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Bryn Mawr College Twenty-Fifth Anniversary

Bryn Mawr College

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THE FORMAL OPENING OF BRYN MAWR COLLEGE TOOK PLACE TWENTY-FIVE YEARS AGO ON SATURDAY OCTOBER TWENTY-THIRD 1885. ADDRESSES WERE MADE BY PRESIDENT JAMES E RHOADS, PRESIDENT DANIEL C GILMAN, PRESIDENT THOMAS CHASE, AND JAMES RUSSELL LOWELL.
ORDER OF EXERCISES
FRIDAY EVENING, OCTOBER TWENTY-FIRST
EIGHT TO NINE O'CLOCK

Lantern Night in the Cloister Garden of the Library

Lanterns were first given in the autumn of 1886 by the Class of 1889 to the Class of 1890. The first Lantern Night was held in 1897.

Procession of Sophomores through library cloisters. Presentation of lanterns by Sophomores to Freshmen to light their way through the group system. Singing of “Pallas Athene” by Sophomores. Freshmen’s lantern song.

Παλλάς Ἀθηνα, θεά
Μαθήματας καὶ ἀθέους,
Σὲ παρ' ἡμεῖς ἴμεν,
'Ιρύσαυσαι σοι δεινή
"Ἀκουὲ! Ἀκουὲ!"

Μαξάρις, αὐτώμεν,
Ἡμὲν σουφίαν δίδου,
Ἡμὲν σουφίνου ἄει,
Δάκαρ θεία, ἀκουὲ,
"Ἀκουὲ! Ἀκουὲ!"

"Ἡρίζε νῦν τοὺς λόγους,
'Αει φανώς φῶςεν
Δαμπρόντες τὴν ὀδόν,
Μελῶν φανῶν ποιόντες,
"Ἀκουὲ! Ἀκουὲ!"

Composed by Madeline Vaughan Abbott Bushnell, ’93, and Bertha Haven Putnam, ’93

Class Song, ’93

NINE TO TWELVE O'CLOCK

Director’s Dinner to Delegates, Faculty, and Other Invited Guests in the College Gymnasium

Toast Mistress: President Thomas.
Subject of Discussion: Liberal versus Vocational College Training.
Speakers:

Mr. Howard Comfort of Philadelphia, President of the Board of Directors of Bryn Mawr College—Welcome to Guests. President Francis Brown, President of Union Theological Seminary, New York City (Liberal Training).
President Richard Cockburn Maclaurin, President of Massachusetts Institute of Technology, Boston (Vocational Training).

President Ellen C. Sabin, President of Milwaukee-Downer College, Milwaukee (Vocational Training).

Professor John Dewey, Professor of Philosophy and Lecturer in Psychology in Columbia University (Vocational Training).

Mr. Walter Hinds Page, Editor of *The World's Work*, New York City (Liberal Training).

President Eugene A. Noble, President of Goucher College, Baltimore (Liberal Training).

Doctor Jacques Loeb of the Rockefeller Institute for Medical Research, New York City (Vocational Training).

Sir William Mitchell Ramsey, Professor of Humanity in Aberdeen University, Scotland (Liberal Training).

Dr. Talcott Williams of *The Philadelphia Press* (Liberal Training).

President Charles Sumner Howe, President of the Case School of Applied Science of Western Reserve University, Cleveland (Vocational Training).

Mr. James Wood of Mount Kisco, New York, Vice-President of the Board of Directors of Bryn Mawr College (Liberal Training).

President Cyrus Northrop, President of the University of Minnesota (Vocational Training).

Mr. Norman Hapgood, Editor of *Collier's Weekly*, New York City (Liberal Training).

Dean Marion Reilly, Dean of Bryn Mawr College (Liberal Training).

President Abbott Lawrence Lowell, President of Harvard University (Liberal Training).

The addresses occupied one hour and forty minutes. Each speaker was limited to five minutes, the time being marked off by an automatic triangle. Three hundred and fifty guests were present at the dinner.
SATURDAY, OCTOBER TWENTY-SECOND

TEN TO TWELVE-THIRTY O'CLOCK

Round Table Discussions in Assembly Room of Taylor Hall

An invitation to attend these discussions was extended to the teachers of all the more important secondary schools for girls in Philadelphia and the neighborhood. Great numbers of teachers were present.

A.—Head Mistresses' Debate, 10.00–10.45

College Entrance Requirements versus Four Years' High School Course. Do college entrance examinations benefit, or injure work and standards in secondary schools?

Chairman, Dean Henry Burchard Fine, Dean of the Faculty of Princeton University.

Debaters: Miss Edith Hamilton, Head Mistress of the Bryn Mawr School for Girls, Baltimore, Maryland.

Mr. Stanley R. Yarnall, Head Master of the Friends' Preparative Meeting School, Germantown, Philadelphia.

Mrs. Elizabeth Ware Winsor Pearson, Vice-Principal of the Winsor School, Boston.

Doctor Julius Sachs, Professor of Secondary Education in the Teachers College, Columbia University.

Miss Catherine R. Seabury, Principal of St. Agnes School, Albany, New York.

Miss Mary C. Wheeler, Principal of Miss Wheeler's School, Providence, Rhode Island.

Miss Susan Braley Franklin, Head of the Classical Department of the Ethical Culture School, New York City.

Conclusion: Pro, Dean Fine, Miss Hamilton, Mrs. Pearson, Miss Wheeler, Miss Franklin.

Con, Mr. Yarnall, Professor Sachs, Miss Seabury.
B.—Presidents' and Deans' Debate, 10.50–11.35

Lay Criticism versus College Teaching. Is it justified?

Chairman: President Cyrus Northrop, President of the University of Minnesota, vice President Henry Smith Pritchett, President of the Carnegie Foundation for the Advancement of Teaching, who was unable to be present on account of illness.

Debaters: President William Herbert Perry Faunce, President of Brown University.
Mr. Clarence F. Birdseye, Editor of The American College.
Dean Edward G. Griffin, Dean of the College Faculty of Johns Hopkins University and Professor of the History of Philosophy.
President Marion LeRoy Burton, President of Smith College.
Dean Ellen Fitz Pendleton, Dean of Wellesley College.

Conclusion: Colleges are in process of reforming themselves from within. Criticism to some extent justified.

C.—Scientific Professors' Debate, 11.45–12.30

Scientific Courses versus Literary, Historical, and Economic Courses in American Colleges. Are they losing ground?

Chairman: President Richard Cockburn Maclaurin, President of the Massachusetts Institute of Technology.

Debaters: Professor Margaret E. Maltby, Assistant Professor of Physics in Barnard College.
Doctor Jacques Loeb of the Rockefeller Institute for Medical Research.
Doctor Florence R. Sabin, Associate Professor of Anatomy in Johns Hopkins University.
Doctor Lilian Welsh, Professor of Physiology and Hygiene in Goucher College.
Mrs. Ellen H. Richards, Instructor in Sanitary Chemistry in Massachusetts Institute of Technology.
Conclusion: If scientific courses are losing ground, there is no intrinsic reason for it.

The chairmen opened and closed the debates in two speeches of five minutes each. The debaters were limited to five minutes each.

TWELVE-THIRTY TO TWO O'CLOCK

President's Luncheon at the Deanery to Directors, Delegates, Faculty, and Invited Guests to meet the Speakers of the Twenty-fifth Anniversary.

TWO-FIFTEEN O'CLOCK

Formation of the Procession in Taylor Hall

ORDER OF THE PROCESSION

Marshals
The President of the College and the President of the Board of Directors
Board of Directors of Bryn Mawr College

Marshals
The Speakers of the Twenty-fifth Anniversary and the Senate of the College
Deans of the College

Marshals
Delegates of Universities and Colleges open to women in order of date at which their institutions admitted women as collegiate, graduate, or professional students, or taught them in affiliated women's colleges

Delegates of Universities and Colleges not open to women in order of foundation

Marshals
Delegates of Learned Societies
Board of Directors of the Bryn Mawr College Alumnae Association.
Marshals

Delegates of ten Preparatory Schools which have sent not less than thirty pupils to Bryn Mawr College

Marshals

Members of other University and College Faculties not Delegates

Marshals

Faculty and Staff of Bryn Mawr College
Fellows of Bryn Mawr College

Marshals

Graduate Scholars of Bryn Mawr College
Graduate Students
Undergraduate Students

TWO-THIRTY O'CLOCK

Celebration of the Twenty-fifth Anniversary of the College in the Cloister Garden of the Library

(On account of the inclement weather the anniversary exercises were held in the college gymnasium.)

National Anthem

O say, can you see, by the dawn’s early light,
What so proudly we hailed at the twilight’s last gleaming,
Whose broad stripes and bright stars,
through the perilous night,
O'er the ramparts we watched were so gallantly streaming!
And the rocket’s red glare, the bombs bursting in air,
Gave proof through the night that our flag was still there;
O say, does that star-spangled banner yet wave
O'er the land of the free, and the home of the brave?

On that shore dimly seen through the mists of the deep,
Where the foe’s haughty host in dread silence reposes,
What is that which the breeze, o'er the towering steep,
As it fitfully blows, now conceals, now discloses?
Now it catches the gleam of the morning’s first beam,
In full glory reflected now shines on the stream;
'Tis the star-spangled banner; O long may it wave
O'er the land of the free, and the home of the brave.
O thus be it e'er, when freemen shall stand
Between their loved homes and the war's deso-
lation,
Blest with victory and peace, may the heaven-
rescued land
Praise the power that hath made and preserved
us a nation.
Then conquer we must, when our cause it is
just,
And this be our motto—"In God is our trust."
And the star-spangled banner in triumph shall
wave
O'er the land of the free, and the home of the
brave.

PRAYER BY PROFESSOR GEORGE A. BARTON,
Professor of Biblical Literature and Semitic Languages
in Bryn Mawr College.

O God, in whom we live and move and are, we lift our hearts to
Thee in glad thanksgiving to-day for all the blessings which have
attended us as a college during these years. We thank Thee for
the founder of the college and his benefaction, for all who by gifts
have contributed to its upbuilding, for those who have given their
lives to its government and instruction, and for the earnest young
women who have formed its student body. We thank Thee for the
high ideals which have been conceived or nurtured here, and for the
noble work in which many are engaged who have gone out from this
place. With deep gratitude for the past we invoke Thy blessing
upon the college for the years that are to come. We know that
Thy blessings are not bestowed arbitrarily, but that they are given
to those who obey Thy righteous laws and perform Thy will. Help
us, we beseech Thee, and those who shall come after us, so to un-
derstand Thy truth and to dedicate ourselves to its service that it
may be possible for Thy blessing continually to attend us. So
direct the purposes of those who administer the government of this
college or share in its teaching or its life, that at Bryn Mawr the
lamp of true learning and the light of pure religion may ever be
undimmed, and truth and righteousness prevail.

We invoke Thy blessing to-day upon those of our graduates who
are not here. Wherever they may be—bearing home burdens,
sharing in industrial work, giving their lives as teachers, engaged in social reform and the redemption of the slums, or as missionaries carrying the light of life to the dark places of the earth—give them the comfort and the help of Thy Spirit and make them able to render efficient service to God and to bear the inspiration of chastened and intelligently sympathetic spirits to mankind.

We invoke Thy blessing to-day, O God, upon all universities, colleges, and schools. As in the past Thou hast made these institutions the instruments of manifold blessings to men, prosper, we beseech Thee, in the years to come, their work of instruction and research. Reveal Thyself to those who faithfully study Thy works. Help them to pursue truth with fearlessness and reverence. Enable them continually to extend the boundaries of knowledge, and make them wise with that wisdom which comes to the soul when it is alone with Thee.

