

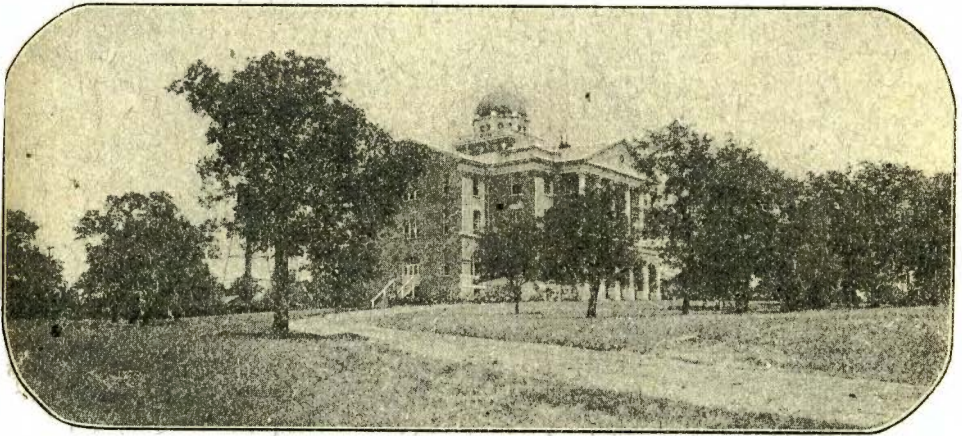
COLLEGE BULLETIN

WOMEN'S ORGANIZATIONS NUMBER

NUMBER TWENTY NOVEMBER, NINETEEN HUNDRED AND SEVEN

ISSUED QUARTERLY BY THE COLLEGE OF INDUSTRIAL ARTS, DENTON, TEXAS

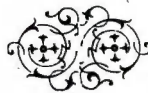
Entered April 19, 1905, at Denton, Texas, as second-class matter under Act of Congress of
July 16, 1894



College of Industrial Arts

DENTON, TEXAS

THE STATE COLLEGE FOR WOMEN



SECOND TERM OF FIFTH YEAR BEGINS
JANUARY 14, 1908

THIRD SESSION OF SUMMER SCHOOL,
JUNE 15—JULY 11, 1908

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COLLEGE OF INDUSTRIAL ARTS

(The State College For Women)

LOCATED AT DENTON

Second Term of Fifth Year Begins January 14, 1908

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Third Session of Summer School, June 15—July 11, 1908

ANNOUNCEMENT.

This number of the Bulletin is issued for the special information of the women's organizations that have done so much to establish, and to promote the interests of, the College of Industrial Arts. It contains matter that will be interesting and helpful in meetings, committee work, etc., and some of which may be found worthy of preservation or of being passed to a friend of the reader.

The College Bulletin is published quarterly, and is sent free to all who request it. The catalogue number (Bulletin No. 18) contains much more detailed information relative to the College and its courses of study than space will afford in this issue. Bulletin No. 19 is a souvenir edition, containing many pictures of characteristic features of the College.

For further information and copies of the College Bulletin, address
PRESIDENT CREE T. WORK,
College of Industrial Arts,
Denton, Texas.

BOARD OF REGENTS
OF THE
COLLEGE OF INDUSTRIAL ARTS.

HON. CLARENCE OUSLEY, *President*, Fort Worth.

MISS M. ELEANOR BRACKENRIDGE, *Vice-President*, San Antonio.

MRS. JNO. S. TURNER, *Secretary*, Fort Worth.

HON. J. P. BLOUNT, *Treasurer*, Denton.

HON. J. H. LOWREY, Honey Grove.

HON. ARTHUR LEFEVRE, Victoria.

MRS. CONE JOHNSON, Tyler.

Address all inquiries to the President of the College,
CREE T. WORK, Denton.

COLLEGE CALENDAR

1907.

Thanksgiving—Holiday.....Thursday, November 28.
Christmas Vacation Begins..... Friday, December 20.
Christmas Vacation Ends.....Monday, December 30.

1908.

First Term Ends.....Saturday, January 11.
Second Term of Ten Weeks Begins..... Tuesday, January 14.
Washington's Birthday—Holiday.....Saturday, February 22.
Second Term Closes..... Saturday, March 21.
Third Term of Twelve Weeks Begins..... Tuesday, March 24.
Baccalaureate Sermon..... Sabbath, June 7.
College Societies Entertainment.....Monday evening, June 8.
Class Day.....Tuesday, June 9.
Annual Concert.....Tuesday evening, June 9.
Demonstration and Exhibition Day.....Wednesday, June 10.
President's Reception to Graduating Class.. Wednesday evening, June 10.
Commencement Day.....Thursday, June 11.
Alumnæ Reunion..... Thursday afternoon, June 11.
Summer School of Four Weeks Begins.... Monday, June 15.
Summer School Closes.....Saturday, July 11.
Fall Term of Thirteen Weeks Begins..... Tuesday, September 22.
Registration and Entrance Examinations.. Tuesday to Thursday,
September 22 to 24.
Classes Organize and Begin Work..... Friday, September 25.
Reception to Students by the Faculty..... Monday evening, Sep-
tember 28.

FACULTY.

MR. CREE T. WORK, *President, 1902.—Manual Training, Psychology, Ethics—*

State Normal School, Indiana, Pa.—B. E. D., 1890; M. E. D., 1892. Boston Sloyd Training School—Diploma, 1893. Columbia University—Teachers' College Higher Diploma, 1900. Honorary Life Diploma of the State of Colorado, 1901. Superintendent of Schools, Du Bois, Pa., 1890-1892. Director of Industrial Department, State Normal School of Colorado, 1892-1900. Fellow in Manual Training, Teachers' College, 1899-1900. Supervisor of Manual Training for the city of San Francisco, 1900-1903.

MR. C. N. ADKISSON.—*Physical Science and Photography, 1903.*

Central College, Texas—A. B., 1890. Graduate in Bacteriology, University of Louisville, 1891. Student Vanderbilt University, 1892. Instructor in Science, Polytechnic College, Fort Worth, 1892-1897; Granbury College, 1898; Randolph College, 1899-1901; Terrell University School, 1901-1903. Instructor in Chemistry and Physics, Colorado Chautauqua, 1902-1903.

MR. HARRY GORDON ALLEN.—*Commercial Art, 1903—*

Ottawa University, Kansas. University of Chicago, 1899-1901. Expert Court Reporter. Accountant. University Stenographer. Director Commercial Department, High School, Dubuque, Iowa, 1901-1903.

MR. A. L. BANKS.—*Mathematics, 1903—*

Marvin College—A. B., 1880. Agricultural and Mechanical College of Texas—B. S., 1892; M. S., 1894. Professor of Mathematics, Marvin College, 1880-1883. Professor of Mathematics, Salado College, 1883-1884. Principal Bryan High School, 1884-1891. Associate Professor of Mathematics, Agricultural and Mechanical College of Texas, 1891-1903.

MISS MARTHA T. BELL.—*Assistant Instructor in Domestic Science.—Cookery, Laundering, 1905—*

Peabody College for Teachers, University of Nashville, 1889. Normal Department, Drexel Institute, Philadelphia, 1902. Student in Art, Hardin College, Mexico, Missouri, 1889-1890. Director of Domestic Science, Holyoke, Massachusetts, 1902-1903. Private Classes, 1903-1904. Director of Domestic Science, Allan Manual Training School, Austin, Texas, 1904-1905.

