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UNIVERSITY OF PENNSYLVANIA

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Sign Posts

DR. WALTER BARNES, of New York University, took off the kid gloves in an address which he delivered at one of the sessions of Schoolmen's Week at the University recently, and proceeded to smash a few of the classic ideals of the teaching of English in public schools.

He would not reject all teaching of the English Classics, but he would inject into public school courses in English "a large ratio of recent and contemporary literature."

"If we actually based our curriculum upon good intelligent out-of-school practice," he said, "both of adults and young people—and including, may I say, English teachers—possibly 75 to 90 per cent. of our offerings would be from modern literature. But probably most of us—even those who class themselves as liberals—would be satisfied with some 50 per cent.

"Teachers of English should formulate a procedure of reading in school which more closely resembles that of intelligent readers outside. The good reader outside of school reads more, and, generally, more rapidly, than we encourage or permit our pupils to do."

"It is exasperating to see a teacher keeping boys and girls for three weeks on 'The Legend of Sleepy Hollow' when they could exhaust its possibilities in three days—or spending a month on 'Julius Caesar' when a third of that time is sufficient."

"Why not help people formulate a better technique for rapid reading, a technique which will preserve the gusto which characterizes reading in life and add to it some of the desirable thoughtfulness which characterizes good reading in school?"

He is further quoted as saying that John Milton is "worn out and out worn"! Pope, Dryden, Johnson, Addison—"extinct!" Longfellow, Holmes, Bryant and Whitman—"second and third rate"!

He would discontinue the study of these ornaments of literature and introduce in their place "the movies and the talkies, the radio, the newspaper and the magazine, the popular song, the current book advertised and displayed everywhere, effective colloquial language of everyday life, the slang that flourishes in every community."

These remarks were seriously made by an educator of standing. We do not take them too seriously, but they are an indication of a tendency which should be widely discussed and not be allowed to work in the dark among our foundations. We do not believe that school children have the wisdom, experience or discretion which would enable them to choose the things in English literature which will develop their powers of creation and appreciation of the beautiful things of life. Such things are greatly needed to strengthen the lovely and the spiritual in our lives and so make them more pleasant to live. The basis of a sound education is an orderly mind and this requires discipline to set it upon its proper course. Older minds of training and experience, characters of fineness and spiritual quality, are needed in this process, which is not easy. Work and striving and unpleasant discipline are essential factors in the formation of character and cultivated minds. They help to refine the primitive instincts of the child. Our complex, intense modern life requires this discipline more than ever before if we are to set our civilization in order and upon a higher plane. We must try to educate our youth to fit the truth, not twist the truth to fit our appetites, moral and physical. The present indigestion is the result of the later method. There was a Quaker preacher in Philadelphia who once preached a famous sermon from the text, "Truth for authority, not authority for truth."

A Women's College

CO-EDUCATION has troubled the alumni body for very many years and beginning with the Report of the Committee of One Hundred in 1921, very definite official pronouncements have been made concerning their feelings about it. These have been reiterated almost annually by the General Alumni Board, the Associated Pennsylvania Clubs or the Organized Classes with great unanimity of opinion and so much has been said and printed about it, that the alumni are no doubt familiar with conditions as they exist at the University respecting it. In their announcement of policy answering the Report of the Committee of One Hundred and inaugurating the University Fund, the Board of Trustees definitely commit themselves to the establishment of a separate Women's College, as a solution of the problem. This was in accord with the wishes of the alumni insofar as it went. The alumni taking the position however, that the organization should be a separate one, such as Radcliffe College at Harvard and Barnard College at Columbia, each of which confers degrees in its own name and has a separate President and Board of Trustees.

It will be very gratifying to all alumni who read the announcement in another place of this issue of the Gazette that a College of Liberal Arts for Women is to be immediately organized and to come into existence July 1, 1933. This is a step in the direction the alumni have desired and it will pay them to read carefully the Report of
the Committee, which has made this proposal, now approved and adopted by the Board of Liberal Arts and the Board of Trustees.