We thank Thee to-day for our land, for its liberal institutions, for the freedom which it affords and the opportunities which we enjoy. We pray that this college and all institutions of learning in this and other lands may continue to send forth those who shall be blessings to the nations. May there go out from them from year to year those who are strong to penetrate the secrets of nature, to interpret the beautiful, and to engage in that prophetic service which is to make the kingdoms of this world the Kingdom of our Lord and Savior Jesus Christ. Amen.

Addresses of Congratulation

PRESIDENT THOMAS: It is a great pleasure and honor to introduce to you the eminent college president who for twenty-four years has directed to an ever higher level the material and intellectual destinies of the great woman's college which began its work of giving women a true college education in 1865, and thus became the model and leader of us all—President James Monroe Taylor of Vassar College.
ADDRESS BY PRESIDENT JAMES MONROE TAYLOR

It is a day for hearty congratulation to Bryn Mawr on her adherence to sound scholarship, her exaltation of scholarly ideals, and her academic and her worldly success. For we all know—do we not—that these are different aspects of success, that some institutions have one, and some the other, and some both, and we congratulate Bryn Mawr on her achievement in both these coveted directions.

In one aspect at least she is to be congratulated on having begun her career of usefulness twenty-five years ago. There are advantages in starting late. The hardest pioneer work is done for us, and many a tough question has been threshed out, and we learn by the experiments of others what to avoid, at least, and sometimes, too, what to strive for. The way through the forest has been blazed, to be opened and improved. The battle was a real one—it is still fought in particular communities and in individual minds—which settled a woman's right to an education at least as good as her brothers could gain in our American colleges. Discussion had waxed hot over the kind of education a girl should have. No more serious mistake can be made in this matter than to assume, as some of our educational leaders have, that in the beginning of this great movement the men and women who stood for it were determined to give a man's education, as then understood, to women. That is false to history. They struggled with the question, how to adapt the training of the American college to the fancied special needs of girls, and they kept the old curriculum, in the main, because they could not discover any more clearly than their successors have, a better way of training the mind of a woman between eighteen and twenty-two, or any specific differences of mental capacity or tendency calling for a different method of treatment. The battle had been fought through once and the issue settled, as far perhaps as it ever can be. We are still sometimes infelicitously chided as having given no thought to it; we are still criticized for not having settled questions of vocational education for girls by those who have not been able to settle them for boys. But a woman's right to higher education, her ability physically and mentally to profit by
it, her capacity to use it in professional, social, and domestic life, the maintenance, despite all fears, of her true womanliness, and the failure of her education to unsettle all the foundations of the family and society—these once vexed problems had been discussed until we saw the truth with tolerable clearness before Bryn Mawr took up her admirable work.

As I have regarded her career with intense interest from the point of view of a fellow worker since her second year, I am disposed to suggest as among her chief contributions of the twenty-five years, first, the splendid emphasis she has put upon advanced scholarship for women. I think her fine devotion of so large a part of her income to fellowships and scholarships perhaps without parallel in our country. It has been a steadfast devotion, too, untouched by the considerable variations of interest in the educational world that have sometimes forced the question as to the present desire for these great helps to higher scholarship. But Bryn Mawr has been steadfast; never has it yielded an inch of its purpose to offer women the best that can be had.

I suggest again the generosity of her welcome to these scholarships of the graduates of other colleges and universities. All over our land there are women graduates of other institutions who owe to this one the encouragement and possibility of their higher attainments. Well may they rise up to-day and call her blessed!

She has insisted, once more, from the start, on a high grade of scholarship in her faculty as essential to scholarly ideals in the students. Only those of us whose memory and experience reach back to her beginnings appreciate all that means for the American college for men and women, and here Bryn Mawr's influence has been marked and constant in American education.

Finally, she has broadened the social side of woman's college life and helped to introduce an atmosphere of larger liberty than women's colleges had known before her time.

These are but suggestions of the important influence she has exerted in twenty-five years, and time would fail me to discuss them further. We all rejoice in her success and her power, not the less because we have our own ideals, and know the difficulty of maintaining them in a worldly age. We may differ among ourselves as to methods and as to theories, as to modes of teaching, as to the best way of achieving results we all hope for. We must so differ as long
as we think, and have no master to compel a so-called and formal
unity. But we recognize ideals where we see them, and we are
proud to-day of a college that has stood for them under a leader—
may we not also say creator—who has never wavered, never lost her
courage, never abandoned her purpose, and who from the start till
now has been the inspiration of the admirable career of Bryn Mawr
College. None of our colleges bears more indubitably the impress
of the mind that formed it and has developed it, and we congrat­
ulate President Thomas to-day upon Bryn Mawr College, as we con­
gratulate the college upon its President and its great achieve­
ment.

PRESIDENT THOMAS: In introducing the next speaker I must
apologize for departing from strict chronology in order to be truly
eueducational and alternate duly the men and women college
presidents on our platform. Although both Wellesley and Smith
opened their doors in 1875, the charter of Smith College was
granted first, in 1871. It is a matter of the deepest regret to all
interested in women's education that for reasons of health President
Hazard should have been compelled in last July to close her brilli­
ant and successful administration of Wellesley College. We regard
it as a mark of her high regard for Bryn Mawr that she has con­
sented to bring us in person the congratulations of the college which
she has guided for eleven of the twenty-five years of Bryn Mawr's
existence so wisely and so well into ever broadening scholarly
achievement—Miss Caroline Hazard, President of Wellesley
College from 1899 to 1910.

ADDRESS BY EX-PRESIDENT CAROLINE HAZARD

MADAM PRESIDENT:

I rejoice to speak once more for Wellesley College, and at the
express wish of the Faculty and Trustees to bring the congratula­
tions of an elder sister to Bryn Mawr. It is three months since
I have ceased to be the president of Wellesley, but possibly I can
speak with more appreciation of the value of college work, as my
special part in it falls into perspective.

In new countries the completion of twenty-five years is a very
appreciable portion of time, and this assemblage is gathered
together to congratulate Bryn Mawr upon the excellent achievement of this first quarter-century of its existence.

It has been especially fortunate to have had practically one direction during all these years. For while President Thomas was Dean and is still affectionately called "Dean Thomas" by many of her older students, it was well understood that her foresight and judgment were greatly relied upon by the administration, and that her hand has been upon the wheel which has guided this ship into its present port. No other college in America has perhaps such unity of design as Bryn Mawr. Long acquaintance with the cloisters and walks of the secluded English colleges has enabled President Thomas to reproduce in a very beautiful manner the most lovely features of those classic institutions.

It is fortunate for the whole country that the women's colleges are somewhat strongly differentiated. The especial aims and objects of each contribute to the good of all, and the good of all, in its broadest sense, is the object of all the colleges.

At Wellesley we were unfortunate enough to lose the founder a few years after the establishment of the college. Smith has been under one strong and wise direction during the whole time of its existence up to this present year. Vassar, in a way the predecessor of us all, has had the able government of different men presidents, and Holyoke, the pioneer in the education of women in this country, is notable for the devoted and brilliant service of both its first and its latest president.

All of these colleges have had their differences of administration, but all have recognized most truly that those differences of administration are for the sake of one Lord. Behind the education, behind the desire for the education, is the call of life to prepare women in this new country to meet the call of service, to take a share in the vital life of the community. Such has always been the aim of collegiate education for women. Is not that the aim in the large sense of the collegiate education for men?

It may be said that it does no good to a girl to be able to construe an ode of Horace, or translate a sonnet of Petrarch, but the contention of those who believe, as I do, in the education of women, is that it does help her. The exact word, the literal text never helps. It is the spirit which quickeneth. If she has grasped the beauty of an ode of Horace, if she has learned the principles upon
which a sonnet of Petrarch is constructed, if that principle and that beauty has really permeated her life, her whole life will be nobler and richer. The principles of the construction of a sonnet can just as well be applied to the furnishing of a room, to the commonest household task which will raise the whole of life instead of belittling it. For it is the ennobling of life which we all stand for. It is the enrichment and enlargement of the individual mind and heart.

Just here and at this stage of women's education it seems to me that there is a very important problem which we should provide for and take measures to help the solution of in so far as any solution is possible.

All of the women's colleges turn out young women trained to whatever degree they have been able to assimilate the training, but certainly accustomed to some amount of daily work, some tasks which are expected from them, and which it is their pleasure to fulfil, and they are turned loose upon society. As one of my own girls expressed it, "We are fifty-horse-power engines, and are set to do two-horse-power work."

The years of adjustment in any young life when it begins to find itself must be years of difficulty, but for the college girl they are years of especial difficulty. Where the happy solution of marriage comes immediately, this time of strain is much abridged. Only the other day one of my girls wrote me, "I am a mother, thank God," and begged me to come and see the way she was bringing up her son to be an honor to Wellesley training, the son being at the time some eight or nine months old!

But that is the spirit which we want to inculcate, the spirit of the college itself taken out into the spirit of life, and here in America where the men are so busy with problems of state, with problems of developing the country, with problems of actual money getting, some of the larger issues of life must be left to the women. How they shall attack these larger civic problems must remain for each community, or each group of women to decide.

I was talking to a distinguished psychologist, who is also a physician, the other day, who told me that he had always made a special study of the prayers of the saints. At first, this might seem a singular thing. But he was taking up the subject not only from the religious standpoint, but from the pathological. The Confes-
visions of St. Augustine and of the mediæval saints, as well as the Meditations of Marcus Aureliius, and the serene faith of Epictetus; the struggles of the mystics of the Middle Ages, all show that the problems before the minds of those early saints and heroes were only a slightly different expression of our own modern questions. They resorted to meditation and devout contemplation, rising often to such a nervous strain that our modern psychologists pronounce it abnormal, while we must seek to work off that same necessity for devotion and for right living, not only in contemplation, but in action.

God troubleth not Himself
Nor is by work oppressed.
His rest is in His work
And all His work His rest.

Goethe with his "Ohne Hast, ohne Rast" put it in a more modern form. But both the mediæval mystic and the later poet recognize that there is work to do. Underlying all education are the great facts of the freedom of man's will encompassed by the liberty of God, the relentless law of cause and effect, and the vital union of the finite with the Infinite; it is to demonstrate these that all learning exists. It is not only the sane mind and the sane body which we want to send our young women forth with, but with a noble desire to help, with the aspiration to make the world a better world, to be fellow-workers with God.

In so far as any of us have reached this ideal, in so far as we have fulfilled this aspiration, we are to be congratulated. That Bryn Mawr, by its individual means, and by its own method has accomplished so much in the first twenty-five years of its existence is the reason of our assembling here to-day, and the reason for our congratulations and heartiest good wishes to the President of this institution.

President Thomas: To the next speaker Bryn Mawr owes a great practical debt. The Founder of Bryn Mawr College, his original Trustees, and the present President of the College took counsel with President Seelye in the early days before Bryn Mawr opened. It is due to his advice to me in 1885, six months before Bryn Mawr opened, that we introduced from the first and still maintain here that wonderful system of detailed college accounting, then and perhaps still unknown elsewhere, whereby the accounts of each
academic and residential building and each large and small business department are as rigidly separated as if each were under separate private ownership, and one dollar, at Bryn Mawr as at Smith, is made to do the work of ten. This and many other good things we owe to President Seelye who for thirty-five years, from its opening until last September, has created, fostered, and presided over the largest woman's college in the world. Other colleges and universities grow poorer as prices and students increase. Smith College only grows richer, and out of what are deficits elsewhere accumulates the funds for many a stately building. I have the honor to introduce to you that wizard of finance, the envy of us all, President L. Clark Seelye, the revered President Emeritus of Smith College.

