A large group of women, likely students or faculty, are posed on the wide stone steps of a classical building. They are dressed in late 19th-century fashion, featuring long, dark dresses with high collars and long sleeves, and various styles of hats. The building behind them has prominent columns and a pedimented entrance. The photograph is in sepia tones.

On the Same Terms  
The Beginnings of Women's  
Education at Northwestern

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Northwestern | UNIVERSITY LIBRARIES

New Trustees.

On motion of J. V. Farwell, the Board proceeded to elect two additional trustees for the term of four years, when E. O. Haorn and Frederick E. Bradley were elected.

No 2 +  
Admission of  
Young Women.

The motion to receive ladies to the college class was then taken from the table. The following substitute was offered by Rev. Mr. Jewett, to wit-

Resolved that we approve of the admission of young women to the classes of the university upon the same terms and conditions as young men, and we refer the question of details and plan to the President and Faculty and the Executive Committee of this Board, and that so far as may be, young women be admitted to said classes at the opening of the next collegiate year.

This substitute was accepted by the mover of the original resolution, and the resolution was then, on motion, adopted.

Adjournment

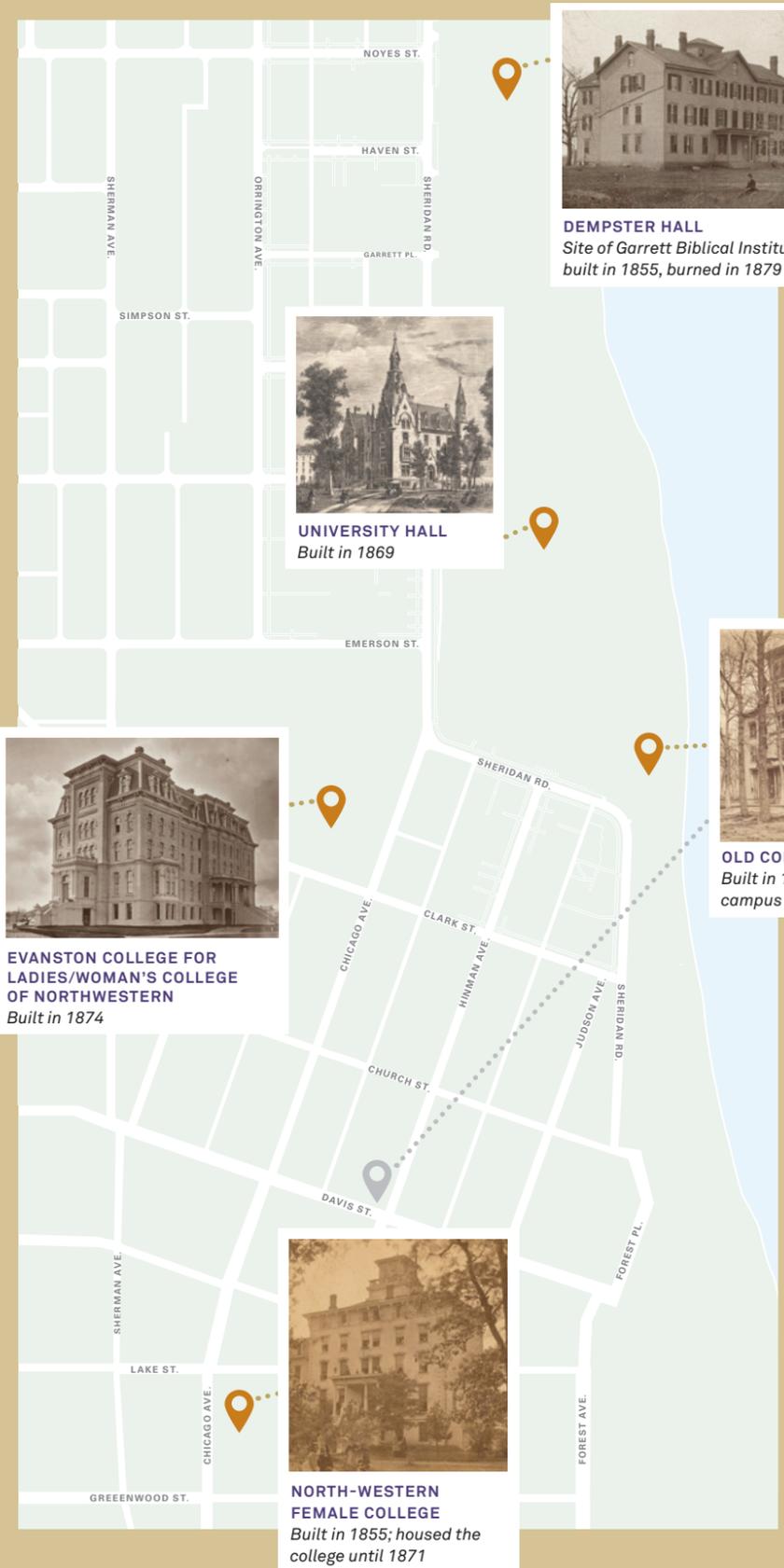
The minutes were then read and approved and the Board adjourned.

C. motion was passed  
Raising the matriculation fee  
Secretary.

# On the Same Terms The Beginnings of Women's Education at Northwestern

Catalog of the Exhibition  
Deering Library  
October 2019 - June 2020  
Janet Olson, Curator

"Resolved that we approve of the admission of young women to the classes of the university upon the same terms and conditions as young men . . ."



**DEMPSTER HALL**  
Site of Garrett Biblical Institute;  
built in 1855, burned in 1879



**UNIVERSITY HALL**  
Built in 1869



**OLD COLLEGE**  
Built in 1855, moved to  
campus in 1871, razed in 1973



**EVANSTON COLLEGE FOR LADIES/WOMAN'S COLLEGE OF NORTHWESTERN**  
Built in 1874



**NORTH-WESTERN FEMALE COLLEGE**  
Built in 1855; housed the college until 1871

**FRONT COVER**  
*From a stereopticon image of students on the steps of the North-Western Female College, circa 1870*

**INSIDE COVER**  
*Minutes from the June 23, 1869, meeting of the Northwestern University Board of Trustees*

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**DEAN'S GREETING**  
**Sarah M. Pritchard**  
*Dean of Libraries and Charles Deering McCormick University Librarian*

Collegiate coeducation—the threatening business of educating women alongside men—wasn't unheard of in the United States in 1869, but it was not yet common or, to many, even acceptable. Today the Northwestern University community can be quite proud of how our forebears grappled with the idea of educating women so early in our history—but it wasn't a given that their efforts would lead to the definitive realization of gender equality that we commemorate today.

Even with a newly hired president who favored coeducation, the University was at first on a path to follow the more conservative coordinate school model of women students' attending certain classes but living in a separately administered, "homelike" environment—a veneer of equality, but without the worries of disrupting social norms or distracting impressionable young men. As you'll read, the Great Chicago Fire of 1871 changed this trajectory, leading to an 1873 merger that created one University administration for men and women. Even then, the structure of coeducation remained in flux in both academic and residential contexts for years; the national conversation about gender roles and equity on campuses continues to yield debate and study.

There has been as yet no comprehensive history of women at Northwestern. In fact, the anniversary of the resolution of June 23, 1869, to admit women has never been marked until now. True, Northwestern's path to coeducation is a complicated one, affected by fires and funding, administrative changes and changing ideas. The story includes a large cast and reflects the vision of Evanston women and the determination and drive of the first women students. Fortunately, this complex history is well documented in the records amassed in University Archives and housed in Deering Library. From these reports, papers, letters, maps, photographs, and artifacts, the complete story is waiting to be told.

As a librarian with a background in women's history who once administered the library at a women's college—and as Northwestern's first woman dean of libraries—I am pleased to present this publication, in conjunction with our archival exhibition, illustrating the early years of coeducation at Northwestern. With it, the Libraries set the stage for research toward a comprehensive historical analysis of women at Northwestern. ●

## FOREWORD

**Joan M. Johnson**  
Director for Faculty,  
Office of the Provost

As you will discover in this book, the history of coeducation at Northwestern is complicated, and its successful implementation was far from guaranteed when University trustees voted to admit women students in 1869. Still, this momentous decision should not be surprising, given the advances in women's opportunities taking place at the time. Northwestern was among the first major wave of colleges to embrace coeducation in the 1860s and 1870s, driven by women's activism and changes in women's education.

Social reform flourished across the country in the mid-19th century, spurred in part by Methodists and other Second Great Awakening evangelicals, who sought to create a more perfect society by persuading sinners to repent and live moral lives. Reformers strove to build utopian communities and, of particular interest to local Methodists, called for abolishing slavery and forswearing alcohol. The reform movement first caught fire in the Northeast and blazed across the country.

Women were essential to this wave of reform. Black and white women founded the Philadelphia Female Anti-Slavery Society, and in Chicago black abolitionist and suffragist Mary Jones sheltered enslaved men and women trying to escape to Canada. Women advocated for reforms ranging from prohibiting prostitution to improving conditions in prisons and asylums, through moral-reform and antislavery groups as well as church auxiliaries and missionary societies. They initiated an organized women's rights movement, fueled by the world's first women's rights conference in Seneca Falls, New York, in 1848.

As a result of this activism, states passed laws enabling married women to retain control over wages and inheritances. In Illinois, lawyer Myra Bradwell—whose husband, Northwestern University trustee James B. Bradwell, strongly advocated for coeducation—helped write the Illinois Married Women's Property Act of 1861,

although because of her sex, the Illinois Supreme Court would later deny her admittance to the bar.

Women's activism grew during the Civil War as they raised funds, nursed soldiers, and even assumed roles with the US Sanitary Commission. During and after the war, women increasingly earned wages as teachers, nurses, writers, and factory laborers.

Within 20 years of Northwestern's decision to admit women, Illinois women would lead national movements for women's rights and progressive social reform—women including Jane Addams, who opened Chicago's Hull House, the first settlement house in the country; Ida B. Wells, the suffragist and civil rights and antilynching activist; Catharine McCulloch, an Evanston resident and vice president of the leading national suffrage association; and Frances Willard, president of the Woman's Christian Temperance Union and a key figure in the history of women at Northwestern.

Beginning well before the 1869 decision at Northwestern, US women had been gradually gaining greater access to formal education. In the aftermath of the American Revolution, white women justified their need for schooling as being essential to their roles as inherently moral mothers teaching sons how to be citizens in the new republic. In the decades before the Civil War, academies and seminaries for girls proliferated around the country, especially in the Northeast, offering instruction in French, music, and the ornamental skills as well as in math and science. In Illinois, Rockford Female Seminary was chartered in 1847 and the North-Western Female College (not affiliated with Northwestern University) opened in Evanston in 1855, offering a collegiate course—though not a college degree.

Still, women had few opportunities to obtain a classical education leading to a bachelor's degree. Many Americans, including influential educators, wondered whether women were intellectually capable—or believed education

unnecessary to their roles as wives and mothers. *Ought Women to Learn the Alphabet?*, published in 1859, encapsulates the debate; its author, Thomas Wentworth Higginson, answered in the affirmative. At Oberlin, the nation's first coeducational college, most women entered through what was called the Ladies Department, which did not require Greek and Latin; despite calling themselves colleges, schools like the North-Western Female College did not actually offer degrees. This changed after the Civil War with the founding of Vassar College in 1865 and Wellesley and Smith Colleges 10 years later; the Women's Educational Association opened the Evanston College for Ladies in 1871. Oberlin was open to women of all races, although many northern women's colleges were not, reflecting a variety of policies and practices regarding admitting black, Native American, Latina, and Asian students.

Coeducation was deeply controversial. At many colleges, men trustees, faculty, alumni, and students vehemently resisted the entrance of women. At a time when most Americans embraced adherence to strict, binary gender roles, these men feared that both men and women could become “de-sexed” or, on the other hand, distracted and sexually tempted by the proximity of the opposite sex. In comparison to many northeastern schools, Northwestern was in the vanguard with the relative ease of its decision to admit women. Women tried—and failed—for decades to integrate Harvard, for example, as such men's colleges founded much earlier than Northwestern, often by Congregationalists or Presbyterians, resisted change.

Since the 1820s, the Methodist Church had called for creating schools and colleges open to men and women; by the 1860s and '70s, coeducation flourished in regions where Methodists thrived, including Illinois. As towns developed, they built schools so their children would not

have to travel far for education. Increased access to high school prepared more students for college. The 1862 Morrill Act helped democratize higher education by allotting public land to states for land-grant colleges focused on agricultural and industrial training. States were keen to meet the growing demand for teacher training, and they hesitated to spend money building separate schools for women (although this did not stop southern states from practicing racial segregation). State universities now part of the Big Ten led the movement, many of them admitting women within just a few decades of their founding. Women were admitted to the University of Iowa in 1855, the University of Wisconsin in 1866, Indiana University in 1867, and the Universities of Illinois and Michigan in 1870. Despite this flurry, coeducation remained contentious, and schools around the country faced a backlash—including the University of Chicago, where women had begun to dominate Phi Beta Kappa membership.

Thus, even when the doors were open to them, women were not always welcome. As Northwestern's history demonstrates, beginning with the vision of local women, it took extensive effort on the part of women students, faculty, alumnae, and staff continuing to demand equal access and opportunity. Similarly, although Northwestern from its beginnings officially accepted students irrespective of race, the earliest women students were white, and students of color have long fought for full inclusion and equity. Today, challenges to gender equity remain, as well as equity for gender identity and expression, racial identity, sexual orientation, and economic status. The forward thinking and fierce determination of women and men in leadership and women students, faculty, and alumnae should inspire as well as challenge Northwestern these 150 years later. ●



No 52 838

State of Illinois  
County of Cook  
and recorded in Book No 85 of maps page 42  
L. B. Howard  
Clerk

I, Henry L. Rucker, County Judge and ex officio a Justice of the Peace in and for said county, do hereby certify that John Evans, Philo Judson, and Andrew S. Brown, who are to me personally known, this day appeared before me, and the said Evans as president of the Board of Trustees of the North Western University and said Judson as secretary of said Board, for and on behalf of said University as proprietors and the said Judson and Brown as individual proprietors of the lands designated on the map or plat, acknowledged the same as the plat of said proprietors, and that they the said proprietors have caused said lands to be subdivided and platted as herein indicated.

Given under my hand and seal this 24<sup>th</sup> day of July A. D. 1854.  
H. L. Rucker  
County Judge etc.

# Education in Evanston 1855-69

In fall 1855, three institutions of higher education opened their doors in the township that would soon be known as Evanston.

Just two years earlier, the founders of Northwestern University had selected the site, impressed by its bucolic setting and its distance from the temptations of Chicago. They purchased over three hundred acres of farmland along Lake Michigan, simultaneously laying the groundwork for their school and the town that would surround it.

Northwestern University had built a frame building on the corner of Davis Street and Hinman Avenue to use until it could afford to construct an appropriately stately structure on the land designated for the campus. Several blocks north, Garrett Biblical Institute's Dempster Hall was the first (and only, at the time) building on that land. The unaffiliated North-Western Female College was located on land deeded from the University at Lake Street and Chicago Avenue.

The University and the Biblical Institute were affiliated, and their boards of trustees shared several members. The University's mission was to prepare men of all denominations to become educated Christian citizens; Garrett served the college men who wished to enter the Methodist ministry. The Female College offered to provide "Young Ladies of the Northwest" with a "thorough

Collegiate Education near home, and amid such rural seclusion as will secure every possible guaranty for health, morals, and refinement."

The Female College, however, did not award college-level degrees.

All three institutions were founded by Methodists, and many early Evanston residents, most of whom were Methodists, were attracted to the new community by its educational opportunities for their children—male and female—and the fact that the University's charter prohibited the sale of alcohol within four miles of campus.

FACING PAGE  
"Plan of Evanston" platted by Philo Judson, 1853-54

BELOW  
Dempster Hall, Garrett Biblical Institute building, circa 1870

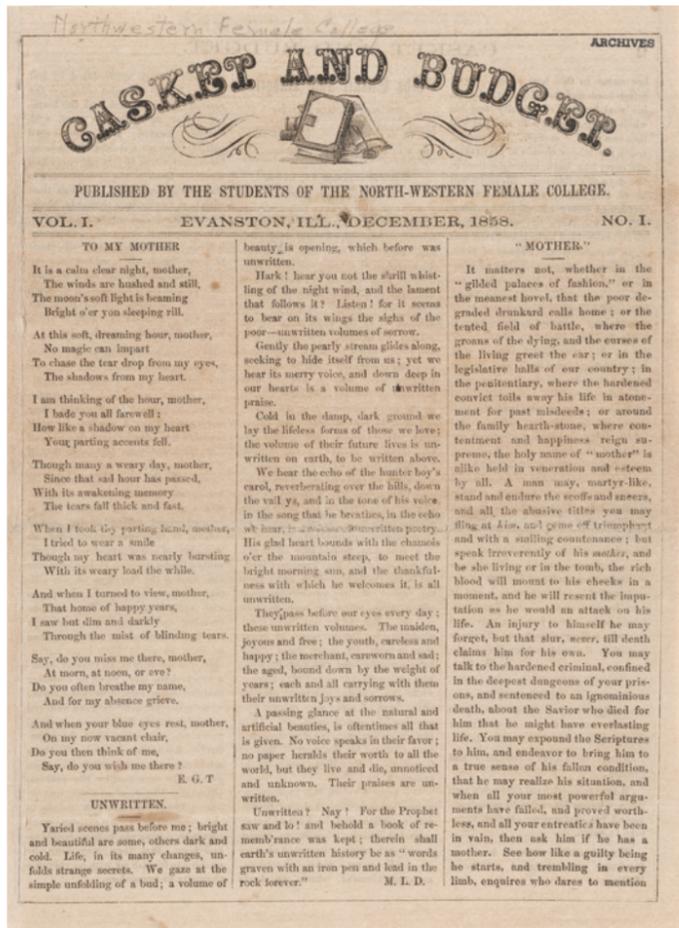




ABOVE  
(Left) Old College, Northwestern University's first building, circa 1871

(Right) Casket and Budget newsletter, volume 1, number 1, 1858

FACING PAGE  
Draft of "A Plea for the Better Education of Woman," speech by William Jones, circa 1857



### The North-Western Female College

Due to traditional assumptions that women were intellectually inferior to men and that their roles should be limited to the domestic sphere, many people believed anything more than rudimentary schooling for women unnecessary, unfeminine, and even unhealthy. By the 1850s, this attitude was changing, and academies and seminaries for women proliferated around the United States, especially in the Northeast and the expanding West. The schools, often called fem-sems, offered French, music, painting, and needlework as well as math and science; some East Coast schools evolved into the first women's colleges. Many of the Midwestern women's academies, including a number of Methodist institutions, were founded and recognized by religious denominations.

William P. Jones Jr. and his brother John W. Jones both graduated from Methodist colleges and were strong advocates of women's higher education. After touring East Coast institutions to study appropriate curricula, the brothers founded the North-Western Female College using John's personal fortune (partially gained during the California gold rush). The college's first building, which welcomed 84 students in fall 1855, burned to the ground in December 1856. To raise money to rebuild it, William traveled throughout Illinois, lecturing on Indian lore and giving poetry readings. His lectures also included "A Plea for the Better Education of Woman" to raise money to help women afford to attend the Female College. A new building was erected on the site of the original structure and opened in October 1857. Also in 1857, William married Mary Hayes, who had been

### A Plea for the Better Education of Woman

Truth should never be considered trite till everybody recognizes it and obeys its mandates. Who will say then that among us this theme of education has grown trite? We Anglo-Americans are an intelligent people no doubt, when compared with Hottentots; yes, and not ~~another people~~ <sup>another people</sup> can put us to the blush by claims of a superior intelligence. But then, this boast of ours is not so much our glory, as it is the shame of all the race. Our boasting cannot change the fact that in 20<sup>3</sup> of us Illinoisians ~~and cannot ascribe a certainty about the~~ <sup>cannot read</sup> ~~ability that nine in ten of those who can, do not read~~ <sup>ability that nine in ten of those who can, do not read</sup> anything worthy of account. It does not change the fact that we, Americans — we, Illinoisians — shall I not say it — you, citizens of Peoria, ~~with all your noble public schools~~ <sup>with all your noble public schools</sup> and mothers among you who give their sons and daughters two suits for their bodies, when they haven't one suit for their thoughts to appear in — who borrow money and pledge their houses, if need be, to give their sons broad-cloth, and their daughters silks, that they may appear "respectably" in society, and thrust them out without even the plain home-spun covering of a Common School Education to hide and shelter the shivering nakedness of their ignorant minds. No doubt it is this Pharisical spirit we acquire when pluming ourselves on our



educated at Mount Holyoke, which was founded in 1837—and was one of the East Coast women’s seminaries that set the example for women’s liberal arts education.