- MISS AGNES H. CRAIG.—*Domestic Art.—Sewing, Dressmaking, Millinery, 1907—*
 Graduate Wyoming Seminary, Pennsylvania. Teachers' College, Columbia University, 1905—Domestic Art. Experience in Workrooms of Dressmaking and Millinery Establishments, New York City, 1900-1901. Teacher of Handiwork, St. Bartholomew's Industrial School, New York City, winters of 1901-1903. Supervisor of Handiwork, Grace Church Mission School, New York City, 1903-1905. Instructor in Sewing, Y. W. C. A., New York City, 1904-1905. Teacher of Domestic Art, Seattle High School, Washington, 1905-1907.
- MISS ANNA M. CRON.—*Assistant Instructor in Manual Training and Mechanical Drawing, 1906—*
 Graduate Kansas State Normal School, Emporia, including Manual Training course, 1903. State Manual Training School, Pittsburg, Kansas, 1904. Teacher in County Schools, 1894-1898. Teacher in City Schools, Greenville, Pennsylvania, 1898-1901. Instructor and Supervisor of Manual Training, City Schools, Emporia, Kansas, 1903-1906.
- MISS REBECCA M. EVANS, M. D.—*Physician, and Lecturer on Physiology and Hygiene, 1903—*
 Mount Union College, Normal Department, Alliance, Ohio, 1892. Northwestern University, Woman's Medical College, Chicago, 1902. Teacher High School, 1893-1898. Interne New England Hospital for Women and Children, Boston, 1902-1903.
- MISS JESSIE H. HUMPHRIES.—*History and Economics, 1903—*
 Howard Payne College—A. B., 1896. University of Chicago—A. B., 1899. Teacher Elementary Schools. Instructor in English and History, Bonham High School, 1900-1902; Dallas High School, 1902-1903.
- MISS BEATRICE MONTGOMERY.—*English Language and Literature, 1906—*
 Student Knox College, Galesburg, Illinois, 1898-1899. Smith College, Massachusetts—A. B., 1902. Stanford University, California—A. M., 1905. Teacher of English and German, High School, Red Oak, Iowa, 1902-1903. Tutor in Latin and Greek. Tutor in English, Stanford University, 1903-1904. Assistant in English, Stanford University, 1904-1905. Teacher of English, Mills College, California, 1905-1906.
- MISS MAUD MONTGOMERY.—*Modern Languages and Latin, 1907—*
 Missouri University—A. B., 1902; A. M., 1903; Life Certificate, 1904. Teachers' College, Missouri University—B. S., 1906. Tutor in Latin, Missouri University Summer School, 1902. Substitute teacher of French, Christian College, Columbia, Missouri, 1901-1903. Teacher of French and History, High School, Fort Scott, Kansas, 1903-1905. Instructor in French and Latin, High School, Evansville, Indiana, 1905-1907.

MISS S. JUSTINA SMITH.—*Elocution, Physical Culture, Vocal Music, 1905*—

Student, College of Music, Cincinnati, Ohio, 1892-1894. Detroit Conservatory of Music, Michigan, 1895. New England Conservatory, Boston, 1904. Posse Gymnasium, Boston, 1903-1904. Graduate Emerson College of Oratory, 1904. Post-Graduate, 1905. Private Instructor in Elocution, Physical Culture and Vocal Music. Pipe Organist. Teacher of Vocal Music, Public Schools, Detroit, Michigan, 1895. Instructor in Elocution and Physical Culture, Training Department of Emerson College, 1905.

MISS AMELIA B. SPRAGUE.—*Fine and Industrial Arts, 1903*—

Cincinnati Art Academy, 1887-1891. Designer, Decorator and Teacher at Rookwood Pottery, Cincinnati, 1889-1902. Pratt Institute, 1899-1900, 1902-1903. Private Teacher of Drawing, Water Color, Basketry, and China Painting. Normal Art Instructor, Madisonville, Ohio, Public Schools, 1902. Instructor in Hand-work in Asacog and Greenpoint Social Settlements, Brooklyn, N. Y., 1903. Instructor in Normal Art, Ohio State Normal School, Miami University, 1903. Instructor in Summer School, Chautauqua, N. Y., 1904-1906.

MISS MARY B. VAIL.—*Director Domestic Science, Cookery, Dairying, 1907*—

Graduate Pratt Institute, Brooklyn, New York, 1895—Domestic Science, Normal Course. Student Teachers' College, Columbia University, 1899-1900. Student Assistant, Laundry-work, Pratt Institute, 1894-1895. Teacher of Cooking, 1895-1899, Home Nursing and Emergencies, 1896-1899, Manual High School, Indianapolis, Indiana. Teacher High School Cooking, Sewing, and Basketry, Tome Institute, Port Deposit, Maryland, 1900-1902. Teacher of Cooking, 1902-1907, and Laundry, 1906-1907, Normal Classes, Teachers' College, Columbia University. Author of "Home Laundering."

MISS HARRIETT V. WHITTEN.—*Biological Science, Geology and Geography, 1903*—

University of Texas—B. S., 1898; M. S., 1900. Student Assistant in Geology, University of Texas, 1897-1899. Tutor in University of Texas, 1899-1902. Instructor in Geology, University of Texas, 1902-1903.

MRS. CREE T. WORK, *Preceptress.*

STUDENT ASSISTANTS.

MISS MINNIE PREUSS, *Clerical Work.*

†MISS JULIA CHERNOSKY, *Commercial Art.*

*MISS BESSIE V. SNEED, *Domestic Art.*

*MISS OPAL FRAZER, *Domestic Science.*

*MISS LUCILE STALLCUP, *English and History.*

†MISS MATTIE LEE LACY, *Fine and Industrial Art.*

†MISS LUCY ROSE RICHMOND, *Languages.*

*MISS PEARL BLOW, *Library and Physical Science.*

†MISS CORA REYNOLDS, *Manual Training.*

†MISS STELLA ELMENDORF, *Mathematics.*

MISS LAURA PIRIE, *Biological Science.*

MR. JAMES DEE BALDWIN, *Secretary.*

MR. A. J. SEIDERS, *Florist and Superintendent of Grounds.*

MR. C. W. FERGUSON, *Engineer.*

MR. J. E. JONES, *Dairyman.*

*Members of the graduating class of 1907. Returned for 1907-1908 as assistants and post graduate students.

†Members of the Senior class, 1907-1908.

FACULTY COMMITTEES.*

Athletics.

MISS SMITH. MISS M. MONTGOMERY. MISS CRON.

Boarding Arrangements.

DR. EVANS. MR. BANKS. MISS WHITTEN.

Classification.

MR. BANKS (Schedules and Class Cards).

MISS HUMPHRIES (Examinations and Attendance).

MISS WHITTEN (Credentials and Changes).

MISS BELL (Reports and Records).

DR. EVANS (Delinquents).

Curriculum.

MR. ADKISSON. MISS VAIL. MISS SPRAGUE.

MISS HUMPHRIES. MR. ALLEN.

MISS CRAIG. MR. BANKS.

Exhibition and Entertainment.

MISS SPRAGUE. MISS CRAIG. MISS SMITH.

MISS BELL. MISS CRON. MISS M. MONTGOMERY.

Graduation, Certification, Recommendation.

MR. ADKISSON. MISS VAIL. MISS WHITTEN.

MISS B. MONTGOMERY. MR. ALLEN.

Publication and Literary Societies.

MR. ALLEN. MISS SMITH. DR. EVANS.

MISS B. MONTGOMERY.

The President is ex-officio a member of all committees.

*The chief duties of these committees are further indicated on pages 15 and 16 of Bulletin No. 18.

COLLEGE OF INDUSTRIAL ARTS.

INFORMATION IN BRIEF.*

The College of Industrial Arts is the Texas State College for young women.

Each subject in the curriculum is taught by a specialist.

Young women may here learn trades suited to their tastes and capacities.

Members of the Senior class must make their own graduating dresses. Science and art are taught in their application to everyday life.

The equipment of the College is complete and its location and beauty of surroundings unsurpassed.

This is not an orphanage, a hospital, an asylum nor a reformatory. It is a high-class school for the rich and poor alike, if they desire to attend it and can meet the conditions for entrance.

The College graduated one student in 1904, nine in 1905, twenty-nine in 1906, and twenty-seven in 1907.

The College of Industrial Arts is the only institution of its kind in the Southwest. It provides for general training, for technical instruction, and for practical usefulness and success in life.

The College has no funds for paying the way of students without means. A few student-assistants are employed, but these are chosen from among the students of the previous year, and of the higher classes, who are in need of the help and who have proven their ability to render acceptable service.