ADDRESS BY PRESIDENT EMMERITUS L. CLARK SEELYE

PRESIDENT THOMAS:

My congratulations to you, and to the trustees, teachers, students, and friends of Bryn Mawr College at this quarter-centennial celebration are the more hearty, because I knew this college when it existed only as a germinal idea in the mind of its founder. Thirty-two years ago, only three years after Smith College had opened, I had the honor and the privilege of a visit from Dr. Taylor and two gentlemen whom he had selected as prospective trustees, and he confided to me then his intention to found a college in which, if I may quote his words from a memorandum I then made, "a liberal education may be acquired by young women, as good, though not necessarily the same, as is provided for young men in their best colleges." In view of what had been done at Smith, he asked me if I would make some suggestions in reference to the organization, the requirements for admission, the curriculum, and the buildings. I told him as well as I knew how, from my brief experience, what I thought he ought to seek and what to shun, and I was happy to confirm his faith in the need and value of the education which he proposed to give.

There were then only three colleges for women which could be fairly said to provide a liberal education equivalent to that which men were receiving. Although better equipped than any other institutions which had previously been established for that purpose,
they were all in urgent need of ampler funds. Two were still encumbered with preparatory departments. None had received large gifts to supplement their original endowments. I had seen so often the folly of multiplying unduly poorly endowed colleges for men that I was anxious the folly should not be repeated in the education of women. Accordingly,—I may as well confess—after trying to state impartially and in the most attractive form my ideal of a woman's college, I ventured delicately to suggest that perhaps more might be accomplished if Dr. Taylor would use his wealth to aid those already existing. Happily that ill-timed suggestion of my youthful inexperience was not heeded, and your generous, far-sighted founder had the wisdom and the force to carry out his beneficent intention and to select one of the most favorable localities as a college site.

Time has fully vindicated his purpose. In view of what his benefaction has accomplished who can doubt that the higher education of women has been benefited more than if he had given his wealth to any other college? We can see now more clearly than we could a generation ago that another college was needed to satisfy the rapidly increasing number of women who were craving better opportunities for a liberal culture. We, the representatives of other colleges, rejoice together in reviewing to-day what this young, vigorous sister college has done, and what she has helped others to do. Few colleges for men or women can show during so brief a period as rapid a growth in intellectual and material resources. We congratulate you on this beautiful group of buildings, on the financial sagacity of your trustees, on the scholarship of your faculty, and on the many graduates who have gone hence to bless the world with the wisdom they have here acquired.

We congratulate you on your fidelity to the highest college ideal. The high standard of scholarship and womanliness which the founder set at the beginning has not been lowered in deference to the demands of utilitarian critics. Technical schools are needed for both sexes, as was stated in the discussion last evening, but to give these schools their greatest efficiency there must be also schools where men and women are taught not how to get a living, but how to get a freer and more abundant life. These colleges for women, established here and elsewhere in order to give women facilities for an intellectual culture as broad and liberal as has been offered to
men have already done much to change public sentiment and to dispel the fears that higher education will undermine the health of their students and will hinder them from making good housewives and mothers. They have conclusively shown that courses as severe as those in colleges for men can be pursued by women without detriment to their health; that the majority of college women as a class grow stronger physically as well as intellectually; that their intelligence does not unfit them for wifehood or maternity; that they become more attractive and useful members of society, and are able to do whatever it seems best for them to do with greater satisfaction to themselves and others. Practical sagacity has been one of their most conspicuous traits. There is no department of household economy, art, or science in which their superior mental training does not prove advantageous.

Much has been gained also by the unity of purpose and the diversity of methods which have characterized the higher education of women. In coeducational and affiliated colleges, as well as in the institutions to which only women are admitted, there is practically now a unanimity of opinion that no modifications of the curricula are to be made on account of the theoretical inferiority of the female intellect. Perhaps, as Professor Browning has said, "A woman could overcome the deep-rooted conviction of inferiority only by meeting men and beating them by their own academical standard." This has been done. Side by side in the same classes, subject to the same tests, winning often in competitive examinations the highest prizes for scholarship, women have demonstrated their capacity for that liberal culture which a college represents. We may thank coeducational institutions for giving them the opportunity to make the demonstration. Yet while the aim has been the same, the leading colleges for women have had an individuality of their own. None of them have felt constrained to copy masculine models. They have solved in different ways the same problems, and the variety of solutions has given to them a breadth and versatility which will be of inestimable value. Out of their varied experiences we have learned better what to avoid and what to adopt, and the lessons will give to their education a completeness which it would have lacked had there been less diversity in the methods pursued.

Let me congratulate you on the increasing fellowship between
these institutions of learning—a fellowship delightfully manifest on an occasion like this. There is a growing conviction among them that if one member suffer, all the members suffer with it, and that if one member be honored, all the members are honored with it. There is a greater disposition to confer on subjects of common interest, and to adopt those requirements for admission and academic degrees which will promote the best scholarship. No college now feels at liberty to take an independent course without considering its effect upon sister institutions and secondary schools. The Association of New England Colleges and Preparatory Schools was formed the same year that Bryn Mawr College opened. It celebrated last week its twenty-fifth anniversary. Through that association and similar associations in the middle and western states much has been accomplished in securing progressive courses from the lowest to the highest schools, and in reducing the waste of time and force which has often come where these courses have not been intelligently correlated.

The day is also passing, if it has not passed entirely, when the colleges for men are disposed to hold aloof from the colleges for women and to distrust their scholarship. There was a time not long ago when men lowered their academic standing in the estimation of some of their professional comrades by accepting positions in a woman’s college, although in these colleges they found students as responsive to the best instruction, an intellectual atmosphere as conducive to learning, and a recognition of the value of instruction as ample, as could be found in the colleges for men. Now the best colleges for men do not hesitate to fill vacancies in their own faculties by calling professors and presidents from colleges for women.

Let me congratulate you especially that the ideal of the gentlewoman still dominates the schools for women where they have the amplest opportunities of acquiring knowledge, and that in their administration character has not been subordinated to scholarship. Fortunate, indeed, is this college which has been from the beginning under the formative influence of one, who, by her scholarship, her executive ability, and her noble, forceful personality, has shown conspicuously the value of the liberal culture she has done so much to promote.

I congratulate you, President Thomas, upon the magnificent
results of your successful administration as Dean and as President; and upon the encouraging and inspiring outlook which the future presents. For you, I am persuaded, “The best is yet to be.” The saying, “To him that hath shall be given,” is as true of institutions as it is of individuals. What has been accomplished here in a quarter of a century is the harbinger of more glorious achievements. As men see more clearly what intelligent women can do, the benefits they confer, more abundant and generous provision will be made for their education. More competent teachers and better methods of instruction will come in consequence of the improved educational facilities and the prolonged educational experience. Few institutions are longer-lived than educational. They survive political revolutions and social transformations. On the firm and broad foundations which have here been laid we may confidently expect that ampler and more imposing superstructures will be reared where women will have better opportunities to find the truth, and to enjoy the freedom which only the truth can give.

PRESIDENT THOMAS: In the intellectually dreary years for girls in the east and south of the United States before Vassar, Cornell, Smith, and Wellesley became the goal of all ambitious girls Mount Holyoke Seminary in the lovely valley of the Connecticut long before any woman’s college had taken shape in the heart of its founder was for three decades the centre of women’s intellectual life, the mother of countless other girls’ seminaries and schools, and the inspirer of the first colleges for women as they became in their turn her inspirer. Her arduous development into a true woman’s college, her substantial financial growth, her scholarly group system of study, her ardent and loyal faculty of young women scholars qualified by long years of preparation for teaching and research are due to the courage and initiative of the woman who brings us the congratulations of the oldest and at the same time one of the youngest of our college sisterhood—President Mary E. Woolley of Mount Holyoke College.

ADDRESS BY PRESIDENT MARY E. WOOLLEY

Two years ago at the inauguration of President Garfield of Williams College, President Eliot spoke on some of the felicities of the office of college president. I am not sure that he included the
opportunity of attending collegiate functions, but certainly there is nothing in the presidential schedule which more clearly deserves honorable mention. The charm of a day such as this—a charm quite independent of the clouds—can be felt better than it can be put into words. It is not only the beauty of the surroundings, of buildings and campus, and of the anniversary festivities; not alone the interest and inspiration of the exercises with their stimulus to thought and to effort; not simply the help which comes from the personal touch with those who are making history in the educational world;—more than all these, vital and real as they are, is the inspiration of the work itself, the accomplishment of the past, the promise of the future.

It is seldom, if ever, true that an institution is the achievement of one person. Some members of this audience know better than the speaker to how many men and women this college owes much, not only in its inception, in the largeness of view and generosity of gifts and of spirit which made it possible, but also in the devoted service of this quarter-century. Yet it is not less true that the progress of Bryn Mawr College, its place in the educational world, is, to an unusual degree, the work of the woman whose name has been identified with it from the beginning. One can hardly think of the college without its President, or of its President without a vision of the college. I should like to except one person from this generalization and to tell a story which I have never had the temerity to repeat to Miss Thomas, but to which, on this auspicious occasion, it seems safe to refer. At the time of my own inauguration, several years ago, a note of regret was received from a distinguished professor in Oxford University, who evidently suffered from absent-mindedness, and, quite as evidently, had not consulted his invitation before declining it, for the note ran thus:

"Dear Miss Thomas:

"I am so sorry that I cannot be present at your inauguration as President of Mount Holyoke College. And so you are going to leave dear Bryn Mawr? Well, I suppose it is to enter upon a wider field of usefulness!"

The silver wedding of an institution offers a vantage ground for looking backward as well as forward, for an estimate of its achievement as well as for a prophecy of its future. No institution liveth to itself; the principles for which it has stood, the ideals which it has attempted to realize, are important not only in its
own development, but also in the progress of the larger cause which it represents. And such an occasion offers an opportunity for a fair estimate not given by the daily life with its multiplicity of details, demands, and duties.

Bryn Mawr College, starting with the hypothesis that women are capable of the highest intellectual development, has stood for the genuine in scholarship. Such a conception is fundamental to the soundness of the college for women, as, in fact, it is fundamental to the soundness of any college whether for men or women,—but that it is not easy to maintain, those who are working most earnestly for it would be the first to admit. A few years ago the dean of another college for women said of the President of this college, "Miss Thomas is a missionary, and the mission is securing and maintaining for women the highest intellectual opportunities."

Such a mission is a service to a broader constituency than that of the college world. An age of emphasis upon material aims and ambitions peculiarly needs this influence to help in the realization that the work of the scholar is a public service, vital to real progress; that every contribution, however small, to scientific knowledge, to historical investigation, to literary insight, if genuine, increases the wealth of the world.

The emphasis upon genuine scholarship is valuable not alone in adding to the number of productive scholars, never a large contingent. Our colleges for women have more than justified their existence by what they have done for the teaching profession. We are often reminded in these days that productive scholarship and teaching power are not synonymous terms; neither are they mutually exclusive. Happy indeed the student who has for his guide in the intellectual field man or woman who is both scholar and teacher! But although we may not expect productive scholarship in all our teachers, we should expect and require a genuine scholarliness. Real teaching is a great enterprise, not a humdrum, commonplace occupation, and like all great enterprises, it must be inspired by a high ideal.

The logical outcome of emphasis upon the genuine in scholarship, is emphasis upon the genuine in other phases of life. It is no longer necessary to remind an academic audience that intellectual development does not mean the sacrifice of development in other lines, that an intellectual woman can be a womanly
woman as truly as an intellectual man can be a manly man. Perhaps the time has come to turn the other side of the shield, and to show that when men and women cultivate the real things, the things of the mind and of the spirit, they are taking the surest course to a genuine manliness and womanliness.