With a name left open for future events, the opportunity will be immediately available for development and progress when better times return and funds are available.

The eventful move had its inception because of conditions that have arisen in the School of Education, and as this department also has been under the critical eye of the alumni, it will be welcome news to them to read of the proposed new arrangements, which will make its character more appropriate to University work. It would seem that events and conditions have all been working towards a justification of the position taken on behalf of the alumni by the Committee of One Hundred and we can feel a new enthusiasm in the support of our University, as it steadily develops along these lines.

A Separate College For Women

GEORGE WM. MCCLELLAND
Vice-President in Charge of the Undergraduate Schools

FIFTY years ago last November the Trustees adopted a resolution offered by ex-Provost Harrison calling for a separate collegiate department for women as soon as funds might become available. Even earlier than that the Trustees had been concerned with the question of the responsibility of the University of Pennsylvania for the higher education of women, but the action of the Board in 1882 put the University squarely on record as favoring the scheme of development that has characterized Harvard, Brown and Columbia rather than the co-educational plan of the Western universities and of such urban institutions in the East as George Washington, Temple, and New York Universities. This decision has been reaffirmed from time to time, and action to make it effective has been urged repeatedly by the Associated Alumni Clubs.

In the absence of a general cultural curriculum for full-time women students the University has gradually increased its offerings for women, in part recognition of the needs of the community. The Graduate School and several of the professional schools are co-educational, and undergraduate courses in Biology, Education, Music, and Fine Arts have developed upon the same basis. As a result there has been for several years a large enrollment of women students although the curriculum in Liberal Arts that many of them regard as most desirable has not yet been provided.

GROWING DEMAND FOR A WOMEN’S COLLEGE

In recent years the rather insistent demand for a College for Women has been growing steadily. The best independent women’s colleges have been unable to admit all qualified applicants, and, even if this were not the case, there are many young women in Philadelphia and the outlying communities who desire to remain at home while taking a college course, or else are forced by circumstances to do so. Many have a decided preference for a course given by a strong faculty also engaged in teaching men, and for the atmosphere of a large university rather than the campus of
ganization of The School of Education recently adopted by the Trustees upon recommendation of the faculty.

With the large number of teachers' colleges and Colleges of Liberal Arts offering programs of teacher training, it has become evident that the universities can serve most effectively by making their resources available in the higher reaches of professional training, particularly in the field of graduate study. It has, therefore, been decided that in the future The School of Education will limit its professional courses to the Upper Division (junior and senior years) and to post-graduate instruction, admission being based upon two years of general cultural work but involving also a careful selection of students who give reasonable assurance of success as workers in the educational and related fields.

The work of the junior and senior years will include both academic and professional subjects and will lead to the degree of Bachelor of Science in Education. Practice teaching will be postponed to the graduate year, in which there will also be the opportunity for further specialization, admission to this graduate year being also the result of a selective process.

In this way, The School of Education will be able to give a much more thorough preparation for work in the field of education and should give added prestige through the quality of the service rendered by its graduates.

To afford women students the opportunity of taking the two years of cultural work required for admission to The School of Education and to meet the demand for a four-year course in Liberal Arts for women leading to the A.B. degree, the Trustees have established a separate College of Liberal Arts for Women, to become effective July 1, 1933. This step involves no expansion and no addition to present instructional costs but merely a reorganization of curriculum based upon existing courses open to women.

With the growth of The School of Education, there has been a gradual increase in the number of classes for women in order to provide the cultural courses fundamental to the curriculum, and also to offer opportunities for specialization in the subjects that students may be preparing to teach. As a result, the University can offer a curriculum in Liberal Arts that compares favorably with those in the better women's colleges without providing any classes for women not at present in existence.