Literary Societies, a Y. W. C. A., Glee Clubs, Reading Circles, Athletic organizations, a Student's Paper published monthly, Lecture courses, and other valuable features supplement the regular work.

There are four courses leading to graduation—the English-Science Course, the Domestic Arts Course, the Fine and Industrial Arts Course, and the Commercial Arts Course.

There are three regular terms each year, beginning respectively in September, January and March. Students enter at any time, preferably in September. The Summer School follows the regular session in June and July.

Four years' work are offered, the years and classes being known as First Preparatory, Second Preparatory, Junior, and Senior. Post-graduate work is also offered when desired, as far as the time of teachers will permit.

Students who have completed the ninth grade or its equivalent should be able to pass the examination for entrance to the First Preparatory class.

*Fuller information on these and other points is published in Bulletin No. 18, which will be sent to any address on request.

Graduates of the best high schools are admitted to the Junior class without examination.

Students may be admitted to any class without examination if they present satisfactory credentials to the Classification Committee of the Faculty.

Students who are not graduates of other schools may have their work accredited on making application to the Faculty in advance of the opening of the year. Blanks for this purpose are furnished by the College on request.

The list of schools accredited by the College includes all affiliated schools of the University of Texas and such other high schools, academies and colleges as may be, or have been, accredited by the Faculty.

The Thirtieth Legislature passed a law whereby those who graduate from the College of Industrial Arts, and who also take the course in pedagogy offered by the College, may be granted first-grade State teachers' certificates. The only other certificates issued by the College are certificates of proficiency for work completed in any particular line. These are not teachers' certificates. The only teacher's certificate issued by the College is that referred to above.

The several county superintendents, and ex-officio superintendents, are authorized to appoint certain students from their own counties to the College, under rules adopted by the regents. Such appointments must be made before the 1st of June, for the following school year. An appointment saves the student \$20 to \$25 for the year; however, it is not requisite to entrance to the College and does not carry with it exemption from the regular entrance requirements, or special privileges of any kind. Those in need of appointments should apply to their respective county superintendents.

Boarding may be obtained in Stoddard Hall (the State dormitory), the Methodist Dormitory, or at private boarding houses. The prevailing price of board is \$15 per month. Application for boarding arrangements must be made through the College. Blanks for this purpose are furnished on request.

Stoddard Hall will have a capacity of 96 students when it is completed. Although it was evident several weeks before the last term opened that the Hall would not be ready, and announcement was made accordingly, still applications kept coming in until, three weeks before the term opened, all rooms had been assigned. Still the applications continued to come, and, on the opening day, there were fifteen names on the waiting list for accommodations in Stoddard Hall. This is a clear demonstration of the previous claims of the Regents and friends of the school that the people want the dormitory life for their daughters.

One of the first questions arising in the minds of those who want to attend College is, "What will it cost?" Following is an estimate of the expense of attending the College of Industrial Arts for one year, with suggestions as to how to reduce expenses while here. It is possible for a student to spend a great deal of money while at school. It is also possible for a student at the College of Industrial Arts to learn the lesson of practical economy while at school, and to secure and enjoy all the advantages the school offers for a very reasonable amount. Many students attend for a year on \$200 or less; a good average amount is \$230; a very liberal amount \$275.

Following are the chief items of expense, estimated for one school year (about eight and one-half calendar months):

Matriculation fee	\$ 5 00
Incidental fees	15 00
Material and supplies fees	7 50
Books and stationery	15 00
Boarding, 8½ months @ \$15	127 50
Uniform	22 50
Other clothing and dry goods	25 00
Laundry work	20 00
Sundries	25 00
	\$262 50

This is above the average amount spent by students.

Students are required to wear the College uniform, to keep accurate accounts of their expenses while attending the College, and to conform fully to the standards of conduct and regulations adopted by the Faculty. Copies of the regulations are furnished on request.

Text-books, for use by students, are furnished from the College book store on the following terms: All students, on taking out books, are required to deposit the full value of the same with the Secretary. If the books are returned in good order at or before the close of the term, four-fifths of the deposit is returned. In the case of appointive students, the entire amount of the deposit is returned. Students who desire to keep the books as their own property are allowed to do so by paying the cost price for them. Students are required to use the adopted College note book and paper. Note books, personal account books, bookkeeping blanks, stationery, etc., are sold at cost for cash. Students are subject to fines for damage to rented books.

Proper student organizations are encouraged, but no such organization may be formed without the consent and approval of the President of the College. When students desire to form an organization, whether social or literary, they will present their petition in writing. There are in existence in the College a Y. W. C. A., a literary society, a glee club, athletic teams, and other clubs for mutual improvement. The Special, Senior, Junior, Preparatory and Irregular classes also maintain class organizations. "The Chaparral Monthly" is a sixteen-page paper managed and issued by the Chaparral Literary Society.

The primary object in having a College Physician is to prevent sickness and to look after the general health of the students. All students are expected to report to her their state of health as often as she deems it necessary. Should a student feel ill, she is expected to send, or to come in person, to the physician at once. The physician has daily office hours, at which time students may report, or consult her professionally. In case of serious illness the parents of the patient will be notified immediately. The physician's services are free to students, medicines only to be paid for—when prescriptions are filled at the drug stores. This applies to students only so long as they are in regular standing in the institution. The College is in no sense a sanitarium for invalids or semi-invalids, or applicants who come to the College principally for medical treatment.

A hospital building is being erected adjacent to the College for the benefit of students who become sick, and to serve as a department of instruction in home nursing, care of the sick, and emergency nursing. The physician's offices and living rooms will be in the hospital.

The second session of summer school of the College of Industrial Arts opened June 10, 1907, and continued four weeks.

The purpose of the summer school is to give an opportunity for industrial training to persons who are unable to attend the regular sessions, and to students who desire to take additional work in subjects offered in the summer school. The courses include dressmaking, millinery, sewing, cooking, photography, "chemistry in daily life," manual training (basketry and block printing, and bench work), drawing, painting and designing, leather work, book binding, and plastic art.

Over one hundred students were enrolled, coming from San Antonio, Galveston, Austin, Bowie, Taylor, Clarendon, Canon City, Gainesville, Plainview and numerous smaller places, and including teachers, home-keepers, and students, from girls of 16 to mothers of families. A noticeable feature was that a good percentage of persons entering applied for credit on the regular courses, with the idea of returning later to complete the courses in the College.

That the College of Industrial Arts is a thoroughly democratic school is shown by the following statistics from the matriculation cards of those enrolled during the academic year 1906-1907:

Students registered	211
States and Territories represented	6
Counties of Texas represented	83
Live in the country	70
Live in town or in small city	125
Live in city	16
Earned money for education in part or in whole	16
Contribute to support by working while a student in the College	48
Daughters of farmers	57
Daughters of stockmen	13
Daughters of merchants	21
Daughters of boarding house keepers	4
Daughters of teachers	3
Daughters of insurance and real estate agents	7
Daughters of druggists	4
Daughters of contractors	3
Daughters of editors	2
Daughters of ministers	3
Daughters of lawyers	5
Daughters of physicians	12
Daughters of skilled tradesmen	10
Other occupations	49
Orphans	18
Daughters of widows	24
Average age	18

Entered on State and county teachers' certificates and Normal school diplomas	20
Entered on high school and academic diplomas and other credits	83
Entered on examination	108

The students of the College come from homes that are representative of all the people. Those who help to defray their expenses by working prove to be good, earnest, successful students. Likewise, among the best students are many who come from well-to-do homes. The student body is not only thoroughly democratic, but it is composed of earnest, conscientious, hard-working students, who appreciate their opportunity of obtaining a thorough, practical education. (See Information Blank, next page.)

The August, 1907, number of the College Bulletin was an illustrated souvenir edition, containing pictures of the College buildings, classes at work, products of the different departments and views of the campus, together with suggestive paragraphs on the education of women. It is in the form of a small booklet. If you have not received a copy, write for one.

BULLETIN NO. 20.
INFORMATION BLANK.

To the President, College of Industrial Arts, Denton, Texas:

Kindly send a copy of the College Bulletin to the young women named below. They will be interested in it, and might possibly attend the College.

Signed.....