A second service of these twenty-five years may be taken as a corollary to the first, namely, the adequate preparation of women for the wider opportunities open to them. Bryn Mawr has had no sympathy with the setting of one standard of excellence for the work of a man, another for that of a woman, with the possible exception that a woman should attempt to do it a little better, because she is a woman! Granted the preparation, the college would erect no warning signs in the educational field, saying, "Thus far shalt thou go and no further." She would not be true to her inheritance if she did, for the Friends have ever been generous in their attitude toward women and their work. Women are to-day justifying this confidence, and are better prepared than ever before. They have a keener realization of the importance of good health, and a clearer understanding of the way to attain it; have had a more thorough training; and belonging to the second and third generations of women with chances for higher education have inherited experience and traditions to help them in their work.

There is still something to be done: it would be less stimulating were the battle already won, if I may use so militant a figure in so friendly an atmosphere! I hope the President of Bryn Mawr will live to see the day when the faculties of universities will open their doors a little more widely to cultivated and scholarly women. Occasionally an administrative post formerly held by a woman is relegated to a man on the ground of "greater business experience," and one tries to conceive of a Mark Hopkins or a Francis Wayland considered simply as a financial agent. Important as is the financial question—and a college president is the last person to underestimate that importance—our educational leaders must consider the investment not only of capital, but also of character; the development not only of material resources, but also of those of the mind and of the spirit. Leadership in education, as in any other movement making for mental and spiritual progress, must be determined, not by sex, but by the individual.
The twenty-five years of the life of this college have seen great changes in the attitude toward the education of women. There has been gain in the realization that women whose lives have been broadened and deepened by education are needed in the home; there is a gain in the breadth of opinion regarding a woman's fitness for work outside of the home. But there is not yet a full realization of the truth that this modern world with its tremendous problems in every phase of its life needs all that thoughtful men—and women—can bring to their solving.

"The woman's cause is man's; they rise or sink
Together, dwarfed or godlike, bond or free."

President Thomas: For as many years as colleges have existed in this country they have looked to Harvard College for light. True to her ancient traditions of culture she is as she has always been, the mother of the humanities, and never more truly so than now, under that lover and cultivator of the humanities her new President who has honored us by his presence here to-day—President Abbott Lawrence Lowell of Harvard University.

Address by President Abbott Lawrence Lowell

When the Puritans, six years after they landed on the hills between the forest and the sea, founded a college in order that their descendants might not suffer from an illiterate ministry, they little dreamed how great would be the advance of higher education in America. Could they have foreseen the possibility of a college for women they might have not regarded it with unmixed approval; but if those sturdy forefathers of ours could come to life to-day and see the college for women as it exists, they would be struck with wonder and admiration. It is on behalf of these ancestors of our colleges and of their academic heirs that it is my privilege to bring congratulations to Bryn Mawr to-day.

All American colleges have similar problems, and it is fortunate that we are approaching them from different points of view. It is a step forward to realize that these problems have not yet been solved, to realize that there is no one universal formula of general application. The more we compare our ideas and exchange our experiences, the wiser we shall be; the more we confess in public
our own shortcomings rather than those of others, the better we shall be. Now the problems that lie before the American college are greater than they have ever been before, because the American college is doing a greater work than it has ever done before; and it is hard for us as we look at them to keep our minds in a state of equilibrium, being carried away by excess of neither praise nor blame.

The actual value of existing methods is difficult to estimate. As Emerson wisely says, the world takes but one glance at the present as it jumps over the gulf from the past to the future. The past we can judge; the present we cannot judge. We are often told that we are not producing the men that were produced under older systems. What do we know about that? Can we judge of the men of our own day? It is commonly said that the nearest judgment to that of posterity is the judgment of foreign nations. Measured by that standard, William James, whose open grave we have just seen, stands higher in the estimation of Europeans as a philosopher and as a man of letters than Emerson has ever stood. I do not say this to compare the relative merits of the two—posterity alone can do that—but to show that we must not take too seriously the complaint that the men of to-day are inferior to men of earlier generations. All that we can do is to rear the best men that we can, to provide the best opportunities for their development.

Let us also avoid following too narrow a formula. Let us remember that not one kind of college merely is needed among us, but many; that what any one chooses to call liberal training is worth while, and that vocational training is also worth while; that productive scholarship must be encouraged, but that teaching is not less essential. Let us realize that vocational and liberal training, though both are needed, are not necessarily provided in the same institution; that productive scholarship and the power of teaching are not necessarily combined in the same person. Let us above all be perfectly clear in our own minds what is our particular task, and let us do that. Let us be sincere with ourselves and with the world, and let us not pretend that we are doing what we are not. There is room enough in this country for every kind of educational work. Probably never before since students flocked over the Alps to the mediaeval universities, have young people crowded into colleges in such numbers as in the present day. Whatever curriculum may
be announced, promising to produce almost any kind of heroes or heroines, an American college is almost certain to be filled.

Now in regard to woman's education, I feel incompetent to say anything which every member of this audience does not know already. I can merely imagine what the future historian of America will say, and I think he will say something like this: "At the end of the nineteenth century we find among contemporary writers a great deal of talk about the power of the almighty dollar, and about the materialistic tendencies of the age. These statements were doubtless much exaggerated, but they contain a kernel of truth. At the end of the twentieth century we find no such statements at all. The reason at first sight seems hard to find; but when we look for it we discover a force which entered at this period, and that was the rise of colleges for women. The energies of the men were taken up with material things; they had no leisure class, or else such men as possessed the power of leisure devoted little of it to intellectual pursuits; and had it not been for the education of their women, the Americans might have passed into a period in which the light of scholarship would have become well-nigh extinct. This marks the final transition of woman from the barbarous period in which she was the drudge and pet of men."

The recognized function of college presidents is to give advice on ceremonial occasions to other college presidents, but in this case, knowing my inability to do so, I will merely remark that one of the important things is to maintain clearly in our minds the object of the college, and the standard of college work. Bryn Mawr has always had, under your guidance, President Thomas, the object at which she was aiming perfectly clear, and has always kept her standard high. Not avaricious of numbers, ever ready to put quantity in the second place, she has nevertheless attracted from all over the Union girls who were ambitious of a high education. More than this, she has been notable for the excellence of her instructing staff, and that after all is the supreme test of college management. On behalf of an elder brother among the colleges it is a pleasure to express admiration of a sister on her birthday.

President Thomas: It is with very peculiar feelings of affection and gratitude that I introduce to this Bryn Mawr audience
the next speaker. In those early days when President Remsen was Professor Remsen Bryn Mawr was affectionately dubbed Jane Hopkins by the professors of Johns Hopkins from whom she sought, and never failed to find, counsel. From that time to this we have made no appointment in chemistry, and scarcely any appointment in science, without President Remsen's advice and approval. President Gilman of Johns Hopkins University spoke at the opening of the college in 1885; President Remsen is here to-day to congratulate us on our twenty-fifth anniversary. I hope that the union between Bryn Mawr and Johns Hopkins may never grow less close and that President Remsen may be here to bless the college on the completion of its next twenty-five years' existence—President Ira Remsen of Johns Hopkins University.

ADDRESS BY PRESIDENT IRA REMSEN

Sometimes we are called upon to offer congratulations when our words falter because our hearts are not in them. On this occasion I can say, if I have never said it before, that my heart is fully in the congratulations which I offer.

Like President Seelye, my recollections of Bryn Mawr go back to the time before it existed, and before it had a name. It so happened that two of the trustees of the original Board of Trustees of Bryn Mawr were trustees of the Johns Hopkins University, one of whom was Francis T. King, the other, the father of the president of Bryn Mawr, James Carey Thomas. I have never known trustees who regarded their work as seriously as those two men did, with the possible exception of some other members of the original board of the Hopkins. Their minds appeared always to be on the problems, and so it came about that there were numerous occasions when I talked with both these gentlemen in regard to the great problem which Dr. Taylor had put before them. I was consulted, not, I am sure, with any thought that my advice would be of any value, but I was consulted in regard to the name of this college. Mr. King said: "We are in grave doubt in regard to the name of the college. It has been suggested that we call it 'Bryn Mawr College,' but we do not know what Bryn Mawr means, and it has been said by some persons that it is not an appropriate name for a college for girls." Later he came to me and said, "We find
that that name is perfectly harmless, and we propose to give the college that name.” So that in a mild way I had something to do with the naming of this wonderful creation.

Another reason why my heart is in the congratulations is that I claim the President of Bryn Mawr as one of my students. Of course, whenever a member of a family rises to distinction, the other members of the family, however remotely connected with that individual, claim relationship. Now I am, in this connection, a relative far-removed, but I am proud to claim this connection between the President of Bryn Mawr and my humble self. For did she not sit for a while in my lecture room? The human mind has an irresistible tendency to seek for the explanation of things; behold the reason for her success!

The relations between the Johns Hopkins and Bryn Mawr, as has been stated by the President, have been unusually close. In many respects we have been able to aid Bryn Mawr, and Bryn Mawr has been able to aid us. We have sent professors here, and students have come to us, at least in the medical department. I am not sure that any have come to the graduate school during the brief period in which women have been admitted to it. We have come to Bryn Mawr for professors. At one time we called one professor and threatened to call a second, but the line was drawn at the second. I felt so strongly impressed by the remarks made by President Thomas on that occasion, that I let it go at one, but we really wanted three that year, Miss Thomas!

On such an occasion as this one is expected to say something on the education of women. I have talked a great deal about this subject, but I must confess that I know very little indeed about it. Some one said to me last evening, “Are you going to say anything on the subject of the education of women?” I answered, “I think probably the circumstances will lead my thoughts in that general direction; I don’t know.” Then the question came, “Are you going to tell the truth?” “Of course,” I replied, “I am a scientific man.” And so I have a word, a rather serious word to say, although nothing to interfere with the pleasure of this occasion.

We have admitted women to our medical school from the beginning. The admission of women and the opening of our medical school were due to the wonderful act of generosity and the insight
of one who now sits on this stage, and who is intimately associated with this college. The medical school, which is a part of the university, under the same government, owes its existence largely to an act of Miss Garrett, with which Miss Thomas was closely connected. I remember a conversation I had with these two ladies, and they will remember that I took issue with them. I was in grave doubt, first as to the effect of the admission of women, and then in regard to the requirements which were at that time unheard of in this country. I had my own misgivings, and I came besides as spokesman of our medical faculty, but I made no headway. The thing took place and the medical school has been open to women since that time. That is a matter of history.

Now you may ask me a fair question, as to the result of my observation of women's work in the school during these years. I answer that I see no objection to having women there. I recognize it as an act of justice to women to give them the opportunity. They have been welcome members of our classes. I need not say that they have behaved themselves. But, if you ask me whether the presence of women has in any way influenced the school favorably, I have made no observations that justify an answer. Certainly their influence has not been unfavorable. Whether their presence has affected the general conduct of the men I cannot say. Our students are so well behaved that there is little room for improvement; that may be due to the presence of women in the proportion of six to eighty. I have made no careful investigation, but my general impression is that the proportion of women who have risen to distinction is about the same as with the men. We are entirely satisfied with the arrangement, and so far as the requirements are concerned, in regard to which we had great misgivings, we are also entirely satisfied, and believe it was a wise move to adopt this standard.

