

51  
A. A. W.

TRUTH, JUSTICE AND HONOR.

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# REPORT

OF THE

Association

FOR THE

Advancement of Women.

14th Women's Congress.

LOUISVILLE, KENTUCKY, OCTOBER, 1886.

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BUFFALO:

PETER PAUL & BRO., PUBLISHERS AND PRINTERS.  
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JULIA WARD HOWE, President.

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71 North St., Buffalo.  
Austin, Mrs. D. S.,  
1199 Main St., Buffalo.  
Bagg, Mrs. M. E.,  
84 James St., Syracuse.  
Bain, Mrs. Sarah E.,  
64 W. Huron St., Buffalo.  
Barton, Miss Clara,  
Dansville.  
Bethune, Mrs. Louise,  
531 Main St., Buffalo.  
Cassidy, Mrs. Jane H.,  
703 Nostrand Ave., Brooklyn.  
Chamberlain, Mrs. Alice J.,  
18 W. Thirty-first St., New York.  
Churchyard, Miss Ruth,  
54 Irving Pl., Buffalo.  
Clapp, Mrs. R. L.,  
"The Westmoreland," New York.  
Cleveland, Mrs. C. A.,  
Perry.  
Comstock, Miss Caroline B.,  
Canandaigua.  
Crissy, Mrs. Harriet C.,  
506 Prospect Ave., Buffalo.  
Cutter, Mrs. George W.,  
131 W. Chippewa St., Buffalo.  
Eckley, Mrs. Elizabeth P.,  
23 Allen St., Buffalo.  
Fales, Mrs. Imogene C.,  
52 Seventh Ave., Brooklyn.  
Forbush, Mrs. J. C.,  
805 Delaware Ave., Buffalo.  
French, Anna D., M. D.,  
314 Fifth Ave., New York.  
Graves, Mrs. Augusta C.,  
Chapin Parkway, Buffalo.  
Greene, Cordelia A., M. D.,  
Castile.  
Hamilton, Mrs. Emma Coleman,  
Dunkirk.  
Hawkins, Miss Emily J.,  
364 West Ave., Buffalo.  
Hazen, Mrs. Emily Hall,  
Dobbs Ferry-on-Hudson.  
Hoffman, Mrs. S. C.,  
Hyde Park-on-Hudson.  
Howland, Mrs. Emily,  
Sherwood, Cayuga Co.  
Howland, Miss Isabel,  
Sherwood, Cayuga Co.  
Husted, Mrs. E.,  
288 Jersey St., Buffalo.

Kenyon, Miss Ada M.,  
359 Prospect Ave., Buffalo.  
Lapham, Miss E. C.,  
Fredonia.  
Lathrop, Mrs. E. M.,  
57 Park Pl., Buffalo.  
Letchworth, Mrs. Anna,  
478 Franklin St., Buffalo.  
Letchworth, Miss Anna M.,  
478 Franklin St., Buffalo.  
Lewis, Mrs. Katherine B.,  
656 Seventh St., Buffalo.  
Mills, Mrs. C. D. B.,  
Syracuse.  
Mitchell, Prof. Maria,  
Vassar College, Poughkeepsie.  
Moore, Mrs. Loraine H.,  
78 Summer St., Buffalo.  
Mosher, Eliza M., M. D.,  
129 Pierrepont St., Brooklyn.  
Myers, Mrs. Frances J.,  
Syracuse.  
Parke, Mrs. J. B.,  
302 Franklin St., Buffalo.  
Pettibone, Miss Nora,  
161 Mariner St., Buffalo.  
Purdy, Mrs. Sarah C.,  
170 Grand St., Newburgh.  
Sheldon, Miss Grace,  
1094 Main St., Buffalo.  
Slote, Mrs. Elizabeth A.,  
Buffalo.  
Smith, Miss Elizabeth Gardner,  
Phelps, Ontario Co.  
Smith, Mrs. Kate B.,  
200 Main St., Buffalo.  
Spencer, Mrs. Anna Garlin,  
522 Second Ave., Lansingburg.  
Tift, Mrs. Lily Lord,  
230 Niagara St., Buffalo.  
Townsend, Mrs. Harriet A.,  
351 Pearl St., Buffalo.  
Tucker, Mrs. J. K.,  
299 Franklin St., Buffalo.  
Tweddle, Mrs. Frances W.,  
111 State St., Albany.  
Vedder, Miss Caroline M.,  
543 Franklin St., Buffalo.  
Welch, Miss Jennie M.,  
514 Delaware Ave., Buffalo.  
Whitney, Miss Mary W.,  
Vassar College, Poughkeepsie.  
Wilbour, Mrs. C. B.,  
164 Boulevard Haussmann,  
Paris, France.  
Williams, Miss Amelia L.,  
235 Delaware Ave., Buffalo.  
Williams, Mrs. Richard,  
254 Franklin St., Buffalo.  
Wood, Mrs. Frances Fisher,  
"THE ALLSTON,"  
38th St. & Madison Ave., New York.

## NORTH CAROLINA.

Hatchett, Miss Mamie Lamkin,  
Henderson.

## OHIO.

Bartow, Mrs. Katherine,  
831 Bolton Ave., Cleveland.  
Brown, Miss Anna M.,  
528 W. Seventh St., Cincinnati.  
Strong, Mrs. S. M.,  
1491 Euclid Ave., Cleveland.

## PENNSYLVANIA.

Bartol, Mrs. Emma J.,  
1900 Spruce St., Philadelphia.  
Blankenburg, Mrs. Lueretia L.,  
1326 Arch St., Philadelphia.  
Broomall, Anna E., M. D.,  
Wom. Med. Col., Philadelphia.  
Cobb, Mrs. Mary E.,  
Penn near Chew St., Germantown.  
Cohen, Mrs. M. H.,  
Rittenhouse Sq., Philadelphia.  
Darlington, Mrs. Hannah M.,  
Kennett Square.  
Donaldson, Mrs. Mary,  
4054 Irving Place, W. Philadelphia.  
Douglas, Mrs. L. D.,  
Meadville.  
French, Edith J., M. D.,  
Philadelphia.  
Grew, Miss Mary,  
Filbert St., Philadelphia.  
Hallowell, Mrs. Sarah C. F.,  
Ledger Office, Philadelphia.  
Harper, Mrs. Frances E. W.,  
1006 Bainbridge St., Philadelphia.  
Harper, Miss Mary E.,  
1006 Bainbridge St., Philadelphia.  
Lewis, Miss Mary T.,  
2224 Green St., Philadelphia.  
Pierce, Mrs. C. L.,  
1415 Walnut St., Philadelphia.  
Sartain, H. J., M. D.,  
Philadelphia.  
Thomas, Mrs. M. Louise,  
Tacony.  
Whetherill, Mrs. Mary E.,  
407 S. Forty-second St., Philadelphia.

## RHODE ISLAND.

Armington, Miss M. W.,  
62 William St., Providence.  
Chace, Mrs. Elizabeth B.,  
Valley Falls.  
Eddy, Miss Sarah J.,  
4 Bell St., Providence.  
Howe, Mrs. Julia Ward,  
Newport.  
Mowry, Martha E., M. D.,  
N. Main St., Providence.

Peckham, Mrs. Mary C.,  
159 Olney St., Providence.  
Wilbour, Mrs. Joshua,  
260 Benefit St., Providence.

## SOUTH CAROLINA.

Botume, Miss Elizabeth Hyde,  
Port Royal.

## TENNESSEE.

Conway, Miss Clara,  
Memphis.  
Pierce Mrs. Ada B.,  
Memphis.  
Porter, Mrs. Felicia Grundy,  
Nashville.  
Tovell, Miss Augusta,  
85 Court St., Memphis.

## UTAH.

Froiseth, Mrs. Jennie A.,  
28 W. Sixth South St., Salt Lake City.

## VERMONT.

Reed, Mrs. Almira R.,  
Montpelier.  
Reed, Mrs. Emily E.,  
Montpelier.

## WASHINGTON, D. C.

Carey, Mrs. M. A. S.,  
1420 W. Twenty-first St.  
Lander, Mrs. J. M.,  
Capitol Hill.  
Lincoln, Mrs. Martha D.,  
1810 R. St., N. W.  
Mann, Mrs. Charlotte A.,  
1015 O St.  
O'Connor, Mrs. E. M.,  
Lincoln Hall.  
Spencer, Mrs. S. A.,  
Spofford, Mrs. A. R.,  
1621 Massachusetts Ave.

## WISCONSIN.

Adsit, Mrs. Nancy H.,  
268 Knapp St., Milwaukee.  
Aikens, Mrs. Amanda L.,  
Milwaukee.  
Bascom, Mrs. Emma C.,  
620 State St., Madison.  
Emerson, Mrs. E. W.,  
Racine.  
Giles, Miss Ella A.,  
Madison.  
Lynde, Mrs. M. E. B.,  
Milwaukee.  
Mason, Mrs. Evelyn,  
156 Marshall St., Milwaukee.  
Wolcott, Laura R., M. D.,  
Milwaukee.

## HONORARY MEMBERS.

Dr. Elizabeth Blackwell,  
Rock House, Hastings, England.  
Mrs. Josephine E. Butler,  
Liverpool, England.  
\*Lucretia Mott,  
Philadelphia, Pa.

\*Deceased.



## Notices to Members.

MEMBERS will greatly aid by promptly remitting the annual assessment of \$2.00. In remitting money order, please observe regulations issued by the Post Office Department.

"The applicant must, in all cases, write her own given name and surname in full. When the given name of the payee is known, it should also be stated in full; otherwise, initials may be used. The given names of married women must be stated, and not those of their husbands. For example:—Mrs. Mary Brown must not be described as Mrs. William Brown. Names of parties, places and streets, as well as numbers and amounts, should be written *in full*, and in the plainest manner possible. A money order must not be made payable to more than one person or firm."

All members who have not received tickets for year ending October 1, 1887, will confer a favor on the Association by forwarding \$2.00 as soon as convenient to

HENRIETTA L. T. WOLCOTT, *Treasurer*,  
DEDHAM, MASS.

MEMBERS will confer a favor by giving prompt notice of any error or change in address.

ELLA C. LAPHAM, *Secretary*,  
FREDONIA, N. Y.

THE fire in Buffalo, N. Y., on the morning of March 18, destroyed the publishing house of Peter Paul & Bro., and with it the manuscript and edition of this book of reports, which would soon have been ready for the members. Everything now presented had to be reproduced, and thanks are returned to those who being able to get together their data, kindly re-wrote their reports for you. The Essays will soon be issued.

THE PUBLICATION COMMITTEE.

## Secretary's Report.

THE Fourteenth Congress of the Association for the Advancement of Women convened in Warren Memorial Church, Louisville, Kentucky, October 20th, 1886. Kindness and hospitality were as universal as when, two years before, the Association first visited the South. The beautiful and well appointed church met all requirements for public and private sessions. The members were welcomed to private homes, and the reception, given by Mr. Douglas Sherley in honor of the President, Mrs. Julia Ward Howe, afforded an opportunity, much prized by the guests, for becoming more widely acquainted.

At the conference of officers on Tuesday evening, October 19th, Mmes. Howe, Cheney, Wolcott, Brown and Sayles, and Misses Clay and Lapham responded to their names. Dr. Julia Holmes Smith, chairman of the Committee on Nominations, made her report. Several applicants were admitted to membership. A motion that the Board try to secure members in States unrepresented was carried. Two amendments to the By-Laws were proposed, one by Mrs. Wolcott providing for a change of the month of the annual meeting in the year of the presidential election, the other by Mrs. Sayles removing the discrepancy as to the report of the Committee on Nominations. In the absence of Mrs. Sophia C. Hoffman and Miss Ada C. Sweet, Miss Laura Clay and Mrs. Mary H. Wright were made Auditors *pro tempore*.

### EXECUTIVE SESSIONS.

At ten o'clock on the morning of Wednesday, October 20th, the President called to order the twenty members present. A letter from the Iowa City branch, received through their Secretary, Prof. Susan F. Smith, brought cordial greetings to the Association, and expressed faith in its work.

The Secretary's report, in closing, called attention to the encouraging results of the last Congress, a large Woman's Club in Des Moines, a similar society in Marshalltown, Iowa, and a branch of the A. A. W. in Iowa City. On the following morning, a letter from Mrs.



Maria S. Orwig, describing the Women's Exchange of Des Moines, and tracing its origin to the influence of the Association in that city, added a fourth organization to this most gratifying list.

The Treasurer reported a steady improvement in the finances of the Association. Mrs. Caroline M. Brown, chairman of the Committee on Topics and Papers, and Mrs. Ednah D. Cheney, Chairman of the Committee on Art, presented their reports. Reports from the Committees on Reforms and Statistics, and on Journalism, sent by their respective chairmen, the Rev. Antoinette Brown Blackwell and Mrs. Elizabeth Boynton Harbert, followed. As the other standing committees were not ready to report, the meeting turned its attention to the report of the committee appointed the previous year to consider the desirability of State organizations. As the chairman, Mrs. Mary C. Peckham, was not present, it was read by Mrs. Brown. In the opinion of the committee, the time for such organizations had not come; (1,) because the strength of the A. A. W. and its peculiarly universal work did not warrant a division of force, or promise adequate return for the labor involved; and (2,) because of the strong feeling against revising the Constitution to meet the needs of auxiliary bodies. At the same time, the committee submitted plans for independent and for auxiliary associations. The discussion resulted in extending an invitation to the Chicago Women's Club to send to the next Congress a delegate who would become a member of the A. A. W., and make a report on the work of the club; and in a motion by Mrs. Cheney to appoint a committee to consider the advisability of like invitations to other clubs. The motion was laid on the table. A suggestion was made, indorsed by the President, that the Vice-President, or other officer in each State, hold a social meeting for members only, once each year, offering, if possible, some special attraction, and, perhaps, preparing the way for State organization.

Mrs. Wolcott announced the death of three members; Miss Luretia Crocker of Boston, Mrs. Abbie O. Spamer of Baltimore, and Mrs. Lena C. Smith of Washington. Mrs. Cheney and Mrs. Wolcott spoke of the value of Miss Crocker's work, and Mrs. Cheney was asked to prepare an account of it for the annual report. The Secretary was requested to send to the families of these members an expression of sympathy, and of regret at their loss.

Seventeen members assembled on the second morning. The meeting opened with letters of greeting from Mrs. Jennie Caldwell Nixon, Mrs. Martha N. McKay, Dr. Margaret A. Cleaves, and Mrs.

Maria S. Orwig. Dr. Anna D. French reported for the Committee on Industrial Education, and Mrs. Lita Barney Sayles for the Committee on Publication. In the absence of the chairman, Prof. Maria Mitchell, the report of the Committee on Science was given by Mrs. Wolcott. The session closed with the reading of reports from several Vice-Presidents, Mrs. Pierce of Pennsylvania, Mrs. Bascom of Wisconsin, and Mrs. Cheney of Connecticut.