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NAME	ADDRESS
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Remarks.....

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CUT HERE.

GENERAL NOTES.

The enrollment of students at the end of the first week of this term showed 250 names, which is 60 more than the first week in any previous year. The increase has been largely in the Second Preparatory and Junior classes. The Senior class is much larger, numbering 42. There are also more special (post-graduate) students this year. The students are representative of the whole State, all of the larger cities and many of the smaller ones being represented, as well as the usual large proportion from the farm and ranch.

Quite a number of improvements have been made in the College building and about the grounds. Partitions have been built in the general office, separating the executive offices from the reception room and providing a room for the State Dairy and Food Commissioner. New plumbing and sewerage have been put in. The second story of the "agricultural building," on the campus, by the addition of skylights, has been transformed into an art room, to relieve the overcrowded condition of the art department. New equipment and apparatus have been added, particularly in the biological science and commercial arts departments.

Dr. J. S. Abbott, the new State Dairy and Food Commissioner appointed by Governor Campbell, has taken charge of his headquarters at the College. He will make use of the physical science laboratory of the institution until his special laboratory equipment is installed.

Miss Mary B. Vail, director of domestic science, and teacher of cookery and dairying, takes the position made vacant by the resignation of Miss Tuttle, and Miss Agnes H. Craig succeeds Mrs. Brooks as director of sewing, dressmaking and millinery. Miss Vail is a graduate of Pratt Institute, Brooklyn. She has taught laundry work in Pratt Institute; cooking in the Manual High School, Indianapolis, and Tome Institute, Maryland, and comes to us from Teachers' College, Columbia University, where she taught cooking and laundering in the normal classes. She is the author of a work on "Home Laundering."

Miss Craig is a graduate of Wyoming Seminary, Pennsylvania. She took courses in domestic art work in Teachers' College, Columbia University, taught domestic science in the Young Women's Christian Association and various church schools in New York City, and comes to the C. I. A. from Seattle, Washington, where she was teacher of domestic science in the high school.

Mr. A. J. Seiders, of Austin, succeeds Mr. Sowder as florist and superintendent of grounds.

The resignation of Dr. Evans as preceptress, owing to the pressure of her duties as College Physician, has been accepted by the Board of Regents, and Mrs. Work appointed preceptress.

The Methodist Dormitory is now practically complete, and about fifty girls are domiciled there.

Work is progressing upon Stouard Hall, although, owing to the delay in securing building material, it will not be ready for occupancy before February. Everything possible has been done by the authorities to hasten the work, but circumstances which they could not control have interfered with the completion of the building at the time appointed.

The continued demand for trades courses has been emphasized again by a large number of applicants for courses in dressmaking, millinery, art work of different kinds, stenography, and typewriting. There is a pressing need that the Legislature make appropriations for the establishment of a trades department by providing more room, equipment, and teachers. See "Needs of the College," on another page.

President Work attended the National Educational Association at Los Angeles in July, after which he spent some time camping in California and visiting friends in Colorado. Most of the vacation he was at his desk in the College, with the exception of occasional lecturing trips.

Miss Beatrice Montgomery spent the summer months in England and Scotland, with a brief tour in France, Holland and Belgium, and down the Rhine.

Miss Maud Montgomery spent the vacation in study in Berlin and Paris.

Miss Cron devoted her vacation to manual training work at the Massachusetts Institute of Technology in Boston.

Miss Smith spent the summer with relatives in Massachusetts; Miss Sprague at the Chautauqua, New York, Assembly, and at her home in Cincinnati; Dr. Evans in Ohio; Miss Humphries, Miss Whitten, and Miss Bell at their Texas homes. Messrs. Adkisson, Banks, and Allen remained in Denton.

The graduates of the College are engaged in various kinds of work. A number of them are teaching at good salaries. Just recently Miss Lena Bumpas of the class of 1905, who has heretofore been employed by the Free Kindergarten Association of Dallas, was elected as teacher of domestic science in the Dallas High School. Miss Katherine McLeod, the class of 1906, has been selected to succeed Miss Bumpas as teacher of domestic science and domestic art in the Kindergarten Association. Miss Nannie McIlvain, the class of 1906, has just entered on her work as teacher of domestic science and domestic art in the Paris High School. Miss Grace H. Taylor, of the classes of 1906 and 1907, is in charge of the domestic science and domestic art work in the Belton High School. Miss Laura Lee Abadie, class of 1906, has been chosen as assistant teacher of domestic science and domestic art in the Allan Manual Training High School, Austin.

NEEDS OF THE COLLEGE.

Since the establishment of the College of Industrial Arts in 1903 it has had a gradual growth in numbers, in scope of the work undertaken, in the quality of students as to their preparation for doing the work, and in the quality of the work done by the College itself. The growing needs of the College were recognized in fair degree by the Thirtieth Legislature, which, in addition to appropriating money for maintenance, made special appropriations amounting to \$66,000 for the purpose of erecting a dormitory and a hospital. However, as these are needs that have been pressing with the school from its beginning, the friends of the College do not feel that the "growing needs" of the institution were met by the recent Legislature. This fact was recognized by many members of the Legislature itself, as was illustrated by the vote of the House of Representatives, which favored appropriating \$74,000 more than the free conference committee of the two houses finally recommended for the College, the said \$74,000 to have been used in building an addition to the main College building, and in increasing the membership of the Faculty, largely for the purpose of providing trades courses. However, the attitude of the Legislature in general was all that could be desired, and the best efforts of all connected with the College are being put forth to demonstrate the wisdom of the lawmakers in appropriating more money for the College than had been voted by any previous Legislature.

It is evident to all who are familiar with the work of the College of Industrial Arts that if it is to continue to grow at a rate proportionate to the material development of our State, still more must be done to put it upon a financial basis that will insure a high standard, as well as a broadening of the scope of its work. To this end the authorities of the College desire the co-operation of all friends in cultivating a sentiment for the more substantial and generous support of this, the state college for women. The Thirty-first Legislature will doubtless be appealed to for practical assistance in this matter.

At present the College has two great and clearly apparent needs:

First.—Provision should be made for the establishment of a trades department. The need of this was clearly set forth by the President of the Board of Regents in an article published in the December, 1906, number of the College Bulletin, in which he says:

"Under the act of the Legislature the Regents were empowered to establish an institution of high learning with various departments of practical trades, such as dressmaking and millinery, commercial arts, telegraphy, photography, nursing, kindergarten, etc., or to establish such departments as might seem best at first and to add others as revenues and circumstances warranted. With the limited appropriation originally provided it was impossible to do more than to make a start along certain lines. It would have been within the law to establish a trades school, to train girls in the practical things of life, and the establishment of a college of high learning could have been postponed until a later date.

After long and careful deliberation the Regents reached this conclu-

sion, to wit: That to begin by making the institution a trades school for equipping working women, would be to stamp it as a working girl's institution, which would not attract young women who desire thorough cultural education, and it would have been extremely difficult afterward to make the institution popular with that class of girls who desire college education as well as practical arts.

On the other hand, to begin by making the institution a real college, with practical accomplishments for every student, would give it the stamp of higher learning and it would be easier to add short courses in the trades for the accommodation of girls who have not the time or inclination to take a college course but who want practical training for everyday equipment.

It was manifestly the spirit of the law that in the higher education to be furnished at the institution there should also be the most thorough training in practical arts; consequently the board adopted the policy of making sure the educational foundation of real culture and accompanying that with practical instruction in the domestic arts and the useful employments adapted to women, to the end that students who finish the course would be not only thoroughly educated but would have a practical trade to follow through life.

As a consequence of this policy the College has taken high rank as an educational institution; it has dignified woman's work and its graduates are not only cultured and thoroughly educated, but are well prepared for such trades as they have chosen for their specialty or for their life work.