Now, as regards the second question—the admission of women to our graduate school. We do not admit women to our collegiate department; we have an excellent woman's college in Baltimore, and we have no thought of competing with it. We did, however, a few years ago decide to admit women to our graduate school. We were the last of the universities that emphasize graduate work to admit women. There was a little question on the part of a few professors; there is still, to be perfectly frank—I am a scientific man.
The women were to be admitted on the same terms as the men to the advanced classes, unless a professor objected. There were a few objectors, but they found the majority against them so overwhelming that we have not heard from them since. The trustees gave not a dissenting vote. The thing came spontaneously. If we had tried it a few years ago, it would have failed. We admit women to our graduate school, not to the undergraduate classes. That is our salvation. It would have been fatal to the university if women without proper preparation had been admitted as special students. I do not know what these graduate students are going to do. At first we thought they were going to take everything away from the men. There was an accumulation of good material to be drawn upon. One woman was so much superior to any man who had been in the department chosen by her that the professor in charge seemed to have visions of the intellectual millennium. We do not expect to keep that up. We are in the experimental stage,—an interesting and important stage.

I have nothing further to say except to repeat my congratulations—my heartfelt congratulations. We have taught you some things; you have taught us some things; and as I look over these beautiful grounds, and especially the beautiful buildings, I was almost going to say that my heart is filled with envy, for if there is one thing above another that we wish to learn at the Hopkins, it is how to keep up standards and at the same time be beautifully housed. Perhaps if we come often enough to Bryn Mawr we may learn.

President Thomas: A renowned member of our former Bryn Mawr faculty, himself a great teacher, said in public recently that famous as, in his opinion, Bryn Mawr women were destined to become, Bryn Mawr men, members of the present and former Bryn Mawr faculties who had been developed at Bryn Mawr into great teachers and scholars, were at the present time even more famous. One of these famous Bryn Mawr men who have carried Bryn Mawr's methods to every part of the United States will speak on behalf of the former faculty of Bryn Mawr—Professor Paul Shorey, formerly of Bryn Mawr, now of the University of Chicago.
ADDRESS BY PROFESSOR PAUL SHOREY

When my eminent predecessor began to protest something too much concerning his resolution to tell the truth, I suspected at first that he was going to repeat a story which has been going the rounds of the newspapers, how at a suffragist meeting a lone man was challenged to give his views of the subject and replied stammeringly, "I-I c-c-c-couldn’t, ma’am—there are ladies present."

It is natural that presidential personages should speak in praise of an institution that has trained so many of their daughters and—their faculties, but I hardly know why the honor of speaking in behalf of your first faculty has devolved on me, unless it is because I am one of the few remaining members of that distinguished body who is not a college president, or who is not being groomed for some other presidency.

It is now twenty-five years since we heard the keynote of Bryn Mawr's intellectual inspiration struck by my own old teacher, Lowell—the other Lowell, and it is nearly twenty years since my own too brief connection with Bryn Mawr came to a close.

"Ah! Twenty years! It cuts all meaning from a name"
says the poet whom we used to quote most fondly and frequently in '89. It may be that the affections of professors of Greek are less volatile than those of poets; Bryn Mawr still means for me what she must ever mean for all who have truly received her initiation—she means that indescribable blending of intellectual austerity with the enthusiasms and the ardent idealisms of the "spirit of beautiful youth" which the great Italian Platonist called "il amoroso uso dell’ intelletto." To those who have genuinely experienced this "renascence" of the soul, the years can bring no sense of alteration. No fair stranger's eyes—or edifices—of gray have brought to me any wavering in this my first allegiance. And when, from lustrum to lustrum and decade to decade, I am permitted to "revisit these glimpses" of Diana, I do not

"Find my Marguerite changed
With all her being rearranged,
Passed through the crucible of time."

The appealing girlish meagreness of the unripe—not to say the "ungrateful"—age has, it is true, given place to the triumphant
bloom of opulent maturity, and the original quaker bonnet of Taylor perched upon her crown, and the "friendly plainness" of Merion draped over her shoulder, are recognizable only as piquant foils to the crenellated and machicolated splendor of architectural investiture, and the rich hues of the now luxuriant foliage, touched by Autumn's fiery finger, with which she has arrayed herself for this festival day. But the spirit is the same. The soul which creates the form is unchanged. She still guards the fire within.

You see, ladies, that I am not in the least afraid, secure as I am in the sense of an inner seriousness, to toy with feminine symbols; and a very slight challenge would set me on quoting "The Princess" in spite of the animadversions that Mr. H. G. Wells has passed on the young women of Wellesley because they still read that effete mid-Victorian sentimentality, when they might be practising to follow in the steps of Ann Veronica.

What should I say in these few minutes? I am merely the mouth-piece of a sentiment—the sentiment of those whose privilege it was to take part in the fair beginnings of the happy time whose glad consummation we celebrate to-day. The higher education of women is a serious topic, but the patronizing discussion of it from the platform by gentlemen of my years is not serious at all. A sense of humor in this matter is one of the many rewards of twenty-five years spent in the teaching of women.

When the eminent French psychologist, M. Alfred Fouillée, solemnly lays it down that the French language is nicely adapted to the capacities of the feminine mind, but that women cannot learn ancient languages, I am irresistibly reminded of an ingenuous lad in one of my first classes at Chicago. During a week's absence, I had left my Plato class in charge of a Bryn Mawr graduate of '89. On my return the youth came to me with a subdued and awestruck expression and said, "Professor, I used to think girls couldn't learn Greek; now I think nobody else can." How should we go about to enlighten Professor Mahaffy whose shrinking modesty once confided to me that it must be most embarrassing to interpret to young women—guess what!—the Alcestis. But these pronouncements and prejudices of gentlemen of Turkish proclivities—of old-Turkish proclivities—are no longer interesting even as jests. The only living issue today is the argument, already debated in your round-table discussions, that the education of woman ought to be special-

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ized with reference to her probable vocation. This educational
sexualism bears a perilous resemblance to the sectarianism of the
backwoods trustee who asked a professor if he couldn't manage to
infuse a little more of the particular Baptist spirit into his chem-
istry. The problem, so far as it is one, confronts men and women
alike. It may very well be true that the education of the masses
ought to be more nicely adjusted to vocation than has been the
case in the past. But how does that concern collegiate education,
which is and always will be for the minority—the spiritual leaders,
official or unofficial? Is there any better preparation for their
leadership than four years of youth consecrated to the disinter-
ested intellectual life? "Full soon the soul shall have her earthly
freight." Concede, what is not true, that the vocation of all edu-
cated women is marriage. Is conscious preoccupation with details,
that after all experience must teach, a better preparation than the
unconscious development of the intelligence and the sympathies that
will make of a woman a companion as well as a cook and a nurse?
Whether for men or women, a prematurely specialized vocational
training can at the best save us from a few fumblings and missteps
at the beginning of practical life, and at the worst it serves as a
pretext for the confusion of the college ideal and the dissipation
of the limited attention of those brief, irrevocable years. Profes-
sional expertness and technical virtuosity may be and are de-
veloped as needed in after years. But few indeed are those who hab-
itually dwell on a loftier plane of intelligence and emotion than
that on which their college leaves them on commencement day.
The mission of the college, then, is not in the narrower and more
immediate sense of the words "preparation for life." It is to estab-
lish a higher level of thought and feeling on which to live.

It is not because Bryn Mawr is a college for women that we honor
her and pay homage to Miss Thomas to-day, but because through-
out this quarter of a century of educational unrest she has con-
sistently affirmed and courageously maintained the true ideal by
which the American college—for men or women—must stand or
fall. Beneath all the waste welter of recent debate about our col-
leges there is but one real issue. Our great, intelligent, easy-going,
"pragmatic" democracy makes a fetish of primary education, and
is forced by knocking its head against facts to accept professional
and technical training. But it is at heart skeptical of the finer and
less obvious values of discipline and culture which the college represents if it represents anything. And the question of the day and the hour is: Will the colleges have the courage to reaffirm this ideal and win over democracy to the acceptance, if not to the full comprehension, of it, or will they compromise it away in concessions to the play spirit on the one hand and the utilitarian spirit on the other, and so convert themselves into social clubs or technical schools?

Now for twenty-five years Bryn Mawr has been far more than a woman’s college, in that she has consistently stood for the right and true ideals on this all-important matter. I do not mean that she has never compromised her ideals. Bryn Mawr and Miss Thomas are human, and are subject to human failings; but throughout the twenty-five years the keen air of the Bryn Mawr classroom has been somewhat harder to breathe, both for the malingering student and the incompetent instructor, than has the air of any of our great universities. Bryn Mawr’s special work for the higher education of women, her pioneer work—if the other women’s colleges will allow it to be so called—is done. That question is settled. She should no longer dissipate her attention or waste her emotions on dead controversies. She enters upon her second quarter of a century not as a girls’ school, but as an equal co-worker, in many respects a leader, in the fellowship of the better American colleges. As such she receives to-day the congratulations and good wishes of her peers. As a representative of the University of Chicago, I bring here those of a younger pioneer institution, which, though sometimes misrepresented and often misunderstood, has also known how to reconcile the necessities of a given situation with the unswerving maintenance of an ideal—a university rather than a collegiate ideal—but that matters little. Speaking here a year ago, I said that the University of Chicago, amid all inevitable concessions to American, to western, to local conditions, had endeavored in its final and authoritative tests to maintain the standards of Oxford or Berlin. Your stenographer reported me as saying that the University of Chicago had tried to maintain the standards of Bryn Mawr. I am by no means certain, President Thomas, that the stenographer was not essentially right.
PRESIDENT THOMAS: The next speaker needs no introduction to a Bryn Mawr audience. Bryn Mawr loves him and he loves Bryn Mawr. Bryn Mawr College is proud to share in common many graduates who are the fairest jewels in her crown with the Brearley School, one of the largest and best of the five hundred and ten secondary schools that have prepared girls for Bryn Mawr during the past twenty-five years, whose great Head Master has consented to speak on behalf of the Bryn Mawr fitting schools—Mr. James G. Croswell.

ADDRESS BY MR. JAMES G. CROSWELL

You have observed—have you not?—a growing eloquence in speech after speech on the subject of the charms of Bryn Mawr, the campus, and the beauties of the exterior of this college. Permit me to say that I feel it too. I should like to be outside in that sunset as well as any of you. I should therefore cut as short as I may what I have to say. But I shall ill represent my feelings, or the privilege which I have enjoyed of hearing all that I have heard here, if I did not take time to offer, at once, in the name of the schools I have the honor to speak for, our gratitude for the delicate and gracious hospitality which has been given us to-day. It was like Bryn Mawr. It is characteristic as well as gracious that she should think in the hour of her happiness not less than in the hour of her need of the preparatory school, in the hour of her glory not less than in the hour of her necessity; and we therefore come to offer, with thanks and gratitude, our homage to our liege lady,—not laurels, but our swords, for she is a good soldier in the war for the liberation of humanity. That Bryn Mawr has need of us we are glad to feel. A college without undergraduates is, however eminent its scholarship and high its ideals, an impossibility, a chimæra bombinating in a vacuum. I come to tell you, as a prophet, therefore, not less than as a representative of the past, of the long race that shall your spacious courts adorn. I see a vista that fills me with joy, of the future children of Bryn Mawr, as inheritors from those of the past, who will be coming up from our schools, through the millenniums yet to be, to wear the colors of our family arms forever.

Again, I should ill justify my privilege if in speaking for the schools I did not at once try to express the personal gratitude of
us school teachers to the President of Bryn Mawr. When I took the headship of my school—to compare small things with great—the president of my alma mater said to me, "You will need two things to be head master of a school: you will need courage once a week and patience all the time." We feel, Miss Thomas, that we have much of both to thank you for, and as we may say things in America on the platform that even friendship may not say in private, we as a body would like to express our recognition of your great significance to the secondary schools. We thank you for your patience and courage. When you work with us, when you work for us, and, if I may add one more to Dean Reilly's phrases, not less but most when you work against us. For if the blood of martyrs is the seed of the church, quarrels with the dean’s office are the seed of salvation to the schools.