On Friday morning, the calling of the roll showed the presence of twenty-four members.

Dr. Julia Holmes Smith, Chairman of the Committee on Nominations, presented the ballot and the Association proceeded to the election of officers for the ensuing year.

Mrs. Hufford, Vice-President for Indiana, told of the needs and progress of the women of her State. Reports were also received from Mrs. Blackwell of New Jersey, Miss Holden of New Hampshire, Mrs. Severance of California, Mrs. Stebbins of Michigan, Mrs. Hazard of Missouri, Mrs. Mitchell of Colorado, Miss Botume of South Carolina, Dr. Trout of Canada, and Mrs. Merwin of Louisiana. After the report from the Committee on Education by the Chairman, Miss Mary F. Eastman, the meeting adjourned to reassemble at two o'clock in the afternoon.

At the adjourned session, Miss Clay, of Kentucky, reported for her State, and Dr. McCowen's report for Iowa, read by Mrs. Wright, concluded the list.

The motion for the appointment of a committee to consider the desirability of inviting delegates from various other organizations of women was taken from the table and carried, and Mrs. E. D. Cheney, Mrs. Hunting and Mrs. Hufford were chosen to act in that capacity.

#### PUBLIC SESSIONS.

The Fourteenth Congress was received with the respect and the thoughtful attention which has ever marked the gatherings of the Association. If, here and there, a person came to the opening meeting through curiosity, the motive was forgotten as the President proceeded with her address. After referring to the work of the Congress in broadening the views and sympathies of its members, she dwelt upon the value of associate counsel and action among women, the potency of an honest purpose, and the abiding results of faithful work.

Mrs. Howe then introduced the first essayist, Mrs. Emma Haddock, Attorney, of Iowa City, whose subject was "Women as Land-



holders in the West." The share of women in settling the vast region west of the Mississippi was briefly outlined; and the increasing number of farms owned by women, their success in taking up claims, and in improving and cultivating wild lands, and the variety of agricultural enterprises now carried on by them, were carefully estimated. Dr. Smith liked to trace the courage and endurance of these women to the traits displayed by their grandmothers, in the Revolution, when they, too, ploughed and planted and made homes for their children. If they suffered hardship, they gained health. The farmers' wives found in asylums for the insane are not farm owners, but women who have endured the monotony of a ceaseless round of toil without the satisfaction of possessing the fruits of labor. Miss Clay spoke of the success of women in Kentucky, in carrying on farms; and cited the testimony of a gentleman, widely acquainted through the negotiating of loans, that women are admirable managers.

Miss Ellen M. Folsom's history of the Association of Collegiate Alumnae was read by Miss Lapham. The writer told of the aim of the founders of the Association, of the forming of branch organizations in different parts of the country, of the work done, and of the present endeavor to supplement the Association's report on the health of women college graduates with reliable statistics concerning the health of girls in preparatory schools. Mrs. Cheney found, in the work of this Society of Collegiate Alumnae, proof that the higher the education of women, the greater will be their care of the home as of incalculable value to the human race. Miss Lapham added a fuller explanation of the effort to ascertain the cause of poor health among girls in preparatory schools, and asked the co-operation of mothers and teachers.

The second session opened with a paper on "Education in Industrial Art," by Dr. Anna D. French, President of the Woman's Institute of Technical Design in the city of New York. She held that training in industrial art should be begun in childhood, and in the public schools, and that, from such training, many benefits accrue, even to those who do not wish to make any branch of art a life-work. The advantages offered by various foreign and American schools were noticed. Dr. French closed with comments on the large exhibit which she displayed, the work of the pupils of the Institute. Mrs. Cheney, after touching upon the spread of photography and its influence in cultivating the taste, turned to the subject of work for women, and urged young women to aim for success in business, and patiently to give the requisite time and labor to preparation. She considered

money a yard-stick for measuring the value of work, and that a person who earns something has done something which other people want.

Mrs. Mary C. Peckham's "Story of a Great Idea," written in view of the numerous celebrations of historic birthdays, traced the course of Roger Williams in Rhode Island, and the history of a memorable struggle for religious and political liberty. The essay was read by Dr. Julia Holmes Smith. Mrs. Howe, one of Roger Williams's many descendants, added a word in regard to the disputes of that day between Rhode Island and Massachusetts.

As the tap of the President's gavel was heard on Thursday afternoon, it was evident that the audience assembled was much larger than on the previous day. The first hour was given to the consideration of "Woman's Industrial Position." Believing the labor problem as it concerns woman to be the same problem as related to all human beings, the Rev. Antoinette Brown Blackwell, in a paper read by Dr. Smith, treated of individual and social interests, and advocated associated action among women, as among men. Miss Eastman, deprecating the day when women shrunk from so much labor for so much coin, yet sought money by marriage and in other unworthy ways, affirmed that rich women, they who can command their work yet see no sense in rejecting proper remuneration, are the ones who must uplift poor working women. Mrs. Sunderland followed with a brief essay by Mrs. Imogene C. Fales. Because of the competition, not only between laborers, but between the laborer and machinery, his foe, Mrs. Fales urged the specialization of work, and combination among women to maintain a proper standard of wages. At the close of the reading, Mrs. Howe expressed the belief that machinery is not a foe to women, and that the seamstress makes the machine her tool. The Rev. Augusta C. Chapin was then introduced. She found the chief causes of the inferior wages of women, after allowing for the prejudice against the sex, in women's want of purpose and training, and their consequent preference for easy and therefore low grades of work, all leading to the crowding of a few callings; the remedies, in proper training, and in the adaptation and devotion of the worker to her work. Mrs. Howe emphasized the fact that, in the higher grades of work, there is room. Reverting to the second paper, she declared competition to be healthful, and one kind of co-operation to be artificial, but looked for a better understanding of co-operation in the future. She thought money values often illusory, and, while granting the importance of working up to them, warned the worker never to work down to them. The



worker's reward must lie, many times, in the benefit bestowed upon society. The educated worker raises the standard, and indirectly benefits the poor woman.

In place of Mrs. Ellen M. Mitchell's essay on "The Freedom of Fate," which had miscarried in the mail, Mrs. Cheney spoke for a half-hour on "Names," pointing out the respect that we owe to our names, and the care with which we should use them. She cautioned parents not to give to children names which will be a trial to them through life, and to inculcate upon children the danger of signing any paper without reading it; and urged every married woman to retain her own as a middle name. Mrs. Wolcott related the story of a woman who unintentionally signed away all right to her two grand-children. Miss Eastman spoke of the carelessness of auditors, and believed that many a financial crash could be traced to criminal negligence on the part of such officers. Mrs. Sunderland, after further illustrating women's lack of a knowledge of business, reverted to the subject of women's work, and indorsing Miss Chapin's remarks, spoke of the rarity with which a woman secures a high salaried position, of the lack of nerve in not insisting upon equal pay for equal work, and of the responsibility resting upon society in fostering the prejudice of sex. Mrs. Cheney recalled the bravery of Margaret Fuller in demanding a proper reward for her services. Miss Eastman asked why, if it be a question not of sex, but of the law of supply and demand, a man who is paid fifteen hundred dollars is frequently given a place which a woman will fill equally well for five hundred. Mrs. Brown spoke of women's work in other countries.

"What Agencies should Women Employ for the Uplifting of Society?" was the question considered, on Thursday evening, by Mrs. Eliza R. Sunderland. She found the most potent of all agencies in motherhood and the home; and appealed to earnest women to try to arouse all women to the importance of improving both. She advised special courses of study in schools, the establishing of a magazine devoted to that end, and an effort to enlist the aid of pulpits and women's clubs. Dr. Smith wished, in the brief space permitted her, to glorify the body; and to magnify, also, the influence of heredity—a factor most potent but little understood—in preparing women for their work. The responsibility of the individual is in the best use of opportunities, since other things are governed. Miss Chapin demanded a sound mind in a sound body; and that, beginning with the mind, children be taught what is right, and why it is right. They should be

taught to know and to love the good, the true, and the beautiful, for Eden is before us, and not behind.

Inviting Miss Eastman to the chair, the President closed the evening's programme with a lecture on "Marriage and Divorce." Alluding first to the inequality of the marital yoke, since equal punishment is not meted out to husband and to wife in case of transgression, she pointed out the helplessness of women, as physically the weaker, without the possibility of divorce. She looked upon selfishness in its many forms, as the chief enemy of the sacredness of the home, and pleaded for a generous and helpful spirit. When *holy* wedlock cannot exist, divorce should come to the rescue of the one aggrieved, but if it relieve anguish, it is still an acknowledgment of failure, and rarely brings back happiness.

"The Effect of Stimulants and Narcotics upon the Health and Morals of Women" was the subject first taken up, on the third afternoon. As the writer, Dr. Mary J. Safford, was unable to be present, the paper was read by Miss Chapin. Dr. Safford referred to the want of repose in social and industrial life, causing a continued nervous strain; described the effects of tea and coffee, of tobacco through association with men, and through heredity, and of opium, bromides, and other narcotics; and specified the remedies. Dr. French dwelt upon the inheritance of the narcotizing habit, upon the nature of the opium-habit, and the thoughtlessness with which that drug is often prescribed by physicians. Mrs. Howe deplored the extent to which one woman, bringing home an evil European fashion, as that of smoking cigarettes, misleads others; and appealed to women to war against bad fashions as they would help forward good ones. Mrs. Sunderland quoted the statement of the Scientific American that fifty per cent. of the applicants to the naval academies are refused because of the effects of tobacco, mostly cigarettes; and held it be the duty of every woman to labor against this habit in men, for the sake of the daughters who may marry. Mrs. Wolcott would have this the duty of fathers as well as mothers, since there is too often a period in a boy's life when he thinks that "mother is very nice but she does not know about things." She also believed that much was to be said in excuse of drunkenness among the poor, and that it was incumbent upon the more fortunate to lend them a hand. Mrs. Cheney thought that few women knew of their danger of actual disease, or poisoning, from the use of tea; and was inclined to trace much of the friction in the home to the nervousness induced by this beverage.



The symposium on "Suffrage for Women" was opened by Miss Laura Clay. She argued that for the sake of justice, self-respect and self-protection, women need the power which the exercise of suffrage brings. Miss Eastman was convinced that the women who have all the rights they want are women who have never suffered wrong, or tried to reform a crying evil; and that so far from losing womanhood in exercising the right to the ballot, womanhood will be exalted by using it to its highest ends. Mrs. Ednah D. Cheney's paper, wherein she claimed for women, as citizens, the right to representation, and the need of their voice in legislation, both for their own protection and in all social and moral questions, closed the exercises for the afternoon.

On the last evening, came Dr. Sarah H. Stevenson's views upon "The Mind Cure," presented by Dr. Smith. The paper contained an exposition and criticism of the two schools of Christian science, or mind healing. "Most diseases," said Dr. Stevenson, "if let alone, have a tendency to recover;" and to the question, Can the mind cure? she would answer, yes, and no. Mrs. Cheney was of the opinion that, in this theory, an immense amount of folly is mixed up with a grain of truth; and that there will continue be epidemics of similar believers until physicians learn the nature of the mind's effect upon the body, and how to take advantage of it.

The last topic was that assigned to Miss Mary F. Eastman, "The Government's Duties in View of the Mingling of Races in America." In her address, she noted the failure of our ancestors, in drawing the line of exclusion at the black man, to stand by their principles. She showed all immigrants to have a money value to the country, reflected upon the national wrongs toward the Chinese and the Indian, and declared a nation's strength to lie in what it can absorb.

The President then extended the grateful acknowledgments of the Association to all who had in any way aided it; and after special thanks from various members to the trustees of the Warren Memorial Church, to the hostesses, and others, she declared the Fourteenth Congress of Women adjourned.

ELLA C. LAPHAM,  
*Secretary.*

## The Mid-Year Conference.

THE second conference of the officers of the A. A. W. was held at the residence of Mrs. Maria L. Owen, Springfield, Massachusetts, March 16th, 1887. The President occupied the chair. Seven were present: Mrs. Julia Ward Howe, Mrs. Henrietta L. T. Wolcott, Rev. Augusta C. Bristol, Dr. Anna D. French, Mrs. Lita Barney Sayles, Mrs. Harriet A. Townsend and Miss E. C. Lapham.

Dr. Julia Holmes Smith, chairman, sent the report of the Committee on Topics and Papers which was read and accepted, and the arrangement of the programme for the Fifteenth Congress was concluded as far as practicable.

In accepting a cordial invitation from Sorosis, it was decided to hold the next annual meeting in the city of New York, the fourth week in October.

Mrs. Julia M. Hunting, chairman of the Committee on Nominations, reported five names which were approved. The Committee on Nominations, as completed by the Board, includes Mrs. L. B. C. Wyman of Valley Falls, Rhode Island, Chairman; Mrs. Anna Garlin Spencer of New York, Miss May Rogers of Iowa, Mrs. Lita Barney Sayles of Connecticut, Mrs. Mary E. Cobb of Pennsylvania, Mrs. Sylvia Goddard of Kentucky and Mrs. Martha N. McKay of Indiana.

Miss Abby W. May's resignation of the office of Vice-President for Massachusetts was accepted with regret. Several vacancies were filled.

Mrs. Ednah D. Cheney, in behalf of the committee chosen to consider the desirability of asking other organizations of women to send delegates, reported favorably, and a motion was passed in accordance with which each of the three oldest women's clubs will be invited to send two delegates to the Congress in New York, and to present a report.

At the request of the President, Mrs. Townsend gave an account of the informal meeting, held in Buffalo, February 8th, 1887, for the members of the Association living in that city and the vicinity. Mrs.



Townsend was asked to prepare a report of the meeting for the next Congress.

The amendments to the By-Laws, proposed at the previous conference by Mrs. Wolcott and Mrs. Sayles, were brought up for consideration. The action taken provides for a change in the month for the annual meeting in the year of the presidential election, and requires the Committee on Nominations to report in print to the Association at the first executive session instead of the Board at its third conference, as heretofore.

The President and Secretary were made a committee to issue a circular letter to the members in order to ascertain, so far as possible, their favorite studies and pursuits, with a view to greater mutual helpfulness.

At the adjournment of the meeting, the ladies were pleasantly received by the members of the Springfield Women's Club, at the home of their President, Mrs. Owen.