The college offered “preparatory” (middle- and high-school level) courses to women (day and boarding students) and men (day students only), as well as three to four years of “collegiate” coursework for women only. Reflecting the contemporary model of East Coast women’s seminaries (and far from the traditional finishing school curriculum of decorative arts and deportment), the college’s “practical, thorough, and extensive” collegiate program of instruction included courses in classical languages and literature, natural sciences, grammar, arithmetic, and history along with “ornamental branches” such as music and drawing. The curriculum closely resembled the program undertaken by the men a few blocks away at Northwestern University, but without the reward of a college degree. The Female College’s graduates received “laureates” of literature, arts, or science or the honorary titles of Mistress of Science or Arts. The first graduating class in 1859 consisted entirely of valedictorian Frances Willard and salutatorian Margaret McKee. A few

blocks away, Northwestern University’s first graduating class numbered five.

To safeguard the “health, morals, and refinement” of the women, the college’s administrators assiduously regulated boarding students’ conduct. Women could not leave the grounds after 7 p.m., miss church services on Sunday, run on the stairs, or talk during study hours; a 30-minute walk each day was mandatory. University men nicknamed the Female College the “Jones Nunnery.” The women did, however, participate in “polite” sports (such as croquet and skating) and formed the Minerva literary society. In 1858, Female College students boasted that they had published Evanston’s first printed newspaper, the *Casket and Budget*. (It apparently only lasted for one issue.)

Although William Jones’s plan for the grandiose college building depicted on the cover of an 1858 circular was never realized, the North-Western Female College continued to serve the growing population of Evanston, as well as offering its coursework to women from “abroad”—meaning anywhere outside Evanston—who boarded at the school. ●

**FACING PAGE**  
North-Western Female College stereopticon cards, circa 1870. A card would be placed in a stereopticon viewer, which combined the pair of photographs on each card to create a 3-D image.



### WILLIAM P. JONES JR., 1831–1886

William Jones Jr. was a teacher, lecturer, journalist, and poet with an abiding interest in women’s higher education. He established the North-Western Female College in Evanston in 1855 and in 1857 married his assistant, Mary E. Hayes. Together they directed the college until 1871, when he sold the building to the newly established Evanston College for Ladies. Jones continued to pursue his journalism, with a focus on education; in 1884, the Joneses moved to Nebraska to manage the Fremont Normal School and Business College.

9

*Latin.* Sallustius—Anthon.  
Grammar.  
Antiquities.

*Mathematics.*—Geometry, (completed.)  
Application of Algebra to Geometry.

*History.* Ancient, (semi-weekly.)

*Elocution.* Declamation, (weekly.)

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**SOPHOMORE CLASS.**

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FIRST TERM.

*Greek.* Xenophontis Memorabilia.  
Prose Composition—Arnold.  
History of Greek Literature, (weekly)—Eschenberg's Manual.

*Latin.* Horatii Carmina—Lincoln.  
Prose Composition—Arnold.  
History of Roman Literature, (weekly)—Esch. Manual.

*Mathematics.*—Plane Trigonometry—Loomis.  
Surveying, Levelling, and Navigation—Loomis.

*History.* Ancient.

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SECOND TERM.

*Greek.* Euripidis Alceste—Woolsey.  
Æschyli Prom. Vincens—Woolsey.  
Prose Composition.  
Hist. Gr. Lit.

*Latin.* Horatii Epistolæ ad Pisones—Lincoln.  
Prose Composition.  
Hist. Rom. Lit.

*Mathematics.*—Spherical Trigonometry—Loomis.  
Analytical Geometry, (5 sections)—Loomis.

*History.* Ancient, (semi-weekly.)

10

THIRD TERM.

*Greek.* Demosthenes de Corona.  
Prose Composition.  
Archæology of Gr. Lit., (weekly)—Eschenberg's Manual.

*Latin.* Archæology of Rom. Lit., (weekly)—Esch. Manual.

*Mathematics.* Analytical Geometry, (completed.)

*Natural History.*—Zoology—Agassiz and Gould.  
Nat. Theology—Paley.

*History.* Ancient, (semi-weekly.)

*Elocution.* Weekly Declamations and Compositions alternately throughout the year.

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**JUNIOR CLASS.**

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FIRST TERM.

*Greek.* A dialogue of Plato.  
Archæology of Gr. Lit., (weekly.)

*Latin.* Taciti Germania et Agricola—Tyler.  
Archæology of Rom. Lit., (weekly.)

*Mathematics.* Differential and Integral Calculus—Loomis.

*Physics.* Nat. Philosophy, (with lectures.)

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SECOND TERM.

*Greek.* Sophoclis Antigone—Woolsey.

*Latin.* Quintilianii Institutæ.

*Mathematics.* Mechanics—Smith.

*Belles-Lettres.* Rhetoric—Whately.  
Hist. of Eng. Lit., (semi-weekly)—Shaw.

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THIRD TERM.

*Greek.* Thucydides—Owen.

*Latin.* Quintilianii Inst., (continued.)

**NORTH-WESTERN FEMALE COLLEGE**



**EVANSTON, NEAR CHICAGO, ILL.**

Summer Term Commences March 1st, 1858.  
Second Half-Term Commences May 9th, 1858.  
The next Collegiate Year Commences Sept. 13th, 1858.

To the Patrons of Female Education throughout the Northwest, the Directors of the above well-known Institution take great pleasure in announcing their Third Annual Circular:

**THE DESIGN OF THE N. W. F. COLLEGE**

Is, to afford the Young Ladies of the Northwest ample facilities for a thorough Collegiate Education, *near home*, and amid such rural seclusion as will secure every possible guaranty for HEALTH, MORALS and REFINEMENT. For these objects, great attention has been given to the following particulars:

**THE NEW BUILDING.**

The beautiful edifice lately destroyed by fire, has been more than replaced by a *new, larger and more commodious structure*, five stories high, with ample rooms for Library, Cabinet, Lectures, Recitations, etc., for two hundred students, and airy apartments to accommodate Sixty Young Ladies with board, in the family of the Principal. [See central building above.] Closets, drawers, library shelves, in each room, and all the modern improvements for Ventilation, Bathing, etc. have been adopted, and no arrangement for the health and comfort of Students, that extended observation among the first Eastern Institutions could suggest, has been neglected.

**COURSE OF STUDY.**

The course of study is as PRACTICAL, THOROUGH and EXTENSIVE as is pursued in any other Female College in the Union, conducting to the Literary Degrees of Laureate of English Literature, and LAUREATE OF ARTS, and the honorary titles of Mistress of Science and Mistress of Arts.

**LOCATION.**

Parents and Guardians are invited to give special consideration to the great natural advantages which so pre-eminently distinguish the site of this Institution. Located on the Lake Shore, amid the classic groves of Evanston, far removed from the taint and turmoil of the city, it enjoys a purity of atmosphere not to be excelled, together with all those mind-inspiring and exhilarating influences of delightful scenery, so befitting a rural retreat of learning. The Chicago and Milwaukee Railroad renders access easy from all quarters.

RIGHT  
(Top) 1856 Northwestern University catalog, outlining the curriculum for sophomores and juniors

(Bottom) 1855-56 North-Western Female College catalog. Women would follow a curriculum very similar to that offered to Northwestern men students.

FACING PAGE  
Circular, North-Western Female College, 1858. The imaginative sketch of the campus reflects Jones's vision for the school.

NORTHWESTERN FEMALE COLLEGE.

Isabella S. Milnor,  
Martha J. Stewart,  
Mary Watson,  
Helen M. Watson,  
Margaret Walker,  
Charles S. Wood.

---

**COURSE OF STUDY.**

THE COURSE OF STUDY IS AS PRACTICAL, THOROUGH and EXTENSIVE, as is pursued in any other Female College in the Union; conducting to as high Literary Degrees.

**COURSE FOR MISTRESS OF ARTS.**

JUNIOR YEAR.

FIRST TERM.

Logic, - - - - - Whately.  
Geometry, - - - - - Loomis.  
Virgil, - - - - - Anthon.  
Xenophon, - - - - - Anthon.  
Biblical Antiquities (Sabbath).

SECOND TERM.

Botany, - - - - - Wood.  
Cicero's Orations, - - - - - Anthon.  
Iliad, - - - - - Anthon.  
Trigonometry, - - - - - Loomis.  
Biblical Antiquities (Sabbath).

MIDDLE YEAR.

FIRST TERM.

Rhetoric, - - - - - Whately.  
Natural Philosophy, - - - - - Parker.  
Livy, - - - - - Folsom.  
Iliad, - - - - - Anthon.  
Greek Testament (Sabbath).

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NORTHWESTERN FEMALE COLLEGE.

SECOND TERM.

Moral Philosophy, - - - - - Wayland.  
Astronomy, - - - - - Olmsted.  
Mineralogy, - - - - - Dana.  
Tacitus, - - - - - Anthon.  
Greek Testament (Sabbath).

SENIOR YEAR.

FIRST TERM.

Geology, - - - - - Hitchcock.  
Chemistry, - - - - - Silliman.  
Analogy, - - - - - Butler.  
Natural History, - - - - - Goldsmith.  
Greek Testament (Sabbath).

SECOND TERM.

Mental Philosophy, - - - - - Upham.  
Natural Theology, - - - - - Paley.  
Domestic Economy, - - - - - Beecher.  
Cicero de Officiis, - - - - -  
Greek Testament (Sabbath).

COURSE FOR MISTRESS OF ENGLISH LANGUAGE.

JUNIOR YEAR.

FIRST TERM.

Logic, - - - - - Whately.  
Geometry, - - - - - Loomis.  
Natural Philosophy, - - - - - Parker.  
Natural History, - - - - - Goldsmith.  
Bible Class (Sabbath).

SECOND TERM.

Botany, - - - - - Wood.  
Trigonometry, - - - - - Loomis.  
Moral Philosophy, - - - - - Wayland.  
Astronomy, - - - - - Olmsted.  
Bible Class (Sabbath).

**NORTHWESTERN UNIVERSITY.**

Inauguration and Dedication Day at  
Evanston.

Address of President E. O. Haven—  
Description of the New Hall.

Exercises in the Grove—The Addresses,  
Collation, &c., &c.

Yesterday occurred an event in our beautiful neighboring suburb of Evanston, of interest to the entire Methodist Episcopal denomination of the Northwest and the country at large. Fifteen years ago its charming lake-side groves were consecrated to educational purposes by their selection as the future site of the Northwestern University. The institution was chartered two years earlier. Its first investment was the purchase of the noble block of real estate now fronting on La Salle street, at Jackson, then a quiet suburb, La Salle street not being opened through. Here it was proposed to erect a preparatory and academic department. But it was early and wisely seen that business encroachments would render the neighborhood unsuitable, and an active search began in the adjoining towns for a large tract for a university site, contemplating not only a park for buildings proper, but an area for sale and source of revenue. Events have abundantly demonstrated the wisdom of the plan. The first spot pitched upon was in Jefferson, the present site of Brickton, where a refusal was gained for six hundred acres. Messrs. Ogden & Co. were desirous to make inducements in behalf of Glencoe, now a growing suburb. Just at this time the prospecting took the direction of the present site of Evanston, where one day Dr. John Evans, Grant Goodrich, Orrington Lunt, George F. Foster and others reached the selection of the tract now occupied. The next day 400 acres were bought of Dr. Foster for \$65 an acre. Dr. Foster, one of the early birds in our real estate, bought the same tract by original entry of Government, for \$1.25 per acre. Other purchases carried the University property to about 500 acres, all lying east of the railway track between it and the lake. Just above Evanston is the station Ouilmette, the old Indian village of a chieftain of that name, and the charming timber belt that crosses the lowland from the ridge road, and curves along the shore, with its groves of luxuriant oaks, was known in the figurative Indian parlance as "the Eye Brow of Beauty"—our types would be crushed by the heavy spelling of the term in the original tongue, for which there is no Medillian synonym.

Here began fifteen years ago the work of creating the Northwestern University, since then carried forward with a zeal always zealously careful but never unmarked by the proofs of steady progress.

The excursion train of seven cars took up a full load of excursionists from the city, leaving the Milwaukee depot at 9:40 a. m. in charge of Orrington Lunt, Esq., as master of ceremonies. Arrived at the beautiful suburb, carriages were in readiness and the whole party, some in vehicles, the majority on foot, were speedily in place in the University grove, the prominent feature of which now is the noble new edifice to be opened on this day, a fitting welcome and accompanying fact with the inauguration of the new President of the University, Rev. Dr. E. O. Haven, recently called from the University of Michigan, at Ann Arbor. The gathering from abroad was largely reinforced by the attendance of the Evanston residents, who now number a goodly array, and are quick in pride in all that concerns Evanston.

A detailed description of the addition to the University has already appeared in the columns of the *Chicago Tribune*, the *Chicago Republican*, and the *Chicago Herald*.

painfully evident too, and all the well learned teachers, with ample libraries and museums, in order that, as far as possible, the full power of what the human race has learned by experience and study may be brought to bear upon the intellect and hearts of the students, to prepare them to surpass their predecessors and to make the most of life. The efficiency of universities is not a matter of theory; it has been demonstrated by fact. Almost all of the great leaders in thought have been educated in universities. It is especially true of the oldest and most advanced civilizations. It is also true, in a constantly growing sense, of the United States of America. The greater part of the whole fifty-six who signed the Declaration of Independence were graduates of European or American colleges. In the Dictionary of the United States Congress, published in 1864, the names and short biographies of 3,892 men are given who had been members of Congress between 1789 and 1864. Of more than 1,000 of them it is expressly stated that they were educated in colleges, and this was undoubtedly true of many more, though according to the general average of them not one in a hundred of them should have been a graduate. By far a larger part of the members of the United States Cabinet and of the Judges of the Supreme Court have been educated in universities. Nine of the fifteen Presidents of the United States have had a regular training in the highest schools of education and nearly all of the others owed their elevation to their military success. Again, take such a book as the "History of Authors," and as you cast your eye over the catalogue of distinguished names, observe that nearly all of them have been educated in universities. I grant that the world has always had some, in the aggregate many, eminent scholars who have not received instruction in college. "Self-made men" they are sometimes called, though all men are alike self-made, and alike self-informed by circumstances—but those men could not have acquired their power but by contact with other men who had been educated in universities, or by reading books, ninety-nine out of a hundred of which have been written by university educated men. The most thorough books have been written by trained men, who have opportunities for thorough investigation. As yet America does not supply her own demand, and she never will take her proper rank in the higher fields of original investigation till she succeeds in creating more universities like those of Europe. I honor the man who makes the most of his opportunities and achieves great power under the most adverse circumstances. But I admire his good sense the most, if, when he feels within him the divine ambition to extend his investigations into the realm of thought, he pursues his wisest course, and resorts to a university where he can avail himself of the best material of illustration, and come in contact with those who are trained to direct and instruct. The most of our American students in college are "self-made men" in the highest sense of the term. Many of them earn their own expenses. If they receive pecuniary aid they borrow it and return it. Thus they maintain their self-respect. They discipline the mind and the heart at once. They learn to labor and to hope and to persevere, and they triumph.

I advert to universities, therefore, as the fountains of correct thought and culture. They are essential to our civilization. I fear that, notwithstanding the large contributions of money made in America to schools, many even of our well informed people do not appreciate this fact. Universities, the highest schools, where the best results of thought are gathered and the best teachers are employed, and the freest and fullest original investigation is economized, are one of the foundation stones of the great temple of civilized society. Without them we should be an inferior people, depending for our ideas on other nations, reporters of the thoughts of other men. We should be superficial, crude, uncultivated. We want to educate our own scholars, and to furnish to those among us whose tastes and ambition lead them in that direction, advantages equal to the best in the world. If Europe has now several thousand American students in her schools, America should have as many from Europe. The time must come when Europe shall send as large a portion of her students to America as America shall to Europe. As our nation advances, and the whole world advances, universities must advance. The improvement of the high schools, and the general habit of reading, the system of public lecturing on scientific and literary

tion of thought, to say nothing of science and material power, would not be perceptibly retarded. Language is the creature, rather than the creator of mind. Thought will make its expression. The disuse of a modern language and the substitution of another will not necessarily change the mental power nor the temperament of a people. If the millions of Germans and from other nationalities in America, adopt the English language as the vernacular speech of their children, they will still have the same temperament, and may reach the same culture that they might have had with their own languages. So there is no magical incommunicable power about the Greek and Latin that cannot be reached in any other way. It cannot be denied as a matter of fact that there have been and are profound and correct thinkers and scholars, of abundant information, well disciplined minds, and of forcible and elegant expression, who have no knowledge of either Greek or Latin, and many others whose knowledge of those languages is superficial and perfunctory. That the study of Greek and Latin will maintain its part and relative degree of attention another century is not to be expected. The strongest minds will turn their attention to the improvement of their own vernacular speech. Other speeches will be studied simply for discipline and philological purposes. Some languages, nay, many now in use, will expire and be forgotten. As the world advances in intellect and morals the curse of Babel will be removed, and if "all men" do not become "of one speech" they will certainly become of a few speeches, perhaps not too many to be thoroughly mastered by one man. But notwithstanding this, Greek and Latin should be carefully and thoroughly taught and studied in our colleges and universities. When the truth is closely seen that their study is not absolutely essential to the largest mental power and the most thorough mental discipline, we do not degrade them below the mathematics, or physical science, or the study of history, or law, or of the human mind. No one study is absolutely essential to great power. Each has its claims to attention, all are profitable. Let Greek and Latin then be properly defended, but let it not be presumed that they constitute the universe of thought, or the only passage way into that universe. Language in the largest sense should be studied by all scholars. It is at once the medium and inspirer of thought. It and thought are as indissolubly connected as body and mind. There is no genuine comprehensive culture without a study of language.

Now it is justly claimed that among languages ancient and modern, none equal the Greek and Latin in certain qualities that render their study most efficient to develop the perceptive and logical and critical powers of the student. All students need, and mostly all students have ample time for, the peculiar discipline to be acquired by this study. It is generally time wisely and most economically employed. At best one of these languages should be thoroughly investigated, if opportunity is allowed. The student is then better prepared for modern living languages. Having thoroughly taken to pieces and reconstructed a model—a most perfectly organized and complicated body from which the soul departed some centuries ago—he is prepared for the seemingly more irregular and wild and unmanageable growths, still alive, of modern times.

Besides practically both these languages have present and living uses. The New Testament is in Greek. All who wish, in the most thorough sense, to understand the revelation which God has given to man through Jesus Christ and the apostles, should study carefully the Greek language.

The Latin language has infused its spirit and many of its forms into a large number of modern languages that are spoken by the most highly cultivated peoples. It can easily be acquired. The best of opportunities for its thorough investigation should therefore be furnished in our universities. Let there be no narrowness and bigotry on this subject. Let all the various avenues into the territory of fact and thought be open. Let the artificial limitations of a four year's course for all students, as soon as possible, be disregarded. Let all who have received a sufficiently thorough and extensive course of preparatory training as to fit them for a university, enter and choose for themselves, or under the guidance of good advice, what they will do. Happily the study of mathematics needs no special de-

informed and candid American physicians acknowledge it, that the standard of education required for the degree of Doctor of Medicine has been in this country shamefully low. The most learned and eminent Professors of Medicine have been long and assiduously laboring to remove this evil. False and absurd theories of medicine cannot be overcome till this is done. The standard of professional education in some medical colleges has been raised, the time of study required has been lengthened and more faithful examinations have been required. But certainly none can fail to see that such efforts alone will not accomplish the purpose aimed at. The physician should have a broad general education. He should have studied language thoroughly—the great instrument and mirror of thought—he should have investigated all branches of natural science, and be well acquainted with the theories of mind as well as of matter. Now then you see the reason why a medical school, as well as a theological school and a law school, and all special scientific schools, should be parts of the university. Any other plan may work well exceptionally and in extraordinary circumstances, but is as unreasonable as it would be have mathematics studied in one institution and language in another. All thought is one, and its temple should be one. All scientific schools and technical schools and professional schools should be parts of the university. The Chicago Medical College deserves credit for being the pioneer in this country in the most advanced and the only philosophical method of studying medicine. Its low terms, its lectures, serially arranged, without unnecessary repetition, its examinations, its abundant illustrations and practical work, give it such a character that we are proud of our union with it, and we trust that it shall be found that union will greatly promote sound scientific culture in all departments of our University. I am happy to announce, that, to encourage broad education in the profession of medicine, all the graduates of our Literary Department, and indeed all who have spent two years in this department will be admitted to the Medical Department—the Chicago Medical College—without charge for tuition, and also that when the large and complete chemical laboratory is finished, which the Medical Department intends to erect next spring, the students of the Literary Department will enjoy its advantages without extra charge for tuition. This makes the union between the Northwestern University and the Chicago Medical College closer than that which is usually maintained between the several departments of one university. Other departments are needed, and I trust will be founded hereafter.