The headquarters of the new college will be in Bennett Hall, with classes held in that building as far as possible. Although for the present, it will be necessary to use existing physical facilities, the step that has been taken is in line with the announced policy to establish a separate plant and campus for the College for Women when and as funds are available. Until this plan can be realized, a limited amount of joint classroom instruction in advanced or specialized courses will have to be continued as at present, but without extension; and a constant effort will be made to separate men and women students in both classrooms and laboratories.

The College for Women will have its own dean and a faculty selected from the faculties of other schools, the curriculum being the same as that for men in The College. The quota of students to be admitted will be determined upon the principle that the combined enrollment of full-time undergraduate women students in the College for Women and The School of Education shall not exceed the maximum number of full-time women students previously authorized for Education and Biology.

The establishment of a separate College of Liberal Arts for Women not only meets the present needs of the University but is also a step in the direction of carrying out a University policy approved at the time of the foundation of the University of Pennsylvania Fund. It is also in line with the frequently expressed views of the alumni.

OLD PENN'S WOMEN'S COLLEGE

Creation of a college for Women at the University of Pennsylvania, in a structural sense, is a matter of the indefinite future. There are no funds on hand for such a project, and none are in sight. Nor will there be any expansion, for the present, in the number of women admitted to undergraduate classes. Accommodations are lacking for any major
influx and the limit has been set at the approved maximum enrollment in the School of Education, which is now somewhat in excess of 700, but has been higher in the past. The exact figure has still to be established.

The practical effect of the policy just announced is to make available to women, for the first time, the degree of bachelor of arts. The University has never been co-educational in the true sense of the term. Prior to the development of the School of Education, in recent years, women were comparatively rare in the class-rooms, being admitted only to courses leading to degrees in biology and the fine arts, excluding architecture. The innovation, such as it is, is confined to splitting the School of Education, so that, after the first two years, its students may pursue either professional or purely cultural courses.

Pending the provision of duplicate facilities, there will continue to be joint use of chemical laboratories and like educational equipment, though women students will be organized in separate sections. In recitation classes the segregation will be complete. Necessarily make-shift at present, the program constitutes the first step toward the realization of an entirely new institution, off the campus, bearing the same relation to the University that Radcliffe bears to Harvard and Barnard does to Columbia.

—Evening Bulletin

COEDUCATION IS DOOMED AFTER LONG HESITATION

The University of Pennsylvania Has Decided to Set Up a Separate College for Women

Every one familiar with the facts has been aware for years that the trustees of the University of Pennsylvania have not been hospitable to making the University frankly a coeducational institution. Women students have been in the University, but they are not of it. They are admitted to the Law School, the Medical School, the Dental School and the School of Education and to some other departments, but they have not been allowed in the College of Liberal Arts, the Wharton School, the Towne Scientific School, the Moore School or the School of Veterinary Medicine.

A little more than fifty years ago the trustees voted to establish a separate college for women. Seven years later the late Colonel Joseph M. Bennett gave to the University a group of buildings at the corner of Thirty-fourth and Walnut streets, so that the cause of coeducation might be advanced. In his will he bequeathed to the University the Chestnut Street Opera House, with the same motive. With the funds made available, a building known as Bennett Hall has been erected on the Walnut street plot for the accommodation of the women students. A women's dormitory has also been obtained in Chestnut street. But the women students still occupy an anomalous position in the University.

The trustees last week voted to carry out in a general way the plan of the resolution of 1882 to establish a separate college of liberal arts for women. It is the announced intention when the money is available to build a plant for this college away from the present campus and equip it with all the apparatus necessary for such a college as though it were an independent establishment.

This settles the policy of the University after many years. It means the definite abandonment of any attempt to make the College of Liberal Arts coeducational. It also means following the example set by Harvard, Columbia and Brown.

These institutions, urged by the believers in coeducation to admit women, set up separate colleges where women received instruction of the same quality as that offered in the parent institution.
The women's college in the University of Pennsylvania will begin its separate existence on July 1 with a dean at its head. Until the new plant is built, the instruction will be given by the same men who teach in the men's college. What the arrangements will be after provision is made for the new college away from the campus of the University remains to be decided. The decision would be hastened if some believer in higher education for women would provide the money for the new buildings. No such generous person, however, is now in sight.