ELLA C. LAPHAM,  
*Secretary.*

### TREASURER'S REPORT.

*The Association for the Advancement of Women in account with Henrietta L. T. Wolcott, Treasurer.*

1886.	To Des Moines Leader and Iowa State Register,	\$ 46 00	1886.	By Balance brought from last page,	\$ 338 92
	" Independent,	11 60		" Receipts, Local Com. at Des Moines,	334 30
	" Clarke's bill for Stationery,	12 50		" " Members (241),	482 00
	" Secretary's Salary and Petty Account,	112 00		" " " arrears,	110 00
	" Treasurer's Salary and Petty Account,	115 17		" Interest on Bank Deposit,	15 57
	" Postmaster's bill,	16 00			
	" Wardler bill, Tickets and Notifications,	3 00			
	" Peter Paul & Bro., Reports and Essays,	273 94			
	" Balance in Bank,	\$578 09			
	" Cash,	113 49			
		\$ 589 21			
		691 58			
		\$1280 79			

We have examined Treasurer's account, and find it correct.

Signed, MARY H. WRIGHT, } Auditors pro tempore.  
LAURA CLAY, }



## Lucretia Crocker.

### In Memoriam.

BY MRS. EDNAH D. CHENEY.

LUCRETIA CROCKER was born in Barnstable in 1829. Her early home was a happy one. Her father was a man of superior intellect and energy, who made his home bright and joyful, and with whom she had close intellectual sympathy as well as affection. A fond and devoted mother reared her with tender care. They removed to Boston while she was still young. She was a very shy, delicate and loving child, but showed remarkable intellectual powers at an early age. These developed rapidly at the Normal School, where she enjoyed the influence of such men as Mr. Samuel J. May, Father Pierce and Mr. Stearns, and the companionship of young girls who have become some of the ablest and noblest women of New England. As soon as she had graduated, she was appointed a teacher in this school, and her extraordinary power in mathematics, as well as her rare gift for teaching, were fully shown. At the first graduation exercises, she examined a class of three girls—each performing different exercises on the board—without book in hand with such perfect ease and accuracy that a member of the Board of Education exclaimed: "There is a young woman fit for a professor of mathematics at Harvard University."

With others, she applied to Harvard for permission to attend the lectures of Prof. Agassiz on Natural History, but the request was refused.

Soon after, Horace Mann, then president of Antioch College, invited her thither to fill the chair of mathematics. She had both young men and women in her class, who bear the fullest testimony to the great superiority of her instruction, and who felt for her an affection and gratitude which lasted through life.

Called home by domestic circumstances, and suffering a deep bereavement, she passed a few years in private life. She was as thorough and capable in the performance of domestic duty as in the school room. In 1867, she joined the Teachers' Committee of the New England Freedman's Aid Society and took an active part in all its work. She showed her rare judgment in the selection and placing of teachers, and in the arrangement of the classes and studies in the schools, and she gave the teachers a wise and tender sympathy which was a great support to them in their solitary and arduous labors. In 1869 she took a long journey to the South to inspect the schools and decide upon their future maintenance. Her presence was a great blessing to teachers and pupils whom she inspired with fresh courage and hope. Among other labors, she was active on a commission for selecting Sunday School books for the young.

She was one of the first women to be elected to the School Committee in the city of Boston, and did good service there until the change in the government of the schools. When six supervisors were appointed for the immediate care of the schools, she was placed upon the Board. She was repeatedly re-elected, and continued her service until she was stricken down by fatal disease.

Here she found the crowning work of her life, in which all her varied talents and gracious powers found full exercise. Indefatigable and patient in industry, she accomplished a great amount of work, in the organization of schools, arrangement of programmes, examination of teachers, and inspection of papers. It was the peculiarity of Miss Crocker's work that she combined her efforts so harmoniously with those of others, and labored so earnestly for the general good, instead of any one department alone, that it is difficult to separate her work from that of her associates, and say, this measure or reform was due to her, and to her alone. She never cared for the name of doing the thing—she did care greatly that it was done. Only those who worked with her, seconding her efforts with noble encouragement and supplementing whatever material means she lacked, can tell how much of the good results accomplished was due to her. She had what one of the teachers well called a power of "critical sympathy" which made even those whom she was obliged to rebuke, love her the better for it. She never flattered or glossed over faults, but she always appreciated effort and was quick to encourage every beginning of improvement.

An exquisite grace of manner was the fitting expression of her spirit, and grown men tell how she said, "Good morning boys," as



she came into and left the school-room, as if she had entered into personal relation with them all.

She was very much interested in Natural Science, and believed that it should hold a large place in education, and she labored assiduously and successfully to introduce it into the public schools.

While her best work was special to education, she had broad sympathy with all movements for the good of humanity, and especially for the advancement of women. Her occupation seldom allowed her to be present at our meetings, but she was always with us in heart, and her life and her work furnish us with the best possible illustration and proof of the truths we are aiming to establish.

Her physical constitution was delicate and she undoubtedly worked up to the full measure of her strength—circumstances preventing her often from having the full “teacher’s vacation,” which saves them from the results of over pressure. But she never squandered her health and strength, but kept them sacred to the call of duty, and only a few weeks before her death she seemed in as good health and spirits as she had been for many years.

She was attacked by that fearful scourge which spares neither young or old, strong or feeble—typhoid fever—which finally affected the lungs. Her illness was short. She was conscious and serene and her last words were an entreaty to her mother “to go to rest.”

SHE DIED, OCTOBER 10, 1886.

Her friends reluctantly consented to a public funeral, and the city government directed the closing of schools, and it was estimated that 1,500 teachers and friends of education were present.

A. A. W.

14th Congress of Women.

1886.

TO THE MEMBERS

OF THE

Association for the Advancement of Women.

DEAR FRIENDS:

We would call your attention to the programme of our Annual Congress, appointed to be held this year in Louisville, Kentucky, on the 20th, 21st, and 22nd of October.

These meetings are remembered, by those of us who have been able to attend them, as occasions of great interest. They bring together thoughtful women from many parts of our country, and thus open the way to helpful acquaintance and co-operation in good undertakings. The papers presented and discussed suggest much that is available for future work and study, and the hour of parting always finds us reluctant to lose sight of one another, and to adjourn the fuller consideration of the topics treated of until the lapse of another twelve-month.

We surely hope that the record of the coming Congress will equal, if not excel in value, those of other years.

ELLA C. LAPHAM,

Secretary.

JULIA WARD HOWE,

President.



## Questions to Vice-Presidents of States.

The Committee on Reforms and Statistics respectfully suggest to the Vice-Presidents of the A. A. W. that, in connection with their general reports, they investigate the subject of remuneration to women teachers, in the State as a whole, in the larger towns, and in their own immediate neighborhoods.

1. Has advance been made in the wages of women as compared with those of men in the same grade of teaching, either in the State average, or in any locality?

2. What are the wages of each sex to-day, compared with those of twenty-five, thirty or forty years ago?

Our object is to note, and by this means to promote, gain in the direction of equal wages for equal work. If the Vice-Presidents, while freely using official reports, will go behind these, giving us facts illustrating the conditions which have led to an advance of wages, or which hinder such advance, they will help to create public sentiment in the right direction, not for teachers only, but for all wage workers.

Definite answers from *each State* will give us comparative results in the several States.

ANTOINETTE BROWN BLACKWELL,  
ELIZA M. MOSHER, M. D.,  
JENNIE McCOWEN, M. D.,  
EMMA HADDOCK,  
SARAH H. STEVENSON, M. D.,  
MARY E. B. LYNDE.

## Reports of Vice-Presidents.

### CANADA.

JENNY K. TROUT, M. D., *Vice-President.*

IN consequence of the fire that occurred in Buffalo, I feel sure that the character of the reports, hastily prepared, will not compare favorably with those submitted at your Annual Meeting in October last. Speaking for myself, I have destroyed much of the data from which my former report was compiled, and I presume others are in a similar dilemma; consequently I can now send you only such information as I have accessible.

Beginning at our youngest and most western province, British Columbia, I find it as yet has no colleges or universities. Its Normal and High Schools are free and give a fair education. To these girls and boys are equally admitted. Two out of the three medals awarded by the Governor General, were carried off by girls.

The male teachers are more numerous than the female. The average salaries for women are higher than in the other provinces. Men are paid \$750 per annum while women receive \$639. The highest salaries for men reach \$110 per month; for women, \$80. The lowest amount given to men per month, \$50; for women, the same amount. All the schools are free and well supported.

All women who are on the municipal registers are tax-payers, can vote at municipal elections and for school trustees. The wives of householders can only vote for the election of school trustees. Married women can deal with their own landed property and earnings and can also carry on business independent of their husbands.

Women have an able, eloquent, earnest and persevering advocate in Mr. Drake, M. P. P. For four consecutive sessions he has brought a bill before the legislature to give women the franchise, and although it has always been defeated, yet on the last division it was supported by more than a third of the house.

There is an absolute scarcity of women servants, the household work being chiefly performed by the Chinese.

Between British Columbia and our next province lies an immense tract of undeveloped country, at present partly occupied by occasional settlements of whites and various Indian tribes.

Manitoba, our next province, is also young in years, but is developing very rapidly. In Winnipeg, the capital, in 1871, there were only a few scattered houses and but one school, now it has numerous common schools with high schools, colleges, collegiate institutes, convents and Manitoba University. The university under the auspices of the Presbyterians, was originally intended for men, but on investigation it was found there was no clause to exclude women, and the applicants had to be admitted.



The number of women engaged in teaching is slightly in excess of men. In rural schools women receive \$30 to \$40 per month, men, \$35 to \$50; while in the cities men get \$800 the first year, and women, \$500.

A considerable number of women are engaged in agriculture and commerce. A prominent lawyer writes me that in offices young ladies are supplanting young men. Especially is this the case where they use type-writers, or if they understand phonography. He thinks that in a few years there will be more young ladies engaged in clerkships than young men. They are also being introduced into the law offices and are giving excellent satisfaction. Domestic servants are very scarce.

The legal status of women there, is also broader than in the other provinces. Married women have all their rights under the law the same as the other sex. They may sue or be sued, and are liable for any debts they may contract, whether they have a separate estate or not.

East of Manitoba lies Ontario, the most populous, wealthy, and important province in the Dominion.

In Toronto University three young ladies were capped and gowned for the title of B. A., while Miss Margaret Nelson Brown in addition, won the enviable distinction of being the first lady who ever received a medal from the University. She is the gold medalist this year in modern languages. There are eight women among the Arts under graduates. There were 108 women who underwent the University local examinations for women; that is for women who study at home under tutors or otherwise. Three ladies were also capped and gowned at Queens University, Kingston, two receiving the degree of M. D; C. M. and one B. A. During the past few years art has received a great impetus. Besides the Provincial School in Toronto there are three local schools at Kingston, Ottawa and London. In July free Industrial drawing classes were conducted in Ontario School of Art for the benefit of teachers. As many as 246 attended, the results being most satisfactory, of this number 81 received certificates to teach.

During the year a competition for a gold medal took place among the students of this and all affiliated schools for the best work in drawing from the antique cast and original design. The prize was secured by Miss Ida N. Banting of Toronto. The designs sent by this lady were subsequently published in the *Decorator*, of New York. Of the eleven pictures sold at the Montreal Exhibition, two were painted by Mrs. Schrieber of Toronto. A medal competed for by seventy artists at the Concours, Paris was given to Miss Ida Joy, Ontario. Another Ontario lady, Miss Fanny Sutherland, has established quite a reputation as a painter of historic mansions, some of her works being hung "on the line" of the exhibition of the Royal Academy, London, England. Science and Literature have received a valuable accession from the pen of Mrs. Trail in her *Studies of Plant Life in Canada*. The illustrations of this useful and beautiful book are from the pencil of Mrs. Chamberlin. Mrs. E. A. Smith contributes "Remarks on the customs and language of the Iroquois," and Mrs. A. W. Buckland gives "Facts suggestive of pre-historic intercourse between the East and West." More women are engaged in journalistic work than heretofore.

The female teachers of Toronto organized and applied for an advance of salaries. As a result the Board of Trustees have adopted a schedule by which there is a steady yearly advance until the fifteenth year. The first year the salaries shall be \$324,

gradually increasing until \$636 is reached on the fifteenth year. This is on the basis of length of service alone. After that period the board promised to give "due consideration to the salaries of those who have served a greater number of years." This "will not interfere with paying higher salaries to those ladies who may be called upon to fill any higher positions in the gift of the Board." Industrial schools for both boys and girls have been started in Toronto under favorable conditions. I hope to give successful reports from each next year. We have also an industrial refuge for girls under the same roof yet completely separated from the reformatory for women. The girls are neatly dressed and in good health. They are taught all the different branches of domestic work and the report shows good progress in the schoolroom, where the children spend four hours each day. After teaching them to read and write well, special attention is paid to their domestic training. All the officers in the refuge are ladies except the bursar, and they are appointed by the government. There is a good library for the inmates in connection with the institution.

In looking over and comparing the commitments to our common goals, I am surprised at the great decrease among women. In 1869 there were 3,599 men and 1680 women sent to jail, while in 1885 with more than double the population, we have 9868 men and only 1557 women. In 1885 there were 6238 men sentenced out of the 9868 commitments, and 1063 women out of the 1557 arrested. The crimes for which both sexes were arrested and sentenced were in order of numbers, drunk and disorderly, vagrancy, and larceny. The unmarried criminals almost doubled in number the married.

The W. C. T. U. is better organized and doing more efficient work than heretofore.

There was a decided advance all along the line by the women voters at municipal elections. In Toronto they secured the election of the temperance candidate. Nearly a years trial has proved him to be the best mayor Toronto ever had.

In regard to the average wages paid to both sexes, taken from the official labor and wages report for the two months of April and October, 1884, I find that in bookbinding the salary per week for men averaged \$11.85, women, \$4.90; Bookbinders, men \$12.24, women \$3.41; Finishers in the boot and shoe factories, men \$7.80, women \$3.53; Cigarmakers, men \$9.45 women \$3.22; Packers in the same trade, men 9.67, women \$3.36; Confectioners, men \$8.48, women \$2.44; Cotton Mill finishers, men \$7.35, women \$4.71; Pecker-tenders, men \$6.05, women \$5.22; Roving hands, men \$5.26, women \$4.67; Spinners, men \$7.69, women \$4.55; Weavers, men \$6.72, women \$5.93; Glove factories, men \$11.43, women \$4.95; Upholsterers, men \$10.52, women \$4.30; Japanners, men \$9.41, women \$3.09; Knitting factories, knitters, men \$7.83, women \$3.21; Paper Bag factories, men \$6.00, women, \$3.62; Paper mills, Finishers, men \$6.98, women, \$4.73; Rag Cutters, men, \$8.79, women \$3.60; In stores, Salesmen, \$9.20, Saleswomen \$3.78; Screwmakers, men \$7.44, women \$3.54; Tailors, men, \$9.62, women \$4.00; Tinsmiths, men \$8.84, women \$3.02; Whipmakers, men \$7.20, women \$3.40; Woolen factories, Dressers, men \$6.22, women \$3.77, Finishers, men \$6.96, women \$3.33; Weavers, men \$6.00, women \$4.50. The above figures are for men and women over sixteen years of age and for the same kind of work. Corset-makers get \$4.40 per week, Dress-makers average about \$4.35, Milliners \$7.03, Robe-makers (undertakers), only \$2.65. Using



hotel employes gives us an idea of relative wages of house-servants per week, these, however include board and lodging, Chambermaids \$2.17, Cooks \$4.82, Kitchen Girls \$2.14, Laundress \$2.15. Their porters and stablemen get \$3.56.