In the first place, every girl who comes out of the institution is a thoroughly trained homekeeper. In addition to her cultural education, she knows dressmaking, millinery, dairying and laundering in a general way and each is especially trained in some one of these particular departments, so that the graduate of the College is a practical dressmaker, a practical milliner, a practical dairywoman or a practical floriculturist, etc. She is none the less an educated woman in the general acceptance of that term, but in addition to that has a trade which she may follow as a livelihood. To show how thoroughly all the girls are trained in the practical departments the following classification of students attending the College this year is submitted:

There was an enrollment of 198 up to November 14 (1906),* which is about twenty more than at the same period of any preceding year. One hundred of these take cooking, 100 sewing, 66 dressmaking, 36 millinery, 72 manual training, 37 laundering, 28 horticulture, 12 typewriting, 14 bookkeeping, 58 household accounts, 7 stenography, 12 photography, and 146 drawing.

It must be understood that every student at one time or another during her course of instruction takes cooking, sewing, dressmaking, millinery, manual training, laundering, dairying, horticulture and drawing. As they approach graduation they specialize, so as to have a superior equipment in dressmaking, in millinery, in commercial arts or in the fine arts. At one time or another during the course of instruction each girl also takes household accounts, and by the way, this is a very

*On November 1, 1907, the enrollment was 250.

instructive small accomplishment which every homemaker ought to have. In like manner all the students at one time or another take manual training, and it would be a great surprise to the general public, as it was to the Regents, to learn with what aptitude the girls fall into the use of simple tools and what skill they acquire in this department.

The students are classified this year (1906) as follows: Seniors 30, Juniors 60, Second Preparatory 44, First Preparatory 42, Irregular 24, and Post-Graduate 4.

As the Regents anticipated from the beginning, the demand is increasing from time to time for special instruction in the practical trades, such as millinery, dressmaking, horticulture, commercial arts, etc.

We have this year twenty-four Irregulars who are pursuing short courses without taking the general education work, and if we had the equipment and room and teaching force we would no doubt have more than 100 such young women fitting themselves for successful careers, and this is a work of expansion which the institution must now enter upon. To have started at this point in the beginning, as I have intimated already, would have been in fact to hopelessly delay the broader and deeper educational work which the institution is designed to do, but now having established the character of the institution for such broad and deep educational work, the time has come for us to expand and to supply the pressing demand for the practical trades. We are doing what we can in a limited way at this time, but we can not do more until we have additional equipment."

There is a growing demand for an opportunity to learn the various trades suited to women, and the College of Industrial Arts cannot fulfill its function in this respect until it has been given additional teaching force and additional room and equipment. To this end it is imperative that an addition of ten to fifteen rooms be made to the present school building (or a separate building of this size erected), that these rooms be properly equipped, and that several additional teachers be employed.

In addition to the demand for trades courses, there is being laid on the school also the educational demand that the regular courses be broadened and strengthened, and that there also be afforded larger opportunity to the young women who desire to prepare for teaching industrial work in its various phases in the public schools throughout the State. Already the College is being looked to for teachers of the various practical subjects of its curriculum. The Thirtieth Legislature authorized the issuance of teachers' certificates to graduates of the College who also take a course in pedagogy, but it did not make an appropriation for the employment of a teacher of pedagogy, which teacher is a necessity before this work can be done to the best advantage, hence this is a feature of the expansion movement which demands additional help from the Legislature.

Second.—Another matter in the development of the College of Industrial Arts, as well as the development of the other educational institutions of the State, which should have the united and persistent support of all friends of education, is the proposition to make provision for the support of the State's educational work whereby there may be assured a regular income for the several educational institutions, so that they may

be free from the interruptions caused by the irregularity and uncertainty of biennial legislative appropriations, and from the political annoyance which at times arises from the necessity of educational institutions appearing before the Legislature every two years to have their daily needs supplied. The College of Industrial Arts, as well as other State institutions, ought to be as stable as any feature of the State government, and, on account of the nature of their work, they should be even more free from partisan or sectional interference than the ordinary political departments of the government. They cannot do their work to the best advantage, cannot carry out an unbroken policy of development, cannot plan certainly for clearly needed improvements, and cannot give to the people the fullest value in return for their support, until some systematic provision for their maintenance has been made as indicated above. In some States this is accomplished through a constitutional provision which lays a millage tax on the property values of the State, and apportions the income from it to the several institutions. In other States the work has been accomplished by means of a law enacted by the Legislature, which operates in a similar way to a constitutional provision. It has been suggested that the State of Texas might properly enact an inheritance tax law, the proceeds of which should be distributed among the educational institutions. Whatever the details of the method of procedure, the need of some such provision will be apparent to all thoughtful friends of education. A movement to accomplish this end, if set on foot by those who are the recognized friends of education in general, would doubtless meet with a hearty response on the part of the lawmakers and the mass of other citizens. The idea is commended to the consideration of educational bodies and those who are interested in educational movements, in the hope that ere long the State educational work of Texas may be placed upon a basis that will enable it to measure up to the demands of our times, and to place it in the lead among the educational systems of our country.

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THE WORK OF THE PURE FOOD COMMISSIONER.

The Pure Food Commissioner has opened up his office in the College of Industrial Arts, and is installing the laboratory apparatus and supplies. The laboratory work will commence at once and a vigorous effort will be made to locate lawbreakers.

The Commissioner is exceedingly anxious to enlist the assistance of as many persons as possible in carrying out the provisions of the law. He has already appointed deputies in several cities, who will work under his direction and advice, as well as inform the Commissioner regarding the conditions in such cities.

He earnestly desires the support of all women's clubs, and recommends that they create new departments and appoint committees for co-operating with him.

The following table, showing the analyses of samples of milk collected in one of our Texas cities on two different occasions by the Pure Food Commissioner, may be looked upon as indicative of the effect of the work of the department.

The law requires 3 per cent butter fat, specific gravity of from 1.029 to 1.033 inclusive, and not less than 12½ per cent total solids.

All the dairymen improved on the milk supply after the first visit of the Commissioner with one exception. He will doubtless improve after the third visit.

Sample.	October 25, 1907.			October 29, 1907.		
	Butter fat. Per cent.	Specific gravity.	Total solids. Per cent.	Butter fat. Per cent.	Specific gravity.	Total solids. Per cent.
1	4	1.030	12.44	4½	1.030	12.74
2	3½	1.032	12.14	4½	1.031	12.99
3	2	1.033	11.85	5½	1.028	13.78
4	4½	1.030	12.19	5.2	1.028	13.38
5	2.8	1.033	11.85	4	1.027	11.94
6	2.8	1.031	11.45	3.4	1.027	11.22
7	4.5	1.028	12.54	4.6	1.026	12.16
8	3.5	1.028	11.34	4.4	1.024	11.42
9	3	1.028	10.74	3.8	1.032	12.70
10	4½	1.028	12.54	4.2	1.032	13.18
11	4	1.032	12.94	2.6	1.033	11.51
12	3½	1.028	11.34	2.4	1.032	11.27
13				4.5	1.030	13.04
14				5.6	1.025	13.11

The average per cent of the butter fact of the first collection is 3.36 per cent. The average of the second collection is 4.2 per cent.

The work in milk products is by no means all the Commissioner is concerned with. Analyses will be made of all canned goods, butter, lards, syrups, molasses, drugs, vinegars, ice creams, drinks, flour, etc. He will inspect dairies and meat markets and in general will have authority to demand clean and unadulterated foods and drinks in the State of Texas.

CO-OPERATION OF WOMEN'S CLUBS WITH OUR STATE DAIRY AND FOOD COMMISSIONER.

The first victory to be gained by the T. F. W. C. since the State Dairy and Food Commissioner was located at the College of Industrial Arts was achieved when our present Commissioner, Dr. J. S. Abbott, was appointed; for, by real effort, members of the State Executive Board prevented a politician's appointment to that office and secured the appointment of a patriot. It was not money that induced Dr. Abbott to apply; it was patriotism first and Pauline Periwinkles' persuasive powers second. Dr. Abbott was the choice of the State Federation of Women's Clubs, and for that reason he rightly expects us to co-operate with him enthusiastically in enforcing our new pure food law.

1. The Commissioner wishes every club in the State to appoint a pure food committee, if it has not already done so. And that committee might better consist of one practical, thoroughly interested woman who is familiar with Federation work, than of three indifferent, inexperienced women. He desires the name of this appointee at once, as she will work under his direction. The appointment should be made with a view to permanency.