But all this requires money. Few are aware how much money it requires. Many have the impression that the Northwestern University is rich. Rich indeed it is in its location on this beautiful plateau, shaded by a grove that has been growing for some centuries, in the vicinity of a great city, whose enterprising people are remarkable for their ambition, and who execute with a will what they desire. Rich it is indeed in the prayers, and hopes, and affections of the Christian people who are determined to make it a foundation of great power and good. It is indeed a monument of the sagacity of Christian benevolence of the few men who have founded it and worked for it the past fifteen years. I know of no enterprise of the kind that has laid so good a foundation in so short a time. But absolutely it has not one quarter of the resources which a first-class university could profitably use. The next fifteen years must bring a larger increase to its material substance than the past fifteen. If it is your intention to rest satisfied with the past and make no efforts for the future, I regret that I have come among you. Of all the spots on earth the one most disagreeable to a live American, is one where the ruling habit is to eulogize the past, rather than to imagine and work for the future. No single year should pass so long as the youngest person here lives, that should not witness some respectable addition by donation to the resources of this University. We need more professorships, new buildings, and a great enlargement to our libraries and museums, and apparatus of illustration. I call upon you, men and women of wealth; I call upon you, men and women, not wealthy, but full of enterprise and hope and Christian zeal, remember us in your prayers, in your bestowment of money in your wills, disposing of your property, and resolve through this avenue to bless the world, long after you shall have ceased to labor and

# The Decision to Admit Women 1869

Northwestern University began the 1868-69 academic year at its original location, the frame building at Hinman and Davis, but construction of the imposing brick and stone University Hall—the first University building on campus—was well under way. (The frame building, renamed Old College, would later be moved onto the campus near the lakeshore.) Seventy-one students were enrolled, and in June 1869, the commencement program announced the awarding of ten bachelor's and four master's degrees.

The position of University president had been vacant for years; since 1860, faculty members had served as interim presidents. Finally, at the June 23, 1869, Board of Trustees meeting, a new president was unanimously elected: Erastus O. Haven, who had been president of the University of Michigan for the previous six years. Well respected for his teaching, educational administration, and service to the Methodist Episcopal Church as a minister, Haven was also a known advocate of coeducation. The meeting minutes show that the resolution confirming his election was immediately followed by a unanimous resolution that Northwestern University would admit women on the same terms and conditions as men, starting the next academic year.

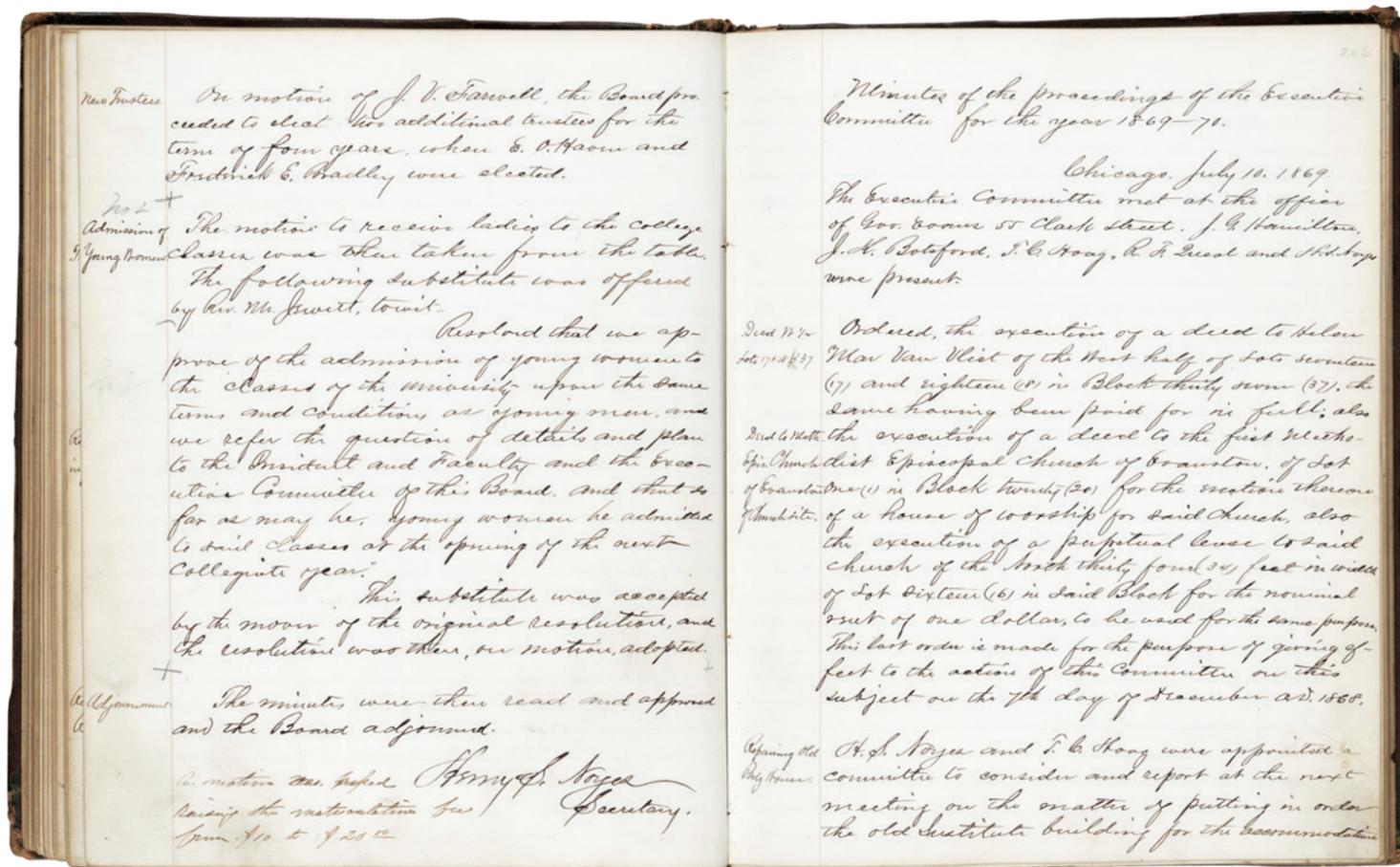
But a thorough report of the entire meeting, published the next day in the *Chicago Tribune*, reveals a more contested process. Although the *Tribune* noted that one trustee moved that a resolution be considered to admit women on the same terms as men, it reported that the Board (composed of ministers, judges, faculty, and businessmen) only reached unanimous agreement after considerable discussion. One trustee pointed out that it was well known that some of the faculty were opposed to admitting women. Members in favor spoke about women's rights and the advantages of offering coeducation in light of the growing number of women's colleges. Those opposed, including English professor and former interim president David Wheeler, expressed concern about the difficulty of providing the additional supervision women would need to keep them out of mischief and about potential damage to the University's reputation. These issues—women's need for supervision and the dangers of young women and young men in close proximity—would continue to affect coeducation's progress for years to come, at almost every former men's institution.

Trustee Grant Goodrich, who had nominated Haven for president, suggested that Haven take care of the details, as he knew more about the subject because of his prior work. Eventually,



FACING PAGE  
*Transcript of Erastus O. Haven's September 8, 1869, inaugural address, published in the Chicago Republican, September 9, 1869*

ABOVE  
*Erastus O. Haven, president of Northwestern University from 1869 to 1872*



ABOVE  
Northwestern University  
Board of Trustees  
minutes, June 23, 1869

FACING PAGE  
(Top) University Hall,  
Harper's Weekly,  
September 20, 1873

(Bottom) Program cover  
from the September 8,  
1869, inauguration of  
Erastus O. Haven and ded-  
ication of University Hall

a revised resolution, effectively transferring responsibility for women away from the Board of Trustees, was unanimously approved:

Resolved that we approve of the admission of young women to the classes of the University upon the same terms and conditions as young men, and we refer the question of details and plan to the President and Faculty and the Executive Committee of this Board, and that so far as may be, young women be admitted to said classes at the opening of the next collegiate year.

Haven was inaugurated as Northwestern's president on September 8, 1869, the same day the magnificent University Hall building was dedicated. Several hundred attendees heard Haven's inaugural address—transcribed in full in the following day's newspapers, including the *Chicago*

Minutes of the proceedings of the Executive Committee for the year 1869-70.

Chicago, July 10, 1869

The Executive Committee met at the office of Gov. Coane 50 Clark Street. J. G. Hamilton, J. A. Botford, J. C. Hoag, R. B. Good and Phillips were present.

Ordered, the execution of a deed to Helen Van Vleet of the West half of Lot 20 section (7) and eighth (8) in Block thirty seven (37), the same having been paid for in full; also the execution of a deed to the first Methodist Episcopal Church of Evanston, of Lot of Evanston (1) in Block twenty (20) for the erection thereon of a house of worship for said church, also the execution of a perpetual lease to said church of the North thirty four (34) feet in width of Lot sixteen (16) in said Block for the nominal sum of one dollar, to be used for the same purpose. This last order is made for the purpose of giving effect to the action of this Committee on this subject on the 7th day of December A.D. 1868.

Referring the A. S. Hoag and J. C. Hoag were appointed a committee to consider and report at the next meeting on the matter of putting in order the old institute building for the accommodation

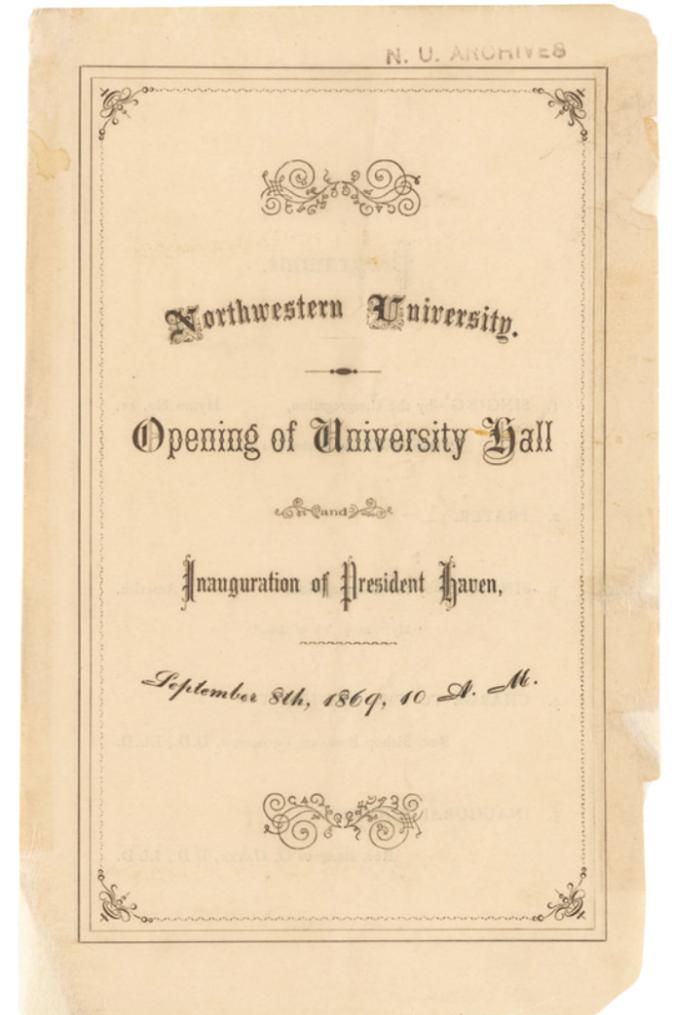
*Republican*—in which he made clear his stand on women's education:

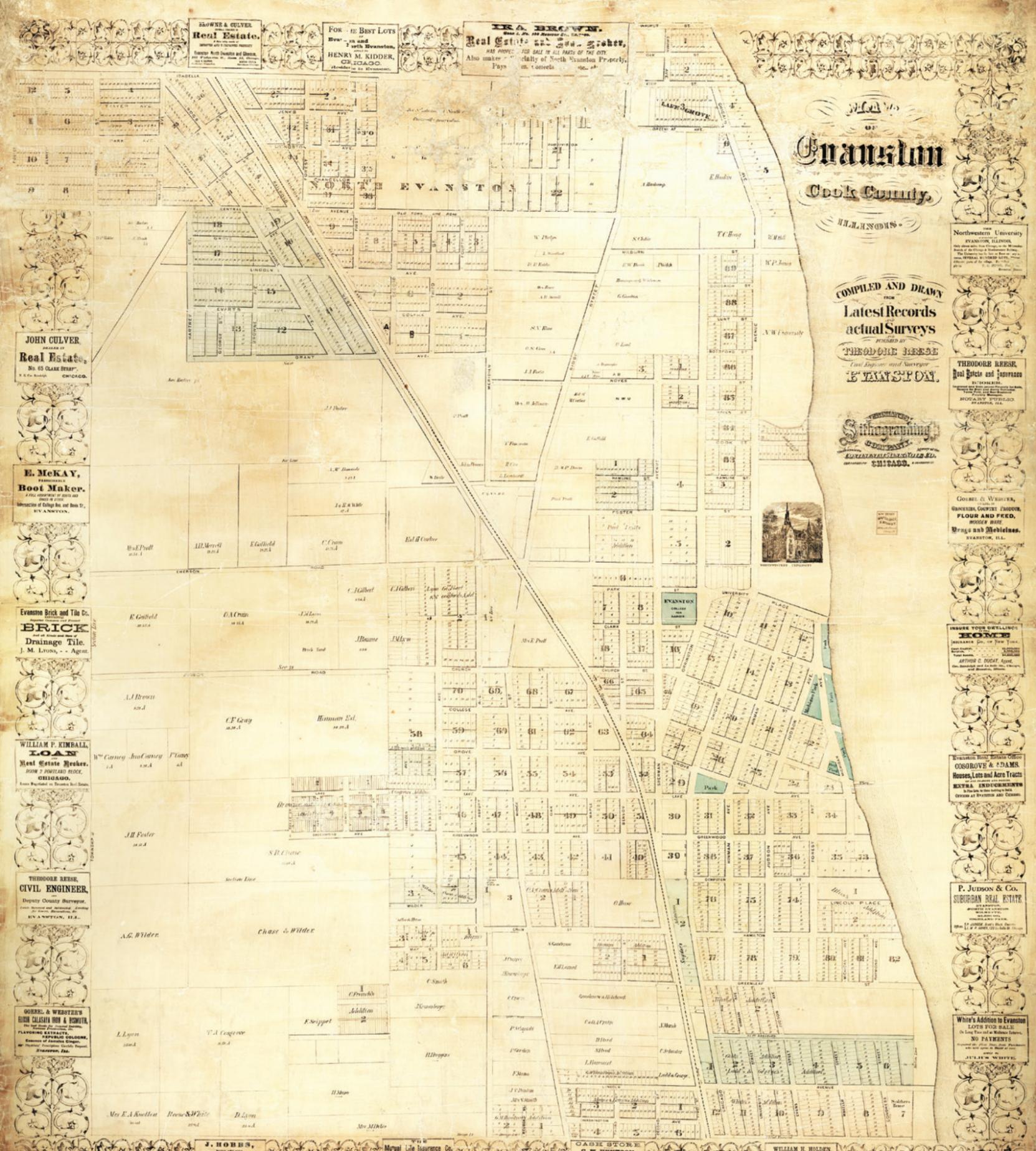
I cannot doubt that she [woman] has an equal claim with men to all the advantages of our universities. Universities cannot be duplicated for the accommodation of the sexes any more than churches. . . . If there are peculiar difficulties growing out of the time of life usually devoted to study in the University, these difficulties ought to be met and removed on the free system of self restraint and the highest level of Christian cultivation. I doubt not that before the nineteenth century shall close, all the best universities in Europe and America will educate both men and women. . . . I am glad that in the Northwestern University the doors are open to all who are mentally and morally prepared to enter.

Haven's next words, however, reflected the equivocal nature of his views on coeducation and offered a potential compromise to defuse objections:

I am glad that the provisional steps have been taken to establish a separate college for ladies, which I hope will be made a department of the University. Let a good building be erected that shall afford convenient rooms for a suitable home of all the ladies from abroad who wish to avail themselves of the advantages of the University, and let several teachers be employed to furnish the special instruction [art and music] demanded by them, and at the same time let the general library and museum be open to all, and let such women as desire it pursue any of the courses of study provided for in the University, and also let the special instruction provided to them be given to any men that may desire it. In this way the University may be impartial in its benefits, and at the same time the inconvenience and evils which many dread may be avoided.

Haven's mention of a separate college for women referred to the Women's Educational Association of Evanston's ongoing plans to establish a degree-granting college for women. The paths of Northwestern and the proposed women's college would intersect—sometimes unexpectedly—over the next few years, during which time the interpretation of coeducation hung in the balance: would it be the two-headed relationship of a coordinate school or complete integration into one school? ●





# The Evanston College for Ladies and the Woman's College of Northwestern 1869-74

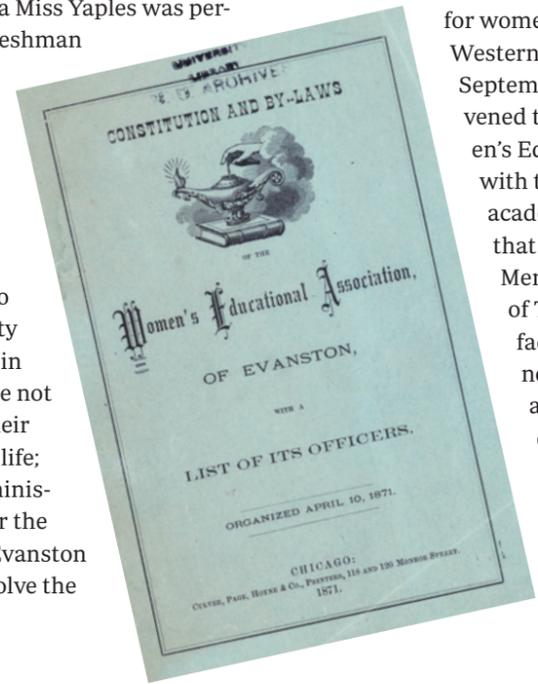
Despite the 1869 resolution that directed the president, executive committee, and faculty to work out the details of coeducation, little (if anything) was said about women students at Northwestern during the first year of Haven's administration. The liberal arts college catalog for 1869-70 did list two women students, Rebecca Hoag and Sarah Rebecca Roland, who were undertaking "selected studies," and faculty minutes indicate that a Miss Yaples was permitted to enroll as a freshman in January 1870.

Although the University had declared itself open to women students, it was not rushing to recruit them until it could figure out how to supervise them. Faculty could educate women in the classroom but were not prepared to oversee their nonacademic campus life; clearly, the Haven administration was waiting for the establishment of the Evanston College for Ladies to solve the

question of incorporating women into Northwestern. The coordinate school model would neatly meet the needs of both institutions.

