wheaton Seminary in Norton, Mass., was given a college charter in 1912. In 1914, the Connecticut College for Women was opened.

In looking over the higher education of women in the United States and in Europe, during the period from 1890-1910, we find a great difference in the development

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<sup>5/</sup> Ibid., p. 345.

of the two countries. College education for women in the United States greatly increased in regard to the number of students and available funds, while in Europe, its development has been gradual.

The Report of the U. S. Commissioner of Education for 1910 gives statistics of attendance in the United States for 20 years, 1890-1910; for men and women in co-educational institutions, and women in the 16 separate colleges of the first rank or division A; also, of the 92 women's colleges in division B. The table will show at a glance the rapid increase in attendance.

Table II

	T.	M.	W. "A"	Coed.W	Col.W	W. "B"	Total W
1890	48,111	38,056	10,054			10,013	20,067
1910	171,893	119,578	52,315	43,441	8,874	11,690	64,005

Table III shows the increase of women in the American colleges and universities from 1891-1932, every ten years, according to the World Almanac of 1936.

Table III

	W. Enrolled
1891-92	23,385
1901-02	40,569
1911-12	72,703
1921-22	168,262
1931-32	373,914

The question often arises as to whether there are now more men or women enrolled in the colleges and universities of the United States. The latest report available is for the year of 1931-32, taken from the 1936 World Almanac. Men enrolled are 616,843; women 372,914; thus there are 233,829 more men than women enrolled in the colleges and universities of the United States.

It was found that in Oklahoma there are more women enrolled in the four year colleges than men. The reason for this is probably due to Oklahoma having six State Teachers Colleges. Of the fourteen four year colleges in Oklahoma, ten enrolled more women than men for the year of 1934-35. Two of the teachers colleges did not report; as a result the figures are not complete. It is a known fact that the teachers colleges have a larger number of women enrolled than men. Assuming this to be true there is a greater difference in enrollment than the figures show. For the year of 1934-35, women enrolled in Oklahoma colleges were 14,359; men, 13,953.

In the United States, the development of higher education of women brings us to draw certain conclusions and face certain problems. First, higher education of women has come to stay and to be accepted as a matter of fact. Men and women of the same social groups are going to college practically for the same motives. Second, we find the outstanding type of higher education

for women is co-education in the United States despite the number of leading women's colleges. The arguments for co-education seem to be greater than the ones against it, since the enrollment becomes greater for women as the grade of education given becomes more advanced.

"the growing realization that education is for the making of citizens tends weight to the contention that it should be given so far as possible under normal conditions of human association." 6/

In conclusion, the following quotation very briefly sums up some of the results of higher education for women. An educator described the present situation in these words:

"A century ago Madame de Stael ventured to say that genius knows no sex; we have reached a more memorable truth, that work, no matter what its quality, knows no sex. Women have achieved education, the key of liberation, the tool of talent, and all careers are open. In the United States there are eight million women in gainful occupations, and the number grows, in the higher activities of mankind, women have won indisputable recognition.

"In 1850 there was not, in the United States, I believe, a woman lawyer, journalist, physician, architect, librarian. Now women plead before the Supreme Court, they are twelve per cent of the newspaper force, they practice medicine in every city of the Union and architecture in the great cities; they are two-thirds of the library force of our twelve hundred public libraries.

"Sixty years ago there were no trained nurses. To-day trained nurses, eighty thousand or more, make our hospitals possible, and they are finding a place in our schools and factories. Our whole public school system, with its infinite potentialities, rests on the work of five hundred thou-

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6/ Monroe, op. cit., p. 809.

sand women; education has become a small body entirely surrounded by women.....

"Every thing is incredible, impossible till someone does it. Women's ability in the creative arts was once an incredible thing; it is a commonplace thing to-day, in poetry, fiction, painting, and incredible things, but we have the recorded achievement of the highest quality of Eleanor Ormerod in entomology and Mme. Curie in physics and chemistry--the latter the only scientist so far twice honored by the Nobel Prize (1903, 1911). In the field of mechanics, no one claimed for women any ability whatsoever.... In the 1860's women took out over forty patents a year; in the 1880's over one hundred a year, in the 1890's one a day, and by 1910 they had 8,596 patents to their credit--in a field where nothing whatever was expected of them.

"The world war has destroyed the last traditional limitations on the work of women. They can fairly claim now what was only half truth when the phrase arose, 'les carrieres ouverts aux talents.'<sup>37/</sup>



### Summary

As a summary of this thesis the writer endeavors to state the content very briefly.

When the early settlers came to America they brought the idea from their mother country that women did not need to be educated. The women were not educated in Europe beyond an elementary school, hence it was not considered necessary in the United States. Again, women were considered to have inferior minds to men, thus their only need was to be educated enough to carry on household duties.