2. Such chairman—or a man, if the club chooses to select a man for the work—will be deputized by Dr. Abbott, thus becoming a civil officer, whose duties it shall be to collect samples of foods either to send to him for analysis, or in the case of perishable foods, to have the analysis made in her home town, the cost of such analysis to be borne by the State Commissioner's office. In regard to these local analyses, several things are to be said. In the first place, the Commissioner has very little money at his disposal this first year. And the man or woman acting as local officer must exercise good judgment in selecting food samples for analysis. Dr. Abbott has confidence, however, in woman's thrift and economy. He believes that in this as in other things a woman can make \$5 go as far as the average man will make \$25 go. Let us endeavor honestly to live up to his expectations.

3. In selecting a local person to analyze your food samples, our Commissioner suggests that you secure the voluntary service of a young physician who would aid in the work for the acquaintance it would give him in the community; or, better still, interest your high school chemistry teacher who, at your request, would doubtless not only analyze some of the simpler foods not requiring cultures, free, but would interest his pupils in the whole subject as well.

Imagine how instantaneous and beneficial would be results in a town where boys and girls saw in the high school bad results from experiments with the town's dairy milk.

4. Educate your townswomen to be willing to pay a fair price for a good article. It is cheaper to pay 10 cents for pure milk delivered in bottles than to pay 5 cents for milk sold from cans, watered, skimmed of fat, and dirty. Our Commissioner, in his examinations of dairies in

various places, has found a number that carry several grades of milk in violation of the law. Why do they do this? Because some housewives would rather pay 5 cents for a quart of milk half water than 10 cents for the genuine article. Educate your townswomen in these matters.

5. Inaugurate a campaign for the development and adequate support of our Dairy and Food Commissioner. Texas can better afford to spend \$40,000 a year on the enforcement of this law than to spend \$5000. These local deputies (select a woman physician for the place when you can) must necessarily volunteer their services free for the next year or so, but a sufficient salary should be paid them by the State. It is our privilege and duty to agitate the need of a liberal appropriation to be given by the next Legislature to this Commission.

MRS. CREE T. WORK,

Chairman Home Economics Committee, T. F. W. C.
Denton, Texas, November 1, 1907.

THE NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES.

At the meeting of this, the greatest educational organization of our land, held in Los Angeles, July 8-12, 1907, one of the most important transactions was the reception of six of the largest women's organizations in the world to membership in the association, to be known as the "Department of National Organizations of Women."

The organizations included in this department are: the General Federation of Women's Clubs, the Women's Christian Temperance Union, the Daughters of the American Revolution, the National Congress of Mothers, the National Council of Jewish Women, the Association of Collegiate Alumnae, and the Southern Association of College Women. These bodies, in requesting admission to the N. E. A., declared their aim to be: "That, whereas, education in the United States is not a National but a State affair, and there is so much diversity in the educational methods of various communities that the education a child receives depends largely upon the place where he lives, it shall be our aim to bring about, as far as possible, such an equalization of educational advantages that all children in all parts of the United States shall receive an equally good education."

The five general principles composing their platform are as follows:

"1. All children of the United States should be educated; therefore, in every State we will work for a compulsory school law, backed by a good child-labor law.

"2. Suitable school buildings should be provided; therefore, we shall endeavor to obtain in every community a well-built, well-equipped, well-cared-for building in which to carry on the school work.

"3. Teachers should be thoroughly trained and adequately paid for their work; therefore, in every State we will seek to secure Normal Schools of definite standard, minimum professional requirements, without which no one may be permitted to teach, and a minimum salary for less than which no one will be asked to teach.

"4. School should be under expert supervision in order to accomplish their best work; therefore, we will urge that in every State provision be made for placing all schools under the care of trained superintendents.

"5. School work to be satisfactory should produce three results in the pupils—knowledge, efficiency, and character; therefore, we will make the effort to introduce into all schools training for the hand as well as for the head, and definite instruction in ethics and civics."

In the declaration of principles of the Association, principle 15 is significant, and, coming at this time, is especially encouraging to the work of the women's clubs for the promotion of the education of women, and to the work of the College of Industrial Arts. It reads as follows:

"Without seeking to determine the merits of co-education versus separation of the sexes in higher institutions, the Association recognizes that at present the demand for separate higher instruction for women

is greater than existing colleges for women can supply. Moreover, the great colleges for women are almost all grouped in one section of the country. We urge upon the attention of the friends of higher education for women the need of the Western and Southern States for this kind of educational institutions."

One of the most thoughtful and inspiring addresses delivered at the meetings of the Association was that on "The Influence of Women's Organizations on Public Education," by Mrs. Helen L. Grenfell, of Denver, formerly State Superintendent of Public Instruction for the State of Colorado. With Mrs. Grenfell's permission, this address is published in this number of the Bulletin (see following pages). It should be read by every woman, and particularly by all club women, as well as by all other friends of education in Texas. In her address, Mrs. Grenfell compliments the women's organizations of Texas on their part in establishing the College of Industrial Arts.

THE INFLUENCE OF WOMEN'S ORGANIZATIONS ON PUBLIC EDUCATION.*

HELEN L. GRENFELL.

Education is evolution. Education not only develops the mind but it marks out the lines along which it must move; along which it meets the least resistance. There are fixed laws which must be sought out and applied in any rational system of education. Psychology seeks to set the bounds of education and to discover and make known the laws within those boundaries. But ratiocination has ever been an uncertain pilot in the intellectual and moral seas of life and has often listened to the voice of desire and steered the ship into the dangerous whirlpools of the unknown. The compass of psychology points in as many directions for the north pole of education and produces as great astonishment in its amazing conclusions as did the compass of Columbus. The educator and philosopher is ever trying to box this compass of the human mind and ever finding unknown directions and drifting into unknown waters.

The philosophy of education is faulty today, and it is questionable whether by pure philosophy it can ever be perfected. Reason has not furnished, and, may I say, cannot furnish us a complete system of education. The compass Columbus used was as correct as the compass we use; it turned to the magnet as readily as ours, but the fifteenth century navigator had not acquired the chart of the ocean. Such a chart must be furnished by experience.

In early ages man sought to withdraw from society in order to educate himself, but this seclusion had its reflex influence on him and left him unfit for practical life. Man has a twofold nature—individual and social. Each must be educated to make a full-minded man. If the individual only is educated, he becomes selfish and has no interest but in himself; if the social is altogether educated, he loses his identity and is of no practical benefit to himself or anyone else. Such men are said to be over-educated, but in reality they are under-educated.

Individual or social, the early idea of education did not include women at all. It was for the few, and those few were men. While it lived—if it was alive—in the monasteries, it was inevitable that it should be colored by its surroundings. Facts of life had to be harmonized with the fictions of religion, and the facts of religion were often compelled to bend to the fictitious phases of life—war itself and its cruelties becoming righteous, if it was a crusade of the faithful against the unbeliever.

The student had his place and kept it. Finding only too frequently

*An address before the National Educational Association, Los Angeles, July 11, 1907. Mrs. Grenfell was for a number of years Superintendent of Public Instruction for the State of Colorado.

but little comprehension of his learning among his fellows, he naturally did not try it upon the great unwashed.

Popular education began to dawn with Luther, who made people want to read and with Gutenberg who made it possible. The Puritan might be a man of one book, but he knew that book by heart, and, having done away with the monastery, he began a system of education still sectarian in form and still intended for persons who had no need to earn their living by the sweat of their brows. With the reading of the Bible twice a day in the home, and its consultation upon all grave occasions, it followed as the natural corollary that the daughters learned to read it also, and that was the beginning of female education.

It was a noteworthy fact that the first public school of the New England colonies was built on ground given by a woman, and the great university on the Pacific slope was largely the gift of a woman. It is a far cry from Bridget Graffort, 1720, Boston, to Mrs. Stanford, and if Mrs. Stanford took measures to prevent too large a proportion of female students, Bridget's soul was never troubled about this at all, for girls were not thought of in connection with the Puritan school.