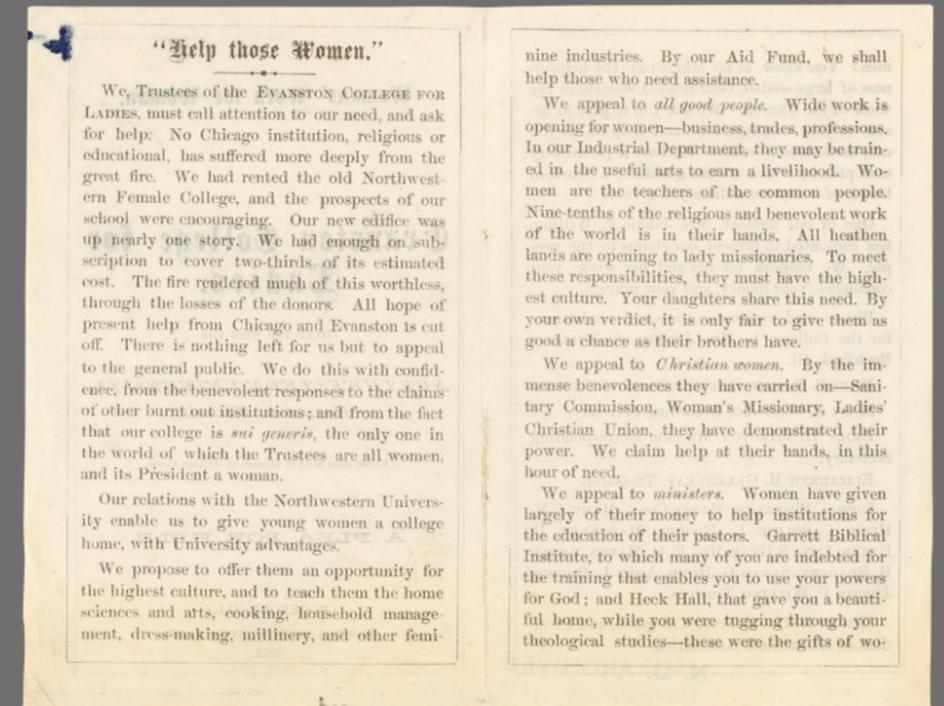
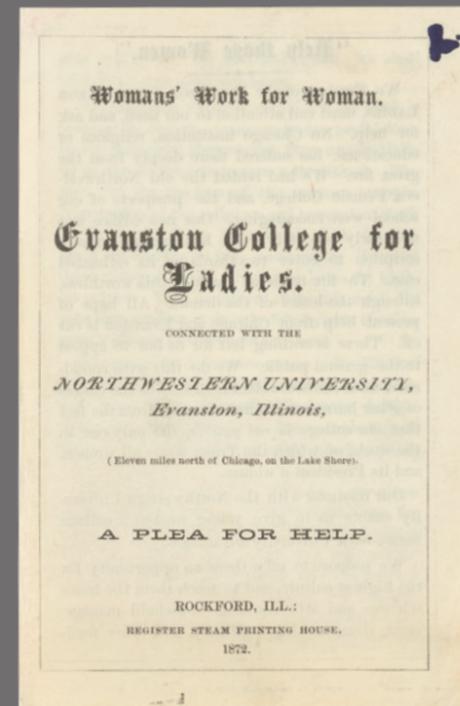
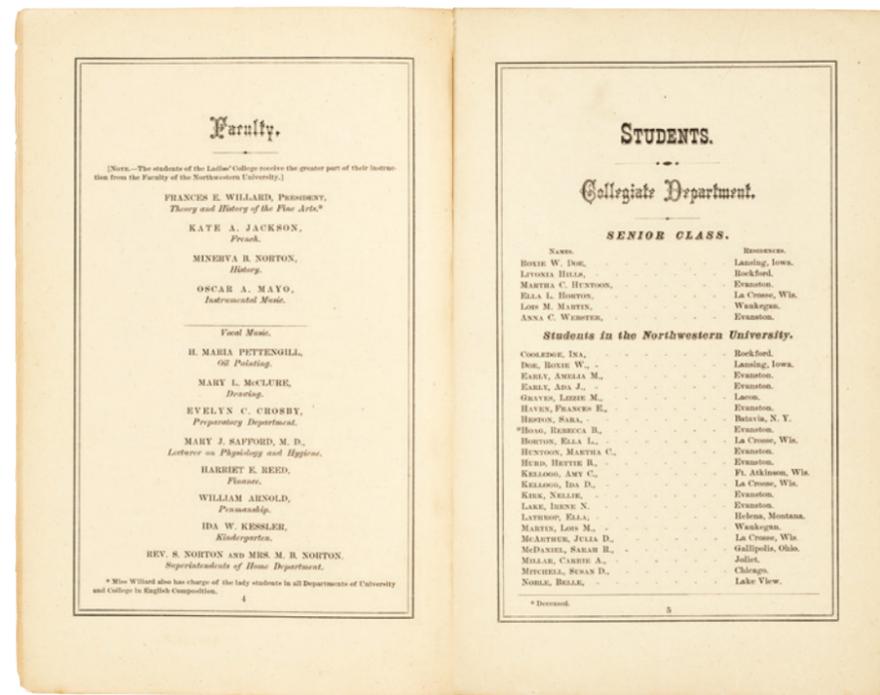
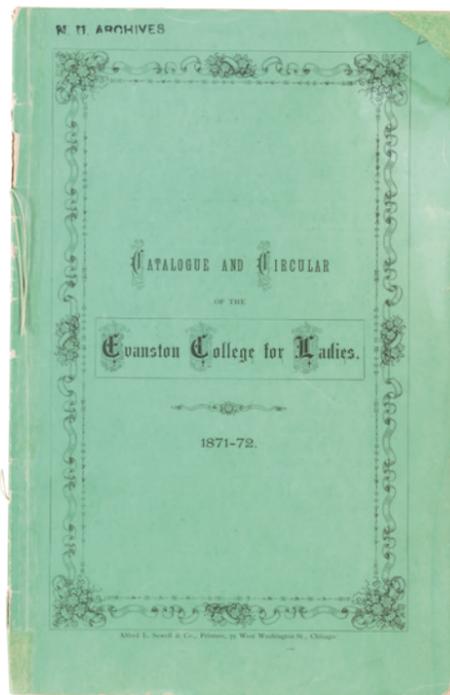
## The Women's Educational Association

The idea for the Evanston College for Ladies (ECL) predated Haven's arrival. Prominent Evanston women—the wives of doctors, ministers, businessmen, and Northwestern faculty—had long discussed college-level education for women beyond what the Northwestern Female College could offer. In September 1868, Mary F. Haskin convened the first meeting of the Women's Educational Association (WEA) with the goal of establishing a new academic institution for women that could grant college degrees. Members agreed that the Board of Trustees, the majority of the faculty, and the president of the new college would be women—an innovative arrangement even for a women's college. They also hoped that Northwestern would agree to give the women students access to its classes.



FACING PAGE  
Map of Evanston, 1876, by Theodore Reese, believed to be the oldest printed map of the city

LEFT  
List of officers, Women's Educational Association, 1871



ABOVE  
1871-72 Evanston College for Ladies catalog and circular

FACING PAGE  
(Top) A Plea for Help fundraising circular for the Evanston College for Ladies, 1872, after the Great Chicago Fire

(Bottom) Program for the first and only commencement of the Evanston College for Ladies, June 23-25, 1872

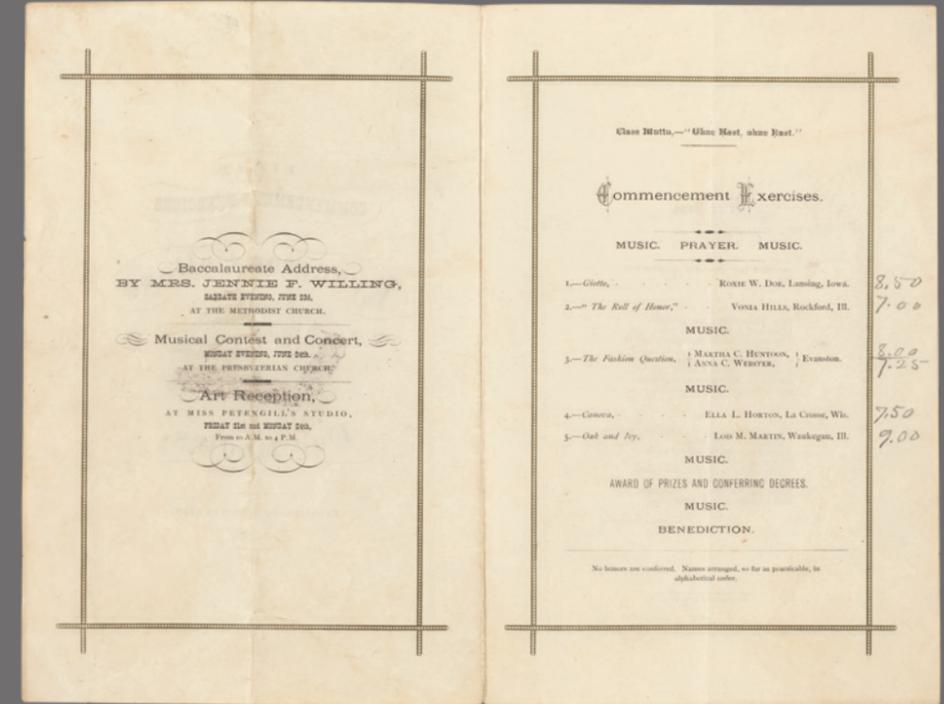
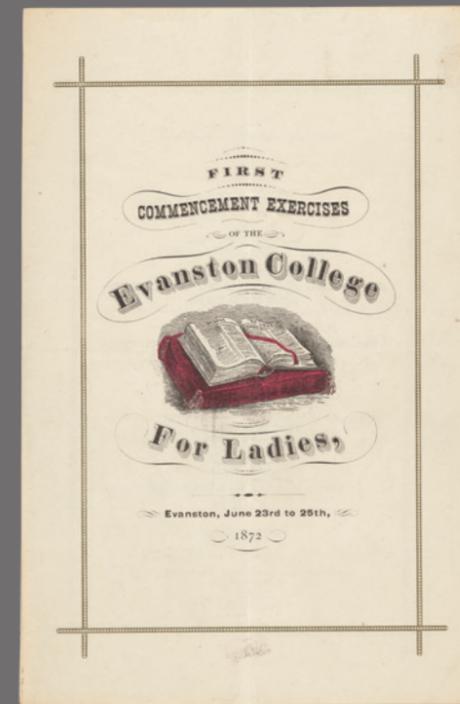
By spring 1869, the WEA had obtained a charter from the state for the proposed Evanston College for Ladies along with a promise from the Evanston town council of a site for the new college's building on a plot of land Northwestern had given to the town as a park. The council specified that the land could be used only for a college building costing no less than \$25,000 and completed within five years.

The election of Erastus Haven as Northwestern's president in 1869 was a boon to the WEA. He readily agreed that ECL students would have full access to Northwestern's classes, library, and museum. In turn, the WEA agreed that its planned building would house the women students and that ECL faculty would supervise them. University men students would be able to enroll in the ECL's art and music classes. This model would leave separate the administrations of the two institutions while they shared the costs of buildings, facilities, and faculty salaries. The ECL's oversight of women students would ease the concerns of Northwestern faculty and the parents of potential students.

Planning for the ECL continued through 1871. Haven and the WEA negotiated with William Jones to absorb the North-Western Female College and rent its building until the new college's building was ready. The Female College saw its 16th and last commencement in June 1871.

Frances Willard was appointed president of the ECL in spring 1871 on the basis of her oratorical skill, teaching experience, study of women's education abroad, and proven ability to solicit donations. Her talents were immediately put to use raising money for the ECL building as she planned Evanston's 1871 "Ladies Fourth of July" celebration: a full day of parades, speeches, plays, baseball games, and boat races—and the laying of the cornerstone for the building. (The speakers and the baseball players were exclusively men.) Newspapers reported 10,000 people in attendance and the \$30,000 pledge goal met.

The ECL opened in the former Female College building in September 1871 with 236 students: 37 "collegiate" students taking courses at



**WOMAN'S COLLEGE**  
OF THE  
**NORTHWESTERN UNIVERSITY,**  
EVANSTON, ILLINOIS.

**OLIVER MARCY, LL. D., Acting President.**



**ANNOUNCEMENT FOR 1878.**

For Information or Catalogues apply to  
**JANE M. BANCROFT, Dean of the Woman's College.**

J. J. SPALDING & CO., PRINTERS, CHICAGO.

**Northwestern University.**

**DEPARTMENTS.**  
**OLIVER MARCY, LL. D., Acting President.**

*I. College of Literature and Science,*  
D. BONBRIGHT, A. M., DEAN.

*II. Woman's College of Literature and Art,*  
JANE M. BANCROFT, DEAN.

*III. Conservatory of Music,*  
O. E. LOCKE, DIRECTOR.

*IV. College of Medicine (Chicago Medical College),*  
N. S. DAVIS, A. M., M. D., DEAN.

*V. College of Law (Union Law College of C. U. and N. W. U.),*  
JUDGE HENRY BOOTH, LL. D., DEAN.

*VI. Preparatory School,*  
REV. H. F. FISK, A. M., PRINCIPAL.

*\*Garrett Biblical Institute,*  
HENRY BANNISTER, D. D., SENIOR PROFESSOR.

It is very desirable that all young ladies select and steadily pursue one of the regular College Courses. All recitations are at University Hall, or at the Preparatory School, five minutes' walk from the Woman's College building.

The University will receive the students of all first-class High Schools, upon the *Examination Certificates of the Principals*, and give the students credit for the work they have done; and will furnish conveniences for making up back studies for any of its Courses.

The object of the Preparatory School is to meet the wants of those who desire to prepare for University study. Many also attend who do not enter College.

\*The Garrett Biblical Institute is situated on the same grounds with the University, but is under a distinct corporate government.

**Woman's College Faculty of Oversight.**

**OLIVER MARCY, LL. D.**  
**JANE M. BANCROFT, Dean.**

**Mrs. ELLA O. BROWN, Director of Art Department,**  
*Instructor in Drawing and Painting.*

**HOME DEPARTMENT.**  
**Mrs. KATE A. MERRIMAN.**

**INFORMATION.**

The Woman's College building is the home of young ladies from abroad who are in University classes, or who attend the Preparatory School. The utmost care is taken to preserve the health, to refine the manners, to develop the intellect, and to educate the moral powers of the young ladies. The ideal toward the attainment of which all efforts are constantly bent, is to surround and interfuse this department with all the ennobling and helpful influences of the best home-life. The Sabbath evening Prayer Meeting, conducted by the students, and the Wednesday evening Class Meeting are a source of steady religious influence. A course of Friday afternoon lectures on health, habits, history, art and kindred topics, extends through the scholastic year. The Ossoli Literary Society is ably sustained by young ladies in University classes. The Zetlathian Literary Society is an organization of Preparatory young ladies. These Societies hold weekly sessions in their fine hall in the Woman's College. The rooms are carpeted and furnished with everything essential to the comfort of students, except bed linen, coverings and pillows. All students are desired to bring tasteful articles for the adornment of their rooms. All wearing apparel must be distinctly marked with good ink. Each student must be supplied with umbrella, overshoes, water-proof, napkin- ing, napkins and towels. Extravagance in dress should not be allowed by parents. Students from a distance should go home only at vacations. No provision is made for lodging the friends of students. Meals sent to rooms will be charged extra.

The Woman's College seeks to supplement the advantages of the University course with thorough training in the fine arts, and to aid in the higher education of women by affording the helpful home surroundings which, we are assured, are necessary in the formation of true womanly character.

Parents are invited to make such confidential communications to the Dean as will enable her more fully to understand the needs and characteristics of their daughters. In consideration of the advantages furnished we feel confident that, for young ladies seeking thorough discipline and culture, the Woman's College of the Northwestern University is surpassed by none in this country.

**CONDITIONS OF ADMISSION.**

1. Young ladies from abroad will board in the Woman's College or in the College Cottage, unless their parents direct otherwise. 2. They will first register their names with the Dean of the Woman's College. 3. They will pay their fees to the Agent before entering their classes. 4. It is desired that rooms be definitely engaged before the opening of the term. 5. All young ladies entering do so for one entire term. Those entering three weeks after the term opens will be charged for the entire term. Those who enter six weeks after the term opens will be charged for one-half of the past time. No deduction for absence except in case of protracted illness.

**CONSERVATORY OF MUSIC.**  
OREN EDWIN LOCKE, DIRECTOR.

(Pupil of the Leipzig Conservatory of Music, and during the past seven years Teacher at the "Boston Conservatory of Music.")

The aim of the Conservatory of Music is to afford facilities for a thorough musical education in all its branches, practical and theoretical, to those who

**DEPARTMENT OF ART.**

The instruction in this department is to thoroughly educate the eye and hand of the pupil by a careful study and accurate delineation of familiar objects. Effort is made to lead pupils to pursue the study of Art for its own sake and for the development of mind and heart. The Art Gallery in the Woman's College has accommodation for a large class. Under the direction of Mrs. E. O. Browne, the gallery has been furnished with busts, casts, and models, and filled with students.

**COLLEGE COTTAGE.**

For those young ladies who cannot meet the expenses of the College, provision is made by the College Aid Fund. An association of ladies, whose duty it is to canvass the claims of all applicants for aid, to have a friendly oversight of them while here, and to assist them in obtaining situations, has this fund in charge. The Cottage, a convenient and well-furnished home near the College, affords accommodations for twenty-four students. All applicants for the benefits of the Aid Fund are required to furnish satisfactory testimonials of their worthiness and absolute need of assistance. Each inmate of the Cottage cheerfully assists in such household labors as fall to her share, and pays weekly into the treasury her proportion of the table expenses. This proportion does not now exceed \$2.25 per week. For further information, address Mrs. O. Huse, President, or Mrs. H. S. Pearsons, Secretary of the Aid Association.

**PRIZES.**

The numerous prizes of the University are open to young ladies. *Special Prize.* 1. A Gold Medal, the gift of Dr. J. B. Chess, of Chicago, is given yearly to a young lady student for excellence of deportment and faithfulness in study.

**GOVERNMENT.**

The Faculty require good conduct and faithful work. They rely upon the honor and moral sense of the students to secure these ends. If in any case these fail, the means are not wanting to correct the evil.

**EXPENSES.**

Tuition in University classes, \$15 per term; Incidentals, \$7 per term. Tuition in Preparatory School, \$13 per term; Incidentals, \$7 per term.

Board in Woman's College, including furnished rooms, fuel, lights and the washing of twelve plain pieces, \$5.75 per week.

Art Department: Painting, \$100 per year; Drawing (advanced), \$75; beginners, \$50.

Conservatory of Music: Tuition for ten weeks, payable in advance, Piano, Singing, Organ, according to grade and number of pupils in class, \$12 and \$15. Harmony and Composition in classes, \$5. Grand and Square Pianos, for practice, at the rate of \$3 per term, for one hour per day.

The FIRST TERM of the year 1878-9 will begin Wednesday, September 18.



Northwestern, the rest "preparatory" students pursuing arts and music training. But the new school was soon beset by circumstances that changed the future of coeducation in Evanston.

**Coeducation in the balance**

The great fire that ravaged Chicago on October 9, 1871, nearly took Northwestern's vision for coeducation with it. Along with homes and businesses that went up in smoke, so too did the fortunes of businessmen who had pledged financial support to the ECL. Suddenly short of funding, the WEA spent the next two years scrambling for the money needed to construct its building by Evanston's five-year deadline. Still, the ECL did manage to graduate its first class of six in June 1872.

Later that summer, President Haven resigned from Northwestern to become general secretary of the Methodist Board of Education. Northwestern's new president, Charles Fowler, had ideas,

energy, and a firm belief in coeducation but no experience as an educator or administrator. Meanwhile, the cash-strapped WEA was reluctantly reaching the conclusion that an official merger with Northwestern was the only way to keep the ECL alive. On June 24, 1873, after several months of negotiation, the Evanston College for Ladies became the Woman's College of Northwestern and the WEA was dissolved. As part of the agreement, the WEA required that Northwestern always have at least one woman on the Board of Trustees and that the new dean of women (the position that would replace the role of president of the ECL) always be appointed a full professor of the University. (Deans of women would be the only women full professors at Northwestern until the 1960s.) Fowler was not as concerned as Haven was about maintaining a sister-school relationship with separate supervision for women students. The schools' administrative units merged, and

Frances Willard became Northwestern's first dean of women. Within four years of the Northwestern trustees' resolution to admit women, the face of coeducation had changed completely. And the University would continue to grapple with its new responsibility for housing and supervising women students for years to come.

The year 1874 held two significant events for women students at Northwestern: The new building, now named Woman's Hall, was finally completed and occupied, so women students no longer had to walk the mile from the Northwestern Female College building. And at the University's commencement on June 25, president Charles Fowler handed a Northwestern diploma to a woman for the first time. As he congratulated Sarah Rebecca Roland, he said, "You are the first of a long line." ●

**ABOVE**  
*Woman's College announcement, 1878 (Woman's College building pictured with spire; shown in many sketches, the spire was never built.)*

**FACING PAGE**  
*Evanston College for Ladies/Woman's College building, circa 1880. It served as Northwestern's Music Administration Building from 1940 to 2015.*

FOURTH OF JULY.

UNDER THE AUSPICES OF THE EVANSTON LADIES' COLLEGE ASSOCIATION.

Nearly ten thousand people filled the University grove and Maple Avenues of Evanston on the Fourth to celebrate the old day in a new way. Never did regiments of soldiers make a more gallant and glorious surrender than did these thousands to the ladies of Evanston in the interest of woman's higher education. "It was a day of triumph" for the "girls of the Northwest." AN UNCONDITIONAL GENERAL GRANT of all pocket ammunition. About twenty-five thousand dollars, of which ten thousand was the gift of Governor Evans, the noble-souled Evanstonian of former days, were raised for the new college, and nearly twenty-five hundred dollars were received from sales and exhibitions, which were the order of the day. Space will not permit a general review of the varied exercises, but the following programme was pleasantly and successfully carried out in all its details, to the satisfaction and delight of the "ten thousand."

PART I.

- Procession formed at 9 o'clock in the morning, at the Evanston Pier, in the following order:
  - General John L. Beveridge, Marshal, and his Aids.
  - Nevens & Dean's Brass Band.
  - Ellsworth Zouaves.
  - Base Ball Clubs.
  - Soldiers of the Home in Carriages.
  - Ladies of the Board of Trustees and Educational Association.
  - Citizens.
  - And marched to the University Grove
- Welcome to the Soldiers of the Home, by General Arthur C. Ducat.
- Exercises in the grove at 10 o'clock in the morning (L. L. Greenleaf, Esq., presiding), as follows:
  - Music.
  - Prayer by Professor S. C. Bartlett, of Chicago Theological Seminary.
  - Reading of Declaration of Independence, by Professor R. L. Cunnock, of the Northwestern University.
  - Music.
  - Oration—By Hon. J. R. Doolittle, of Wisconsin.
  - Music.
  - Brief Addresses by E. O. Haven, LL.D., President of the Northwestern University, and Jno. M. Reid, D.D., Editor of the Northwestern Christian Advocate.
  - Music.
  - Benediction.
- Procession formed at 12 o'clock, as follows:
  - Marshal and Aids.
  - Band.
  - Zouaves.
  - Evans Lodge of Free and Accepted Masons.
  - Commanderies of Knights Templar.
  - Grand Lodge of Illinois.
  - Citizens.
  - grounds of the Ladies' College.