We thank Bryn Mawr not only for her inspiration, but for other and more valuable things. It is beautiful to be here. It is inspiring to feel kindness; and for the care and kindness of this college to its—may I say—vassals we give thanks; but "not for these sweetesses only do we raise the song of thanks and praise," but also "for her obstinate questionings." It is her Spartan entrance requisition that gives us our deepest vitality. For that we thank her above all.

And now I have to thank you very briefly for three things that our girls rather than ourselves have received. First, for the happiness they have received at your hands. That sounds American and it sounds paternal, but we American parents cannot help our feeling of affectionate gratitude when we think of the happy home our children have found here. One of my girls once said to me, when I asked of her doings here, "Mr. Croswell, for the first time in my life I saw the spring come here." Our children have seen the spring come here, the spring of the year, the spring of the day, the spring of life. How can we not rejoice in that? And I thank you for the great gift they have here inherited in their springtime which we all recognize, and which none of us can name. Sometimes we call it "culture," and sometimes we call it womanhood, virtue, virtus,—we know this experience as we know poetry, and we find it as hard to define. For this change from girl to woman in the name of my children I thank and bless Bryn Mawr. In the number of girls who have come here the percentage of those who
have benefited in this way is high. May I tell you what it is in my school? It is one hundred per cent. I have never known a girl from my school who did not come back better for her stay here, some thirty, some sixty, some an hundredfold. And the third thing I thank you for is the initiation of my children into the intellectual life, the life of science. This touches a hard question, introduced again and again into our controversies. I cannot, for my part, believe the intellectual life is ever to be closed to women. The world cannot remain permanently half slave and half free; the sexes cannot remain permanently one liberal and one servile; there is no reason for such a thing in our civilization; there is no cosmic and biological reason; the only reason we tolerate this injury is a social one. But "Society" has been wrong about many things, especially about its women. For five hundred years people thought a woman could not be religious and married; it still thinks, apparently, that she cannot be educated and married. This cannot but mean that again society has taken a shadow for substance. The day is certainly coming when the world will emerge from the last shadow of its errors with regard to women, and all shall drink deep at the fountain of life.

But I will not go on longer. We have but one thought for Bryn Mawr to-day;—if the Lord listens to us, as I think he does to those who have to do with little children,—we school teachers have but one prayer. We pray for the peace of Bryn Mawr; may they prosper that love her.

President Thomas: Every college has its being in its alumnae. For them it exists. In them it finds its immortality. From these loyal and devoted daughters of Bryn Mawr, the famous Bryn Mawr women who are, and still more, are to be, and from the Academic Committee of the Alumnae whose conferences with the faculty of the college have originated many educational policies—birthday greetings are brought to their alma mater by the Chairman of the Academic Committee, sometime Warden of Sage College of Cornell University, one of the many deans and college teachers Bryn Mawr is sending out, Mrs. Louise Sheffield Brownell Saunders.
ADDRESS BY LOUISE SHEFFIELD BROWNELL SAUNDERS

I stand here on behalf of the alumnæ to congratulate our beloved college on the attainment of her majority, to pray for her health and long life, and above all for her strength and goodness.

We alumnæ of Bryn Mawr feel ourselves so a part of the college that to praise her would seem to praise ourselves. Yet just the fact that she has always encouraged us to feel thus a part of her, is one of the chief reasons why we have a right to praise her.

For all the colleges of America have been finding out the same thing. They start of course independent of alumni; there comes a time when they find these young creatures, their children, grown into a force which must be reckoned with, but which, wisely enlisted, may be of the most precious service. Hence our colleges, the country over, have been rearranging their scheme of management to let their alumni take a hand in it; and now the college that has not almost a quarter of its board alumni members finds itself in an ever decreasing minority. Presently it will find itself in solitude.

Parallel with this movement I find another newer channel for alumni influence creating itself. This is a smaller representative council of alumni alone. It calls itself Graduate Council, Advisory Board,—in our own case, Academic Committee: the name varies, the thing is the same. Alumni, like the rest of the world, have a weakness for hearing their own voice. This lesser committee utters their voice, formulates their will, gives vent to their feelings: in short it enables alumni to experience that old human joy, the joy of self-expression.

The idea of such a committee is young, but it is spreading at an amazing rate; two colleges, even within the small circle of my knowledge, have caught the contagion within the last few months. The colleges which have not yet done so will, I believe, soon develop something of the sort, for it answers a real need.

Now our Bryn Mawr was among the earliest to develop such a committee; in fact with us it even antedates the representation of the alumnæ on the Board of Directors. And our college is one in which the relation between alumnæ and college is peculiarly close. Those of you who know me well will have been wondering how I have come to find myself in the distinguished company in which I
stand to-day. I am here as proxy for the alumnae; it is as their emissary that Bryn Mawr has placed me among this royalty of the college world. Could you have more conclusive proof of her partiality, her solicitude for her alumnae?

There are many reasons why it is worth while for a college to have her alumni knit up very closely with her. I can make no attempt to exhaust them. But thus much I may say.

Most of the students who come to a college are sent by its alumni. No college can thrive when they are alienated from it. The business that fails to get successive orders from the same customers will soon go into bankruptcy. The alumni are the customers of the college. An alumnus has concluded his first purchase when he graduates. Will he come back for a second purchase? That is, will he send his boy? The welfare of the college hangs upon the answer to this question.

No less, the alumni of a college ought to be for her the main providers of money, their own, or other people's. The greatest wrong, to my thinking, in the administration of the American college is its imposing upon the president the task of keeping the wolf from the door. The money-getting brain is if anything common in our day and generation; the brain of the great college president is always of the rarest. It is too fine, too specialized an instrument to be put to such a use. It is chosen for its capacity to do another sort of work; it ought to be used for that work. Here and there, for the service of the state, a president may leave his college for another task, as the president of our great neighbor university in New Jersey has done, but it should not have to be for money-getting.

Our President has devoted herself in this as in every other way to the service of Bryn Mawr; the fact remains that the work is ours rather than hers to do. We have been happy in trying to do it. Of the quarter-million dollars which my fellow alumnae have collected within the past six years, over $100,000 was in sums of $100, or less. Proof is there of their readiness to work for the college of their love.

A wise president will not fail to seize, on behalf of the college, upon the enthusiasm and love of the alumni, to harness this young energy to service. Our President has done this for us. She has done other things and beautiful things for the college: you have
just heard them spoken of by tongues more eloquent than mine; but this is her supreme inspiration for us,—she has poured into every one of us some measure of her own passion for work. As undergraduates we felt the stimulus; we can never come back again without feeling a revival of the old ardor to take part, to work, to get something accomplished.

Fellow Alumnae, that we have accomplished something, means only that we must do much more. Bryn Mawr deserves all that we can do for her. As I watch, in other colleges, the difficulties of the alumni to get themselves expressed, their sense often, of hostility on the part of the college to their so-called interference, their jealous eagerness to take their part, too, towards developing the life they love, I count us happy indeed in our golden experience here.

Those of us who were the old Bryn Mawr remember the days here when the college was little known, and so small that we all knew each other. Since then a new Bryn Mawr has arisen, greater far than ours, a little commonwealth now in herself, crowned with honors in which we have borne no part. Yet always when we have come back we have found recognition, a place kept warm for us, a welcome that makes us of the old, a part too of the greater, new Bryn Mawr.

She seems strange to us, this fair new commonwealth, but with a beautiful and beloved strangeness: we are beginning to discover on what a star we were born. We of the little, old, intimate days come back to such a lustre as this, and know it too for ours, the hundreds of friends, the sense of sure establishment, the happiness of public approval, the years stretching shining into the future.

The old Bryn Mawr bids hail to the new, and God speed.

PRESIDENT THOMAS: The great Shakespearean scholar and man of letters who has made his native city of Philadelphia, that ancient haunt of the Muses, again a place of pilgrimage for scholars the world over, to win and retain whose approbation has been Bryn Mawr's most highly prized achievement, has consented to crown our twenty-fifth anniversary by his presence and his golden-tongued oratory—Doctor Horace Howard Furness of Philadelphia.
ADDRESS BY DR. HORACE HOWARD FURNESS

May it please you, O fair and venerated President—yes, venerated, for though young in years, in sage counsel you are old!—and Ladies and Gentlemen:

There is one prayer which may be appropriately breathed every hour of the day, in every month in every year, by every descendant of Adam; it is, “suffer us not to be led into temptation.” Of course the temptation will never be the same, but will for ever vary with the suppliant. At this very instant there lodges in my breast this same unspoken prayer, and to you all as to ghostly confessors I will confide it. It is that I be not here and now tempted to indulge the garrulity of old age.

But how can I restrain my tongue when I regard the unprece- dented growth of this college, and mark the wonders, wrought by one master-mistress mind, on this spot, dedicated twenty-five years ago to the sacred cause of Education, with its attendant Culture and Research?

Ah, that word Culture! How is it to be defined? We might as well attempt to describe the shape and features of Proteus. Yet we all recognize it at once. Five minutes were enough to reveal to any stranger Edmund Burke’s greatness and culture. It does not come by nature; it is an acquirement. And if an acquirement, it can surely be taught. But this is just where our definition of Culture meets its greatest difficulty; it can not be taught. Yet it is one of the chief aims of education. Habits, however, may be taught. And among habits there is a certain habit of the mind, which, happily for us, will result in culture. And this habit is engendered by a love of knowledge so all-embracing that not a hair’s space in our minds will be suffered to remain uncultivated. It must be like the fires which the Persians burned on the mountains, flaming night and day and never to be quenched. Its fuel is all knowledge, whether in the heavens above, in the earth beneath, in the waters under the earth, or in the universal mind of man. The wider our horizon, the greater our culture. Humanly speaking, to be omniscient you must be omnivorous.

But has this culture any depth? Is it not superficial and shallow? Ay, it is superficial and shallow. Let us boldly avow it. It is only when we disavow it and pretend that it is deep that it
becomes disgraceful. As the Talmud says, "Teach thy tongue to say, 'I do not know.'" Moreover, is not superficial knowledge better than no knowledge at all? Is not a shallow lakelet, with margent green, in a violet-embroidered vale, with lilies rocking on its breast, better and fairer than an idle, arid desert where no life is at all?

Are we then all of us doomed to superficiality and shallowness? Ah, no! Heaven-gifted minds there are, who, purposely closing their eyes to the allurements of culture, find their life in searching after truth to the very centre, and, in this service, scorn delights and live laborious days. They are like the diamond drills of Artesian wells, which force their way through stubborn stone and rugged rock, until at last a fountain of the waters of truth gushes upward, glittering in the forehead of the morning sky, whereat all scholarship may quaff reviving draughts, and arid, infertile, untried plains yield waving harvests for all.

Finally (you see I have not yielded to my temptation), to these two high aims—Culture for all, Research for the few—this ground was dedicated, and they have been, from that hour, cherished and fostered by one all-pervading spirit, at the music of whose pleading voice the very stones have taken architectural shape and builded domes for learning, with corridors which will forever re-echo her immortal footsteps. Bearing the personal reflection of her high ideals, from this centre are gone forth annual waves, in ever widening circles of sweetness and light, culture and deep scholarship, whereof the undying blessings to mankind throughout the ages no mortal can compute.

Song by the Students: "Manus Bryn Mawrensium"

Omitted on account of the lateness of the hour.

