The question, which I am asked to consider briefly, I understand to be this. Shall young women be admitted to the class-rooms with young men in our colleges and on the same terms?

I. I assume it as conceded that somewhere young women, who desire education of the collegiate grade, should have an opportunity to obtain it. Men may differ as to what the exact scope of advanced Education for women should be. But they will all agree that some women should have facilities for obtaining an Education, which in range and thoroughness may fairly be ranked as collegiate.

II. It will also be conceded that more women desire this higher Education and ought to have it than can be accommodated in our colleges which are established for the education of women only. On the other hand there are as many colleges as the country needs - many think more - which educate men alone or ~~both sexes~~ students of both sexes. There are few of these colleges which would not be glad to welcome more students than they now have.

Many of them are so eager for more pupils that they offer tempting pecuniary inducements to persons to come, and sometimes bid for them by methods not altogether becoming. ~~Unless there then is some serious objection to educating women in colleges with men.~~ It is obviously far more economical to educate ~~them~~ women together than to establish new colleges for ~~them~~ women alone, or even to provide "annexes" to colleges. For ~~in~~ the annexes ~~have~~ are subjective to the cost of separate instruction. With little or no additional expense a large number of women could be ~~with~~ trained in the colleges already established in this country, if they could gain admission to them.

III. State position & thinks she will be conceded that a woman may pretty compare the college education gained in the class-room with ~~[illegible]~~ men as of more value to her for some purposes at least than education obtained in a ~~woman's~~ college for women alone. There is a value in the consciousness she has that her education is identical in scope and thoroughness

M

Nature of Stub.	Voucher.	Back of Voucher.	Face of Voucher.	When returned by Students.	When reported by Rose.	When and how reported by D. to Regents.	Wrapper.	REMARKS.
								Stub 181 $10 not on ledger

with that of her brother. That circumstance gives her confidence, self-reliance & strength. And if, as is the case with the majority of women, I think, now in our colleges she desires ~~an appointment~~ to devote herself to teaching in some High School or Academy, her chances of securing a position are often greatly increased by the fact that her diploma means the same as that of a male competitor.

For these reasons then - without now seeking others, - we should conclude that it is wise to admit women to the college class-rooms with men, unless there are some grave objections to such a course. Let us notice the chief objections which have been raised.

1. It is said by many that the education of a woman ought not to be the same as that of a man. But it is difficult to see why the studies ~~which are contributes~~ whose chief value lies in their contributing to culture and discipline of mind are not as appropriate to women as to men. And such studies form

the largest part of the traditional college courses. If we may believe the advocates of these courses. ~~And~~ In fact those are the courses given in the colleges attended by women only. ~~If it is said, as it may be with propriety, that women need to give attention to music and art, I reply that many colleges make provision for instruction in music and art for both sexes. And~~

If some departure from the old college curriculum is ~~[illegible]~~ regarded as judicious for certain women, the elective system now introduced into so many colleges furnishes opportunity for this needed variation. ~~If it is said, as it may be with propriety, that some women need to give attention to music and art, I reply that many colleges make provision for such instruction in music rather as it is proper for a college to undertake. Women~~ the large number of women who are to gain their livelihood by teaching do want precisely the training which the college gives to the men.

DATE. Month.	Year.	NAME.	Page on Ledger.	Payments.	Total Payments.	Number of Stub.	Nature of Stub.	Voucher.	Back of Voucher.	Face
	66									
May	29	C W Maynard ✓	B 362	1000	1000					
Nov	30	F L Matthews ✓	" 365	1000						
June	19	" ✓	" "	700	1700					
Apr	5	J B McLean ✓	" 372	200						
"	28	" ✓	" "	65	265					
Apr	17	G O Moore ✓	" 384	1000						
May	22	" ✓	" "	215	1215					
Sept	26	C B Marshall ✓	" 212	1000						
Dec	21	" ✓	" "	760	1760					
Sept	27	1866 L Miles ✓	B 429	1000						
Dec	20	" " ✓	" "	870	1870					
		H. H. Moffatt ✓	P 6	2490	2490					
Sept	15	" F Marshall ✓	B 453	1000						
Jany	7	1867 " ✓	" "	1385						
June	17	" " ✓	C 369	635						
	"	" ✓	P 19	2879	5849					
Oct	21	1866 F Matthews ✓	B 461	500						
Nov	30	" " ✓	" "	60	560					
Sept	27	" D A McLean ✓	" 466	1000						
Jany	4	1867 " ✓	" "	575	1575					
Sept	28	1866 F C McLaughlin ✓	" 469	1000						
Dec	14	" " ✓	" "	455	1455					
Oct	3	" J B McGaughey ✓	" 570	1000						
Feby	8	1867 " ✓	" "	335	1335					
Oct	2	1866 G A Matthews ✓	" 577	1000						
Mar	22	1867 " ✓	" "	990	1990					
		David McCordle ✓	" 530	375	375					

the answers, so far as I know, do not give the same instruction to the two sexes.