- Laying of the corner-stone of Evanston College for Ladies, by Grand Master D. C. Cregier, assisted by the Grand Lodge. Reading of list of articles deposited in corner-stone, by Mrs. Mary F. Haskins, President of Board of Trustees. Singing of a Hymn, composed by Emily Huntington Miller.

HYMN AT THE LAYING OF THE CORNER STONE OF THE LADIES' COLLEGE.

COMPOSED BY EMILY HUNTINGTON MILLER.

TUNE—"Sessions."

Great Builder, from whose perfect thought Burst, like a flower, creation's plan, Whose mighty hand through ages wrought To shape a dwelling place for man.

Not with thy wisdom or thy might Can we, thy children, build to-day, Since thou couldst poise the stars of light, And hold them on their shining way.

Weak are our hands, but striving still To bring thy glorious kingdom near; We work obedient to thy will, And claim thy strength, and feel no fear.

Builder divine! beside each rope Let thy bright angels stand to-day; Angels of Patience, Faith and Hope, Unseen our corner-stone to lay.

Speed thou the work, until we raise, With shouts of joy the topmost stone, And grateful say, amid our praise, "We do but give thee back thine own."

Benediction.

PART II.

- Base Ball match between Ladies' College nine and Northwestern University nine (prize, silver ball), at 12 o'clock.
- Dinner at 12:30 in the afternoon.
- Comic representations, at 1 and 3 o'clock, in University Chapel—"The Girls: Past, Present and Future."
- Regatta at 2 in the afternoon. Yachts, six-oared barges and sculls. Prizes: Ice set, and three flags.
- Exhibition drill of Ellsworth Zouaves, at 3 o'clock.
- Base ball match between the "Atlantics," of Chicago, and the "Enneas," of Evanston, at 4 o'clock.
- "Imitation of the Battle of Stone River," by Major Nevans, and awarding of prizes by young ladies of Evanston, at five o'clock in the afternoon.

THE late Professor Silliman, of Yale College, received from a company a specimen of coal to examine, and the Professor said he would make a test and determine its quality. The next day the owners of the grand discovery waited on him again, eager to hear the verdict which was to make or mar their fortunes. The Professor said, with impressive solemnity, "Gentlemen, I understand you to say that this property is situated upon a hill-top—consequently the situation is prominent. It is valuable—immensely valuable—though as a coal mine I am obliged to observe that it is a failure. Fence it, gentlemen, fence it in, and hold it through good and evil fortune till the last day; for I am convinced that it will be the best point from which to view the sublime spectacle of the final conflagration. I feel satisfied that if any part of the earth shall remain uninjured after that awful fire, it will be this coal mine of yours."

RIGHT Northwestern student newspaper The Tripod's July 20, 1871, report on the events and success of the "Ladies Fourth of July" fundraising event for the Evanston College for Ladies building

BELOW Admission ticket to a play that was part of the many "Ladies Fourth of July" events, 1871. The final act of the play showed how women would benefit from a college education.



The Plan submitted is as follows.

- The Faculty of government of the Woman's College to consist of the President & Vice President of the University, the Dean of the Woman's College, the Dean of the College of Literature & Science, and the Principal of the Preparatory School and any lady Professors hereafter elected - or lady instructors who may be chosen by the Faculty of the University.
- To this Faculty shall be committed all the details of the government of Young Ladies.
- All Young Ladies shall register their names with the Dean of the Woman's College, before entering classes.
- The University Catalogue shall state explicitly that Young Ladies from abroad will board in the Woman's College where they will have

the advantages of Home government, unless otherwise directed by their parents. That the University will hold itself responsible for no young lady boarding elsewhere.

- Among the Home regulations, applying to all boarders shall be the following: Boarders shall not leave town, accept invitations from gentlemen, go out in the evening after evening study (beginning at 7 P.M.) without permission.
- Any young lady, guilty of misconduct, shall be cited by the Faculty of the University before the Dean of the Woman's College in reproof, the latter shall also have discretionary power, in minor violations of rule; but discipline, involving suspension, shall be administered only on consultation with the Faculty of the Woman's College; and dismissal from the School shall be subject to the control of the University.



EVANSTON COLLEGE FOR LADIES G.P. RANDALL

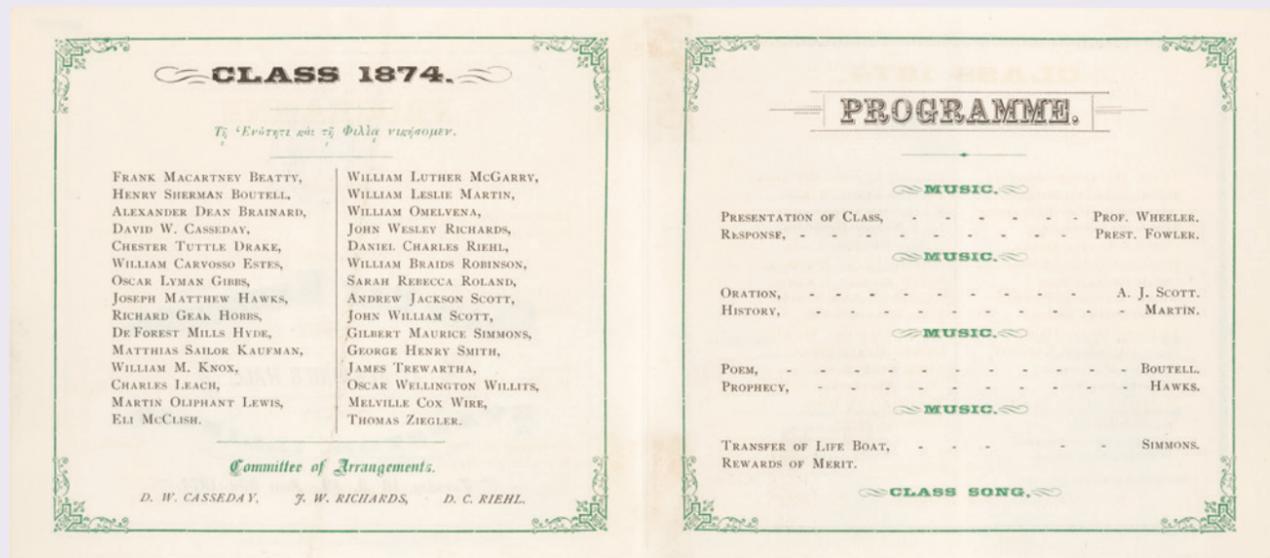
NOTE.

On the 25th of June, 1873, by an agreement between the Trustees of the Evanston College for Ladies and the Northwestern University, the relations of the two institutions were so changed that the Ladies College became an integral part of the University. The name was changed to "Woman's College of the Northwestern University," women were elected to the Board of Trustees of the University, and Miss Willard was made Dean of the Woman's College and Professor of Aesthetics in the University. The course of study will be somewhat modified. But all this does not materially affect the statements of this Catalogue. With the foregoing explanations the information given can be relied upon. All the teachers of the Ladies' College Faculty are retained, and the terms given in this catalogue are not changed. The new building will be finished this autumn, and meanwhile satisfactory accommodations will be provided for all applicants. Autumn Term begins September 17. For further information address FRANCES E. WILLARD, Dean of the Woman's College, Evanston, Ill.

CLOCKWISE FROM TOP 1873 Evanston College for Ladies Board of Trustees minutes, discussing the transfer of the college to Northwestern

Note from Frances Willard, attached to an Evanston College for Ladies catalog, announcing the merger with Northwestern, 1873

Architect's sketch for Evanston College for Ladies/Woman's College building, circa 1871. The architect, Gurdon P. Randall, also designed University Hall.



### SARAH REBECCA ROLAND, 1851-1937

**ABOVE**  
List of all 30 graduating seniors in the class day exercises program, June 23, 1874



Sarah Rebecca Roland was born in Cedarville, Illinois, in 1851, the year Northwestern was chartered. She attended Freeport (Illinois) High School before entering Northwestern's College

of Liberal Arts in 1870. (She was not the first woman to enroll; Rebecca Hoag had enrolled in 1869 but did not complete her studies.)

In 1874, Roland became the first woman to graduate from Northwestern, during a period when it was struggling to find its footing as a coeducational institution. When she enrolled, Erastus Haven was the president and Frances Willard was president of the Evanston College for Ladies; when Roland graduated with a PhB (bachelor of philosophy), the Woman's College of Northwestern had absorbed the Evanston College for Ladies and president Charles Fowler

presided at the Northwestern commencement exercises. Years later, Roland remembered that "when President Fowler . . . presented me my diploma on Commencement Day, he said, "You are the first of a long line, Miss Roland," and he was a true prophet."

In 1878, Roland married John Aiken Childs, owner and editor of the *Evanston Index* newspaper; they lived in Evanston until 1918, when they moved to Pasadena, California. Their two daughters attended Northwestern, but their son did not. After John Childs died in 1922, Rebecca Roland Childs remained involved in the Northwestern Alumni Association, whose Pasadena chapter conducted her funeral service when she died at 86.

In 1922, Northwestern gave the name Roland Hall to a building on the corner of Orrington Avenue and Clark Street that served as a women's infirmary until 1936 and a women's dormitory until 1946; the building was razed in 1974. Northwestern also named the Sarah Rebecca Roland Professorship in honor of its first woman graduate.



**CLOCKWISE FROM TOP**  
Sarah Rebecca Roland (Mrs. John A. Childs), circa 1930s

April 22, 1937, letter from Roland Childs to James Alton James, recounting memories of her Northwestern days

Obituaries for Roland Childs after her death on June 14, 1937, at 86. All mention her status as Northwestern's first woman graduate.

From 1922 to 1946, Roland Hall was used first as a women's infirmary and later as a women's dormitory.



Apr - 22nd 1937  
Dear Mr James - your note received & trying to give you a statement of how it was in my day. It was a small affair in my day - all the activities were carried on in University Hall - when we entered in the Fall of '74 - Prof. Wyse was acting President - the building consisted of Oliver Moore - whole

some way in which she could secure a scholarship? my son has limited means - and if you could give me some information I would be thankful she enters 2nd year high will be in - in August - thanking you - & hoping this little sketch will be helpful - I am sincerely  
Rebecca R. Childs - class of '74

**MRS. CHILDS DIES AT 87; 1ST WOMAN GRADUATE OF N. U.**  
Mrs. Rebecca Roland Childs, 87 years old, for many years a resident of Evanston and the first woman to graduate from Northwestern University, died Monday at her home in Pasadena, Cal. Mrs. Childs was the widow of John A. Childs, Evanston postmaster and former publisher of the *Evanston Index*. She was born in Freeport, Ill., and received her diploma from Northwestern with the class Mrs. Rebecca Childs of 1874. Surviving are a sister, Miss Susan Roland; two daughters, Mrs. George Woolley of Pasadena, and Mrs. Eugene M. Prentice of Montclair, N. J., and a son, John Roland Childs of Cleveland.



**First Alumna Dies**  
Mrs. Rebecca Roland Childs, Arts '74, first woman to graduate from Northwestern University, died at the age of 86, at her home in Pasadena, California, June 14. Roland Hall on the University campus is named for her.  
Women were first admitted to the University in 1870 and one other woman, Anna Marcy, entered the class of '74 with Rebecca Roland but died before graduation. In Mrs. Childs' possession was a large album presented to her by the 30 boys of the class of '74.  
Rebecca Roland was married in '78 to John A. Childs, owner and editor of the *Evanston Index*. They moved to Pasadena in 1918, and Mr. Childs died in 1922.

**First Northwestern Woman Graduate to Be Laid to Rest**  
PASADENA, June 15—Funeral services for Mrs. John A. Childs, 86 years of age, first woman to be graduated from Northwestern University, who died yesterday at the home of her sister, Miss Susan E. Roland, will be conducted at 2 p.m. Thursday at the Turner and Stevens mortuary.  
As Rebecca Roland, she was admitted to Northwestern University when it opened its doors to women in 1870 and received her Ph.B. degree in the class of 1874. She long had been active in the university's alumni circles in Pasadena and Los Angeles. Roland Hall, girls' infirmary on the Northwestern campus, was named for her.  
Mrs. Childs leaves besides her sister, three children, Mrs. Florence Childs Woolley of Pasadena, Mrs. Mildred Childs Prentice of Montclair, N. J., and John Roland Childs of Cleveland.

# SELF-REPORT

—OF—

*Ella M. Potter,*

For the week ending *February 27, 1874,*

## Woman's College of the N. W. U.

(To be filled out in ink, with the words "Yes" or "No;" to be countersigned by the lady of the house, and handed in at Friday P. M. exercises.)

1. Have you regularly spent the appointed time in study (viz.: the hours from 9 to 12, from 2 to 4, from 7 to 9,) by remaining in your own room unless in recitation, and by giving *the entire time* to study? *Yes.*
2. Have you regularly observed your appointed practice hours? *Yes.*
3. Have you left town without permission from Miss Willard? *No.*
4. Have you made or received any call without permission from the person appointed to give you such permission? *Received.*
5. Have you accepted any invitation without permission from Miss Willard? *No.*
6. Have you been out in the evening, attended literary society, been to post-office or depot, without permission from Miss Willard? *No.*
7. Have you attended literary society, or been out in the evening, (unless by special permission from your teachers,) with fewer than three in the company? *No.*
8. Have you returned to your room by 10 o'clock, p. m. from literary society? *Yes.*
9. Have you left your boarding place without permission, unless to attend recitation? *Yes.*
10. Have you walked with any gentleman, or accepted company to or from any place, without permission from Miss Willard? *No.*
11. Have you endeavored to be quiet and lady-like in your deportment? *Yes.*
12. Have you regularly observed the rule about retiring and extinguishing your lamp for the night at or before ten p. m.? *Yes.*
13. Have you refrained entirely from whispering, in *Classes, Chapel, and at Prayers?* *Whispered in Chapel this morning.*
14. Has your room been kept in a neat and orderly manner throughout the week? *Yes.*
15. Have you, during the past week, done anything which violates the *spirit* of the regulations of this school, or which you have reason to think your teachers could not approve? *No.*

Countersigned by

*S. P. Church*

NOTE.—Write any general statement or question, or make any communication you desire, on the other side of this sheet.

## Women on Campus 1869–1900

Perhaps the thorniest issue surrounding coeducation at Northwestern was how women students would be governed—a concern referred to frequently by Northwestern trustees and faculty and by the parents of potential women students. Even strong proponents of coeducation—who had no doubt that women could succeed academically—were concerned about the effect the presence of women might have on the men. While the terms of the Evanston College for Ladies merger with Northwestern University required that women always be represented on the Board of Trustees, the women students were now governed by the University's faculty and administration.

### The self-report scandal

Frances Willard, now Northwestern's dean of women, knew that women students would be subject to greater scrutiny than men and so tried to maintain a separate structure for the women's supervision. But Willard felt that her authority was much diminished and that the administration was ignoring her advice about what parents would want for their daughters and ignoring her views about women's taking responsibility for themselves. She incurred particular resistance to

the self-reports that she required women students to fill out each week. Willard firmly believed that accepting responsibility for their own behavior was a crucial step toward women achieving independence of thought and action. The report asked such questions as whether they had whispered in chapel or walked to the post office without permission. Of course, no such reports were required of men students. Women whose self-reports

**FACING PAGE**  
*February 27, 1874, self-report completed by Woman's College student Ella M. Potter (Courtesy WCTU Archives)*

**BELOW**  
*The Entre Nous women's tennis club, circa 1896*



Roll of Honor Probationers Record.  
 Autumn Term '73.

Names.									
Adron, Dora	0	1	0	0	0	0	0	0	Explained - Promoted
Adron, S. A.	1	0	0	0	1	0	0	0	Promoted
Andrus, H.	1	0	0	0	0	0	0	0	Has "nevertheless notwithstanding" 19 demerits
Angell, Inez	0	0	0	0	0	12	19	0	Repeats her probation by vote of Ed. Aid Assoc.
Armstrong, G.	0	0	0	0	1				
Bates, Jennie	0	0	0	0	0	0	0	0	Promoted
Bergh, Maria	?	?	2	1	0	0	0	0	Promoted
Bless, Mary	0	0	0	0	0	0	0	0	Promoted
Brent, Velma	0	0	0	0	0	0	0	0	S. G.
Brown, Alice	1	2							
Buskitt, Lois	0	0	0	0	0	0	0	0	S. G.
Bushnell, Larrie	0	0	0	0	0	0	0	0	Promoted
Bushnell, Lou	0	0	0	?	0	0	0	0	Promoted
Chamberlain, C.	?	0	0	0	0	0	0	0	Promoted
Colwell, Emma	0	0	0	0	0	0	0	0	S. G.
Cook, M. A.	0	0	0	0	0	0	0	0	Promoted
Croissant, F.	1	0	0	0	0	0	0	0	
Cowles, N.	0	?	0	0	0	?	0	0	Promoted
Davis, Anna	0	0	0	0	0	0	0	0	Promoted
Deering, Nati	0	0	0	0	0	0	0	0	Promoted
Dobson, M.	0	0	0	0	0	0	0	0	
Dolton, M.	0	0	0	0	0	0	0	0	Whispered in class
Edmonds, M.	0	0	0	0	0	0	0	0	Promoted
Garst, M.	2	0	0	0	0	0	0	0	Promoted
Gatch, Eva	0	?	0	0	0	0	0	0	Study hours - whispering - out in evening -
Hart, S.	0	0	0	0	0	0	0	0	Promoted

FRANCES E. WILLARD, 1839-1898

Best known as an international social reformer and the leader of the Woman's Christian Temperance Union, Frances Willard moved to Evanston from Wisconsin in 1857 with her parents. Her brother attended Garrett Biblical Institute; she and her sister graduated from the North-Western Female College. Willard then taught in grade schools and female colleges. In 1871 she was appointed president of the Evanston College for Ladies; in 1873, as dean of women, she became Northwestern's first woman professor. After leaving the University, she served on its Board of Trustees. She continued to live in Evanston until her death in 1898, and the Woman's Christian Temperance Union moved its headquarters there from Chicago in 1900.



consistently indicated they had followed the rules and taken responsibility for their actions were entered into the Roll of Honor and were no longer required to submit the forms.

On November 26, 1873, a lengthy editorial disparaging the self-reports appeared in the *Chicago Daily Tribune* under the headline "Woman's Rights in Evanston." The anonymous editorialist wrote:

A flagrant set of injustices is being perpetrated every week in the staid and sober confines of Evanston, which demands public notice and the adoption of immediate measures for its correction. The Northwestern University, located in that village, long ago threw its doors open to women and offered the same privileges to both sexes. It was announced that they would be on terms of equality . . . In place of this, the young ladies are compelled to go to a confessional once a week, and answer thirteen questions, many of them of the most exasperating character. . .

As it stands at present, the rule is a petty humiliation and places every young lady

in a most mortifying position. If they have any spirit, they will continue to agitate and protest until this clear Woman's Right is conceded.

The editorial generated a flurry of letters to the editor, both for and against, including one from suffragist Elizabeth Cady Stanton, who demanded equality for men and women students, rejecting Willard's "invidious assumption that boys can be trusted with liberties that girls cannot." Responses from Northwestern, including from women students themselves, supported Willard, who also submitted a rebuttal.

Despite support from her students, Willard resigned from Northwestern in 1874, when it became clear that her concern about assuaging parental worries and building strong, self-reliant women did not match Fowler's idea of one set of rules for all, with no special authority for the dean of women. Still, Willard's successors continued to contend with parents' worries about their daughters' exposure to unsupervised freedoms and resorted to issuing report cards evaluating the women's behavior. And the question of separate rules for women would persist until the mid-1970s.

**FACING PAGE**  
 The Woman's College Roll of Honor ledger, 1873. This page lists women who were on probation; some have been promoted to Roll of Honor and no longer need to complete self-reports. (Courtesy WCTU Archives)

**OVERLEAF**  
 Responses in Northwestern's student newspaper to criticism of the Woman's College self-reports, December 1, 1873

## Woman's College of the N. W. University.

### OUR GOVERNMENT.

Certain Journalists have been much agitated of late upon the subject of the tyrannical treatment, imposed upon young ladies connected with this institution.

Inasmuch as none are more surprised by the criticisms made, than the girls themselves, it may not be inappropriate to present a statement of the case as it appears to those who have seen the workings of the government from the time of its adoption.

To persons who do not understand the principles upon which it is based, and who judge it only by the unexplained Self-Report, our discipline may seem needlessly severe; but to those who have been for any length of time under its influence, who have sympathized with its earlier struggles against opposition, and witnessed its subsequent success, who have seen the transformations in character which it has wrought, and witnessed its effect in developing much that is noble in womanhood, it seems entitled to the respect which it has inspired.

Until a satisfactory equivalent is offered, it would hardly be natural for such to see it misinterpreted without entering a protest. The roll of honor and self-governed system has been for two years in operation, and with marked success. At the opening of this year our forces were found so scattered as to render it advisable to adopt some other plan. Hence the self-report was introduced. It is not recognized as a permanent feature of our proper school government, and on no such ground is it to be defended. Nothing but the peculiar circumstances under which we are now placed has led to its adoption, and is only used as a temporary expedient.