True, there was no organized demand for higher educational opportunities among those Massachusetts damsels, but the very fact that their opportunities were few and limited made those girls make the most of them; and some progress must have been made in the two decades between 1806 and 1826, since we are told that, at the former date, geography was a study seldom permitted to girls as being "indelicate as well as useless," while in the latter year the first high school for girls was opened in Boston amidst a storm of opposition. Two years later, Boston yielded to the universal clamor and closed the school, which the records state had proved "alarmingly popular" among the girls.

Not unlike the reception of the first girls' high school reads the account of the founding in 1868 of the New England Woman's Club in Boston and the Sorosis in New York. We learn that "they were the first literary clubs among women, and met severe and trying criticisms, the opposition to the idea of women's clubs being exceedingly bitter and intolerant among both men and women."

The foreboding as to the results of educational opportunities for girls and the foreboding as to women's clubs and the results that would come from them have alike proved groundless. While the clubs originated for social and intellectual advancement, they soon developed an earnest and unwavering desire to help their communities and their times. To the founder of the Sorosis Club, the movement signified "the opening of the door," "the stepping out into the freedom of the outer air and the sweet sense of fellowship with the whole universe that comes with liberty and light."

Things we once despised are found after long years to be necessary. Since the time when Adam's rib was removed and by the hands of the Creator mysteriously wrought into a subtle human being called woman, to quite recent times, man has looked upon her as an unnecessary and meaningless thing, whose sometime charm was the only reason why she should be allowed to trespass upon the earth which was barely large enough for himself. But gradually man is outgrowing this primitive idea of woman's limited share in the inheritance of the universe. In

the hospital she may be a nurse; in the school she may be a teacher; in the office, a stenographer; in politics, a follower. He allows her an afternoon off to attend the club. So, gradually, she has gained point after point until now she aspires to help in the important concerns of life. She does not ask to manage, to direct, but only to be allowed to help. If she can, with tender hand, place the bandage on the suffering patient, if she can with encouraging sympathy give a cup of cold water to cool the parched tongue, why may she not do more? Are there not other places where she may help?

If she cannot assist man in his philosophy of education, if she cannot *evolve* the thing, may she not help to *environ* education, so that the forces shall not be so prodigally spent? She now has organization that she has been perfecting for years—numbering over 800,000, and of the best in the land. The members of this organization, as the mothers of children, are closer to them than the fathers, who are burdened with the commercial side of life, can ever expect to be. Men are doing the material work of the world—building its bridges, feeding its multitudes and bartering in its marts, and women, who are comparatively free to devote their energies to their children's training, are the natural allies of the professional educator and coadjutors in the work of properly developing the child.

Is there a place for woman? Does she not approach the school from a different viewpoint from man? It is important to note that she comes to it from the outside, not being a teacher and free from the scholastic prejudices of the teacher, broader in her plans and having wisdom born of knowledge of the homely affairs of life and a sympathy nurtured in the environment of her own children, she may expect to bring forces to the work that can be obtained nowhere else.

The school of the past—while we are thankful for it and have only praise for those faithful ones who spent their lives in trying to help on the rising generations—failed to meet the wants of the day, and turned out the child educated in a sense but not well enough adapted to meet what life required of him. The courses of study seemingly followed the law of the Talmud, "Take a child of six and load him like an ox," while they have forgotten that it also required him to learn a trade by his twelfth year lest "he otherwise learn to steal."

Too long have we clung to the old idea of learning, gained through those centuries when its feeble life was preserved in monasteries, and which did not fit man for life in the world. His business was to know arbitrarily, not by putting in practice. With woman it is otherwise. She has been brought up on the homely proverb that the proof of the pudding is in the eating. As soon as she begins to learn, she wants to put what she has learned out at interest to discover whether it is really true or only a glittering counterfeit that can bring her no returns.

And so, naturally, her whole system (and a most unsystematic system it has been at times) is a kind of educational method. Beginning with books, she is slowing turning to life itself for lessons not to be found in any library.

Is it any wonder that women have always taken more kindly to the kindergarten idea than men? Their whole brief experience has been on the approved Fröbel doctrine—they have "learned to do by doing," and while their educational ideals may not have been so high as those of

the world's great savants, they have been broader. To them it seems more necessary that all children should know how to read and write one language than that a few college professors or monastic anchorites should know a dozen or so languages—dead or alive.

If the scholar of the closet can say "Too low they build who build beneath the stars," the women of the clubs have remembered that He who placed the stars in the heavens also set his bow of promise in the clouds of earth. The truly educated child is practical; is adapted to his surroundings.

And here we revert to what has previously been said that reason could not formulate an ideal education. The coals must be brought hot from the furnace of Experience to kindle the fires of life. There is great advantage to be gained by accepting this help from outside the school. Woman's chief interest is first and foremost the welfare of the children. The primitive woman, sheltering her offspring from the elements antagonistic to its existence, the civilized but intellectually undeveloped mother lavishing often unwise care upon *her* children, the woman, intelligent and conscientious, taught through association in mutual interests the value of united effort and through wise direction the true needs of all children—each has filled her place, and the law of the survival of the fittest ordains that the last of the three shall be the woman of the future.

Undoubtedly there are women who do not understand the obligations entailed upon them as mothers, and who fail to perform even the obligations of which they are aware. Undoubtedly there are school-keepers who are not teachers either born or made. Schoolmakers and homemakers each have their limitations, but one class must help the other to more nearly fill the part which each should play in shaping the destiny of the child. If "education is life," the child must have the united work of both to be properly educated.

The States with the highest educational facilities are those where the women are the most active. They have been largely instrumental in bringing about the establishment of ethical and industrial training. They have steadily agitated the economic questions of the schools, having always been unjustly discriminated against in the matter of payment for services.

A noted sociological student writes: "Illiteracy looms largest where women have least power and grows less where they vote. Of the twenty States which have fewest illiterate children, women vote on school questions in eighteen. We have half a million illiterate children in this country and nearly two million children working for a living. In this we rank with Russia, and not with the enlightened States of Western Europe." How can we continue to boast of American opportunities when we have to admit the existence of this terrible disgrace?

Surely there is need for the women of this country, whether in clubs or out of them, to come to the rescue of these two and a half million children. It is admitted that the nature of woman is powerful in its influence on the race. Infinitely superior to even the influence of many women in sporadic attempts to influence the race, must be the organized, conscious influence of woman. Woman herself is not exempt from that law of evolution—organization. We must all "join hands" and "pull together," if we wish to effect much. Woman has not been with

us in education in the past. She is now with us individually. Do we not need her with us collectively?

The organizing of women for the first time is one of the splendid achievements of the nineteenth century. Up to that time women's lives had been isolated. They had existed only as separate individuals. The experience of men for centuries of working in organized masses was unknown to women. All through the ages appear heroic figures of women, like Deborah, Miriam, Joan of Arc, Elizabeth of England, but these were leaders of men. It remained for our own generation to develop among women leaders of women and to organize women in every community. Matthew Arnold said: "If ever the world sees a time when women shall come together purely and simply for the benefit and good of mankind, it will be a power such as the world has never known."

The world is beginning to see that time. Will Arnold's prophecy be fulfilled? Let us consider some of the work that women's organizations have accomplished in the cause of education in the schools, and in the country at large.

Upon first acquaintance with the list of responsibilities these organizations have boldly assumed and the objects they seek to compass, the inquirer might readily be reminded of those who are said to "rush in" where certain others "fear to tread." But, as investigation continues, the same inquirer is led by proof of successful accomplishment to conclude that the organizations may have been bold, but not "too bold."

No magnificent libraries built by a female Carnegie dot our land, but traveling libraries founded by women's clubs are circulating in the most remote corners of twenty-two States. In the State of Colorado the Federation of Women's Clubs organized and for two years wholly maintained the Free Traveling Library system. In 1903 the Legislature recognized its value and popularity by making the Women's Club Committee a State Commission, and now over 6000 volumes are reaching the farthest mountain fastnesses and the most lonely settlements of the rainbelt.