The decision of the trustees will gratify those graduates of the University who have not been pleased with the presence of women on its campus. It has been said that graduates living in Philadelphia have been sending their sons to other colleges, where women are not present, and a committee was appointed some time ago to inquire into this charge. So far as is known, the committee has made no report.

There are two schools of thought on the subject of co-education. The members of one school insist that it benefits both the boys and the girls. The members of the other insist that it is better for many reasons that boys and girls be educated separately after the grammar school age.

An interesting opinion on the subject was once expressed by a former head of Syracuse University, which is a coeducational institution. He was asked by the president of Colgate University why the Colgate football team, recruited from the students of a much smaller college, should be able to defeat year after year the team of Syracuse. The answer was that the young men who choose a coeducational college are not the vigorous, manly type of those who go to a man's college. The believers in coeducation would insist that this was only a specious alibi offered to explain inferiority in athletic prowess. A candidate for the degree of doctor of philosophy might inquire into this subject and write a thesis on it. He might find that it would take something other than coeducation to explain the weakness of the football teams of some of the men's colleges last year. The decision of the University of Pennsylvania against coeducation, however, was made without any consideration of athletic achievement.

—Evening Ledger

Merle Odgers, A.B. '22, A.M. '24, Ph.D. '28, who is to be Dean of the new Women's College, is Assistant Director of Admissions and Assistant Professor of Latin. He has written numerous articles of note upon philological subjects.

Illustrations of women students by courtesy of Inquirer.

Co-education

The minutes of the Board of Trustees disclose the first attempt at co-education in the report of their Committee, September 11, 1764, as follows:

“A School for Girls was never a part of our original Plan, it is unbecoming and indecent to have Girls among our Students; it is a reproach to our Institution, and were our Friends able to support them, as they are not, they should be removed to another part of the City.”

Between 1880 and 1890 efforts were made to introduce a system of co-education into the University, but the proposition was rejected by the Trustees and the idea of the ultimate foundation of a separate Woman's College in the University was substituted. In the fall of 1889 this object seemed to be brought into the field of possible attainment by the gift from Colonel Joseph M. Bennett. His letter to the Provost was as follows:

“Dear Sir:—I hereby donate to the Trustees of the University of Pennsylvania the two adjoining properties on the southeast corner of 34th and Walnut Streets, clear of
encumbrances, to be occupied for the purpose of a College for Women in connection with said University, said college to be under the direction of a Board of Managers to be appointed by the Board of Trustees. I do this because I am desirous of promoting the higher education of women, and yet recognize the difficulties connected with complete co-education."

In 1896 the University received the Joseph M. Bennett bequest, which now in accrued interest and property is worth more than a million dollars. This bequest was made to the University and accepted by the Board of Trustees with the specific provision that it was to be used for the co-education of women or girls. Here are the provisions of Colonel Bennett's will on this point:

"I further bequeath to the Trustees of the University of Pennsylvania all of the real estate known as the Chestnut Street Opera House, with all the fixtures and scenery connected with the same, of which I am the owner; the property or properties embracing Nos. 1023, 1025, 1027 and 1029 Chestnut Street. My object in making the aforesaid donation to the Trustees of the University of Pennsylvania is most especially to encourage and enable them to carry out the scheme of co-education of women or girls as has been commenced in the buildings heretofore donated at the southeast corner of 34th and Walnut Streets in a more thorough, extended, practical and liberal manner, and for the purpose of erecting new buildings and doing everything in relation thereto which will be most creditable to me as the donor and to the University..."

In a codicil to the will Colonel Bennett provided as follows:

"Moreover, I will and bequeath to the Trustees of the University of Pennsylvania the property 1021 Chestnut Street, adjoining 3342, 3344 and 3346 Walnut Street at the southeast corner of 34th and Walnut Streets, known as the Bennett Hall, to the Trustees. Now my object in making this bequest is to further aid and encourage the said Trustees in carrying out more practically and thoroughly the co-education of women and girls in relation to the scheme which has been commenced in the said houses at the southeast corner of 34th and Walnut Streets and to erect a new building covering all of the entire ground belonging to or connected with the six houses abore named and do everything possible in furtherance of said co-education scheme for women and girls."