Manus Bryn Mawrensium, Laetissimae puellae, Inter doctas gentium Fulgentes sicut stellae. Illius fausti temporis Sumus praecessores, Cume licebit feminis Fieri Doctores. Omnesque jam scientiae, Sunt nobis tamquam joci, Professor Linguae Anglicaæ Nos docet bene loqui. Neon in mathematicæ Adeo sumus versatae, Ut numeremus facile Quot annos sumus natae.
PRESENTATION OF DELEGATES TO THE PRESIDENT AND MEMBERS OF THE BOARD OF DIRECTORS AND FACULTY OF BRYN MAWR COLLEGE

(It was intended that all the Delegates should cross the platform and present in person their congratulations, but owing to the lateness of the hour this ceremony had to be omitted.)

CLOSING ADDRESS BY THE PRESIDENT OF THE COLLEGE

The President's address is here printed in full—on account of its historical interest, although owing to the lateness of the hour only the paragraph concerning the first President of the College and a few other sentences were actually delivered.

Before beginning what I have to say I am sure that I may speak for the Directors and Faculty of the College, as well as for myself, and express our heartfelt gratitude for the words of approval that have been spoken of Bryn Mawr. Praise like this from those who know whereof they speak is indeed an incentive to grow worthy of it.

I beg to assure the illustrious presidents of Johns Hopkins and Harvard and of our four great sister women’s colleges, the eminent
scholar and teacher of Greek, the great head master, the eloquent
and loyal alumna, and last, but not least, our world-renowned fel-
low citizen, Doctor Horace Howard Furness, that your generous
recognition of Bryn Mawr’s achievement will give us fresh courage
to endeavor to approach our scholarly ideals more nearly in the next
twenty-five years.

As we stand to-day at the close of the first twenty-five years
of our college life, it may perhaps be profitable to ourselves and to
the many delegates and friends who have gathered here to do us
honor to consider the fortunate combination of circumstances that
has made Bryn Mawr what it is, for in the creation of a college like
Bryn Mawr fortunate coincidence and timely happening must
be added to the wisest forethought and planning.

The college was fortunate in its naming. Its Founder, Doctor
Joseph W. Taylor, a modest Quaker gentleman, desired that his
name should not be given to the college he had founded, and in
consequence the college received the charming name of Bryn Mawr
from the place in which it is situated.

Our Founder not only made in business the fortune with which
he endowed the college, but he also studied and in early life prac-
ticed medicine and it was with a physician’s keen eye that he ex-
amined every spot within a radius of fifty miles from Philadelphia
for a healthful college site free from malaria, with pure water, in
the midst of wide stretches of fertile country. So much was de-
sign; but it is a fairy gift of fortune that the immediate neigh-
hood of the college has since become one of the most beautiful
urbs of any great city, with well-kept private lawns and well-made
roads stretching out in every direction as if designed for the conve-
nience and safety of girl students. Thirty years ago it was not so
well understood as it is to-day that a situation like Bryn Mawr’s
is the ideal situation for a great college, whether for men or women
—not in the city itself, which then distracts its students, not so far
away in the country that they are confined wholly to college inter-
est, but near enough and not too near (just twenty minutes by
express trains) to a great city so that they may be citizens at once
of the real and the academic world. It was also a happy accident
that Doctor Taylor placed the college in the suburbs of the third
largest city in the United States and almost as near to New York
City as Vassar College itself so that its professors and students
may have ready access to libraries, museums, picture exhibitions, good music and good acting, and also in the great commonwealth of Pennsylvania where there was and is no other woman's college, where the coming together of the great arteries of the Pennsylvania railroad makes the college easily accessible from the east and west and north and south. It has consequently become a cosmopolitan, not a local, college where students come together from all parts of the country to rub off their provincialisms and educate one another into wide sympathies and broad points of view. Statistics taken year after year show that a much smaller proportion of Bryn Mawr's undergraduates come from its home state than those of any of the great undergraduate colleges represented on this platform.

It showed, I believe, great wisdom in our Founder not to have allowed himself to be persuaded by President Gilman to organize his new college for women as an annex to Johns Hopkins University. In the one long talk I had with him when I was a Cornell senior in Baltimore for my vacation I thought that he was seriously considering it. He questioned me about my experience of coeducation at Cornell and my truthful answers in regard to the rudeness of the men students to women in those early days seemed greatly to displease his gentle courtesy. He then asked me whether I thought that women professors would be as apt to wish to teach in an annex or a coeducational college as in a separate woman's college. Even then I had astuteness enough to wish to teach in an annex or a coeducational college as in a separate woman's college. Even then I had astuteness enough to reply that they would probably not be asked to teach at all except in a woman's college as all the best positions would be reserved for men. I remember well that this seemed to him very undesirable. He said that he thought that young women should not be taught exclusively by men but should also study under women of high attainments holding important and responsible positions. I have never forgotten the impression made on me by his earnest desire to give the girls who should be students in his college the best possible conditions. His personality was very vivid and very lovable. He seemed to me to be the best type of a gentleman of the old school. His manners had the courtesy and regard for others that have come to seem oldfashioned. It can be only the highest type of man that devotes himself and his fortune to the special interests of women.
It was, I think, a happy thing that Bryn Mawr was founded as an independent woman’s college because whatever may be the ultimate form to be taken by women’s education in the future, I believe that in the present women’s education and women’s development may best be studied and promoted in a woman’s college. Bryn Mawr has been able to do more for women’s scholarship and women’s problems as a separate college than even as an annex to Johns Hopkins University.

In the dormitory system adopted Bryn Mawr was also very fortunate. Intelligent forethought here combined with happy chance. In 1880, it was not clearly understood that lecture rooms and students’ living rooms should be in separate buildings, nor was it then fully recognized that young men or women should not be gathered together in great numbers under one roof. Indeed at that time all residence colleges except one consisted of one or more huge buildings, but this one, Smith College, was visited by Doctor Taylor and his trustees and by a happy chance Doctor Taylor lost his heart to the Smith College administration building and as a consequence was strengthened in his decision to adopt the Smith rather than the Vassar or Wellesley plan of building. The interior plan of Taylor Hall is a careful copy of Smith’s central building as it was before it was enlarged, even to the chairs used in the assembly room and class rooms. At present it would be impossible to plan a college otherwise than after the Smith-Bryn Mawr plan of separate buildings.

Bryn Mawr was blessed by another bit of sheerest good luck. Our Founder like many old bachelors and old maids who know little about them glorified domestic duties. It was early determined by him that the future Bryn Mawr students should make their beds and wash their dishes like the Wellesley students of that day. The first President of our Board of Trustees who accompanied him on a journey to Wellesley to see how domestic service worked has often told me of the shock given Doctor Taylor by the Wellesley china nicked by the turbulent washing of college girls impatient to get to their studies or their sports, and his subsequent decision to leave his trustees uninstructed in respect to domestic science. Bryn Mawr has always held that unless such service, as at Mount Holyoke, is given by the students to secure a substantial reduction in the cost of their college course
it is wholly unjustifiable, as it gives them no training at all commensurate with the loss of time valuable for study, and it cannot take the place of fresh air or sports or gymnastic exercises. It is a matter of principle with us to have everything possible done for our students. We make their beds and clean, dust and put their rooms in order each morning. For these four precious years we give them the same freedom from domestic cares that is given to young men in college who also may have to stoke their own furnaces later, or take up manual occupations.

In the placing of her first buildings, too, Bryn Mawr was fortunate. Merion Hall, our first dormitory, was put close to an outside road by chance almost, certainly with no thought of introducing a new principle in college building. The convenience proved so great that our other halls of residence also were placed on outside roads, so that supply and delivery people on foot or in wagons need never cross the campus which is reserved for professors and students and their guests. Bryn Mawr was the first, I believe, of all American colleges to recognize what Oxford and Cambridge have exemplified, that space is economized and stateliness ensured by erecting piles of massive buildings around the outside boundaries of a college property and that gardens, lawns and quadrangles walled in, as it were, by such buildings gain greatly in intimacy and beauty. The gateway tower of Pembroke was, I believe, the first collegiate entrance gateway to be built in the United States. On any festival or college function like to-day’s we are able to close our entrances and exclude from our campus of fifty acres all carriages and motors and uninvited guests. This plan of building has since been adopted by most modern colleges.

The college was also fortunate in its architects. The architectural careers of Walter Cope and John Stewardson began with the beginning of the college. A year after its opening, in 1886, these two young architects were asked to plan Radnor Hall which became their first important building. In Denbigh Hall designed in 1889 and 1890 they developed more completely the new style of collegiate architecture that has already done so much to beautify the colleges of the United States. Although the so-called American Collegiate Gothic was created in Denbigh, the long, low lines of Pembroke extending 475 feet show its capabilities better. Rockefeller Hall and the new library, modelled after Wadham Hall at
Oxford built in 1630, were designed just before Mr. Cope's death, in 1902, and developed the new style still further. It was after Pembroke was built and because of its great beauty that Cope and Stewardson were asked to imitate it in Blair Hall, Stafford Little Hall, and other buildings at Princeton, in the dormitories and Collegiate Gothic quadrangles of the University of Pennsylvania, in the ten great buildings of Washington University, the six great buildings of the University of Missouri, and in many other places. It may perhaps be of interest to this college gathering to know that the first Collegiate Gothic building of the University of Chicago was designed by an architect sent to study our Bryn Mawr buildings by its donor, Mrs. Charles Hitchcock, who had spent a summer at Bryn Mawr and learned to love our college architecture. Radnor, Denbigh, and Pembroke were standing in all their beauty on the Bryn Mawr College campus before Cope and Stewardson had been asked to plan any buildings for the universities of Princeton and Pennsylvania and may thus be regarded as the models of all the later collegiate buildings designed by them or by others in the same style. A comparison of these later buildings themselves with the Bryn Mawr College buildings, together with a comparison of their respective dates of conception and construction, will readily establish the fact that the three earliest residence halls of the Bryn Mawr group antedate all other American buildings in this style and perhaps surpass them all in romantic beauty.

The so-called American Collegiate Gothic was thus created for Bryn Mawr College by the genius of John Stewardson and Walter Cope. The College first discovered their genius and directed it to the collegiate Gothic style of the English colleges by asking them to create here counterparts of the Oxford and Cambridge buildings. Growing out of the soft English turf like the old English colleges they copy, these seventeenth century Jacobean buildings give a sense of quiet and peace peculiarly adapted to the life of college students. If you will compare the photographs of our Bryn Mawr College buildings with the Oxford and Cambridge buildings you will be able easily to satisfy yourself that the Bryn Mawr Gothic is not a copy of any Oxford or Cambridge college or group of colleges. It is rather the spirit of their architecture reproduced in new form by a wonderfully sympathetic understanding of changed architectural conditions. Our Bryn Mawr College buildings seem to me
more truly original in their adaptation of Jacobean Gothic, pos­
sessed of more romance and charm, and far more sympathetic
and satisfactory in their architectural effect than any of the
many college buildings erected in England after Jacobean models
since the latter half of the seventeenth century. We venture to
believe that the American Collegiate Gothic is a distinct con­
tribution made by Bryn Mawr’s architects to the beauty of
American colleges.