Scarcity of good domestic servants is the cry from all parts of the country. I find the average price paid such help in the country is (with board and lodging) per month, Farm Hands (men) \$17.92, Domestic (girls) \$7.00. Poorly as girls are paid in factories, they prefer working in them to domestic service. I think one great reason is, they have their evenings and Sundays to themselves, in factory life, whereas with domestics it is morning, noon and night, Sunday and Saturday. In the cities, it is true, they have their afternoon out and in the country a day occasionally.

From returns collected from 2853 work people we find for the year ending October 31, 1884, that the average time, employ, wages earned and cost of living were as follows, taking men and women over sixteen years of age and engaged at the same work:—

Trades.	Sex.	Hrs. per Wk	Days.	Wages.	Cost of Liv'g
Bookbinders,.....	men	57.05	300.25	\$600.00	\$518.75
	women	58.00	275.33	139.17	145.83
Cigarmakers,.....	men	54.50	275.57	384.75	292.00
	women	58.74	271.79	167.84	179.79
Spinners (cotton mills), .....	men	60.00	233.75	399.50	357.50
	women	60.83	270.—	191.67	184.17
Wareroom Hands,.....	men	60.50	277.50	406.25	343.75
	women	44.50	276.67	244.83	225.83
Screw-makers, .....	men	60.00	230.—	287.00	287.00
	women	60.00	230.—	125.71	125.71
Tailors, .....	men	57.10	225.87	366.97	327.87
	women	58.41	250.66	191.43	183.36
Clerks,.....	men	59.00	302.25	369.50	350.80
	women	63.00	283.33	188.33	175.00
Corset makers, .....	women	54.00	266.00	216.67	200.00
Dressmakers, .....	women	58.91	248.82	163.27	171.18
Milliners, .....	women	59.14	291.57	436.29	369.29
Shirt makers, .....	women	60.00	300.00	196.50	159.00
General Servant (with board)	women	70.50	365.—	84.75	63.00

The province of Quebec has been, to a large extent, a century under French domain. To-day the people of that nationality certainly hold the balance of power. Although Protestants do not number more than one-third of the population their influence has done much in moulding public opinion. Consequently the Catholic schools are much better than they were.

Their women teachers are paid the smallest wages in the Dominion. Their Superintendent of Schools in speaking of the low wages of teachers says "that a domestic servant earning \$5 a month is better off than the female teacher who is paid \$60 to \$100 a year."

McGill University, Montreal, under Protestant control, is the leading school in the province. Two or three years ago it opened its doors for the first time to woman, and to-day it has an endowment of \$120,000 for her special benefit. This was donated upon the express condition that they shall have separate classes during the entire course of four years. There are fifty-one women in attendance, twelve of whom are under-graduates. Steps are being taken to begin a new college for ladies under Presbyterian auspices. The late Mr. Donald Ross left all his fortune (over \$100,000) for this purpose. Miss Scott also bequeathed \$15,000 for the same object, and the Hon. D. A. Smith, who gave the munificent endowment of \$120,000 to McGill, has

offered conditionally a donation of \$25,000 to the Presbyterian college for ladies. It is entirely non-sectarian in its principles. The Stanstead Wesleyan College embraces both sexes and gives a good course of instruction. There is a proposition to make it entirely a woman's school.

The Princess Louise left her imprint in Canada through the impetus she gave to art. Herself an artist of no mean order, she took a warm interest and did all she could to encourage and foster it throughout the Dominion. The Montreal Society of Decorative Art under her patronage is a corporate body and controlled by women. Its objects are both benevolent and industrial, affording an opportunity to individuals to dispose of articles at a fair price and to afford facilities for instruction in decorative art. During the year 686 articles were sold realizing \$1571.74. There are several good schools of art in the province. The children here, as in Ontario, are taught drawing in the public schools. Hon J. G. Ross has presented a site on which to erect a building for an art school in the city of Quebec. An efficient W. C. T. U. is at work against the old enemy.

New Brunswick was originally settled by a good class of people, among whom were many M. E. Loyalists. Hence, in many ways it has been a progressive province. In educational matters it will compare favorably with its larger sister Ontario. It has its Provincial University with power to confer degrees. The Methodists too have a college at Mount Allison at which over 100 ladies are in attendance. In 1882, Hattie L. Stewart was the first woman in the Dominion of Canada to receive the degree of M. A. In the same session three ladies graduated in arts and quite a number in some of the other branches. Besides this school the University and Sackville college are open to women. Teaching seems to be the favorite employment for women. In this province in 1885 there were 1600 teachers employed, of these no less than 1151 were women whose salaries in the three grades averaged about \$260, while the men's salaries in the same classes, reached an average of \$402, being a fraction over one-third more. There are several lady physicians in successful practice. Domestic servants are scarce. In municipal affairs women who have the necessary property qualification may vote, also in school elections.

Prince Edward Island is the most easterly province and probably the smallest in the Dominion of Canada. Its inhabitants are exceedingly conservative in their ideas, therefore slow to change; indeed, so averse are they to any innovations that women are little, if any better off than they were fifty years ago. About the only employment that they have outside of domestic work is teaching. And in that department, unlike its neighboring provinces, it employs a less number of women than men, the number of the former being 223 while the latter reaches 271. The average salary for men is \$310 while women are paid for teaching in the same grades an average of \$226.

In the province of Nova Scotia a great deal of progress has been made in educational matters. Dalhousie College, Halifax, is an excellent school and it is on a good financial basis having received several large sums of money. It is open to women and numbers have availed themselves of the privilege and several have received degrees. Kings College, Windsor, is the oldest Church of England school in the Dominion. It, too, confers degrees on both sexes. Acadia College, under Baptist control, offers similar advantages. In this province there are several lady physicians; one of them, Dr. Anquin is resident physician of the Infants Asylum, Halifax. A large proportion



of the teachers are women. They represent 60 per cent., numbering 1500 while there are only 566 men. Women are paid an average salary of \$238 while men average in all the grades \$304 per year. If I interpret the statutes correctly, women are not prohibited from voting for school trustees or at municipal elections, although I am not aware that they have yet exercised this right.

In the foregoing report I have endeavored to give a good idea of the status of women in our several provinces. But owing to the difficulty I have experienced in obtaining the requisite knowledge I regret that it is not nearly as complete as I would wish.

## IOWA.

JENNIE McCOWEN, M. D., *Vice-President.*

I HAVE the honor to report, on behalf of Iowa, that during the past year our women have been steadily advancing along all the lines of activity heretofore reported.

In regard to the special questions asked by the committee on reforms and statistics, I may say that as county superintendents of schools, women are serving in eleven of the ninety-nine counties, receiving the same compensation as do men superintendents, \$4 per day. In the cities, women receive from \$600 to \$1,000 or \$1,200 per year. In a few instances their salary is the same as received by men in similar positions, but in more cases it is less, and in most cases the positions with highest salaries are habitually given to men, while the inferior positions at lower salaries are filled by women. The average compensation per month in graded schools would probably be \$45 to men and \$40 to women.

Mrs. A. B. Billington, of the Department of Public Instruction, has kindly sent me the following figures for the state of Iowa:—

	Number women teachers.	Average salary per month.
1870.....	7,575.....	\$27.16
1875.....	11,645.....	28.34
1880.....	14,344.....	26.28
1885.....	17,906.....	29.40
	General average.....	28.00

As a member of the committee on education, Miss Hamilton, the lady member of the State Board of Examiners, has sent to Miss Eastman a very comprehensive report of the Iowa school system and woman's work in all the departments, I need not dwell on this topic.

In charitable and philanthropic matters our women continue to manifest an active interest. We still have no state board of charities, and delegates attending the National Conference, are obliged to do so at their own expense. Of the fifteen delegates from Iowa this year, who were sufficiently interested to go to St. Paul, under those circumstances, ten were women. The report for the state was made by one of the women delegates, and a woman was re-elected as corresponding secretary for the state.

The need for a reformatory prison for women is still being agitated in various quarters with a reasonable hope of securing favorable action from the next legislature.

Some changes have been effected, (chiefly through the labors of the Woman's Christian Temperance Union,) in our statutes, regarding the protection of young girls. The age of consent was raised from ten to thirteen. The women asked that it might be raised to eighteen, the age at which a girl may control her own property, may make a contract, may consent to her own marriage. The gentlemen assured them it would be simply impossible to pass such a bill, and fixed the age at sixteen. The committee of both houses dropped it to thirteen, and the bill so amended, passed. An amendment was adopted depriving the parent or guardian of the power of legally consenting to the debasement of children under the age of eighteen years, and another making it a crime to "take or decoy a child" from its parents or guardian, under the age of fourteen years. An act was passed to suppress the circulating, advertising, and vending of obscene and immoral literature, also an act providing for a separate apartment in jails and prisons for the detention of women; an act providing for the teaching of temperance physiology in the public schools and educational institutions in the state, and also a very stringent prohibitory liquor law.

The various societies of women are faithfully at work, each one within the limits of its own organization. The temperance women in addition to various other lines of reformatory and philanthropic effort, are hopefully advancing along the line of systematic study of practical hygiene (supplementary to the physiology of the schools); its relation to the individual, the family and the community; and the relation of dietetics and unsanitary conditions in general to intemperance. Courses of lectures to women, hygienic clubs for girls, special addresses on matters pertaining to social purity, the responsibility of parents in matters of hereditary transmissions, mother's meetings, etc., chiefly conducted by women physicians, are reported from an increasing number of unions, and much good has already been accomplished in exciting inquiry and arousing discussion.

The Iowa Woman's Suffrage Association, ever active in influencing public opinion through the press, has this year established its own organ, *The Woman's Standard*, a bright eight-page monthly published in Des Moines. The industry of Iowa women was well represented at the State Fair, which was this year permanently located at the state capital. Both, the temperance and the suffrage women, erected permanent buildings on the grounds, the former holding each day a public meeting, the latter furnishing refreshments, and each contributing literature.

The Woman's Relief Corps, auxiliary to the G. A. R., finds in Iowa congenial soil, and is increasing in numbers and efficiency. This society maintains a department in the *G. A. R. Advocate* devoted to the interests of the order. W. R. C. No. 34, of Davenport, has the honor of having sent to the support fund of Anna Ella Carrol a larger amount than any other corps in the United States.

The American Educational Aid Association, with headquarters at Chicago, has begun to organize local advisory boards in the towns of Iowa. Its objects are twofold: first, finding homes for destitute children of either sex; second, superintending the education, in existing institutions, of bright girls who are friendless and destitute. Almost from the foundation of our government, promising young men have been aided pecuniarily and otherwise by the benevolent, but so far as I am aware no organized effort has hitherto extended a helping hand to promising young women who were unable to make a start without assistance.



In journalistic work, women are going steadily forward. The number of reporters, correspondents, compositors, and department editors is increasing, and some of the most trenchant editorials of some of the leading dailies have been acknowledged to be the work of women. The most notable departure of the year has been the addition of a woman to the editorial staff of an orthodox medical journal, *The Iowa State Medical Reporter*, to have charge of a department devoted to "Medico-Legal Questions and Neurology."

In business circles, women are every year feeling their limitations less, and are encouraged and strengthened in independent effort by the record of few failures and no defalcations. There is a continued increase of women employes in every department of business activity. In professional circles, the most decided advance, perhaps, has been made by physicians and ministers. The year has been one of increasing activity among the Women's Missionary Societies, both home and foreign, of the various churches. The State Dental College, at Iowa City, has graduated its first lady student. Several patents have been issued to Iowa women during the year, most of them being articles to lighten domestic labor.

The impetus given to the activities of our women by the Congress held last year in Des Moines has been manifested in many ways, notably in the organization of women's clubs in different parts of the state, among which may be mentioned those of Des Moines, Marshalltown and Iowa City, and the Woman's Exchange of Des Moines. The latter opened in August for the reception and sale of woman's work, numbers now about fifty members, with twice that number of consignors. It has pleasant rooms centrally located, and in the near future contemplates adding to its accommodations and facilities for helpfulness to women.

We are asked to speak also of the "needs" of our state. No one need could be mentioned, perhaps, which would strike a responsive chord in the minds of so great a number of families as that of capable domestic service. The School of Domestic Economy, at the State Agricultural College, at Ames, while a step in the right direction, is for house-keepers rather than for domestics. The "training school for servant girls," which shall give practical instruction and daily drill until proficient, in all branches of domestic work, has not yet been evolved from the inner consciousness of our public-spirited women.

In conclusion, let me say that no one can be more keenly alive to the inadequacy of this report for Iowa than myself; and in presenting it, I beg to be relieved from further service as vice-president. The increasing burdens of an active professional life render it impossible for me to devote that time and attention to the duties of the office which they demand, and to which Iowa is rightfully entitled.

### KENTUCKY.

LAURA CLAY, Vice-President.

I HAVE not obtained as much information as I would have liked in answer to the two questions asked by the committee. As far as I have learned, there has been no increase of women teachers' salaries as compared to men's, though, I believe, both

have improved. However, there has been a very perceptible advance in the confidence placed in the ability of women teachers, and of willingness to employ them. Upon asking the gentleman who gave me this information to what he attributed the fact that women teachers did not receive equal wages with men for the same work, he replied at once "Because women have always been more or less oppressed, and always will be." I myself have not been able to discern any reason peculiar to Kentucky.

I think no clear view of the industrial condition of women can be obtained unless there is borne in mind that two distinct and great influences have been at work within the last twenty years. The first, of course, is the freeing of the slaves. This has had a strong effect even upon the labor of men, and much more upon the labor of women, of which I will try to set forth a few prominent points. All the wealthier classes owned slaves, by whom practically the whole of the housework was done. The mistresses superintended their houses, very generally their gardens and yards, and the rest of their industry was expended in sewing. In all industrious families the ladies expected to do all the sewing of the family with the assistance of the slave women, except dressmaking and tailoring. To put out plain sewing was the exception, not the rule, even in wealthy families. I make these remarks to show how washing, this being done exclusively by slaves. Of course, it was still rarer to put out hard slavery bore upon that part of the white population who had no resource but the labor of their hands. Now, the wealthier women find their household cares so great that they have to give up sewing nearly entirely, and, as in the northern states, there is now an army of sewing girls who earn a comfortable living, either taking in sewing by the piece, or going from house to house sewing by the week, for board and wages, varying according to their skill and the locality.