2. It used to be said, though the remark is now seldom heard, that women should not be educated in the class-room with men because they had not the mental capacity to master the more difficult studies of the ordinary college course. But upon this point the testimony of those who have taught men & women together in college is conclusive. Our experience in the Univ. of Michigan when women have since 1870 been admitted to the class-room and subjected to precisely the same tests as to the men is identical with that of Boston College and all the other colleges which have educated the sexes together. There is no branch taught in college which women have not shown themselves entirely competent to master. If the charge

of mental inability to complete the college curriculum in a scholarly manner were true, it would prove the folly of establishing separate colleges for women with courses as advanced ~~as~~ those which these colleges do offer, despite the abundant testimony to the ability (ors)

3. It has been objected — and the objection, if well founded, would be very weighty — that a great serious one — that ~~the education~~ women cannot pass a rule in education in the class-room with men without losing that womanly delicacy ~~& modesty~~ which forms so charming a grace of true womanly character. Here it seems to me a point worthy of little weight & of little merit. The appeal must be to experience, which has been large enough in several important colleges to determine whether the objection is well taken, & we feel prompted to say that so far as my observation has extended either in studying the characteristics

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of women to maintain Equal rank with men in college classes at once of the statement sometimes made that their presence in the classes would compel a lowering of the standard of scholarship. Such a statement is simply lud crous to those who have instructed women in college.

of our women graduates or those of other colleges, the objection has no foundation in fact. The American young man, however rude he may sometimes be with those of his own sex, is habitually courteous to the other sex. I see no reason to think that the conditions of life in a well ordered college where both sexes are instructed are any more unfriendly to the cultivation or preservation of feminine delicacy and sensibility than the usual conditions of life in American society outside of the college.

4. Perhaps the most serious fear cherished concerning the admission of women to colleges with men has that their health would be sacrificed. I confess that I have not entertained solicitude upon this point myself. But I think that those who have had the best opportunities for observing the actual effect of college work on young women share my

conviction that the solicitude so felt in advance has not been justified. In view that if a young woman is in good health when she enters college, has fair abilities, will use common prudence in regulating her life, will not attempt to give too much time to social pleasures, but will study a term in a rational, sensible manner, she will not suffer in health, but will often gain in strength, by the ~~healthful~~ regularity & stimulation of her college duties. At any rate there are no facts, so far as I know, which indicate that the strain upon the physical strength is greater in the life of the women, who are in the colleges with men, than in the separate colleges for women. The figures gathered by the Association of College Alumnae and published by the Massachusetts Labor Bureau to show the effects of college life on women seem to afford no ground for an unfavorable judgment on the colleges in which the sexes are taught together.

The chief objections which have been raised to the joint education of the sexes seem to have but little, if any, weight. Women can be benefited as they have been now for years, safely & usefully educated in the class-rooms with men

But for me I am not disposed to say that all separate colleges for women should be abolished or that all our American colleges should alike open their doors to women. It is well to have the colleges for women also continue to do their very best work, for it is not many years since in how few colleges for women, whose courses are fairly comparable with those of the colleges for men. They have hardly yet got rid altogether of the necessity of ~~maintaining preparatory departments~~ teaching since preparatory studies. We shall see hence-forth better results from their work, and it will

be instructive to compare their best results with those obtained by the colleges which receive both sexes. ~~Probably~~ Each kind of college has doubtless much to learn concerning the education of women, and possibly each kind can learn something of the other.

In deciding whether a college established for the education of men only shall open its doors to women regard must of course be had to the conditions under which it lives. Much must depend upon the state of public opinion among its alumni, its patrons, and friends. It would be impossible to forfeit their sympathy and friendly aid it might support. Without their aid it might be able to do better for either men or women. Something may also depend upon the wishes of the Faculty. Since the experiment of receiving women against their decided preferences might ~~result in failure~~ be attended with some undesirable results. But to have

public opinion is ripe for the admission of women to the college and especially when a good proportion of the Faculty are ~~not unfriendly~~ friendly to the movement. I believe that no American college need fear any serious difficulty in attempting it. I am confident that ~~some will~~ some will have occasion to regret attempting it under such circumstances. At my large proportion of the colleges in the Western States now educate both sexes in the same classrooms. I think that ~~the number~~ more of the ~~of~~ Eastern colleges ~~who do so~~, will at no distant day also open their doors to women.

3031

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Co-education

An symposium in Baptist Quarterly

Written Dec. 1886

Nature of Stub.	Voucher.	Back of Voucher.	Face of Voucher.	When returned by Students.	When reported by Rose.	When and how reported by D. to Regents.	Wrapper.	REMARKS.

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