I have been asked to speak of the methods by which Bryn Mawr’s
harmonious effects have been secured. It is needless to say that
these effects have been attained by much travail of spirit, and that
they represent also a continuous artistic development. All our
college buildings except our new gymnasium were built or designed
under a single chairman of the building committee, David Scull,
who loved beauty and believed in following expert opinion. There
have been, therefore, no compromises and no second bests. Every­
thing belonging to experts has been left to experts. Our architects
and landscape gardeners in conjunction with the president of the
college have located, designed, built, and decorated our buildings
and placed our trees, shrubs, roads, and paths. Nothing has been
left to chance. The artistically uneven way in which the stones
are built into the walls of our college buildings reproduces the
long stretch of Pembroke wall laid by John Stewardson with
his own hands which was photographed and copied by the stone
masons in all our later buildings. The twenty-eight gargoyles of the
library cloisters are adapted from photographs and casts of gar­
goyle collected in many summers of travel, just as the dimen­
sions of the library cloisters and the size and number of the
cloister arches are based on the photographs and measurements of
many other cloisters studied during four summers in England,
France, and Italy. The staircases of Pembroke, Rockefeller, and
the Library are simplified and modelled from famous Jacobean
staircases in England. The color of the Pembroke dining room
and corridors was mixed by Walter Cope with my lay assistance
during one long August day of terrific heat. Since Mr. Cope’s
death Mr. Lockwood de Forest has himself designed all our decora­
tion and mixed, or supervised the mixing of, all our colors from
the beautiful Gothic ceiling of the library reading room which
he designed after Gothic models to the window trims of the build­
ings and the stains on the panelling, front doors, and floors. He has designed our cloister garden fountain, our library reading lamps, our lamp-posts, our library clock, our book-plates, our memorial tablets, and all our decorative gifts. By a beneficent ruling of our governing board every gift of an architectural or decorative character must be designed by the college architect under the direction of our building committee. Much of the furniture of our halls of residence has been purchased in old furniture shops in England and in different parts of America, or adapted like the dining room chairs of Denbigh, Pembroke, and Rockefeller or the reading desks and tables of the library from English furniture of the Jacobean period. From the opening of the college our rugs, furniture, furniture coverings, pictures and other ornaments have been purchased and placed in position by two persons only, and the same two persons, which secures a unity of effect to be attained in no other way especially when as at Bryn Mawr rigid economy must be practised. A great part of our success in creating here a beautiful and harmonious college is surely due to the wise policy of our directors in entrusting the artistic development of the college to the same hands, but it was good fortune beyond the scope of any provision however wise to be able to secure at the critical moment the services of such architects as John Stewardson and Walter Cope and of such a decorator and architect as their successor Lockwood de Forest. It was also the happiest coincidence that the chairman of the building committee, the member of the governing board most closely associated with the artistic side of the college, and the president herself should have been fitted by residence and travel abroad to cooperate with the architects and by appreciation and criticism encourage them to put forth their highest artistic efforts.

We have come to believe that the power of a college to influence its students for good is vastly increased if it gathers them together for four impressionable years in the midst of beautiful surroundings in buildings built and furnished in accordance with the best architectural and decorative traditions and administered in accordance with the civilized traditions of well-bred households. We believe that the Bryn Mawr campus and the Bryn Mawr halls will not only be loved and dreamed of because of their beauty by successive generations of Bryn Mawr students, but that the principles of
good taste embodied here will be introduced into hundreds of Bryn Mawr homes. Although it does not appear in our curriculum of study, this is Bryn Mawr's not unimportant contribution to domestic science.

Again it was due to the same happy combination of accident and design that the system of students' self-government which is now being introduced into all colleges for women originated at Bryn Mawr and still exists here in a fuller and more unrestricted form than is even now known elsewhere. There has never been faculty discipline at Bryn Mawr. When the college opened it was so manifestly unsuitable to entrust to a faculty of young unmarried men—a condition, I may say, that has long since remedied itself—the conduct of a body of women students of marriageable age that their discipline fell naturally into the hands of one of the three women on the faculty, the then Dean. By me it was given to the students themselves, informally at the opening of the college in 1886, formally by charter with the approval of the president and trustees in 1892—never hereafter, I trust, to be taken away. And so our great Bryn Mawr Self-Government was born of the temporary and wholly fortuitous coming together of marriageable men and maidens as professors and students.

In the naming of the college, then, its natural environment, its system of buildings, its architecture, and the discipline of its student body we have nothing to wish changed. Wise provision has been everywhere supplemented by the happiest of favoring circumstances. But when we turn from the material to the intellectual side of our college life it becomes more difficult to separate design from accident. It must, for example, be regarded as the wisest forethought that two trustees of Johns Hopkins University, then as now in the van of education in the United States, were appointed by our Founder as trustees of Bryn Mawr and one of them made president of its board, and that other trustees appointed by him had had wide legislative experience as trustees of Brown, Lehigh, Vassar, and Haverford colleges, the Penn Charter School, and other educational and charitable institutions. In consequence the government of the college has been from the first admirable. Nothing done has had to be undone; there have been no compromises between present expediency and ultimate good; the course of the college has been unswervingly onward. The early
trustees, and later the directors of the college, have with almost unexampled wisdom confined themselves strictly to their legislative and financial functions. I do not remember a measure strongly advocated by the faculty or a nomination or measure advocated by the first or second president of the college that has not received the ultimate approval of our board of government. Not only our artistic development but our academic and intellectual development has been continuous. Indeed Bryn Mawr is one of the few colleges in the United States which has been allowed to try the effect of continuity. Since its opening in 1885 our entrance requirements, our group system, and our oral examinations in French and German for seniors have remained practically unchanged. In looking back over twenty-five years we can perceive good fortune ever in close attendance on the best forethought of our Directors and Faculty, adding success higher than we could have hoped for.

For example those of us who organized the first Bryn Mawr curriculum in 1884 and hesitated between the fixed course of required studies in operation in almost all colleges and the new free elective system, then coming to its own at Harvard and enthusiastically heralded, could not have foreseen that the system of study that Bryn Mawr finally adapted from the three years' undergraduate course of Johns Hopkins University, amplified into a four years' course and named the Group System, a name approved of and used by President Gilman at the opening of the college twenty-five years ago, would be adopted later by the most progressive colleges, among them the state universities of Indiana, Illinois, Missouri, Wisconsin, California, and Kansas and Northwestern University; the private foundations of Chicago, Leland Stanford Jr., Williams, Dartmouth, Tufts, New York University, Pennsylvania, Princeton, Clark College, Yale, and within a year Harvard, and the four women's colleges of Smith, Wellesley, Mount Holyoke, and Goucher.

The Group System as worked out in 1884 and operated for the past twenty-five years at Bryn Mawr is simply this. As all education must be a series of choices excluding some studies to make room for others and as some one must make the choice, Bryn Mawr says that the college with all the experience and knowledge at its command, rather than the ignorant girl or boy, shall choose what
shall be the studies that must be included in all liberal culture. Bryn Mawr says that one-half of a student's time must be given to certain disciplinary culture studies, which are two years of five hours a week of English, one year of philosophy, one year of Greek or Latin, two years of science with certain substitutes allowed for the second year of science. Bryn Mawr does not ignore the delight, than which there is no greater, of working where one's bent leads, and it allows each student to spend one-half her time in the studies she prefers. The College, however, says to her: "Whatever you care for you must study long enough to have some knowledge of and you must also study something else allied to your favorite study long enough to have some knowledge of it too so that through these two allied studies you may get at least a far-off vision of scholarship." This is the Bryn Mawr Group System. So far are our students from finding their group burdensome that the great majority of them choose to spend the rest of their purely elective work, for one-sixth of the college course is purely elective, in advanced work in their group studies or in their required studies.

Bryn Mawr has from the first taken decided ground in regard to the necessity of residence for both graduate and undergraduate students. We do not admit more students than we can house in our halls of residence. We believe that the influence of a college is doubled if its students can devote themselves to study in beautiful surroundings free for perhaps the only time in life from all responsibility for the domestic running of the household and from all those hundred little duties that make up the daily life of the rest of us. More important than all Bryn Mawr educates its students for four years in communities made up of older and younger students, in little republics of letters, so to speak, where there is a fair field for all and favor for none. In each of our halls of residence one-fifth of the rooms are reserved for graduate students and one-fifth for each of the four undergraduate classes. By living thus together, older and younger students in the same halls of residence, we think that our students are educated by each other and learn as they can in no other way to live and work with their fellows.

The four years' college course has been strictly enforced. Bryn Mawr holds that four years out of a lifetime are not too much to
give to liberal training and culture. When other colleges urge lack of time and the haste of parents to set their children to work or to settle them in life Bryn Mawr replies that she is concerned not so much with the first five years after leaving college as with the ultimate goal, that all experience shows that in the long run the broadly-trained intellect wins in the race even when measured by dollars and cents, and that even if the credit balance of dollars and cents were not, as it is, on the right side, a wider intellectual outlook, more varied interests and greater joy in living ought not to be sacrificed, above all for women who are not yet in the market-place.

It showed wisdom and forethought in the highest degree for our Board of Directors to select as the first president of the college the man they did, but again happy fortune coöperated with the college. They could not have known—no one could have known—that his unswerving nature would set itself immovably towards the highest standards of academic excellence as soon as he recognized them. He was consumed with the flame of a great love for the best as he knew it. No anniversary of the college can be true to facts or in any way complete without the fullest recognition of his great part in the early development of the college. For the first ten years, from 1884, the year before the college opened, until his resignation of the presidency in 1894, we worked together in the closest daily companionship and agreement. There was over thirty years' difference in our ages, yet so great was his determination that the college should have the best that whenever he thought that my more recent training made me better able to judge of any academic matter he placed it unreservedly in my hands and supported my conclusions, which indeed became his own, with unflinching loyalty. When, as often, he knew better than I, I tried to follow his wonderful example. It is not to be wondered at that the early Bryn Mawr was well organized and well administered. No one could withstand such a combination as we made of youthful enthusiasm and mature wisdom. Our late beloved President, James E. Rhoads, was one of the broadest men I ever knew. The absolute academic and moral freedom, the freedom to think straight and to act in accordance with individual conscience and honest conviction which has won for Bryn Mawr the love and confidence of her faculty and students, is due in great part to President Rhoads' catholic and truly liberal spirit.
It was again the happiest of all coincidences that the young Cornell student destined to return from Germany four years later to be the dean of the new college for women should have come into close contact in her father's house with that wonderful group of professors, to one of whom we have listened to-day, and of students, now the leading professors in America, who together were the early Johns Hopkins. Every college in the United States was to be transformed by the great impetus it was to give to scholarship and research. It is still, in my opinion, the foremost exemplar of those early ideals. Bryn Maw'r's debt to Johns Hopkins is too great to be put into words. We owe it not only our group system, but our whole conception of what graduate and undergraduate work should be and our ideals of research and scientific thoroughness. A long succession of Hopkins men have taught and are still teaching in our Bryn Maw'r faculty. In my contact with the great scholars and teachers of Johns Hopkins and Leipzig I learned what every fact in my administrative experience has proved to me over and over again, that a man or women actively engaged in research makes the best teacher for freshmen as well as for graduates. I believe that a great teacher can be produced in no other way. All research workers are not good teachers, nor are all professors who are ignorant of research good teachers; but given a great scholar with the power to teach, then, and then only, we have a great teacher.

I regard it as another happy result of this early contact with Johns Hopkins that Bryn Maw'r opened with a large number of resident fellowships, the first ever given to women, and with a graduate school. A college without graduates working with and under our professors never occurred to us. Without this graduate school, which has now become the largest for women east of Chicago except Columbia and the fourth largest in the United States, we could not possibly have drawn to Bryn Maw'r the eminent teachers of our faculty. We believe that even the best undergraduate teaching cannot be given by a college whose professors do not conduct research and investigation courses and that such professors would make infinitely better teachers even for children in a primary school if they were attainable. One-third of the time of every member of the Bryn Maw'r faculty has always been given to graduate teaching.