Much the same change has gone on in teaching. Only the hardest necessity could drive a Kentucky born woman of sufficient education to teach, to any effort at self-support. The proportion of male teachers was much greater than now; nearly all of the women and many of the men coming from other states. Now it is not so; nearly all our public school teachers and large numbers in private schools being Kentuckians and a large proportion women. I can think of only one occupation for women which was facilitated by slavery; that is farming. The wealth of Kentucky being largely agricultural, it often happened that women with invalid husbands or widows, found it to their interest to continue the business of their husbands. This with slave labor was easily done and without exciting comment; and it is still done by women owning farms to a much greater extent, I suppose, than it ever was in a free state. With this exception, however, slavery had a depressing effect upon all money making pursuits for women.

The second great influence to which I alluded is one that has extended over our whole country, and is commonly known as the Woman's Rights movement. Its influence is becoming every year more evident. Its first effect, of course, was to fill the schools with women teachers. Twenty years ago, as I said, only hard necessity would drive a woman to any thing so independent as school teaching. Now it is common to see young women of good social position and comfortable means teaching; partly for something interesting to do, for self-improvement, and partly from a spirit of independence; while numbers who once would have eked out a slender maintenance



by painful economies now prefer to live comfortably by turning their talents to money-making pursuits, unhindered by the prejudices which would once have bound them. I observe that within the last ten or eight years large numbers of shop girls are employed in the smaller cities or towns; before that, stores in which they were employed were exceptions. I am pleased to say that the wages and work are considered an improvement on sewing, and this new occupation has had a perceptible tendency to raise the wages of sewing girls. Women are also employed as book-keepers. We have a few women physicians in our state; I have no means of finding out how many, and I am not sure that any of them are Kentucky born. But we have now several Kentuckians in the medical colleges who will soon supply this deficiency. We have a number of assistant editors. I have heard of no lawyers or ministers of the gospel.

We have women county clerks, elected by the people. One woman, the widow of a jailer, was elected to fill his place, but it was decided that a woman was not legally eligible to the position. Another lady, widow of a county school commissioner, has been appointed in her husband's place, and the county judge has been assured of her legal right to hold the office by the opinions of the attorney general, and the superintendent of public instruction. This lady is the only female school commissioner in Kentucky. In this connection, it may be suitable to mention that widows with children between six and twenty years of age are allowed to vote for school trustees. This privilege is not used as often as it should be, but it is used often enough not to become a dead letter on the statute book.

In all religious and moral work women's activities have received the same impetus as their industrial pursuits, and the only thing to mark the last year is an increased energy in the same lines; nearly every church has its Woman's Guild, its Woman's Auxiliary, Woman's Aid Society, etc. In addition to these strictly religious societies, various temperance societies of which women are members, have done splendid work. The largest and most wide-spread of these is the Woman's Christian Temperance Union. The state president of this society remarked to me that last year's success surpassed her hopes, and this year promised better. There have been many prohibition victories this year under local option law, and in all of them the assistance of the women is gratefully acknowledged. Our women, as elsewhere, are active in every benevolent work; but the list that I could make out with the means at hand would be so meagre, that I feel it would be more just not to attempt any.

Women who are interested in the welfare of their sex can find much to encourage them in the signs of the times to hope that the women of Kentucky will take advantage of all opportunities that are offered them; but the strong self-reliance and enterprise that distinguish some other states cannot yet be looked for in them; not because it is not in their nature,—quite the contrary; but on account of the depressing influence of slavery which still lingers in the social habits and opinions of the people. I believe that such an association as this now present is admirably adapted to waken our women to the possibilities of a wider future, and to inspire them with courage to enter upon it. It is therefore with feelings both of pleasure and of gratitude that I have met with them here.

## SOUTH CAROLINA.

ELIZABETH HYDE BOTUME, *Vice-President.*

I HAVE received notice that "A report upon the intellectual, moral and industrial condition and needs of the women of her state will be due from every Vice-President" of the Association for the Advancement of Women at the Annual Meeting in Louisville.

It has been so impossible for me to cooperate in any way with your Association, that I have long felt that the title of Vice-President with which you have honored me was a misnomer. I have always been deeply interested in all that tends to the Advancement of Women from the highest to the lowest, even to the most ignorant and down trodden. But many years of my life have been passed almost exclusively amongst those of one class, and these considered a proscribed race.

In 1864 I was moved, like hundreds of other women, to go South to help on the great work of education of the recently emancipated slaves. Since then, I have spent a part of each year amongst these people, directing a school for the children, and doing what I could for the parents, especially for the women whose position and condition enlisted my deepest sympathies.

When the slaves were emancipated they were like four million of children turned loose and thrown upon their own resources. And in worse condition than children, for they had never been disciplined, nor taught anything excepting hard work. They were expected to have wisdom without education or experience. Even the most intelligent and those with the best opportunities had lived under great and peculiar restrictions. There was nothing they could really call their own. Every gift of mind, body and estate, belonged to the white race to be rendered upon demand. The "free niggers" were often worse off than their slave friends. They were "free slaves," a most unfortunate class of whom everything was expected and to whom nothing was granted. From whom the most abject servitude was demanded with no return of recognition, or support, or protection.

The first negro women brought under my care were called "contraband refugees" from the rice swamps of South Carolina. They had all been field hands, and knew absolutely nothing else but field work. As a man said of his wife who was ambitious to learn to sew "she aint much on the needle, but she is great on the hoe."

In their previous condition they had always been under the care of Overseers and Drivers. Their tasks had been allotted them, and they were called to work by the sound of the horn. They lived in "Negro Quarters," a collection of small houses, with usually two rooms and rarely more than three, and they were furnished with limited rations for food. In the working season their simple cooking was mostly done by the children, and their clothing was made by the Plantation Seamstress. Maternity never excused them from field labor. They were allowed a week to "lie by" after confinement, and then they were expected and on many places required, to again take up their tasks, leaving the little ones to be cared for by the plantation nurse who was usually one of the old women past work.

I do not mention these things in criticism of the old condition of things. These were the curses of slavery which engendered every evil under the sun. Many



humane masters and mistresses would have gladly bettered the conditions of their slaves had it been possible under existing circumstances. They were held by inexorable laws which sometimes left them no more freedom than the people they bought and sold.

When the slave women were emancipated they were truly born again. It was a new world they had entered of which they were entirely ignorant. Their eagerness to learn was most pathetic. They came to us for advice on all subjects and all occasions, saying "us aint know nothing and you is to learn we." "I tell you ma'am, book larning is a great thing," was constantly said to me.

I often thought with humility and shame of my lost opportunities when called upon to decide some knotty question of hygiene or others. One woman, who had a serious "female weakness," came to me for advice and help. After partially listening to her, as she tried to tell me of her condition, I said, "Oh Auntie, that is beyond me. I do not know what to do for you." Her look of surprise was extreme, and she exclaimed, "In course you know, ma'am, fur you can read books." Alas! my knowledge of books was a weak help when I needed to know so much of human nature.

In the old times, the marriage relation was but little understood by the slaves. Circumstances brought a couple together, but their union could only be consummated by the will of the owner whose consent was all that was necessary for a legal marriage. Rarely, if ever, was there any marriage ceremony. Indeed no binding ceremony could be allowed under slavery. The owners could separate their slaves at any time and there was no help nor hindrance to this. Persons thus separated were advised to console themselves with other companions. If men and women lived together freely on many plantations, we need not wonder.

Such were the people when made free. We were often told the negroes were devoid of natural affections. Our observations soon convinced us this assertion was utterly false. Many men and women who had been parted for years and had other families, hunted up their old companions, as soon as freedom was declared, sometimes to the discomfiture of partner number second. We were often called upon to decide upon the equity of these changes, and found our sympathies deeply enlisted for all concerned.

I had one woman in my district whose husband was sold from her long before the war. She was living with a second husband when freedom came. As soon as possible, and before order was restored, the first man appeared to claim his wife for whom he had been searching some time. As he was the friend of her youth, she thought it her duty to return to him. At this, husband number two was distracted. He appealed to us to help him out of his trouble, "fur I sets my eyes by Tina," he declared. "I loves her wid my very heart, an *that* man"—with contempt—"that man, ef he's lived all dis time widout Tina, why don't he go on living widout her, an' lef her alone." There was some reason in this, so I sent for Tina. She declared she had not quit Kit but "only gone to visit Tony, being he was so lonesome like." She had no children, and evidently thought she could divide her time between the old love and the new. At first it seemed impossible to arouse in her any conception of the fitness of things, and that there was any impropriety in her position. To her mind this was the most Christian course, and she could not be responsible for the unhappiness of either man. "Tony never lef me," she would say. "He was sold off, an'

could not help hisself. But poor brudder Kit! You see he never have any body, 'ceptin me," with a deep tone of pity.

One of the first and wisest things for the freedmen, was an order issued, advising and urging them to come forward and be married "according to the laws of God and man." As soon as these poor ignorant people understood that this was a forward step in civilization, they were all eager to have the marriage ceremony performed and get a "Tiffity" as they called the certificate. Many aged couples came forward to be married who had lived together as man and wife for a quarter of a century. It was astonishing to us all, how this one act lifted these people up. When they heard "Those whom God hath joined together let no man put asunder" pronounced, and walked away with a certificate in their hands, it was with a new consciousness of their freedom and independence.

One day a couple came to the school house to meet the minister and be married. They had lived together in the old way, and had a family of little children. On this occasion they came direct from the field in their working clothes, and as usual the woman walked behind the man. When they left after the ceremony, the wife stepped to the side of her husband and walked along, saying, by this simple act alone "We are now one, and I am your equal." There was a freedom and dignity about them never seen before. Not long ago two children of this couple were married but under what different circumstances. On both occasions ample preparations were made. The brides were dressed with care and in the latest style, for the style and fashion seem to come to the colored women by intuition. Wedding guests were "bidden" and entertainment provided and all conducted in the most decorous manner. These are country people and belong to those known as "field hands." I only cite this to indicate their progress since freedom. In those first days the possession of a marriage certificate was like a roll of honor giving dignity and respectability, and all who could were eager to possess one.

Chaplain Woodworth married a poor couple one night and the next day the man came to his house and handed him the certificate, saying, "look here parson, I ain't want this tiffity, I wants you to take this back and give me my dollar. I don't like that gal no how." He was much chagrined to find this was not a trade and barter; That the parson could bind but not loose them, and he went away muttering "I ain't know dat. I ain't know."

At first the slave refugees—known then as "Contrabands,"—were huddled together in barracks, or small houses, with nothing but the roof over head and a floor under foot, to entitle them to the name of dwelling. As soon as practicable, Gen. Saxton, then Military Governor of South Carolina, Georgia and Florida, with Headquarters at Beaufort, secured lands for the freedmen. He was always their judicious and devoted friend, and with rare foresight and wisdom he took in their future possibilities. Nothing could lift them from chattels to manhood like the possession of lands and homes. He was the first who secured for them the right to buy their lands. After the law was passed which enabled them to do this, all the freed people were eager to become land owners. Women who had husbands and sons in the army, worked early and late to save "the little of money" to buy a ten acre lot. Three fourths of the land in this vicinity was bought by women, and the deeds still stand in their names.



When Gen. Howard was placed at the head of the Freedman's Bureau, he caused a law to be passed that no land belonging to the Freedmen could be sold, or mortgaged, or in any way alienated from them for six years from date of law. This was to secure these poor ignorant people from carpet-baggers, sharpers and ill advisers—a most wise provision. All the colored women around me worked in the fields. Indeed for planting and cultivating cotton, they were considered better workers than the men.

In the first days education was the end and aim, over and above all else of the freed people. "Oh, book larning is such a great thing!" they constantly said. Doubtless many considered this was a part of their new condition as a freed race. Something to be put on like a new garment, to be worn as a badge of their changed condition. All flocked to the school, old men and women and young children, eager "to catch a lesson." Many seemed to think a lesson was to be taken like a dose of medicine or a cup of tea and carried away like a bundle from a store. Women would say "please give me a lesson quick, I is hasty and I want to go."

In time the old people saw that this "was a race they could not run," and one after another dropped out of the ranks, saying with dejection "I is too old to larn. I see that the children mus' larn fur we. They is to come up when us drops down."

It was one of our privileges to help the sick and those in trouble. We rarely turned away from any tale of distress. But one morning an old woman came to me to beg for some baby clothes and "some little thing to put in mouth" of a young girl who had just "gone to bed." This was a case that had given us much trouble, and I was greatly tried over this poor girl's misdeeds.

"No Aunt, I will not do anything. Don't tell me about that girl," I said. "But poor creatur! Her ain't got nothing," she said.

"Never mind. She has brought this trouble upon herself. She knows better than to do as she has done," I continued.

"That's so ma'am. That's so. But her is punished uncommon, an' I run off to you, fur I knows you always has heart for the sick," said the old woman.

"But not for her," I answered, trying to keep strong and not to look at her pitiful face. "Don't talk to me about that girl."

"In course ma'am. In course," said the old woman slowly. "Tinna knows best, Tinna must know best, fur you can read the Bible. But I mus' go now for them gals is waiting on me."

*I must know best, for I can read the Bible?* And what does the Bible say about "him that is without fault casting the first stone," and about judging "lest we be judged?" What did I know that I should hopelessly condemn this poor creature.

"Stop Aunt," I said, "you shall not go back without help." Her look of gratitude and her fervent "God bless you ma'am!" overwhelmed me with humiliation.

These days are now long gone by, and the freed people are living under entirely new conditions. In the first days they built only shelter tents on their newly acquired lands. Now they have houses and out buildings, most of them excellently well built. They have glazed windows in place of the heavy wooden shutters, and piazzas and gardens around their houses.

In the towns the people are not content with a house of one story, but most of them require two stories. It was curious to mark their progress year by year in these

additions. The first year they built a house with two or three rooms. The second year they put "a shed" or small room for kitchen and glazed windows. Then comes the piazzas and a more fanciful fence or enclosure to their lot. By this time they aspire to a higher building and they add an upper story.

Our country people have constantly added simple furniture to their small houses. They no longer sit on the floor but have good chairs with a rocker. Instead of rough wooden bunks with a little straw under their blankets, they have bedsteads and mattresses. The colored women have great delight in patch-work quilts, and year after year we have been constantly asked for "one or two bits of calico to put in my quilt." I think I have already distributed a ship load of these scraps, and still they ask for more. These bits of calico are as fascinating to the little colored children in school, as paint boxes and bright worsteds are to Northern children.

The colored women take naturally to sewing. They have now reached the dignity of sewing machines, (mash-ines they call them,) which are a perpetual delight. They do not take much interest in cooking. "We cannot throw away so much time fur eat" they say.

In the towns the colored women have furnished their houses with all the comforts and many of the luxuries, such as carpets, and sofas, and curtains, and pictures, and bric-a-brac of their well to do white neighbors.