The Trustees consented this fund and erected Bennett Hall at the southeast corner of 34th and Walnut Streets. Women were admitted to the Law and Graduate Schools in 1883. With the establishment of the "College Course for Teachers" a back door to the A.B. degree for women was opened. In 1914 the Medical and Dental Schools were opened to women and the School of Education since its foundation in 1912 has always had more women than men. The three undergraduate departments which remain petitioned through their faculties, at the request of Provost Smith, for co-education in 1918. Their requests were referred to a committee of the Board of Trustees, of which Mr. Randal Morgan is the chairman.

In 1917 the Alumni Committee on the School of Education in its report to the Board of Trustees gave an indication of alumni feeling when it said:

"We do not minimize the value of this course, but the Trustees must recognize that in its continuance under the present circumstances, the University is rapidly approaching the character of a co-educational institution. College Hall is filled with women, and the patronage of the School is not confined to branches specifically of the School itself, but extends to such undergraduate classes in the Arts Department as form a portion of the curriculum of the School of Education. Accepting, therefore, that in this School and in the classes allied thereto, co-education now definitely exists, with the possibility of even further extensions, your Committee cannot consider such a condition as beneficial to our University or its standing in the College World, and we submit that it requires recognition and speedy remedy.

A natural suggestion to correct this difficulty is the removal of the School of Education to a separate building so far distant from our present plant as not to necessitate the existing association of male and female students. This proposition assumes practical value to the School from the fact that no space is now available for a Woman's College on our present territory.

The bequest of the Bennett Fund, we understand, has now reached such a size that suitable buildings could be erected for a College for Women, in which the School of Education could be housed, there being a natural relationship between the two. The plot at 34th and Walnut Streets appears to us to be entirely too small to provide for the growth that may reasonably be expected, and it would seem an economical error to make use of that plot for class-rooms, if it could be devolved to such kindred uses as possible without departing from the terms of the Bennett will. By the selection of another site an opportunity is offered for the development of the Woman's College, which is much to be desired, and the beneficence of philanthropic women could well be expected to be enlisted for its endowment."

At a special meeting of the Board of Directors of The General Alumni Society held on January 11, 1918, the following resolution was adopted:

"Whereas, The Board of Directors of The General Alumni Society of the University of Pennsylvania has heard with grave apprehension reports that the officers of the University are planning for the immediate admission of women to undergraduate courses in a co-educational basis, and whereas the traditions of the older universities of the country, reflecting the customs and convictions of the society in which they exist, are opposed to the co-education of men and women in undergraduate courses. Now, therefore, be it resolved that in the judgment of this Board, it would not be wise for the Trustees to take immediate action, but to defer until the subject may be more fully considered."

The Secretary was instructed to inform the Trustees in transmitting the resolution to them that it was adopted at a special meeting of the Board of Directors called for the purpose, due notice of which had been sent to each Director. The Trustees referred this to Mr. Morgan's Committee. The Committee on the College reported to the Trustees in 1920:

"The question of co-education has been allowed to go over for another year without any result save rumors that are not substantiated. Our opinion, repeatedly expressed before, is that the system of combining young men and women in one educational institution is not only detrimental to its repute in the collegiate world but also to the students pursuing the courses. At the same time the demands of women for a higher education cannot be minimized. Never have the justice of their claims and their capability to receive their need been more pronounced than at the present time, when the circumstances of the war give an unusual eminence to the qualifications of women as factors in the world's work,
but your committee utterly fails to appreciate the proposition that a woman's higher education can be obtained only in conjunction with that of men. We can, in negation, state that openly expressed revolt is noticeable in the undergraduate body at the anomalous condition with which they are linked and intense dissatisfaction in the alumni body at the loss of prestige their Alma Mater undergoes, this being carried to the extent by many of them, and some whom we can ill afford to lose, sending their sons to other institutions. The morale of the student body suffers, the loyalty of the alumni is affected, and the interests of the University suffer accordingly.