The composition of the report is also liable to misapprehension. But it is to be remembered that it was not prepared for miscellaneous distribution, or the public would have been furnished with the explanatory notes made to the young ladies at the time it was placed in their hands. However, just as it reads, it involves no more restrictions than are imposed elsewhere.

But, after all, it is not our method of reporting nor even the subjects upon which we report, that provokes the most severe criticism. The chief objection is made to our having any rules whatever.

Granted, that it is the wisest plan to allow the young men unlimited license, which is by no means a settled question, and it does not necessarily follow, that the young ladies should be granted the same.

Society has placed certain restrictions upon one class which do not effect the other. This is unfortunate, not because the required standard in the one case is too high, but because it is not equally high in the other.

So long as students of all classes seek admission at our doors, coming from every variety of home life, many without any previous discipline, is it unjust to ask that they shall first manifest a disposition to maintain the honor and integrity of the school, before such a sacred trust is committed to them?

While the young ladies appreciate the disinterested generosity which prompts the suggestion of a change, they yet feel themselves capable of applying to the proper authorities when their wrongs need redressing; and should a reformation be demanded, hope it may be effected without bringing into requisition the whole force of the press.

S. H.

### CHARACTER THE OBJECT OF EDUCATION.

"Tis the eternal law  
That first in beauty shall be first in might."

Among the opening scenes of the present school year, at a somewhat noted college for women, we found a text apposite to many occasions.

The assistant principal of the school was a lady fully arrived at middle age, and enjoying, as the chief distinction which limited abilities, notably disproportionate to her ambition, had permitted her to achieve, the title of "lady principal," and such honors, not easily definable, as come of occupying a conspicuous position in a small community. At times, her manners were the natural emanations of a rudeness but half subdued. On the occasion to which we allude, in the presence of several of her students, she manifested this irrepressible coarseness in a burst of passion absolutely fierce and disgusting. In an instant she had forfeited, irrecoverably, the respect of the pupils who saw this childish weakness of her conduct, infinitely removed as it was from anything womanly and refining. With that respect, passed away forever, the purest and most imperishable influences that she could have hoped to exercise over the students who were unwilling witnesses of her degradation.

In presence of such a spectacle what would have said our great philosopher, who "esteems it a chief felicity of this country that it excels in women?" How reconcile with such behavior the right to be called "lady-principal," or, indeed, principal at all? How invest such a spirit with possibilities of pure power? With such weakness how harmonize those sweet and noble influences which alone round the character into symmetry, and to wisdom add womanhood?

The incident was introductory to a wide field of thought. The highest qualification of the teacher is character; the next most needful is culture, and the least essential is systematical knowledge. Every subject of study is, in its right place, a nutritive envelope to the mind, destined to be outgrown, cast aside, and replaced by a more ample growth, after its substance has been yielded, and its expansive faculty exhausted. Out of these expansive sheaths comes, at the last, the measurably mature soul, ripened to its service. Character is the product of culture. We might say it is culture applied to life.

If the young men and women in the schools of America better understood that the chief object of culture is not the knowledge gained, but what this leads to; if teachers, verily, did but rightly understand this, and religiously apply it in their work, the present generation of students would be, by so much at least, wiser and more skillful than their predecessors, and America's fortunes would repose more securely in stronger hearts and clearer intellects. The question with which life, "the times," humanity, confront every young man and woman departing from the schools, is not, "How much do you know of Greek and Mathematics?" but "What service have these done for you, how cunning made your hands, how clear your brain, how brave and pure your heart?"

The character of the teacher will always stand for more than his technical knowledge in the subsequent life of his pupil. The impression made is due to what the teacher is, infinitely more than to what he knows. The silent force of a noble man's life acts through indeterminate spaces, and allies itself with the grand, universal forces of nature in the education of a young soul. Through its multiplying enterprises, its innumerable noble endeavors, its heroic historic events, the age is calling, as with a divine voice, to its young hearts to bear it up. America, standing face to face with graver duties, and more magnificent opportunities than ever confronted another nation, shorn of her glory by the Delilah of corruption, palsied in purpose, shaming later times by the pre-eminence bestowed on her bad men, and the exclusion forced on her good men, is calling, with a voice that will be

audible through all subsequent history, for the implanting of a sterner spirit, and the cultivation of a more inflexible principle, in her young men and women.

The aim of the student, as well as of the teacher, should be to develop character, by cultivating whatsoever contributes to truth, purity and righteousness, and strengthens manly honor and womanly worth. It is only by cherishing such an object in education that the teacher, or the learner, can add a scruple's weight to the vast and eternally accumulating forces of truth.

D. C. S.

WHEREAS, some very earnest advocates of "Girls' Rights," and devout worshipers at the shrine of universal liberty and equality, have tendered the sympathy of their kind hearts toward the students of the Woman's College of the Northwestern University, we, the oppressed, desire to express our appreciation of such unmerited favor, and of our own free will, have drafted the following resolutions for that purpose:

*Resolved*, That every Institution of Learning requires certain rules and regulations for the government of those sharing its privileges.

*Resolved*, That in the rules for the government of the students of the Woman's College we find nothing to call forth complaint, but, on the contrary, we as a body, adopt them and believe them salutary in their effects.

*Resolved*, That as students of the University, we come, not to revise the rules made by those of superior wisdom and greater experience, but to abide by them as long as they are effective.

*Resolved*, That in Miss Willard we find an efficient teacher, a kind, faithful friend, one who, forgetful of self, is unwearied in her efforts to promote our intellectual and moral interests.

*Resolved*, That a copy of these resolutions be furnished to the *TRIPOD*, *Evanston Index* and *Chicago Tribune*, sent to Mrs. Stanton and Mrs. Swisshelm, and the original copy with the names attached presented to Miss Willard.

Signed by forty-nine young ladies. This includes all who are under the rules, except five, and, because of limited time, three of these were not called on. The "Roll of Honor" and Self-Governed young ladies being a part of the government, were not applied to.

### NOTES.

THE following are the names of those who have lectured before the students of the Woman's College, the autumn term: Dr. H. W. Thomas, of Clark Street Church, and Rev. C. E. Felton, of Grace M. E. Church; Dr. A. B. Hyde of Alleghany College; Dr. W. X. Ninde, of the Garrett Biblical Institute; Drs. Fowler and Wheeler, and Prof. Carhart, of the University; Dr. M. C. Briggs, Prof. H. F. Fisk, and Miss Frances E. Willard, who closes the course with her lecture, "Who Wins."

Our friend Hesler (the "nonpariel" among photographers) has a fine collection of "Faculty Photographs." Wouldn't it be well for students to remember this and to avoid a personal request to the dignitaries referred to, for these pleasant souvenirs?

It is a noteworthy fact that nine ladies are actively connected with the different faculties of the Northwestern. In the "University," (as we have fallen into the erroneous habit of terming the "College of Literature and Science,") there are two; in the art department, two; in the music department, two; and in the preparatory school, four give instruction daily, and two, already enumerated, hear additional recitations. Nothing but good comes of this soprano-voiced infusion into our noble educational chorus—but then, to say so is but to state an axiom in modern pedagogic annals.

THE ladies of the Euphronian Society wish to express their approbation of the gentlemanly consideration which led to the decision that the meetings of the Society should close at a quarter of ten, that the ladies may get home seasonably.

ADDIE L. PARRISH, Sec'y.

A FEW evenings ago, the boys at Dempster Hall were favored with a rare treat. Professor Wood is fitting out for a lecture tour, and has provided himself with a magic lantern and a collection of new views. These he kindly exhibited to the boys and a few invited guests. The collection of pictures is a very good one. It includes landscapes—American and foreign—statuary, portraits, anatomical and astronomical views. It is certain that the lectures, illustrated in this manner, will be entertaining and at the same time very instructive. Through the influence of Miss Mary E. Wood, the ladies of the College Cottage were invited, and some of them were present.

WE should be glad to see the library patronized much more freely than it is. Every student in the University ought to spend a portion of his time there. As a rule, students have but little time for general reading; but our duty to ourselves demands that we should become acquainted with what has been written and stored up for us. Not that we should cram ourselves with a promiscuous mass of literature, and become literary swine; we should use good judgment in the selection of our mental diet. There are certain works that one has to read before he can be considered well-informed; these books we should take up as soon as possible and become master of their contents. There are other books which it may not be necessary to read, but they should be examined. The advantage of reading may not consist so much in what we remember, as in the fact that we learn where to find out what we want to know. We should not cultivate a taste for one kind of reading to the exclusion of all others. Poetry, history, fiction, biography, and philosophy have their respective places in the well balanced mind. Let us take first one and then another as our judgment may dictate. A large proportion of the library is not in the English language. These books are not often touched except when one of the Faculty chances to do so. Let us not be afraid of these volumes. They may not be as easy to read as if they were in our own tongue; but still, if we attack them armed with our lexicons, we may be able to learn something about them. It certainly is inspiring to enter the library and see its alcoves filled with treasures of crystalized thought; but we have to shrink back in humility as we consider how little our short lives will permit us to grasp.

THE Chicago Philosophical Society sets a good example to that of Evanston by placing ladies among its officers and on all its committees. Miss Willard has been elected one of the Vice-Presidents, and opened its first lecture course at Clark Street M. E. Church, on the evening of October 22, giving to a large audience her lecture on the "Pyramids."

ON a Spanish sun-dial is written, "I mark only the bright hours." This is wise. There is more sunshine than shade; more bright than dark hours to be remembered. The trials and sorrows of life are not sure to shroud us in mourning, but for our instruction and spiritual growth and usefulness. The temper and disposition of the heart, as well as the growth and capacity of the mental powers, depend much upon the trials and disappointments of life.—*Ex.*

A GOOD college paper is worth more for the moral and gentlemanly tone of college life than a library of by-laws, and an army of faculty spies.—*N. Y. Independent.*

## Women of color

There were few students of color—men or women—enrolled during the early years of Northwestern. Although founded by Methodists, the University was established as a nondenominational school open to all men, regardless of race or religion. In 1874, after women were admitted, the University catalog stated that Northwestern “recognizes neither sex nor race. It asks the candidate, ‘What do you know?’” But the student population remained largely white and American-born, although students from East and Southeast Asia began arriving in the late 1890s—most after having attended Protestant missionary schools in their native countries. Records from Northwestern’s professional schools (medicine, dentistry, pharmacy, and law—all located in Chicago) show that a diverse student body was more common there, though women were few.

In the late 19th century, prevailing American attitudes about race suppressed black attendance at predominantly white universities, including Northwestern. When women were admitted, it had been only four years since the Civil War ended. In the post-Reconstruction era, few black

families lived in Evanston. Less than one percent of blacks nationwide attended college, and the majority of those who did attended institutions founded exclusively for them (known today as historically black colleges and universities), which were proliferating in the South at the time. Blacks were also hindered by socioeconomic, racial, and institutional barriers, including attitudes about mixing races, which complicated student housing for blacks. Although no rule prohibited them from living in Northwestern dormitories, it was tacitly understood that black students would find housing with families in Evanston rather than live on campus.

Demographic analysis is hampered by the difficulty of identifying students based on race or ethnicity in Northwestern’s early years. Detailed demographic data was not formally recorded until the late 1970s, and while surnames from catalogs and early yearbook photographs provide circumstantial clues, they are inconclusive. Evidence in University Archives suggests that the first black woman to graduate with a bachelor’s degree was Naomi Willie Pollard in 1905.



### NAOMI WILLIE POLLARD, 1883–1971

Based on University Archives’ records, Naomi Willie Pollard was the first black woman to earn a bachelor’s degree from Northwestern. She was the third of eight children whose parents had moved in 1886 from Missouri to Rogers Park (then a village north of and later annexed by Chicago), becoming one of the first African American families in the area. Pollard entered Northwestern in 1901 and likely commuted to campus from home, as did many students at the time; a black woman would not have been permitted to live in campus housing. While at Northwestern, she published a short story about racial discrimination in the student literary magazine. After graduating in 1905 (her *Syllabus* yearbook portrait from that year at left), Pollard taught high school before working as a librarian; in 1916, she married Richard Dobson. She went on to participate in church activities and civic organizations, including the League of Women Voters, the NAACP, and the American Association of University Women, and she served as president of the Iowa Association of Colored Women’s Clubs.



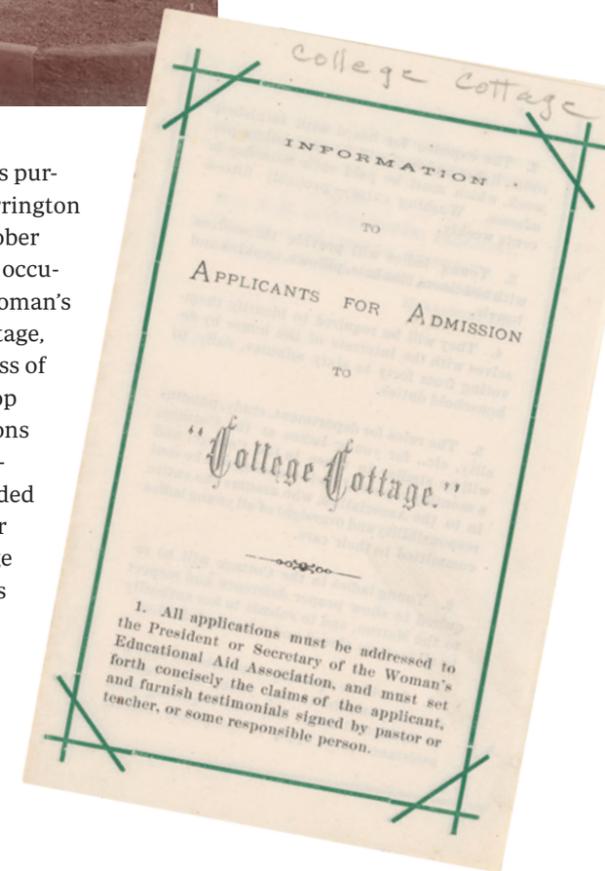
LEFT  
From 1872 to 1935, College Cottage, at Orrington and Clark, housed women students on the co-op plan.

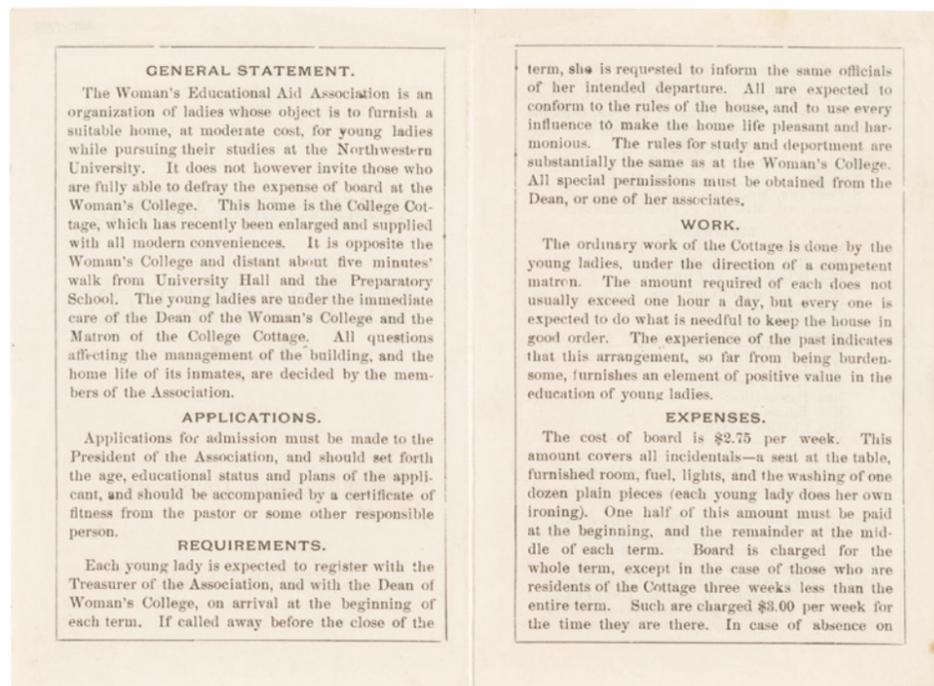
BELOW  
Admission information and regulations for applicants to the College Cottage, circa 1873

## Women’s housing and student activities

The basis for encouraging parents to send their daughters to a coeducational school was the assurance of a homelike atmosphere with parental-quality supervision. However, the Woman’s College struggled to meet that goal while its new building remained uncompleted. Until Woman’s Hall opened in 1874, women from outside Evanston boarded with carefully selected families or lived in the old North-Western Female College building a mile from campus. Meanwhile, the Women’s Educational Aid Association was formed to help women afford the cost of room and board. The WEAA instituted a co-op plan similar to one devised by Mount Holyoke, offering a reduced rate in exchange for housework. The

husbands of several WEAA members purchased a building at the corner of Orrington Avenue and Clark Street, and by October 1872 “College Cottage” was ready for occupancy. In 1874, room and board at Woman’s Hall cost \$5 per week; at College Cottage, the cost was \$2.25 plus an hour or less of housework. Participation in the co-op plan increased, necessitating additions to the building and the eventual construction in 1901 of Chapin Hall, funded by Daniel K. Pearsons and named for his sister-in-law, Julia Chapin. College Cottage, renamed Pearsons Hall, was used by the WEAA until 1935; the co-op system remained in place in



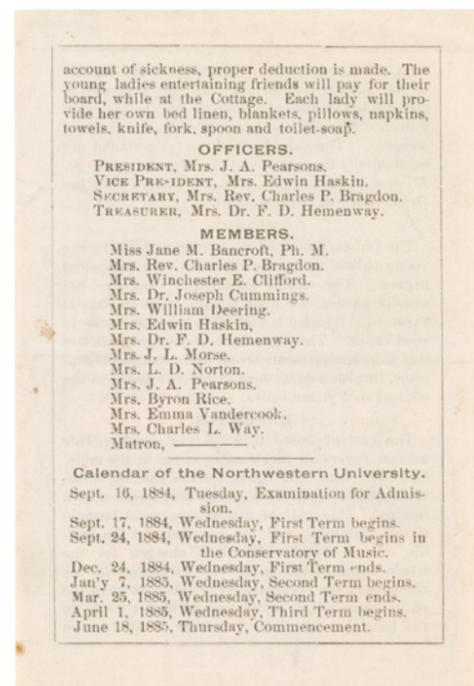


ABOVE  
*Woman's Educational Aid Association pamphlet, 1884*

Chapin until 1967. Woman's Hall also gained an annex in 1892, so that most women students could be accommodated on campus, although some still boarded in approved homes, including women of color, who were not welcome in campus housing.

The need for additional housing indicates, of course, that the number of women attending the University was increasing rapidly. In 1893, Northwestern president Henry Rogers reported that in the past 10 years women had averaged 38 percent of the student population. Still, their assimilation into student life continued to reflect uncertainty about the meaning of coeducation. Even if men and women attended the same classes, their extracurricular activities tended to be, or become, separate.

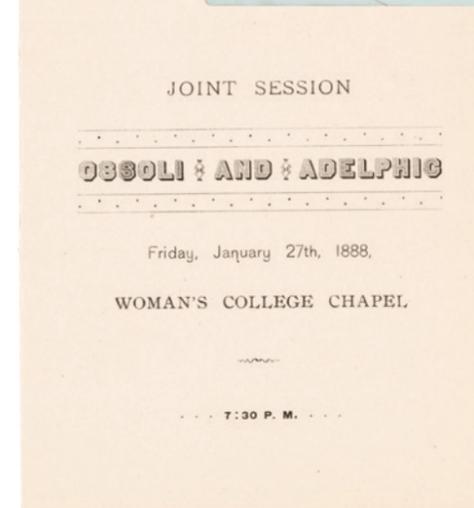
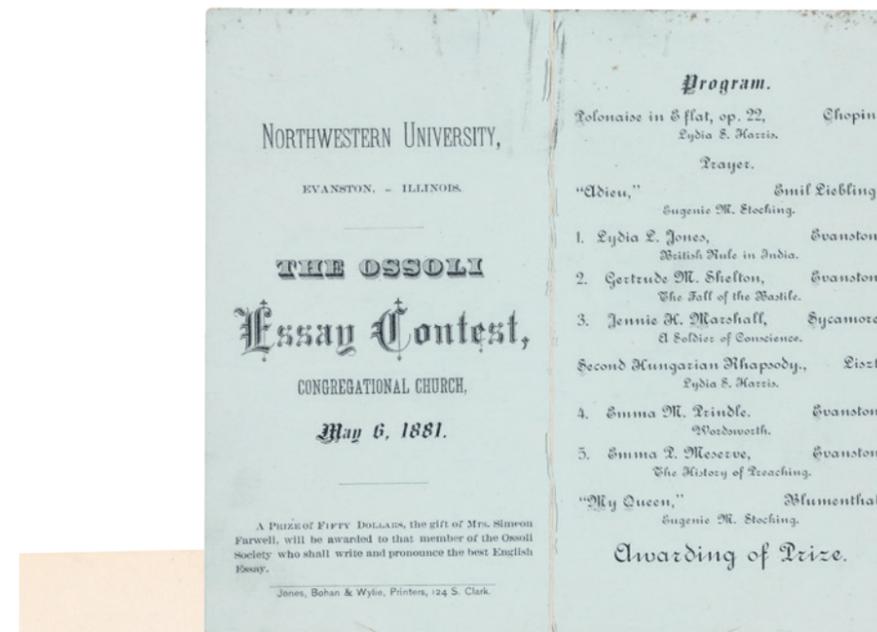
For example, women were admitted to the Adelpic Society, one of Northwestern's two long-established literary societies, in 1872. In 1874, however, the faculty voted to exclude women from the club. Women immediately formed a new society, the Ossoli (named for women's rights advocate Margaret Fuller Ossoli), although the



societies held joint events by the mid-1880s. The Students' Christian Association, a popular social organization founded in 1880 with a membership of men and women, split in 1890 into the YMCA and the YWCA. The two groups continued active programs of religious education and philanthropy, often working together but as decidedly separate organizations.