The work of the women's patriotic orders has been extended in nearly every community for the furtherance of the teaching of patriotism and knowledge of our country's history. We all learn by concrete lessons, and the giving of medals for essays on patriotic subjects, the presentation with ceremony of flags to our public schools, make an impression more lasting than the learning of pages of written history. The Committees on History and Landmarks, from the women's clubs, have aided greatly in patriotic work, having successfully labored for the preservation of old missions in California, of Indian mounds in Wisconsin, the collection of historical data in Washington, Louisiana and other States, the purchase by the State of the Alamo battle ground in Texas, the erection by the women of America, under the direction of the Oregon clubs, of a bronze statue at the Portland Fair to the only woman connected with the famous expedition, the squaw Sacajawa, to whose guidance Lewis and Clark were greatly indebted for their success; the preservation of the cliff dwellings in Colorado and Arizona, of the palisades in New York and New Jersey, the preservation of Niagara Falls, and the purchase and maintenance of the Mt. Vernon estate.

Whether we contemplate the women of South Carolina struggling to obtain a State Industrial School for Boys—and succeeding—or the

women of Tennessee planting schools in their eastern mountains, or the women of States east and west, variously striving for better child labor laws, or as in Tennessee for the enforcement of such laws already enacted; or whether we note the work of that grand federation of clubs in Massachusetts which offers sisterly aid in several States, even maintaining a school in the Great Smoky Mountains; or whether we commend the securing of good compulsory education laws and officers for their enforcement, on the part of Kentucky, Mississippi, Montana, Colorado and the District of Columbia; or the establishment or active support of a juvenile court in Georgia, Utah, Kentucky, Ohio, Pennsylvania, Texas and California, and our Denver juvenile court of National reputation, where Judge Lindsey frankly ascribes his continuance in office to the organized effort of the women—whether we dwell upon any or all of these manifestations of the club women's spirit, we must concede that they justify their claim to the motto, "Nothing human is foreign to me."

In the comparatively new line of arts and crafts great activity has been fostered. In every town or city where the woman's club has taken root the art committee found school rooms barren of picture, statue and bust, and has left them richer sometimes by one copy of an immortal painting, and often by a complete, harmonious decoration of an entire building. Whole communities—such as Deerfield, Massachusetts, and the club towns of North Carolina—have found inspiration and livelihood in the revival of ancient arts beautiful and culture full.

The Minnesota Federation enjoys the distinction of founding a State Art Society which has from the State an appropriation for the purpose of holding annual exhibits of works of art and handicraft, and for providing a course of lectures each year upon art.

We may have heretofore associated the State of Texas more conspicuously with cattle than with art, yet it is the Texas women's organizations that have been mainly instrumental in establishing a College of Industries and Arts for young women.

In the domain of household economics which has always been sacred to women—may its shadow never grow less—the modern club woman is quite as much at home and more able to entertain the public than women in the days of our clubless grandmothers. Perhaps their nearest approach to working in combination was the preparation of the Thanksgiving feast, and their prophetic souls could never have anticipated that their granddaughters would establish chairs of domestic science in State institutions and secure the enactment of pure food laws in twenty-five States and the National Congress.

"Whatever we want in the nation that we should put into the school" sounds well. The truth is that whatever we would have in the nation we must have in the homes that make up the nation, and, if we would put it there, we should have less complaint of the schools, and this the women are finding out. They are learning that there is much to be done to supplement the meager homes we have; people are discovering that there is a wide difference between food and things to eat, and that it is possible to be overfed without being nourished. And, as they learn themselves, they spread the gospel of the simpler life by means of college settlements, neighborhood houses, day nurseries, cooking classes and sewing schools.

The recognition of the need of scientific temperance instruction was brought about by the work of a great woman's organization—the subject not always well taught as yet, but ever important.

Without the erudition of the clubs, our grandmothers knew that “the way to a man's heart is through his stomach,” but they had not learned to *pave* the way with training schools for girls and domestic science in the schools of many States. The introduction of handiwork into the public schools has given them a practical interest to the children. There is need of further effort in connecting school routine with the realities of life else we should not need such stringent laws for compulsory education. Because children will not go home, we blame the mothers and pass curfew laws. Because children will not go to school, we pass laws, hire truancy officers and continue to blame the parents instead of cabling the Mikado to learn why his subjects want to break into the schools our boys run away from.

The women's clubs all over the country have done most effective work in organizing children's humane associations, thus implanting justice and kindness in the young. When the clubs of the country follow the example of the State Federation of New Jersey and resolve never to wear aigrettes nor baby lambskin, the wanton destruction of innocent life will be checked. The humane education crusade must also eventually result in making children more considerate even of their parents and teachers, overcoming the influence of the present distorted conception of children's rights.

Since the masculine mind is proverbially the one to solve great problems, it is not surprising that minor details of school economy have been left for the feminine mind to grapple with. The mothers are the ones to hear the cry “What shall I do?” and “Where can I go?” and to proceed to the acquisition of playgrounds and vacation schools in the cities. The success of those now secured promises soon to be followed by many more. The National Congress of Mothers through its local committees comes in contact with every school in towns where its branches are established, and, judging by the strength of Denver's committee, whose chairman is also President of the School Board, the voices of the mothers are being heard in the land.

That modern women are learning what was once thought beyond the female capacity—some business management—is shown by the free scholarships and loan funds in the gift and under the control of the various State Federations. The Michigan Federation of Clubs has a \$5000 fund, the interest of which is applied to educating girls. That of Texas has twenty scholarships, Utah two, Colorado nineteen, Kansas eighteen to bestow; New Hampshire is educating four girls at the State Normal School and working for higher teachers' salaries, while, in other localities, teachers' pensions have been obtained by women for women on account of length of service. Mississippi assisted eight girls in one year to education, while one enterprising federation helped thirty-one girls to complete their normal course and become teachers.

And the desire to help all children is shown by the unusual scholarships of the Los Angeles Clubs, and of six other cities where a sum equal to what his earnings would be, is paid weekly to the child who is the support of a disabled parent, upon presentation of a certificate of attendance from the principal of the school.

The true import of women's organizations and efforts has been misunderstood. The school people have often regarded their committees as meddling, and their advice uncalled for. But this antagonism is unnatural and undoubtedly due to misdirected if zealous efforts, or to some unfortunate personalities. A common bond should unite as fellow workers the mothers and teachers of the land.

The special phase of woman's development expressed in the women's clubs is not considered by thoughtful women as an end in itself but as one phase of their social evolution and an important means toward the attainment of that larger life which they know to be their rightful heritage. They realize that the heart of the movement is opportunity for greater usefulness and unselfish service—that all who labor effectually are agents of that Power which works in and through this universe, and in doing whose work lies the only true happiness.

One who has studied the subject of architecture tells us that the buildings men raise reflect the spirit of the times. The Acropolis of Athens perpetuates the religion and art of ancient Greece and still tells of its glories. In Rome today the ruins of the Colosseum and the Forum overshadowed by the palace of the Cæsars breathe the spirit of war, of the exaltation of law and of imperialism. The cities of the Middle Ages cluster about the great cathedrals—the common marketplace close to the sacred structure—and tell of the church dominant in the heart of the city and the citizens, overmastering with its mystery and towering in vastness, age and power over life's other, trivial concerns. In Northern Europe we find the town halls where the Republican citizens transacted their business, and the belfries from which their alarms rang. The lofty buildings most in evidence in our own country in the nineteenth century typify the commercial daring and aspiration of the age.

The examples of architecture which embody the most uplifting influence of the twentieth century should be the schoolhouses. Not immense structures where the individual child is lost sight of within, and crowded into the street without, but planned with reference not only to his intellectual needs and the culture which will make him superior, but also with their books and pictures, their playgrounds, gymnasiums and gardens, their departments of industrial training and their halls designed for the use of the people—these buildings will show the influence of woman's acceptance of her responsibilities and her co-operation with the professional educator. The two forces working together will provide for the child those means of growth and development which will help him to arrive at his full estate and, by his increased intelligence and his ability to apply it to all things great or small, to exemplify the truth of the doctrine that "real education is life."