Intellectually the freed people have made a great stride. The little colored boy said to Gen. Howard "Massa, tell 'em we is rising." They are rising. I had in my district a colored woman who was very ambitious for the advancement of her children. Speaking to me of the progress they made in school, she said "when they come home, they talk so proper, I ain't know what they say, but I is proud all the same."

These children are now settled in the neighborhood and have families of their own which would be a credit and a help to any district. I should like to refer to a kept in school, and are always punctual and in order. There is a public opinion amongst them great many more such families but time will not permit.

Morally the freed people are coming up. There are now two classes. The one which stands for right and the Ten Commandments. All the young people around me are getting "well raised," and the "low downs." in a good honest fashion.

Industriously as I have said before, the women work in the fields in the summer. and many of them go into the cotton barns or "gin houses" in the winter. The money they make in these ways is strictly their own. If a man sells the cotton for his wife, he carefully returns to her the money. I have thought in many ways the working women around me here are in advance of the white women at the North.

I cannot close this report without referring to the trials and hardships that have come to most of the State, with whom I have been brought in contact. Unless one has been with them, it is not possible to understand the trials and hardships that have come to most of the Southern women. But whatever may have been their previous condition, they rarely make a sign, but courageously turn their hands to whatever they can find to do. These most tenderly guarded and carefully educated have bravely taken up new duties and shown splendid capabilities.

I do not wish to draw compareism between men and women, for we all know there are innumerable ways in which a woman can make and save a penny, of which



a man knows nothing. But I have seen very many families where refined and highly educated and accomplished women were the supporters of and bread winners for themselves and children, whilst the husbands and fathers were vainly wishing they could find something to do.

One of the most noble and honored women I ever knew is to-day at the head of the girls' department of the Beaufort graded school for white children. If she sometimes recalls the old times when her family stood amongst the highest in a land proud of the pure Huguenot blood, living in an elegant mansion, "with never less than twenty house servants in the yard," reared in luxury and subservience, she has the good sense to rarely allude to all this. She well knows that adversity cannot effect her lineage. If she still believes in sectional aristocracy, and has lukewarm interest and no faith in the elevation of my poor colored women, it does not lessen my admiration and respect for her courage and devotion to her work and to all good works around her. And this noble woman whom I know is the type of many of whom I hear.

## REPORT OF THE Committee on Industrial Education.

ANNA D. FRENCH, M. D., *Chairman.*

IN arranging to prepare a report upon Industrial Education which would be of some interest and to the purpose, your committee has been materially handicapped by two prominent factors, which have rightful bearing on the case.

First, the vastness of the subject, and the extent of domain which it occupies, next, the restrictions naturally imposed by the limits of a single report.

No work in the field of Education more occupies the attention of thinkers and modern educators to-day, than does that of the establishment of Industrial Art and other Training, as an integral part of our common school curriculum.

In the light of these truths, and in the fact that the subject has been ably discussed from the platform and through the press, it has seemed best to your committee to present in this, their first report, a condensed resumé, of work already accomplished in these lines in other countries, where the initiatory steps were taken, and in our own; rather than to attempt an elaborate showing of the degree of success which is attending more recent endeavors in this direction, either as a whole, or by presenting a more or less careful analysis of the systems and methods now employed by Industrial Schools and Classes. And also for the reason, that outside the circle of those who are greatly interested in the subject, but comparatively few, have made themselves as familiar as should be, with what has already been projected or accomplished industrially, in connection with common school work, hence they do not realize the important bearing which those earlier efforts have had, and will continue to exercise upon the greater work yet to come in the future.

To follow out this plan, has led us well into the field of statistical and historic record—but if in the roaming, facts have been gathered of sufficient import to form even a slight basis for a more intelligent comprehension of the situation as it now stands, and for more accurate data and sounder conclusions, we may perchance forgive the dryness of investigation, through which they have been derived.

We have therefore to make the recapitulation sufficiently thorough to convey a fair idea of the nature and extent of work already done, though necessarily much of value has been excluded, partly from lack of positive data of a reliable nature, and again to secure you from a length of recital which might prove tedious. To obtain the facts given, every source of information has been utilized that could well be reached. Catalogues, reports from Institutions, from Bureaus of Education, United States and others—also verbal reports from those carrying on the work in Schools, Colleges,



and Private Classes; by correspondence, and lastly, by personal inspection of the work in many Schools, Classes, and Reformatories.

As all know, to the Old World is due the credit of inaugurating and establishing Schools for Technical and Industrial Education; schools which gave almost exclusive attention to training in the Industrial Arts, and in many fields of manual training.

England, through its great Educational Centre, the South Kensington Museum and Schools, (schools which are now duplicated all over its Kingdoms) inaugurated a noble and most comprehensive work, for the benefit of her young people and Artizan Classes. The stimulus for her efforts, had its inception and birth, in *failure*. The exhibit at Hyde Park in 1851 showed that she was far behind her sister countries in all that pertained to artistic excellence. She was humiliated to a point beyond endurance, to learn that as far as Art and manipulative skill was concerned, her work was more of a reproach than a credit, and she went to work in a most vigorous and persistent manner, to start the plan of redemption, to which her young people were entitled, and to place herself in a position to vie with the World, in the products of constructive and artistic labor.

That the World has been the better for these efforts in her own behalf, both in Art and other Industries, none will deny. Every department of productive industry received attention. Those of Industrial Arts and Manufactures, and of Domestic Economy and Cookery prominently. Mr. Buxton in reporting for England in 1884 speaks of 32 new class rooms for teaching Cookery in which 1200 girls were instructed. The cooked food was sold at fair profit.

Domestic Economy receives much attention in Scotland. Lord Carlingford and Mr. Mundler, in reporting in 1884, stated that 45,567 girls were examined in that branch, and that 20,457 passed. The report of the Commission of National Education in Ireland, states that the inauguration of training classes for butter making and dairy management in connection with the Munster Model School of Cork, was very successful. In three years 189 girls were thoroughly trained for this work. Agriculture for boys is popular. Nearly 100 farm schools exhibited in connection with ordinary schools at Cork within a year or two. Special class for Designing and making lace are carried on at the Cork School of Art.

In the Kingdom of Hungary needle work is the branch made prominent for girls. The Polytechnic School of Copenhagen in 1884 reports instruction for boys in drawing, construction of machines, architecture and technical mechanics. *No girls here.* Report from Finland the same year, states that the same lines of instruction are given at the Polytechnic Institute at Helsingfors. There are 1,422 students on the roll-call, and only *one woman* among the number. Finland declares itself in favor of co-education. Manual and general industrial training throughout France was established many years ago. Since 1882, however, it has become a law through the "Compulsory Primary Education Act," and is now taught in the Normal Schools for Teachers. In the district of Caen, there are apprentice schools at Rouen and Havre. Pupils remain till 16 or 17 years of age, and are able on leaving to command fair wages. There are also in these towns, and in Bordeaux, Lyons, and Paris, many high schools of Commerce and Industry. The Central School of Arts and Manufactures in France was established by private enterprise, but is now subsidized by the State. Model farms with laboratories for analysis of soils and manures, are a feature of value.

The Professor of Agriculture gives lectures in the cantons, and is also a professor in the Training School for Teachers. Fees are nominal in some departments, not more than 60 francs per annum. In a report of the proceedings of the National Educational Association of France for 1884, a resolution appeared bearing on increased educational advantages for women, also on the advisability of the early training of children in various handicrafts. Suggestions were made relative to furnishing children with a plate of soup and clothing where necessary. The movement in France for training women in Industrial pursuits, with a view to their employment, commenced some twenty-five years ago, culminating in the organization of a school in the Rue de La Terle for women only. Its curriculum included general education, commercial training, and in the industrial arts. Practical instruction in dress making, millinery, and all sorts of domestic sewing. Definite trades also were taught, as manufacturing of jewelry, printing, etc. Wood engraving was included also, and painting. The success of the school was phenomenal, and inspirational as well. The young women taught there, were eagerly sought for by employers, and smaller schools of their kind were established in many parts of France. Goldsmiths and jewelers established schools where women were successfully trained in the very highest branches of their work. M. Hamlin, a prominent silk manufacturer, established a very successful school in Paris, with branches at Lyons and St. Etienne. The Paris school has about 300 pupils who receive instruction in silk weaving, and some in designing for silk. The far-famed manufactory of the Gobelins, and the national printing office, are now training women to execute their work. There is also in Paris a school for women where they are taught clock and watch making, and repairing. Another where the manufacture of metals is taught. In the manufacture of pianos, harps, of surgical instruments and bandages, no less than 60 per cent. of the work is done by women specially trained for it.

In Germany, schools of domestic economy for girls take precedence of most other lines of Industrial education. The finest are at Baden, and at Württemberg. Here all the domestic arts are taught. At other points many dairy and cooking schools are reported. In 1883 the model school of Radolfzell was started. In it girls are taught housekeeping in the most thorough manner. Male teachers instruct in the bakery, also in butter and cheese making. A male physician is in care of the sick; the other teachers are women. Length of the course of instruction five months. Instruction is free, but lodging must be paid for at the rate of 20 marks for the term. At Greece much interest is felt in the Mechanical Arts, especially in their application to every-day things. The Minister of the Interior reported in 1884 that a permanent commission had been established, in connection with the Ministry of Agriculture, which will have oversight of all institutions having to do with the different industries taught to the working classes. At Milan a training school exists for girls, which includes in its instruction drawing, book-keeping and all handiwork suited to women, also the making of artificial flowers and leaves. Switzerland also has done good work in establishing Industrial training. Zurich has many fine Industrial and Technical Schools. The association for handiwork schools at Basle does very effective work, and has founded within a year and a half a successful branch at Berne. Turkey has done little in way of Industrial education. A few young ladies have passed successful examinations as handiwork teachers and are now filling positions at Constantinople.



tinople. These were the first Turkish women who have ever come up for such examinations. Asia and Africa offer nothing in the way of Industrial education.

Canada gives much attention to Industrial drawing and to instruction in agricultural culture. In 1883 a gentleman, with the co-operation of a few friends, founded an association for establishing an Industrial School for Boys. They have received a grant of land from the government, and are erecting buildings upon it for training school purposes. An Industrial School and Home for Girls, has been established a year. It is controlled by women and is doing very good work. Mexico has shown a most active interest in Industrial training and has accomplished a great deal, especially in the interests of women who need such training. Many of the higher colleges open their doors to them. The School of Arts and Trades for Women, in the report for 1884, states the attendance of 368 regular pupils, whose ages range from 12 years to middle life. Instruction, materials and apparatus is *entirely free*. In addition the government provides two substantial meals per day. In connection with the ordinary book studies, classes are made up in book-keeping, vocal and instrumental music, painting, modeling, gilding, manufacture of artificial flowers, trimmings, fringes and cord. Printing also is taught, and embroidery. At San Dalajara a similar school exists, with some additional branches, as photography, lithography, stenography, tailoring, shoe making, cloth and stocking weaving. The boys of Mexico command similar advantages in schools organized for the purpose, in which is taught carpentry, pottery, work in iron and brass, also in electro-metallurgy. Gymnasium exercise is obligatory. The reformatory schools give excellent Industrial training to boys taken from the dregs of society. They have a regular school course, are taught several trades and are put through a regular military drill. At Gautamala an excellent School of Arts and Trades exists, which does exceptionally good work. At Costa Rica instruction in needle work and embroidery, is open for girls in all the provinces, in addition to ordinary book studies. To the curriculum for boys is added *politeness*, in addition to agricultural culture and the trades.

At the Argentine Republic, South America, all girls must be instructed in different handiwork and domestic economy. Boys are taught stock raising, agriculture, and military exercises. Brazil has Schools of Arts and Trades, and of agriculture, attached to a model farm. Both sexes attend. Strictly technical education is still quite limited. At Columbia are found Schools of Arts and Trades and of mining. Much interest is felt in Industrial education at Hawaii. It has a well equipped work-shop. The articles made are sold, and after deducting the cost of materials, the proceeds are divided among the pupils. In the day school for girls, needle work, cooking, and housework occupy attention.

At New Zealand the "Industrial Schools Act" provides that the earnings of children shall be placed in the Post office Savings Bank, after due provision for clothing shall have been made. The repayment of these monies with interest is made more or less dependant upon good conduct. The boys usually receive this on arriving at manhood. The girls, with the approval of the managers, on their marriage.

I have presented this epitome of some of the work done in establishing Industrial training in other countries, as a partial means of differentiating between their efforts, and those made in this country, but am aware that the facts enumerated present but a meagre showing of what has been accomplished, still, enough may have

been formulated to give a little insight, and more time could not well have been devoted to it.

The work done in Industrial lines in our own country, differs much in its several localities. The State of Alabama pays little attention as yet to Industrial training. The Judson Female Institute of Marion, however, adds to its general courses of study, that of telegraphy for girls, and the Alabama Agricultural and Mechanical College at Auburn, for boys, adds a special professor of agriculture and the mechanic arts.

FLORIDA has, as yet, done but very little. There is an agricultural and horticultural branch taught at the Florida State Agricultural College for Young Men. State Superintendent Russell, has called the attention of the Legislature to the importance of investing a portion of its large surplus of funds in the purchase of lands, and the erection of buildings thereon, including workshops, where various trades and handicrafts can be taught to *vagrant children*. Why the children of respectable parentage are not considered in this would-be provision for manual training, I do not know.

GEORGIA.—The University of Georgia at Athens, has an agricultural department. The Atlanta and Clark universities for colored persons, offer Industrial training to both sexes. Mechanical trades and farming to males, house work and sewing to girls.

LOUISIANA.—The State University at Baton Rouge, offers fine advantages in its agricultural departments, the course being specially adapted to those who expect to cultivate and handle cotton, sugar and rice. Students do some work in connection with its cultural departments, the course being specially adapted to those who expect to cultivate and handle cotton, sugar and rice. It has fine work shops in connection with its mechanical course in which the practical arts are learned, wood work, pattern making, and the manipulation of iron and other metals. I think women have not been admitted. In asylums there is but little training in industries—just a beginning.

MISSISSIPPI.—Until recently but little has been done in this State in the way of Industrial training, other than in the Agricultural and Mechanical College of Mississippi, where farming and stock raising are the principal Industrial features. Institutions for the dumb, deaf and blind are also interested in the same pursuits. The year 1884, however, the heart and energies of Mrs. A. C. Payton were moved to see what could be done toward establishing an Industrial college for the white girls of Mississippi.—Quick work was made of the necessary preliminaries. The Legislature was besought to lend its aid. A ready response was made to the appeal, in the form of a handsome appropriation. A lovely site selected at Columbus for the building, some twenty acres in extent; and upon it were erected the necessary structures, thoroughly equipped with everything necessary to carry on the work well. The Industrial College for Southern white girls opened one year ago this month, with over three hundred students. To the Mississippi girl, instruction is *entirely free*. Girls from other southern states are received on moderate terms. The cost of board in the college has been brought down to the price of uncooked food—something like \$9.50 per month. A full collegiate course is provided. A Normal course for such as intend to become teachers, and an Industrial course in which all participate. This includes telegraphy, printing, book-keeping, phonography and type writing, plain and ornamental needle work, work in metals, cutting and fitting of garments. Cooking is soon to be attempted. There is also a department of Industrial Art, and of Design. Taken together this is the finest institution of the kind in this country. More than one hundred young girls were admitted to the college classes, than could be accommodated



with a home within its walls, and they were obliged to board outside. This year the college opened September 22d, and is filled to overflowing. It has a large and very efficient corps of teachers and will no doubt prove itself fully equal to all the work planned for, and secure to its graduates the highest reward in its gift, the power to become self-supporting through the various practical activities in which they have been instructed.