With these conditions so evident your committee feels that it can worthily repeat the call made upon the Trustees a year ago for the remedy that is in their hands. It is that of the founding of a Woman's College. By far the greater portion of the women attending the University come in through the School of Education, which is in itself a graduate school. The removal of that body of students to a separate building, constructed on modest lines, would meet the requirements demanded so justly and remedy the condition that confronts us with a portend of results still more unhappy for the health of the University."

All of these reports were approved by the General Alumni Board.

The Committee on the College reported in 1917:

The location of the School of Education in College Hall has produced a condition that we much regret and to which we shall ask that serious consideration be given. The increase in women students attending college courses open to students in this school adds to the embarrassment of the faculties and the difficulties of the faculty, while at the end of the lecture hours when students are passing from room to room, the number of women in the corridors at times outnumber the men, and to an outsider would seem to constitute co-education in effect if not in name. College Hall was not designed for such a condition and it is not thought that a satisfactory solution of the problem within the building is possible. The present situation is unfair to both the men and women students, and the necessity of a separate college for women removed from the Campus is becoming more and more apparent and in the opinion of the Sub-Committee is well nigh imperative.

In 1918:

Since the last report repeated rumors have been prevalent that those in authority are seriously considering throwing open the undergraduate College courses to women as well as men, and definitely committing the University to the principle of co-education. We are unwilling to believe that the pressing financial situation has impelled this movement, which would carry with it such grave consequences, and our apprehension becomes in consequence the more acute.

The Committee on the College takes this opportunity to place itself on record as being adverse to the principle of co-education. We are unwilling to believe that the pressing financial situation has impelled this movement, which would carry with it such grave consequences, and our apprehension becomes in consequence the more acute.

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In 1919:

In a report of this nature the important question of the liberal education of women cannot be properly omitted. Though your committee cannot renounce its position, so often stated, of the disadvantageous results of courses shared mutually by young men and women, we urge that the most immediately compelling need is the providing of proper facilities for a Woman's College. The capabilities of women for a liberal education, let alone the justice of its being granted them, never appeared in a more brilliant light than has been shown since the inception of the World's War, now happily nearing its end, and no liberality should be withheld in allowing young women the same ample advantages that are granted our boys. They deserve it, and it should be theirs, but with no detriment to our own institution, and with a full recognition not only of their rights to their own but of the advantages they gain by having it their own. With the financial foundation already in our hands but comparatively little more is required to complete a fund of sufficient size to ensure the success of a project so worthy. Surely, with the influence of such men as compose the body of our Trustees, the additional sum needed, from but a few broad-minded men and women, much enriched, as many have been, during the past five years, could be obtained, and may we not ask the earnest consideration of a project not only so just, but so necessary.

At the Wilmington Conference of the Associated Pennsylvania Clubs in 1920 the following recommendations of its Welfare Committee was approved:

Co-education in the Undergraduate Departments should not be permitted and an equally good school for women should be established in a separate building with money obtained from the Bennett foundation; the women's college to be conducted under University management.

The Committee of One Hundred in 1921 incorporated the following in its statement of Alumni policy:

The establishment of a separate department for women on the Bennett Foundation, and the segregation of men and women in undergraduate courses of instruction.

Graduate Instruction.

To be ex machina is dangerous for one less than a god. Not least it is apt to provoke thought and no one can be sure that the results will not be subversive. However, when one sees his friends in graduate schools snatching time for their major intellectual concerns in the midst of examinations, class room engagements, laborious evaluation of undergraduate papers and all that, his sympathies are aroused—for them and for the teachers whose time is preempted by the same process at the other end of the log. It is not at all a question of physical en-