Although evidence of black students' activities from this time is scarce, in 1913 some women students joined Chicago's Beta chapter of the Alpha Kappa Alpha sorority, which had been founded at Howard University in 1908 to provide social and professional opportunities previously lacking for black college women.

Women students were encouraged to exercise for health reasons and participated in athletic activities (including basketball, tennis, and gymnastics), but separately from the men. They alternated with men in using the gymnasium building and lobbied for many years for a separate women's gym.

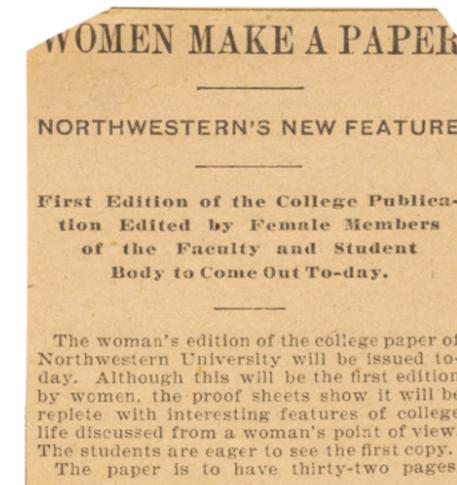


CLOCKWISE FROM LEFT  
*Joint session: Ossoli (women's) and Adelpic (men's) literary societies' recital program, January 27, 1888*

*Ossoli women's literary society program, May 6, 1881*

*The first annual woman's edition of the Northwestern student newspaper was unusual enough to draw comment from the Chicago Tribune on April 9, 1896.*

Although women had contributed to the production of the yearbook and student newspaper, in 1896 the first issue of the Woman's Edition of the *Northwestern* (the newspaper that would become the *Daily Northwestern* in 1910) occasioned commentary in the *Chicago Tribune*. After the success of the first issue edited, written, and illustrated by women, a woman's edition was produced almost annually until 1915, when it was replaced by a more frequent Woman's Section in the *Daily*. ●



HARRIET A. SINCLAIR.

twice the number of the usual issue. These will be inclosed in a fine white cover, printed in royal purple, the university color. There will be pictures of Mrs. Emily Huntington Miller, dean of the woman's hall; Miss Emily Wheeler, professor of French, and of the university woman's tennis team. The first editorial tells the place which woman now holds in college life at the university. Of the several editorials there is one on "Will the College Woman Marry?" and another on "The New Man." Statistics are quoted from the alumni record showing that from 1874 to 1890 there were 55% per cent of the alumnae who married. From this the inference is that the question of marriage would be answered in the affirmative. There is a column of contributed comment on various university affairs. Under the caption, "Women as





FACING PAGE  
 (Top) 1877 senior class,  
 photographed on the  
 steps of University Hall

ABOVE  
 1880 senior class,  
 photographed at  
 the Old Oak

(Bottom) 1879 senior class,  
 photographed at the Old  
 Oak near Chicago Avenue  
 and Sheridan Road



On tree, G. H. Horswell, H. Harrison, I. A. Adams, D. P. Donelson,  
 Standing, T. H. Hood, E. L. Stewart, W. H. Wait, W. B. Leach, W. T. Hobart, G. W. White, D. V. Jackson,  
 Sarah E. Prindle (Patten), Mary Bayne (Hilliard), Jessie Moore (McPherrin),  
 Lilla M. Bradley (Hemenway), Lillie C. Casey (Musgrove), Clara Shumway,  
 Ella V. Ambrose (Davis),  
 Sitting, C. E. Cook, Spencer Lewis, F. E. Tyler, H. B. Hemenway, W. A. Hamilton, J. T. Musgrove,  
 E. C. Adams, Isabella E. Webb (Parks), Jane E. White.

# The Purple Pepper

MAY 28 1928

Published by The Committee on Women's Buildings—Northwestern University Campaign Fund.

# "N"

\$350,000 For Women's Buildings!  
Every Shoulder to the Wheel!

N. 2

MAY 17, 1923

Evanston

## CAMPAIGN MOMENTUM GROWS

### Women's Building Becomes More Certain as Days Pass

Organization plans are progressing with definite success. From all quarters there is heard the finest expressions of enthusiasm. The spirit of "I Will" is beginning to crystallize itself into active performance, and every indication points to unusual response from Northwestern's women graduates.

From the hearty response already registered and the increasing number of enthusiasts being enrolled in active participation it is predicted that certain success will reward the Women's Committee. This however must not cause any individual to cease effort. We have a long way to go—and a tremendous amount of work to be done. Every alumna must do her bit. It is a huge task that has been undertaken—and it must be accomplished. Every alumna should get into this work now and make it her personal problem to help win.

### Oratory and Speech Step Forward

The campaign spirits moves on. It has marched upon the Schools of Music and Speech and swung them into the line of the great army that is working for "Greater Northwestern." At separate meetings held Sunday, April 29th and Monday April 30th, the two schools decided to join forces. September first, when the new Or-

### Class 1911 Holds May Day Tea

The Class of 1911 entertained at a Silver May Day Tea on Tuesday afternoon, May the first, at the home of Mr. and Mrs. T. C. Russell, Evanston.

Spring flowers everywhere were the decoration in the Russells' charming home. A delightful musical program

### Associate Alumnae Devote Spring Luncheon to Campaign

At the annual spring luncheon of the Associate Alumnae held at the College Club, Saturday, April twenty-first, about one hundred enthusiastic alumnae had the pleasure of hearing the development of the campaign plans for the Women's Buildings.

With Mrs. Willard Dixon for "sing leader," "Quaecumque Sunt Vera" and other college songs were sung with the zest of co-eds.

Mrs. George B. Denton presided charmingly and introduced the speakers—chairmen of committees and groups organized for special work for the promotion of Women's Buildings projects.

Mrs. John A. Scott, Chairman of the Purple Oak, the tea room to be opened in the near future, told of the Committee's clever

decorative and dietetic plans. Mrs. Carroll Shaffer announced the opening of the Purple Acorn for May second in space generously donated by the Dodge Motor Sales Company.

All Chicago is being well organized into various districts thru the efforts of Mrs. Harry Preston Jones, who gave a very interesting report of her organization plans thruout the divisions and suburbs of Chicago.

Special reports were given by the Edgewater chairman, Mrs. Homer Bang, and the Oak Park chairman,



The Proposed Woman's Building

in charge of Miss Margaret Fabian and Mrs. Burger was rendered in the music room.

Mrs. Winifred Goodsmith Richardson headed the receiving line which included Mrs. T. C. Russell, Mrs. Walter Dill Scott, Mrs. Carl Latham, Mrs. Wirt Humphrey and Mrs. Arthur E. Swanson.

Mrs. Charles Betts, Mrs. Earl Dean Howard, Mrs. Thomas Holgate, Mrs. James A. James, Mrs. Edwin Shields, Mrs. Mark Cresap, Mrs. Bert C. Corbuss and Mrs. William H. Schaeffer

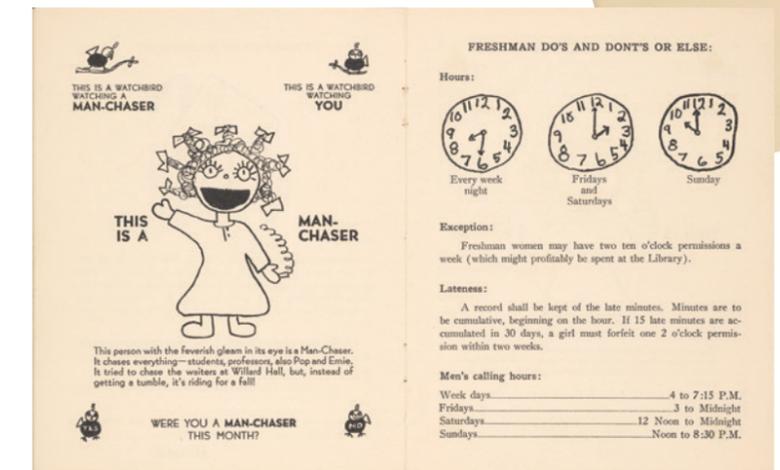
## The Evolution of Coeducation 1900-74

Northwestern's experience with interpreting and instituting coeducation was not unlike that of many universities. Changes were gradual as outside circumstances evolved. Long gone were the days when women were considered incapable of learning, but fears of women using their brains at the expense of their health as wives and mothers were expressed frequently from the mid-19th century onward.

### From coeds to women students

Coeducation itself came under fire in the early 1900s, when many universities began to worry that women were outnumbering and outperforming men. Proposed solutions included separate classrooms for the same courses, and some institutions reinstated the coordinate-school concept.

Northwestern president Edmund J. James (from 1902 to 1904) worried publicly that too many women students would "effeminize" education. In 1929, the president's executive committee discussed separate classrooms for men and women students. In many cases, women themselves mandated separate status. In 1906, women students formed the Women's League as a self-government organization. Women were eligible to hold office as vice president or secretary on the general stu-



dent council (formed circa 1915) but continued to maintain a separate self-government organization (renamed the Women's Self-Government Association and later the Association of Women Students) until 1967. The WSGA also published a separate handbook for women students (*Read and Be Right*) from 1939 to 1959. Women students, beginning in 1915 and soon backed by the Alumnae of Northwestern (an organization founded in 1916), campaigned for over a decade for a separate women's building with its own gymnasium but, after many

FACING PAGE  
Purple Pepper N newsletter, produced by the Committee on Women's Buildings, May 17, 1923

ABOVE  
Pages from the women's handbook *Read and Be Right*, 1939

THEY ALL DO IT.

From the Northwestern university comes the information that it is often right to tell a lie to further a good cause. The question was debated by the pupils, and it was the decision of the judges (professors in the school) that the advocates of mendacity had won out. The popularity of prevarication in our social life shows that the decision accords with the opinion of a majority of mankind. Although Sister Simplice allowed her body to be mutilated rather than tell a lie, another sister boldly bore false witness to save a noble man from an ignominious fate, was related by Victor Hugo. That lying is a vice is a belief of modern origin. Zeno regarded lying as a fine art, and was as positive that a strictly truthful man could not be a gentleman as is Mrs. Astor that a man who has not had college training must be excluded from the rank of gentlemen.

CRISIS REACHED IN COEDUCATION.

President James of Northwestern Warns Trustees That Change in Policy Is Needed.

TOO FEW MEN STUDENTS.

Present System Increasing Enrollment of Women and Menacing Work of College.

SOME REMEDIES OFFERED.

"Coeducation as a system not only has ceased to make new converts but there are indications that it is losing ground in the territory which it had won. A new period of questioning is upon us. Recent events point to a serious crisis in the history of this movement. It is plain that the way out of the difficulty lies not in diminishing or abridging the privileges of the women but in doing for the men what we have been doing for the women for years past—making the college an increasingly profitable and pleasant place for them."

This was the warning note sounded by Edmund J. James, the new President of Northwestern University before the Board of Trustees of that institution yesterday. It was his first public utterance pertaining to his policy, and the seriousness with which he treated a subject which has been worrying the university authorities made an impression on the trustees.

Suggests Some Safeguards. President James did not point out a danger without suggesting some safeguards, and as immediate needs for the university tending to increase the attendance of men students he recommended:

"A comfortable and modern dwelling place—a first-class, thoroughly equipped, modern dormitory, where for a reasonable price young men may obtain lodgings suitable for the purposes of a college student.

"A college commons, where the young men may obtain at a reasonable price healthful and abundant food. "A large and well equipped gymnasium, sufficient to accommodate the entire student body.

"The social side of college life must be considered and its interests advanced by a commodious students' club, similar to that unique creation—the Houston Hall—at the University of Pennsylvania, where all the men students may come together in an informal way, and where all college organizations, the Young Men's Christian association, the Athletic committee, the editors of the college papers, etc., may have their headquarters."

Conditions at Northwestern. Speaking directly of the conditions which confront him at Northwestern, President James said:

"The number of women is increasing relatively more rapidly in proportion than the number of men, and if the present rate should continue for another decade the women would form considerably more than half of the total number of students—a condition which many friends of the university would view with concern."

Women Specially Favored. As to causes which have led to this condition, Mr. James said:

"We have to a considerable degree been offering special inducements to women—may have even to some extent discriminated against the men. In our curriculum we have been expanding those subjects to which women are specially devoted—language, literature, music, elementary science—to the neglect of the social, economic, technical, and advanced scientific subjects in which men are chiefly interested. In our college life we have offered good homes in college houses at reasonable, nay, at low rates, but have done practically nothing of the sort for the men."

Attitude of Other Schools. That other educational institutions had changed their attitude toward this system, President James said was proved by their policy.

"The Leland Stanford University," he continued, "is reported to have accepted in its deeds of gift a provision that the women students should not exceed a certain fixed number. Wesleyan University at Middleton has limited the number of women to a fixed proportion, 20 per cent. of the men. The University of Chicago is credited with the intention of making certain important changes in the administration of the system, such as separating the men and women in the lower classes. With Northwestern University, the recent acting President asks the pointed question in his last annual report to your body: 'Is the system of coeducation, in Northwestern University on trial?' and answers it with a 'perhaps!'"

Serious Crisis at Hand. Summing up the difficulties presented, and asserting the problem contained new features demanding careful consideration, Mr. James said:

"All these things and many others of like kind point to a serious crisis, and it behooves those of us who believe in coeducation to study the situation with all seriousness. The grounds of discussion have changed entirely in the last generation. The old objections have lost their force and entirely new ones are now to the front. One hears often the claim that the increasing number of women tends to feminize the institutions where they are, and in some cases to such extent as to discourage the attendance of men.

"A sort of vague prejudice has arisen in the country at large which indicates a new attitude of the public mind toward the whole problem. The system is attacked on new grounds and from new points of view, and friends of the movement may well view the situation with some concern."

More Money for Repairs. At the conclusion of President James' address the trustees turned their attention to other affairs of the university, and voted \$50,000 additional to the \$100,000 appropriated for remodeling the Tremont Hotel property. A clinic-room on the top floor for dental students, it was announced, would be completed by June 1. The entire building, it was said, would be ready for use by the opening of the fall term.

Before the meeting of the trustees Arthur Dixon, a member of that body, gave a luncheon at the Union league club to President James, at which most of the trustees were present.



fundraising efforts (interrupted by World War I and the Depression), had to content themselves with the construction of Scott Hall as a general student union in 1940.

Student organizations shifted back and forth between single-sex and mixed membership over the years. Beginning in 1929, the formerly separate revues produced by the Men's Union (MU) and the Women's Athletic Association (WAA) joined forces as the Waa-Mu Show. The debate team, which had touted its first woman member in 1922, later split into men's and women's teams but reconsolidated in the early 1950s, when Roberta Buffett (1954) joined the team. In 1943, the University added a home economics department, enforcing the image of women learning to be good homemakers rather than taking men's jobs (the department was eliminated in 1973); the engineering classrooms at the Technological Institute were populated almost exclusively by men. Women were allowed to serve on the student government, but it wasn't until 1970, when Eva Jefferson (1971) was elected, that

LEFT March 1902 Chicago Tribune clipping, one of many newspaper reports on Northwestern president James's comments about too many women students in college

ABOVE 1947 class on nutrition in the home economics department lab in Fisk Hall

FACING PAGE November 6, 1918, weekly "Co-ed-ition" of the Daily Northwestern, published by women during World War I, when many men students were away

The Northwestern Weekly

NORTHWESTERN UNIVERSITY NOV 6 1918 LIBRARY

A Co-ed-ition of the University Publication

Vol. 39. EVANSTON—Wednesday, November 6, 1918—CHICAGO No. 2

ELECTION BRINGS MUCH SUSPENSE

Close Contests in Several Offices Mark Finals Friday.

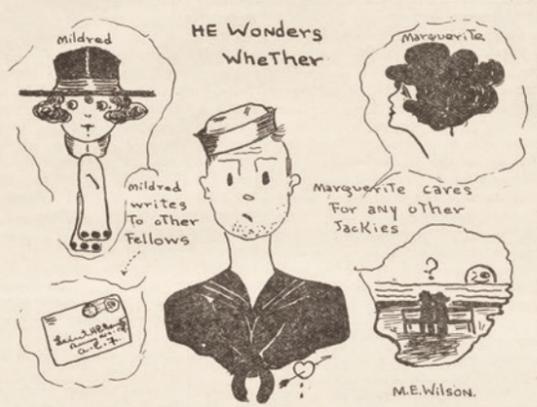
WOMEN IN ALL OFFICES

Excitement prevailed on the campus last Friday. It was the day of finals in the College elections, and all four classes were on tiptoe to see who their officers would be. Not much enthusiasm had been shown in the primaries on Wednesday, and there was a great deal more spirit and enthusiasm in Friday's voting, although the total number of votes cast was not much larger.

New Office Holders Announced.

Some of the offices were closely contested, while others showed little competition. In five cases there was only one candidate for each office, but in all others there were two or more. The Election Committee reports itself well satisfied with the fairness and cleanness of the elections. The figures in the finals follow:

Table listing election results for SENIOR, JUNIOR, SOPHOMORES, and FRESHMAN classes, including names and vote counts for various offices like President, Vice-President, Secretary, Treasurer, and Chairman of Social Committees.



Northwestern Loses 25-0 to Pier Jackies in Hard Fought Game

The Ohio game being postponed because of the influenza, Northwestern's team faced the strong Municipal Pier eleven last Saturday. The game resulted in a 25-0 defeat, but Northwestern put up a strong defensive and everyone who saw the game felt that it was a good one in spite of the score. The fact that the opposing team far outweighed ours made any but end runs impossible, and forward passes on both sides went wild. It is probable that with such splendid teamwork as they showed the pier team would have rolled up a much higher score if they had not underrated Northwestern's defensive work.

The game was clean and well-played on Northwestern's side, although it was weakened by the lack of teamwork at vital moments. Towards the end of the game many people left the grandstand, and the band went away some time before the end. This seems a thoughtful lack of the proper spirit among the college students, and it is hoped that after this everyone will stay until the game is over, to give the team the proper support. The Jackie Band was present and there was no response from a Northwestern band when they triumphantly played at the end. This is entirely different from the usual standard of college spirit and ought not to occur again.

PARTIES COMING.

Cheer up! The long-promised Saturday evening blowouts will start soon! Direct from Miss Potter's office comes the news that the first party of the year will come next week. It will be held in the gymnasium and men of the S. A. T. C. and women students are to be invited. There will be music for dancing, refreshments and all sorts of fun. The parties will be given every week, it is hoped, and will start early, as they must close by 10:30. They will be held under the auspices of the Woman's league and will be for the purpose of furthering social life among the students of Northwestern.

Wm. Howard Taft to Speak at Gym Monday Evening

"Universal Military Service" is the subject chosen by Mr. William Howard Taft for his address at the gymnasium on November 11. The Evanston war council has joined with the Evanston Woman's club to make this meeting a success. It will be held in the Patten gymnasium, with seats provided for 5,000. There are no reserved seats, but tickets may be obtained at the registrar's office, or for the men in training at the post exchange. The admission fee will be 50 cents, the sale of tickets being in charge of the social service department of the Woman's club.

S. A. T. C. Men May Go.

Originally, the meeting was planned for November 9, so that the members of the S. A. T. C. need not miss their classes to attend, but as Mr. Taft is to preside at a convention in Madison on that date, it was necessary to change it to the 11th. However, Lieutenant Williams has made the statement that it will be possible for any man in service on the campus to go.

The tickets state that the meeting is to be called at 8 o'clock. This, however, is the time that Mr. Taft will speak. The doors will be opened at 7 o'clock, and at 7:30 there will be community singing, led by Professor Osborne McConathy of the Northwestern School of Music, with a Jackie band of fifty pieces.

Jackies to Parade.