MISSOURI.—At St. Louis is located the now famous Washington University. This Manual Training school was established in 1879. The use of tools in connection with book study, is the feature. By lengthening the school day an hour, and allowing daily recitations, plenty of time is found for the drawing and tool work. It is not simply that they learn a trade, nor that they sell their work while students; it is with them, that they can learn to do. The boy must not have his ideas of work confused by thoughts of its *immediate market value*, which it is thought would almost necessarily induce undue haste, inaccuracy and less perfect work than the lad would be capable of, if he concentrated his thoughts completely upon obtaining the best results possible, rather than on the probability of making a sale. Everything made by the boy must be from his own drawings, and after three years he must make all the tools he uses. Boys on leaving the school, are usually well enough prepared to enter upon responsible and lucrative positions. At the Missouri Institution for the education of the Deaf and Dumb, boys are instructed in these trades, cabinet making, shoe making and printing. Girls at the Industrial School and Home, St. Louis, are taught dress making and other needle work.

SOUTH CAROLINA.—This State has done almost nothing in the way of Industrial education, save in her asylums and reformatories. There is an Agricultural and Mechanical Institute at Orangeburg for colored males. Much is hoped for it after it is gotten in running order.

NORTH CAROLINA.—Here the movement has made little progress as yet, other than at Shaw University, which has an Industrial department in which males receive instruction in carpentry and furniture making, the girls in dress making and domestic arts. Great pains has been taken in selecting teachers for this department.

VIRGINIA.—The Miller Manual Training School does excellent work at Croset. Students are instructed in Agriculture, Technical Drawing, Electrical engineering and Printing. The Institution owns 1,000 acres of land. The Hampton Normal and Agricultural Institute, divides its labor between the colored people and the Indian, in the proportion of four colored to one Indian. Of the sixty graduates of 1882, more than 90 per cent. are teaching. Boys receive, in connection with ordinary school work, training in field work and very many industries. Girls are instructed in cookery, tailoring, sewing and general housework. At the Industrial School established there by Mrs. Hemingway, of Boston, 1882-'83, instruction was given in cooking by a graduate of the Boston School of Cookery. The deaf, dumb and blind are trained in many useful industries.

WEST VIRGINIA.—I can find no data to show that Industrial training is given other than in its asylums.

TEXAS seems to have given little thought to Industrial education beyond the branch of Agriculture, and such branches as she teaches in her asylums and reformatories. Texas has large appropriations for school purposes, and something should be done to wake the people up to a sense of duty, in so important a matter.

DISTRICT OF COLUMBIA.—There is a Manual Training School at Washington. Howard University has as Industrial department in carpentry, tin and sheet iron work, printing, shoe making, sewing and cookery. As fast as extra means are afforded, the work will be enlarged. The Metropolitan Industrial School reports excellent work done in the manufacture of straw goods. Washington trains its deaf and dumb at home, but sends its blind to the Maryland Institute. Its several charities and reformatories give Industrial training.

ILLINOIS.—Chicago has a fine Manual Training School, patterned after the Washington Manual Training School at St. Louis. It is doing a very useful work among boys. It does not aim to make masters of trades, but to combine in healthful and improving measure the work of brain and hands. Moline has given a very creditable exhibit of Industrial work executed by her young people. It argues well for the future. The Industrial University at Urbana, began its life of usefulness in 1867. It started out with a congressional grant of land to the extent of 480,000 acres. \$400,000 were donated by Champaign County, in bonds, buildings and apparatus, and State made large appropriations for stocking the farms, also for library, apparatus, and buildings. Thus equipped it would be most disgraceful if excellent work were not eventually done. Its crowning glory, however, came in 1871, when it opened its doors to girls on the same terms as the other sex. It has four colleges, and a number of auxillary schools, an ample library, a museum, and very many work-shops. Good Industrial training is afforded both sexes at the several reformatories. At the Burr Christian Home Mission at Peoria, knitting, sewing, fancy work and dress making, are added to the ordinary school studies.

TENNESSEE.—The Austin Industrial School at Knoxville, established by Miss E. C. Austin, as a department of the public schools for colored children, has done useful work. They have regular school room exercise half a day, and Industrial training the other half. In the year 1883-'84, she trained 225 in the sewing class, 267 in the little house-keeping class, and 199 in the shops for carpentry. Some Industrial training is given in the asylums and reformatories.

ARKANSAS.—Six Universities and Colleges are open to both sexes. The Arkansas Industrial University gives a very good course of Agricultural training. At the Deaf Mute Institute, to the ordinary school branches for boys is added shoe making, printing and agriculture; and for girls, house-keeping and dress making. This is especially good. The shop-work is said to be especially good. This institution admits women. Asylums for deaf, dumb, blind and feeble minded, also reformatories, give more or less Industrial training.

KENTUCKY.—The State College of Kentucky includes in its course, instruction in agriculture and mechanics arts. The shop-work is said to be especially good. This institution admits women. Asylums for deaf, dumb, blind and feeble minded, also reformatories, give more or less Industrial training.

INDIANA.—The De Pauw College for Young Women at New Albany, has a department of domestic science, and instruction is given besides in wood-carving and modeling in clay. Purdue University, at Fayetteville, admits women on the same terms as men. The course of study includes a School of Agriculture. The Mechan-



ical and Industrial Arts receive large attention. At the Rose Polytechnic Institute of Terra Haute, the constructive and productive arts receive much attention, also general mechanical training. The founder, Mr. Chauncy Rose, left the institution some \$500,000. It does not admit girls. Institutions for deaf, dumb and blind and the reformatories, all include practical industries in their schemes of study.

OHIO.—This State provides liberally for educational purposes, but up to 1884, there was no provision for Industrial training in connection with public school work. At Cincinnati the art potteries have received pupils, and at the School of Design, mechanical drawing and wood carving, are specialties. All will remember the interest aroused at the Centennial exhibit through the handsome wood carvings executed by students of both sexes in that school. Cleveland gives us a school of design, but as yet nothing in the way of *practical* industries, also Columbus. At Toledo a regular Manual Training School is in operation, arranged as far as practicable, on the same basis as that of the Chicago and St. Louis schools. The reformatories teach some Industrial pursuits, as also the asylums for deaf, dumb, blind and feeble minded. At the Asylum for the Blind, piano tuning is made a special branch of study.

PENNSYLVANIA has done good Industrial training in connection with its public school work at Philadelphia. This we owe to the perseverance and energy of Mr. Charles Leland, who devoted years of time to the elaboration and execution of the work. The children, boys and girls, come together after the general school work is over, in one of the school buildings centrally located. Needle work, clay modeling, leather and brass work, together with drawing, have been the principal pursuits engaged in. A year ago last September a Manual Training School for boys was opened in connection with ordinary school work, in a building specially arranged for the purpose, the boys alternating shop and book study once or twice a day. Carpentry and iron work were the industries represented. I never saw more enthusiasm thrown into work than among those earnest little fellows. Technical instruction was introduced in 1882. The results of the experiment were so satisfactory that a new building was erected and fully equipped with all necessary tools and appliances, also steam, at a large cost. About 300 advanced students spend five hours a week in the building, and are instructed in metal and wood work. At the Spring Garden Institute mechanical drawing is taught and opportunities furnished for lathe work, pattern making and elementary steam engineering. Girls also receive advantages there, and pay much attention to China painting as a profitable industry. At the Franklin Institute several branches of industry are taught in connection with mechanical drawing and specialties in electricity. The School of Industrial Arts, Woman's School of Design, and Philadelphia School of Needlework, are all doing useful work for women. We shall specialize these more fully in another connection. The New Century Club, one of the most efficient of our Women's Clubs, organized cooking classes 1881-'82. Two years later, this work was combined with three other lines of useful class work among working women. The Indian Industrial School for Boys and Girls at Carlisle, Penn., has been a very gratifying success. The training has been about equally divided between home, school, and farm work. In asylums for deaf, dumb, blind, and feeble minded, and in reformatories, Industrial training is given in very many branches. Out of the city of Philadelphia, Pennsylvania has not distinguished itself in Industrial training, unless

efforts have been made at more recent dates than I have been able to secure, though there are abundant sources of training in normal and kindergarten work. There is an Industrial School for Miners and Mechanics at Drifton, Lucerne County, which aims to fit students to become mechanics and mining overseers, but the attendance is irregular and results not satisfactory. At the School of Design at Pittsburg, wood carving is taught to both sexes.

MARYLAND.—A Manual Training School was opened in Baltimore in March, 1884, in connection with the public schools. This is doing good work. Use of tools is learned in carpentry, wood turning, pattern making, forge work, brazing and soldering, in alternation with studies from books. Each student, before graduating, is required to construct a machine from drawings and patterns made by himself. Its first session opened with 50 students and closed with 150. The Maryland Agricultural and Mechanical College has a valuable Industrial department. The Maryland Institute does excellent work in mechanical drawing, from models for machinery. The asylums for deaf, dumb and blind, offer fair instruction in practical work, as do the reformatories.

DELAWARE.—The Delaware College at Newark, Delaware, offers to its boys good training in agriculture.

RHODE ISLAND.—Brown University at Providence, gives slight training in Mechanical Sciences in their application to the Industrial Arts to adults, males only. The Rhode Island School of Design instructs in mechanical drawing, and modeling in clay, also china decoration in addition to general art work. In its asylums and reformatories several Industrial pursuits are taught, but taken as a whole, Rhode Island seems inexplicably far behind the times, surrounded as she is by states who are actively useful in all that pertains to these different lines of work.

CONNECTICUT.—At New Haven good work is done in Industrial lines, in connection with common schools. The Connecticut Industrial School for Girls, is about sixteen years old. In addition to the usual studies, is added instruction in household work, sewing, paper box making, etc. The Industrial training in reformatories is fair. The Storrs Agricultural School is doing excellent work. Hartford also furnishes in its Industrial school, some very good training.

MAINE.—At Bath, 1884, it was recommended that a regular course of Manual Training, and in the Industrial Arts, take the place of other physical culture. I have not been able to ascertain as yet, if or not, the suggestion was carried out by the School Board. In the State College of Agriculture and Mechanic Arts at Orono, women are admitted. The State Reform School for Boys at Portland, has some excellent work in the way of practical industries, as baking, cane-seating, carpentry, farming, gardening, tailoring, laundry work, and knitting. The Maine Industrial School for Girls at Hollowell, is doing useful work in training for the common industries.

NEW HAMPSHIRE.—The Chandler scientific department of Dartmouth College, gives about all we can find that pertains to Industries, in connection with school work. Therein is taught carpentry, masonry, architecture, and drawing. The State Industrial School at Manchester, trains youthful offenders against the laws, in chair work and



other minor industries. New Hampshire differs from other States in regard to training industrially its deaf, dumb, and blind, on her own domains. Its deaf mutes are sent to the Clarke Institution, Northampton, Mass., and the American Asylum for the Deaf and Dumb, at Hartford, Conn. Its blind are sent to the Perkins Institution, at Boston, Mass.

VERMONT.—This thrifty State does almost nothing in the way of Industrial education, other than at its State Agricultural College, where instruction is given in all that pertains to farming, stock-breeding, dairying, fruit culture, road making, and bee culture. It does not boast a kindergarten even, or did not a year ago. It does not admit women. Like its sister State, New Hampshire, it sends its deaf, dumb, blind, and feeble-minded ones, to other States for care and education: At its Reformatory, some Industrial branches are taught.

MASSACHUSETTS.—This State has moved quite energetically in the line of Industrial education in connection with public school work, beginning with sewing. Since 1884 the use of hand tools is provided for, and within a year (I think this date is correct) cooking for girls in connection with grammar school work, has been introduced and successfully carried on. In connection come hints upon marketing, relative food values, cleanliness, and accuracy. The Manual Training School organized in 1883, is a great success, between two and three hundred boys coming from the grammar schools, constitute the class. Carpentry and cabinet work are the principal features. The boys regard this work as a recreation, and enter upon it with the greatest zest. In 1870 Industrial drawing became compulsory in the schools of this State, though not rigidly enforced, I believe, out of Boston, its principal city. At Brookline, a suburb of Boston, and perhaps now belonging to it, vacation schools have been quite successful, in which carpentry and joinery are the principal branches taught. In at least half a dozen more near-by towns the experiment has been successfully tried. The Massachusetts Institute of Technology does a great work in its shops and laboratories. They have 40 carpenters' benches, cover over 20,000 square feet of floor surface. They have blacksmith forges, anvils, vises, engines, etc., etc., also milling machines. In its department for designing, both men and women are admitted. There are many associations and schools who work independently of school boards, who are doing good work in the interests of Industrial Training; notably, one supported by the Hemingway fund, which cares for children and keeps them busy during the vacation season. The girls are taught needle work, clay modeling, light cabinet work, the details of house-keeping and economical marketing. Mrs. Lincoln's Boston Cooking School was said, in 1883, to be the only one of its kind in America, as it provided instruction for those who wished to earn their living as cooks. Advances have been made in other cities since that time, and she is not now alone in the work. She receives many applications for graduates to go to remote places, as California,—one, 'tis said, to Constantinople. She has had large classes from the State hospitals, and one from Harvard Medical College, all eager to learn something practical in regard to proper food, materials, and cookery for the sick. The Woman's Educational Union, of Boston, formerly had classes in cooking, under the direction of Miss Parloa, who has now located in another city. The asylums for deaf, dumb, blind, and feeble

minded, also provide Industrial training. The Quincy school should not be passed by, in enumerating institutions which devote time and energy in developing hand and brain work simultaneously. The efforts of its young people are most commendable. The State Industrial School for Girls, at Lancaster, gives instruction in many useful lines of work, out of doors, as well as within. So many schools in this State are actively employed in Industrial endeavors as a part of their regular school work, that we cannot attempt following up all which deserve notice, but must pass on to other fields.