In the early colonial period, some of the girls attended the Dame schools. These were held by an old woman of the community during the summer months. The girls were taught to read, write and sew.

Laws had been passed against girls attending schools established for boys. However, at the beginning of the 18th century, several attempts were made to permit girls to attend these schools; with the result, that soon they were being instructed for two hours a day, after the boys were dismissed. Later, girls were allowed to attend boys schools through the summer months, while the boys were dismissed for vacation.

When the Western States began to develop, they were so sparsely settled that girls were admitted to the schools, in order to have sufficient enrollment to maintain a school.

The beginning of the 19th century brought some very outstanding leaders for higher education for women: Emma Willard, Mary Lyon, Catherine Beecher and others. These individuals made personal campaigns promoting higher education for women. They established seminaries, in order that they could put their plans into operation. Of course, many protests and difficulties had to be met by these pioneers of this field. However, because these seminaries succeeded, others were established. High schools were then maintained by the towns, some as co-educational, and others as separate institutions.

The West developed co-educational schools, primarily for economy's sake. Horace Mann, a great educational leader, defended co-education. Nevertheless, the South clung to separate institutions.

The Civil War resulted in great advancement of education for women. Women had to go into the school rooms and other occupations to replace the men. This brought about a need for a greater number of educated women. Therefore, more training schools had to be provided. After this time, women have led as teachers in the secondary schools.

A great increase in number and enrollment was shown in women's colleges, co-educational colleges and affiliated colleges for women. There was no stopping place for the development of higher education for women. They

were seeking graduate work and the highest of degrees. The close of the 19th century saw most of the leading colleges open to women in the United States. The majority of the professions were gradually opening to women, until today we find women taking an active part in the majority of the professions, and a very few of the government offices remain closed to them.

Consequently, we are compelled to conclude that women, when given a chance, are unexcelled by men.

Europe did not progress as rapidly as the United States in the development of higher education for women. However, today women are admitted to most of the European colleges and professions.

Table IV

An Outline of the Chronological Order of the Development  
of Higher Education for Women

--Dame schools

- 1684--Hopkins school, law against girls attending
- 1766--Instruct the girls two hours a day after boys  
were dismissed
- 1769--Girls were not admitted to public schools in Boston
- 1774--Norwich, Conn., Nathan Hale, taught girls from 5-7 a.m.
- 1779--Two Yale students taught the girls grammar, geog-  
raphy, composition, and rhetoric
- 1784--Co-educational academy established at Leicester
- 1784--Dorchester inserted a wedge
- 1789--Boston established first so-called double headed  
school
- 1793--Westford co-educational academy
- 1821--Seminary founded by Mrs. Willard at Troy, New York
- 1822--Catherine Beecher personal campaign
- 1826--Female High School in New York, influenced by  
John Grisom
- 1826--Girls' grammar school in Boston, dropped in  
two years, too popular
- 1828--Grant and Lyon
- 1830--Striking protests
- 1833--Oberlin Collegiate Institute, first fully co-  
educational institution of college grade
- 1834--Personal campaign of Mary Lyon
- 1837--Mt. Holyoke Seminary, first women's college
- 1848--First medical school for women was established  
in Massachusetts

- 1849--Rockford College
- 1853--Horace Mann, Antioch College
- 1855--Elmira College, first to be same rating as men
- 1860--Civil War crushing blow to education
- 1861--Western States co-educational
- 1865--Vassar College was counted as a milestone for women's education
- 1869--Third medical school, Chicago
- 1870--University of Michigan, strongest and best of state universities, opened its doors to women
- 1870--Wellesley Female Seminary, Massachusetts, granted degrees in 1877
- 1871--Mills College, California
- 1873--Boston University
- 1875--Smith College, Massachusetts
- 1880--Affiliated colleges, Harvard Annex first. Third type of colleges for women
- 1880--American college women began to seek opportunities for graduate work
- 1882--Association of Collegiate Alumnae was organized
- 1885--Bryn Mawr College, last college for women to be largely endowed
- 1888--Women's College, Baltimore
- 1890--Women pursuing professional courses
- 1891--Leland Stanford University, California
- 1891--Johns Hopkins University opened its medical courses to women
- 1892--University of Chicago
- 1892--Yale opened its graduate school and its Ph. D.'s to women
- 1893--Randolph-Macon Women's College, Virginia
- 1897--Public high school enrollment, 57.64% girls,

42.36% boys

1898--Women granted 171 M. A. 37 Ph. D. degrees

1900-1910--Rate of increase for men in co-educational  
schools, 214%; women, 438%; women's colleges,  
348%

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