The sailors will arrive in Evanston at 4 o'clock on Monday afternoon and will march in a parade with the high school cadets and the boy scouts of Evanston, led by Mr. McCann, president of the Evanston Commercial association. Not only the fact that everyone is so vitally interested in the subject on which Mr. Taft will speak, but also because he is one of the only two living ex-presidents of the United States, as well as the chairman of the League to Enforce Peace, should make everyone anxious to be present. The committee in charge is bending every effort to have a large attendance and

BIG WAR DRIVE AT N. U. STARTS MON.

Mr. Hardy As Head of the Executive Committee Makes Plans.

N. U. QUOTA IS \$20,000.00

To facilitate donations to all war relief organizations a big combined drive will be made during the week of November 11. After going triumphantly over the top in the liberty loan, Northwestern is expected to fill its quota willingly for the united war charities. Its quota is \$20,000, all of which will go toward the national quota of \$170,500,000, to be distributed as follows:

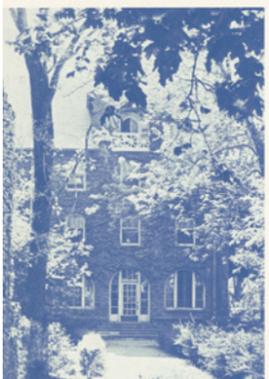
- List of charities and their respective quotas: 1. Y. M. C. A. \$100,000.00, 2. Y. W. C. A. 15,000.00, 3. National Catholic War Council (including Knights of Columbus and women's special war activities) 30,000.00, 4. Jewish Welfare board 3,500.00, 5. American Library association 3,500.00, 6. War Camp Community service 15,000.00, 7. Salvation Army 3,500.00. Total \$170,500.00

The campaign at Northwestern is to be carried to all its departments. The S. A. T. C. will be included, although canvassing among the men will be made through the army organization.

Mr. Hardy of the school of oratory is chairman of the executive committee, in which there is a representative from each department of the university. The campaign, as planned by the committee, will be organized on a basis of the residence of the students—that is, students will be reached by their enrollment in the various schools and by their residence at the various university houses. Students living at their own homes will be interviewed individually. The aim of the N. W. campaign is to reach by means of student canvassers every member of the university.

"Everyone must realize," said Mr. Hardy, "that whether the war stops or not, the campaign must go on. We have over two million men in France and it will take fully two years to get them back. Therefore money will be needed for their welfare during this period even more than before, although the immediate war pressure may have ceased. Funds must be raised whether peace is signed or not."

Several meetings are planned to help the war fund campaign at chapel today. Mr. Taylor, an English soldier, will speak. He is a real war veteran, having spent three years in



A small house in the North Campus quadrangles.

rooms sharing kitchen and bathroom facilities. It is, at present, the only on-campus residence hall with full cooking facilities available for student use.

**MEN'S HOUSES**  
**Asbury, 1830 Sherman Avenue—40 men—all classes—equal number of double and triple rooms**  
 A white brick product of the 1890's with high ceilings and strange shapes, Asbury is convenient in location to South Campus classes and to downtown Evanston.  
**Foster, 2253 Sheridan Road—37 men—all classes—all single rooms**  
**Goodrich, 2321 Sheridan Road—47 men—all classes—many single and some double rooms**  
**Homan, 2313 Sheridan Road—59 men—all classes—about half single and half double rooms**  
 These three houses of dark brick, in the 1900's ivy-covered collegiate style, are in the North Campus quadrangles. They are well-built structures with nice lounge facilities and generally good-sized rooms.  
**576 Lincoln—24 men—all classes—all double rooms**  
 Built in the 1940's, this house shares the North Campus quadrangles with the above residences. A small, home-like atmosphere characterizes this house.  
**1900 Sherman—18 men—all classes—double rooms**  
**1902 Sheridan—14 men—upperclass only—mostly doubles, some singles**



**1906 Sherman—21 men—all classes—equal numbers of double and single rooms**  
**Marvin Gardens, 1960 Sheridan Road—42 men—all classes—mostly double rooms, some singles and triples**  
 These four men's houses were once large private homes and have been converted into student residences. They necessarily have an off-beat character about them, but are also very personal and spirited places where no two rooms are of similar size or shape. The high cost of maintaining these houses may, in the near future, necessitate their conversion to other uses.

**HALLS**  
 The residences on campus, called "halls," are generally facilities much larger than the houses. Largeness can be an asset or a liability, depending on your preference. Large halls often are not as personal and close-knit as smaller residences, but frequently have the human and financial resources to provide a range of activities beyond that possible in the smaller units. They provide, as well, the opportunity to relate with a large and varied group of students.

**WOMEN'S HALLS**  
**Allison, 1820 Chicago Avenue—361 women—all classes—double rooms**  
 Allison, built in 1962, is a brick building characterized by straight lines and large windows. The only large all-female hall on campus, Allison has its own

dining facility and is conveniently located close to downtown Evanston and South Campus classes.

**MEN'S HALLS**  
**Bobb, 2305 Sheridan Road—212 men—all classes—all double rooms**  
**McCulloch, 2315 Sheridan Road—212 men—all classes—all double rooms**  
 These neighboring twin halls are products of the 1950's with large windows and built-in furniture. Bobb and McCulloch halls, which face Lake Michigan and the new lakefill campus, are located near the University beach. They do not have their own dining rooms, so residents eat at nearby dining halls.

**Coeducational Residences**  
 Experiences in coeducational housing at Northwestern have been judged very positively by students and administration, leading to a steady increase in size and variety, during the last few years. This is not the type of housing, however, that all students prefer. Coeducational residences are but one of many options and room assignments in these units, and are never "forced" on anyone. The exact nature of the coed arrangement varies somewhat from hall to hall, but in each case a reasonable degree of privacy is provided. Men and women live on separate floors or in separate sections and, in either case, have their own bathroom

facilities. (For security information see the following section: Reference Guide.)  
 Advantages of coeducational housing have proven numerous for many students. First of all, it has created a natural environment where a high degree of informal interaction between men and women takes place. A University study of residences shows that many students highly value this informality and encouragement of social interaction. In this environment, it is more easily possible for men and women to relate as individuals and not just as "dates."  
 Coeducational living has, as well, created residences with a stronger community spirit. It has refocused attention on the hall, and has helped support a stronger and more varied program of social and academic activities within the residence. Coeducational residence halls are not problem free; no residence hall is so blessed. But it is precisely in learning to recognize common problems, to communicate, and to work toward solutions that men and women come to understand one another and to mature. This contributes to a healthier, more natural, and realistic environment. In all coeducational halls, both men and women Resident Assistants act as advisors to facilitate the development of the environment.

**ABOVE**  
 1972–73 undergraduate housing brochure, with a carefully worded description of coed dormitories

a woman—and an African American—would be president of the Associated Student Government.

At Northwestern, as was the case at most men's colleges that decided to admit women, "coeducation" came to mean a campus that included both men and "coeds." Thus, no matter how impartially it was intended, being labeled "coeds" meant that women students were not truly accepted on the same terms as men.

Over time, as coeducation became the norm, the tradition of treating women students differently from men gradually died out. By the mid-1970s, there was no longer a dean of women, the Women's Self-Government Association had disbanded, Title IX had opened the door to women's varsity sports, and more women had begun to fill seats in the labs of the Technological Institute. The era of curfews and parietal hours—the strictly limited times when men and women were allowed to visit each other in campus residences—was over. No longer used to differentiate men from women students in regard to ability or need for protection,

the term "coed" could finally resume its original meaning; today such terms as "coed dorms" identify aspects of campus life that include all genders.

### The long line continues

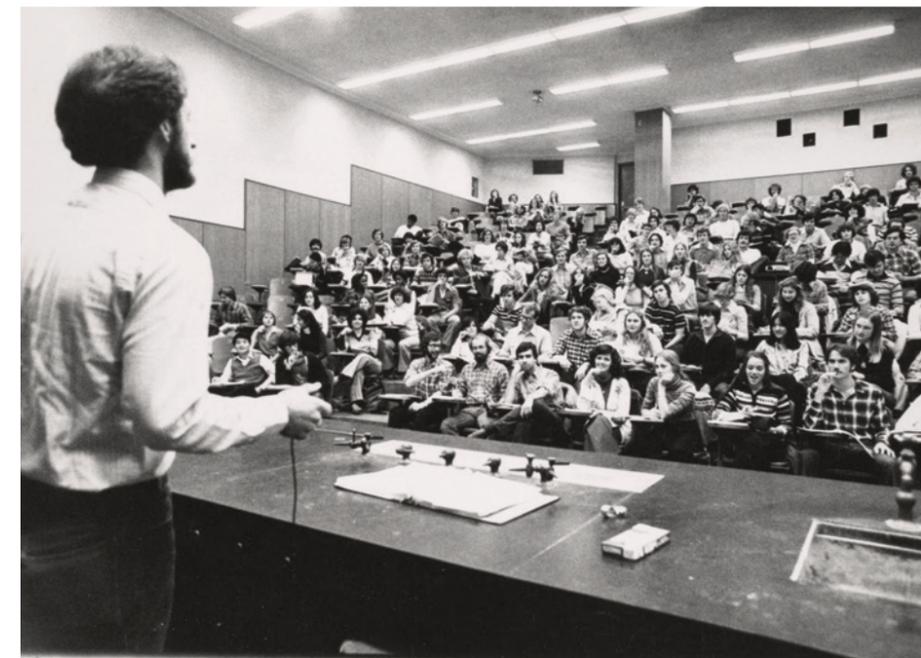
Northwestern president Charles Fowler was right when he told Sarah Rebecca Roland in 1874 that she was the first of a long line. The list of firsts for women at Northwestern has only grown since.

Many academic departments and the professional schools can search their records, course catalogs, and commencement programs to find the first woman undergraduate or graduate student. At the Medical School, once women could enroll in 1927, four women were admitted at the same time because cadavers were assigned for dissection to teams of four and the school did not want men and women working together. In 1929, Georgiana Peeney became the first woman to be granted an industrial engineering degree (and only the second woman to graduate) from the School of Engineering.



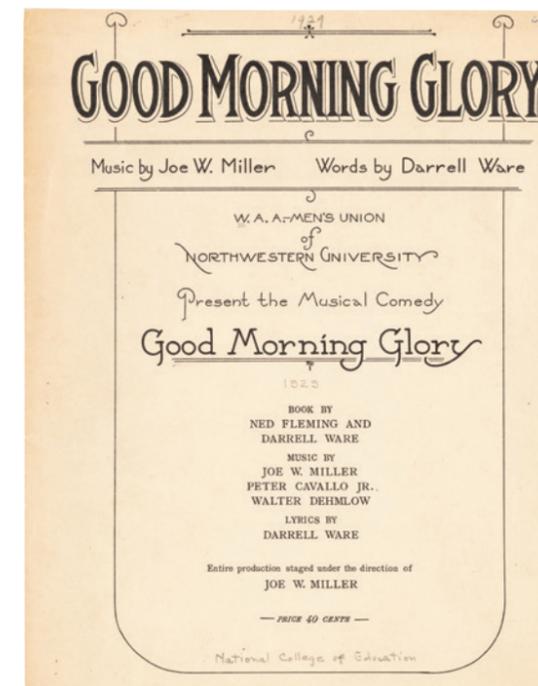
Mabel Mason (1916) was the first Northwestern woman to win a prize in the Northern Oratorical League contest, for her talk on "The College Woman and the Twentieth Century Home." Swimming star Sybil Bauer (1926) broke the men's world record for the 440-yard backstroke in 1922. On campus, Genevieve Forbes Herrick (1916) was the first woman editor in chief of the *Northwestern* literary magazine in 1915 (she went on to a career as an investigative reporter), and Jane Orr (1935) became, in 1934, the first woman editor of Northwestern's yearbook.

And the list of firsts attained by Northwestern alumnae is a story in itself. Two have served as presidents of the National Organization for Women. Northwestern women have achieved the highest honors in science, technology, and medicine. They are renowned writers, performers, directors, teachers, and scholars. They have been elected to government office and headed large corporations. They have taken up the charge to "spread far the fame of our fair name," as the Northwestern fight song implores—proving that the administrators of 1869 were wise to change with the times. All women needed was the same access as men to the halls of education. At Northwestern, women got that opportunity 150 years ago, and they have been making the most of it ever since. ●



**ABOVE**  
 Engineering classes in the Technological Institute: 1950s (left), circa 1980 (right)

**RIGHT**  
 The program for "Good Morning Glory," the first revue jointly produced by the Woman's Athletic Association and the Men's Union, 1929



# The Northwestern.

NORTHWESTERN UNIVERSITY.

VOLUME XVI.

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### WOMAN'S EDITION.

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THE Woman's Edition is indebted to the Syllabus management for the half-tone of the Tennis Club. The other half-tones were also procured through them.

Y Y Y

GREETINGS from the Woman's Edition of THE NORTHWESTERN in the name of the young women of the University! Our Alma Mater—well may we claim her on account of her

sex—is emphatically a coeducational institution. Woman is ubiquitous—she has a place on the board of trustees, in the faculty, in every department of the University, and in all the enterprises of college life. Accordingly, she has been asked to try her hand at journalism (or perhaps to “put her foot into it”) and “co-ed”—it an edition of the college paper. In order to prejudice you in its favor the paper comes to you with a dainty new dress and with fitting illustrations.

Y Y Y

THE newspaper notoriety accorded them is a source of great annoyance to the young women of Northwestern. They frequently appear before the Chicago public in the guise of frivolous “co eds” or as awful examples of the new woman. However trivial the incident—be it the playing of indoor baseball, the organization of a debating club, or the curling of her hair—it is seized upon as booty by the insatiable newsmonger. A facetious and fallacious treatment of the subject gives the public a wrong conception of the position of young women in a co-educational institution, and incalculable injury is thus done to the cause of education. The reporter, in his excessive desire to be funny, has no regard for the truth, and the merest suggestion of a “story” is elaborated to a column article. What the general public finds edifying in such reading matter, is hard to discover; the demand, if there be one, must arise from a vitiated taste. But what is most surprising in this connection, is the lamentable fact that some—not all, we are glad to say—student corre-

### AFTERWORD

#### Christine Brennan

Sports columnist and commentator; professor of practice, Medill School of Journalism, Media, Integrated Marketing Communications

When I arrived at Northwestern University in the fall of 1976, I dreamed of becoming a sports journalist, but I wasn't sure if that was possible for a woman. I had never read a woman's byline on a sports story, and the only woman I regularly saw talking about sports on television was Phyllis George—Miss America 1971 and one of the hosts of CBS's *The NFL Today*. If you had to be Miss America to land on sports television, I knew I wasn't going to be on it. Her career path was not going to be my career path.

But in my first days on campus, I walked into an open house at the *Daily Northwestern* and asked to be pointed toward the sports department. I was stunned by what I saw—the sports editor was a woman. Helene Elliott (1977), a senior, gave me my first assignment as a sportswriter: a story on intramural powder-puff football. I watched a few women's flag football games on the blustery fields beside Lake Michigan and wrote a short article, just a few hundred words. It wasn't very good. It never ran in the paper. I never asked why.

But now I saw a path. Women could write and edit sports. It was happening right there in the *Daily* newsroom. At 18, newly arrived in Evanston, I knew there could be a place in this profession for me.

Over the next four and a half years, as I received undergraduate and master's degrees from the Medill School of Journalism, I never took a sportswriting class, for one simple reason: there wasn't one. That was fine with me. I didn't need to learn about sports. As a six-sport high school athlete and an avid sports fan, I knew all about sports. What I needed to learn about was journalism.

That happened in the classroom, and it happened at the *Daily*. I became a staff writer, covering not sports but politics, including the 1978 North Shore congressional race. I made a brief foray into sportswriting by covering the Wildcat

softball team one spring, but otherwise it was all news for me. My senior year, I was the paper's managing editor.

But during my summers, I became a sportswriter, first at my hometown's *Toledo Blade*, then on Medill's Teaching Newspaper quarter at the *Lexington (Kentucky) Herald*, then at the *Miami Herald*, where I later started my professional career. As an intern, I found that when I worked for the sports section, I felt I was home. I was getting paid to do what people pay to do: go to sporting events. And I fell in love with it.

By 1981, I had become the first full-time woman sportswriter at the *Miami Herald*. By 1985, the first woman to cover Washington's NFL team as a staff writer for the *Washington Post*. By 1988, the first president of the Association for Women in Sports Media, starting a scholarship-internship program that has supported nearly 200 women students over the past three decades. Every year, hundreds of young women apply for those positions, and more than 1,000 women are now covering sports in the United States—for newspapers, websites, TV, and radio.

While I have been fortunate to cover every major sporting event from the Olympics to the Super Bowl, from Wimbledon to the World Series, my career of late has been devoted largely to chronicling sports as a driving force in our culture: Title IX; Donald Trump and Colin Kaepernick; the US women's soccer team; the use of performance-enhancing drugs; the horrors of sexual assault, domestic violence, and concussions; and the like.

I do this in my *USA Today* column. I do it on CNN, ABC, PBS, and NPR. I do this because, long ago, I chose a university that taught me to be a journalist who happens to cover sports. Little did I know it then, but this would ensure for me a profession of relevance and longevity. Northwestern launched me into the adventure of a lifetime, the career of my dreams. ●

### FACING PAGE

Front page of the first *Woman's Edition* of the student newspaper, April 9, 1896

## CONTRIBUTORS



**Christine Brennan** (1980, 1981MS) is an award-winning *USA Today* sports columnist and commentator for ABC, CNN, NPR, and PBS. She is an expert on the Olympics and women's sports issues and has written seven books, including the father-daughter memoir *Best Seat in the House* (Scribner, 2006), and *Inside Edge* (Scribner, 1996), named one of the top 100 sports books of all time by *Sports Illustrated*.



**Joan Marie Johnson** is director for faculty in the Office of the Provost at Northwestern University. She has taught American women's history at Northeastern Illinois University and written extensively about the history of women and gender, social reform, education, and philanthropy. Her most recent book is *Funding Feminism: Monied Women, Philanthropy, and the Women's Movement, 1870–1967* (University of North Carolina Press, 2017). She received her bachelor's degree from Duke University and her doctorate from UCLA.



**Janet Olson** has been assistant university archivist at Northwestern University Libraries since 1998. She has curated numerous exhibits for the Libraries and cowrote *Deering Library: An Illustrated History* (Northwestern University Press, 2008). She has a master's degree in American history from Loyola University Chicago, with a research focus on 19th-century social reform. A certified archivist, she serves as the archivist for Evanston's Frances Willard House Museum and WCTU Archives.



**Sarah M. Pritchard** is the first woman dean of libraries at Northwestern University as well as the Charles Deering McCormick University Librarian. Her prior positions include university librarian at the University of California, Santa Barbara; director of libraries at Smith College; associate executive director at the Association of Research Libraries; and several positions in reference and collection development at the Library of Congress, where she was its first subject specialist in women's studies.

## ABOUT THE LIBRARIES

Northwestern University Libraries serve the University's research and teaching mission by providing access to more than 5 millions books; 3½ linear miles of manuscripts, archives, and unique materials; and tens of thousands of journals, databases, and periodicals. Within the Libraries, University Archives holds Northwestern's official records and other materials pertaining to its history and alumni.

## ACKNOWLEDGMENTS AND SOURCES

This publication represents the collaborative efforts of several University Libraries departments, including marketing and communication, repository and digital curation, and preservation; dean of libraries Sarah Pritchard; and the University Archives. Special thanks are due to Kevin Leonard, university archivist, and to Charla Wilson, archivist for the black experience. Outside the Libraries, the Office of Global Marketing and Communications and the University's 150 Years of Women committee made this publication possible.

Special thanks also go to the Frances Willard House Museum and WCTU (Woman's Christian Temperance Union) Archives in Evanston for the loan of items and for research assistance. Carolyn DeSwarte Gifford was generous with her notes and drafts from an unpublished manuscript. Mary Desler's research into the history of the student affairs division at Northwestern also informed this publication.

Special recognition is owed to the Alumnae of Northwestern and the Women's Educational Aid Association—both organizations that have been supporting women students for over 100 years; the Association of Northwestern University Women; the Organization of Women Faculty; the Women's Center; and the many campus groups that support women faculty, staff, and students.

Above all, thanks are due to all the Northwestern women who have followed in Sarah Rebecca Roland's footsteps.

Unless otherwise indicated, all images and documents used in this publication are drawn from the Northwestern University Archives. Images from student newspapers (*Tripod*, *Northwestern*, and *Daily Northwestern*) and the *Syllabus* yearbook are used courtesy of Students Publishing Company.

### Collections

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Alexander Hesler Photographs  
Evanston College for Ladies  
North-Western Female College  
Northwestern University Board of Trustees Minutes  
Northwestern University Faculty Minutes  
Woman's College of Northwestern  
Women's Educational Aid Association

#### Papers

Charles H. Fowler  
Erastus O. Haven  
William P. Jones  
Frances E. Willard

#### Other archival material

University Archives biographical files  
University Archives buildings files  
University Archives general files  
University Archives photograph files  
University Archives serial publications

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This exhibit is part of Northwestern University's commemoration of the 150th anniversary of the resolution to admit women.