NEW YORK.—Free instruction in Industrial Drawing is obligatory in all its cities, but as yet the departments of public instruction have not thought best to make Industrial education the feature it should become under their auspices. Latterly the New York College for Young Men and Boys, has added some shop work to its course. This has aroused the interest of its students, and is doing useful work in the way of demonstrating the principles at issue. Carpentry, vise and forge work, are among the branches taught. The so-called Industrial Schools of New York city are largely those inaugurated for the advantage of the poorest classes, and but few, at present, represent the lines of industry which well organized aims and efforts would secure. The Wilson Industrial School for Girls is doing a useful work in the field of house-keeping. The Children's Aid Society, Brooklyn Children's Aid Society, the House of the Good Shepherd, the Five Points House of Industry, Hebrew Benevolent Society, of New York city, and the Industrial schools at Rochester, all cover much the same ground. Out of the ranks of public school instruction, under the auspices of Mr. Adler and his society of helpers, is working out the problem at issue, in a very quiet and successful manner. Their school work in Industries, is a well formulated graded course, following after completion of the kindergarten. The work of the Gramercy Park Tool House Association, called also the Fitting School, combines mental and manual effort from an early age. It does not aim to teach trades, but to make the boys familiar with every-day things, and materials, followed by actual use of tools for many purposes. Printing is a prominent feature. Then there is the regular shop work, in which joinery is taught, turning, scroll sawing, work in metals, etc. There is also a photographic atelier, and a practical chemical laboratory. These lines of effort are, of course, prefaced by Industrial Drawing. Last year, quite young lads did considerable work in wood carving. At the Turnverein, in New York, many children learn practical industries in connection with their great central object—the gymnasium. I think more than 1,000 children annually receive advantages there. The Hebrew Technical School does much for young people in the way of Industrial Training, carving, pattern making, modeling, casting and metal work. The Amateur Technical Society do much the same work.

In the juvenile department of the Woman's Institute of Technical Design, New York city, quite young children of both sexes have done excellent work in drawing, wood-carving, metal work and modeling. Under the auspices of the Woman's Industrial Education Society, classes have been organized for teaching domestic economy, cookery, sewing, drawing, etc., also classes for training young women for domestic service. The efforts of the ladies of this association are made memorable through the



great work accomplished by them last spring, in bringing together the Industrial work of the schools of New York and other cities. They planned to stop within limits of 30 miles, but as the fact of the projected exhibit became known, applications for space came from parts as remote even as Chicago and St. Louis. There were 70 separate exhibits from schools and institutions representing the work of thousands of children in groups, and 140 individual exhibits. Out of the 70 exhibits 54 were from New York and vicinity, the remainder from Philadelphia, New Haven, Boston, Worcester, Chicago, Cleveland, St. Louis, Chautauqua, Jamestown, and the Indian school of Carlisle, Pa. There were three exhibits of foreign work. In the 54 exhibits from New York and vicinity, only two represented public school work, those of Hoboken and Jersey City. Upwards of 7,000 persons visited this exhibit, which lasted one week. Its influence was most useful and stimulating. One or two cooking schools are doing good work in New York city. Carriage making is taught at the Metropolitan Museum Schools, in connection with drafting. At the regular Trade schools, masonry, fresco-painting, stone-cutting, plumbing, carpentering, wood-carving, etc. At the Cooper Union, wood engraving, telegraphy, phonography, type-writing, and photography, besides its work in the Industrial Arts. The Young Woman's Christian Association and the Society of Decorative Art each have classes in Industrial work of many kinds. The latter does much good through its classes in embroidery. At Pelham manor children are taught many useful and artistic industries. At the Catholic Protector, at West Chester, New York, is added to the Industrial branches usually taught, silk weaving, kid glove making, and electrotyping. The asylums of New York all teach remunerative industries in connection with book study. At the Brooklyn Orphan Asylum netted hammocks are made, also tennis nets in connection with the heavier industries. We see then in the city and surroundings of New York, there is really a great deal of excellent work done in Industrial lines; the point to regard is, that as yet it has not become to any extent a part of the public school work. This feature accomplished, we shall have what all endeavors for advancement or reform should have, viz: a regular systematic central base from which to work. Then and then only can we get out of the effort all that in it lies, at proper expenditure of time, thought, and means. Then and not till then, will the work cease to be more or less desultory in its character, accompanied with much loss of time, misuse, and ill adaptation of energies, which if properly concentrated, would be far richer in profitable results than we can now realize, as among things possible. All through the wide domain of New York State, efforts are being made in greater or less ways to increase the scope of Industrial Education. It is scarcely necessary to recapitulate the work done at Cornell University, Ithaca. There, is shown an energy and completeness of which we are justly proud. Buffalo and Syracuse both have established Women's Industrial Unions, modeled after the parent society at Boston. Their Industrial classes are said to be in a very flourishing condition; so of Jamestown, Rochester, and many others.

NEW JERSEY.—At the Stevens Institute of Technology, instruction is given in mechanical construction, mechanical drawing, and work in the shops. The question of adding Industrial Training in institutions for the deaf and dumb was agitated in 1884, I think as yet, with no practical results. In the Reformatories, instruction is given in agriculture and shirt making.

CALIFORNIA.—At Oakland, in 1884, the Board of Education added elementary instruction in cookery two hours a week; this was an addenda to grammar school work. Special attention was given to Industrial Training in 1883-'84, which was carried up to architectural construction, in connection with various forms of plastic work and house decoration. At San Francisco, Industrial Drawing is taught in several schools, and in its reformatories many Industrial pursuits. The California State Institution for the Deaf, Dumb and Blind, at Berkely, includes in its training, instruction in cabinet making, cane seating, mattress making, and shoe making. The education of children in orphan asylums, usually includes several forms of Industrial training.

COLORADO.—At the Institute for the Deaf, Dumb and Blind, school studies are combined with carpentry, printing, dress making, and house work. There is a State Industrial School at Golden, which gives fair Industrial training.

NEBRASKA.—At the Industrial College of the University of Nebraska, farming and the mechanical arts are taught. The State Normal Training School offers Industrial work somewhat limited in scope. The institution for deaf, dumb and blind trains in carpentry, printing, and household work. In 1884 the deaf were taught engraving.

NEVADA has shown no interest in Industrial education. No institution reports instruction in science, theology, law or medicine. The State Orphans' Home, at Carson City, offers instruction in elementary English, vocal music, and the principles of morality and religion.

OREGON.—At the Agricultural College of Oregon, lads are trained in anything calculated to make good farmers. At asylums for deaf, dumb and blind, a great many industries are taught. There seems, however, to be little general interest.

IOWA.—Sixteen out of the nineteen Colleges of Iowa admit women, but do not yet teach Industrial branches. At Oskaloosa the public primary schools are making a small beginning in these lines. At Cedar Rapids, one of the shops for making machinery, has introduced Industrial instruction in the principles of mechanic arts, for the benefit of their employees. Mr. Bushnell, the master mechanic, writes, that if the movement proves of sufficient interest as well as value to the young men, it will be made the nucleus of a permanent school. Could we have more convincing evidence of the need for establishing at least the elements of public school boards? The regular school course given under the auspices of domestic economy, which fits girls for Iowa Agricultural College maintains a School of house architecture, the art of nursing the sick, and the decorative arts, aesthetics, also botany and chemistry. These branches are all in addition to the more common ones of house work and sewing.

KANSAS.—The State Agricultural College, at Manhattan, has an endowment fund of \$474,305, and a legislative appropriation of \$20,000 towards completion of the building. Both sexes are admitted. Industrial training is a feature. Young men receive instruction in farming, gardening, fruit-growing, carpentry, cabinet making, iron work, printing, and telegraphy. Young girls in sewing, printing, telegraphy, and flower culture. In 1884 a building was erected for an Indian school, at Lawrence,



where Industrial Training was to become a feature. I have not been able to get other particulars concerning this. Asylums for deaf, dumb and blind, also Reformatories, provide some form of Industrial Training to their inmates.

MICHIGAN.—At Detroit we find excellent work in an Industrial way in connection with public school work. Carpentry, joinery, clay modeling, mechanical drawing, and keeping accounts, are some of the branches taught at Muskegon. The want of some sort of Industrial Training was discussed vigorously in 1883. This induced several Philadelphia ladies to offer their services as teachers, and most enthusiastic classes were organized and maintained by them. The Michigan State Agricultural College, at Lansing, has a farm of 676 acres. Students learn practically, agricultural chemistry, horticulture, stock breeding, surveying and laying out of grounds. In 1883, one young woman graduated from the college in a class of 29 young men. The asylums for deaf, dumb and blind, all train their young people industrially, also the reformatories.

MINNESOTA.—We may well preface its record by the statement that women may hold any office pertaining solely to the management of public schools. At Minneapolis the public school system is Industrial; hence much attention is given to the principles of construction, representation and object drawing. The State University, in its College of Agriculture, pays special attention to the usual features attendant upon the subject. In its department of mechanical arts, an Artisans Training School meets the needs of mechanics and others, and takes the place of the course in shop work and drawing, as hitherto given. The asylums for deaf, dumb, blind, and for feeble minded, also the reformatories, give specific attention to the practical industries. A personal friend of mine who had charge of classes at the Faribault Training School for Imbeciles and Idiots, stated to me not long since that the aptitude for Industrial work, after the initiatory steps in teaching had been taken, was something *remarkable*.

WISCONSIN.—The Wisconsin Industrial College for Girls, at Milwaukee, has classes in dress making, under an excellent teacher. Hoods and other crochet work, are made for the trade. Last year sixteen of the girls, with a matron, received practical lessons in cooking at the Milwaukee Cooking School. Exhibition of the scholastic and Industrial work done at this institution, was shown at Madison last year. This year a similar exhibit was made at Milwaukee, which attracted much attention and aroused substantial interest. The Wisconsin Industrial School for Boys, at Waukesha, gives instruction in farm work, shoe making, and knitting. The deaf, dumb, and blind, are instructed in most of the common industries.

ALASKA.—Three schools are reported in 1883-4 as having Industrial departments. One, a summer school, followed the natives sixteen miles down the coast, returning with them in the fall. The one at Sitka is designated as the Government Industrial for Eastern Alaska, and gives promise of a most useful future. Congress has appropriated \$25,000 for common, and \$15,000 for Industrial school purposes, which will doubtless give great impetus to school work in this quarter.

ARIZONA is doing nothing as yet in Industrial Training.

DAKOTA only instructs her deaf and dumb industrially.

IDAHO.—This Territory offers little in way of education. There is nothing Industrial, no kindergarten, normal schools or colleges.

INDIAN TERRITORY.—The Industrial Schools at Carlisle, Hampton and Forest Grove, at Oregon, receive the children of Indians who wish thorough training. The others attend the tribal schools of the Territory.

MONTANA.—No advanced education is given at this point. Its deaf and dumb are cared for at the Washington Institution, and at Fulton, Mo.

UTAH.—No Industrial Training is given here.

WASHINGTON TERRITORY gives none.

WYOMING gives none, and presumably little of any kind, judging from the annexed sentence quoted verbatim, from the tenets of administration as laid down at the Bureau of Education at Washington, which reads: "County Superintendents and District Directors may, in their discretion, establish schools of higher grades than the ordinary district schools, the studies pursued in them to be determined by the Territorial Teachers' Institute."

NEW MEXICO.—Here only the most elementary instruction is given, together with the history of the United States, in English or Spanish, or both. Nothing at all from an Industrial standpoint.

From this report will have been gathered some points concerning past efforts to carry on Industrial work in connection with ordinary school work, with which all may not have been familiar, and the retrospect, perchance, may not be entirely without value to others, as a stimulant for further efforts in behalf of a movement which underlies greatly the future of our young people, and through this, the *real* progress and prosperity of our country. In years ago, before the demand or necessity for a more enlarged education, which should include hand as well as brain work, existed among us, before the æsthetic element held the place it now holds with us as people, our public schools fulfilled their mission in fairly good measure, but with the increase of culture, taste, and of means which are characteristic of our modern times, comes a large demand for a more enlarged and remunerative work in all departments which require thoroughly skilled hands and eyes to do it in the best manner; the training for which, should always be in close correlation with the purely intellectual part of education, which has long enough occupied the major part of school work. It seems to your committee that no effort should be spared to make women at large, (especially mothers of our school-going constituency,) realize more forcibly than they now do, the value of the subject under consideration; and of their personal responsibility, in the ultimate results of the movement. This accomplished, such demand could be made by them upon respective Boards of Education everywhere, as would surely result in the speedy revision of a curriculum which has so long represented a one-sided, inharmonious, and consequently unsatisfactory code of training, and would anticipate by years, all that could be done by individual efforts, or the efforts of smaller combinations and interests, such as are now in operation with greater or less success.

Hasten the day when mothers are sufficiently awake to undertake this truly womanly, philanthropic, and Christian mission. Can the A. A. W. do better work than to thus stimulate and bring into activity this great working force which can do so much for humanity, when awakened from its slumbers?



## Custodian's Report.

LITA BARNEY SAYLES, *Custodian*.  
KILLINGLY, CT.

THE Custodian desires to make a statement and Report concerning the publications of the A. A. W. which have been in her care since the 10th Congress, at Portland, Me. So many inquiries come to her, both from members, and from Libraries that desire to receive a file of our publications from the first, that some little explanation of the inability of this Association to supply just what is often asked, is needed.

Speaking generally, for the first ten years of our existence, our publications, with the exception of those of the first Congress, have not much more than filled the demands of the membership, which has made it impossible to answer the calls for complete files, which are now considered so desirable by many members, as well as by Libraries in various places. There was a good edition of the First Congress Papers issued, but as the Association was young and modest, and not yet fully cognizant of its own powers and uses, it did not force its Report upon the world, nor value it, as it should, and the bulk of the edition, which was stored in the house of a lady who went to Scotland for a few years, is supposed, in some way, to have been sold by an irresponsible person to the ragman. This first Report, which covered 198 pages and consisted of the thirty-five articles presented at the first Congress in 1873, would be very valuable if it was in existence to-day.

Only three Papers of the 2d Congress, at Chicago, were published, and but a small edition; but after the 3d Congress, at Syracuse, the twenty papers given at this meeting, the list of officers and committees for the ensuing year, and also that of the previous year, were published.

After the 4th Congress, which was held in Philadelphia in '76, the Papers were published on 125 pages, which also contained the addresses of officers and members, and in an appendix gave a very condensed history of the inception of the movement. This edition did not exceed 500, if I remember rightly, and was soon exhausted.

The Report of the 5th and 6th Congresses was made by the Secretary in about three pages, to which was added a list of officers and members, and chairmen of committees. This was the first Secretary's report, and the first time also that the Treasurer had reported.

The 7th Congress was held at Madison, Wis., and was merely summarized by the Secretary in a small pamphlet which also contained the lists of officers, members, and committees. The Treasurer's report was included, and two Papers were published in another pamphlet.

The 8th Congress convened in Boston, and the reports of its Secretary and Treasurer, lists of officers and members, the reports of five Vice-President's, and five

of the Papers given at the Congress, including the opening address of the President. In 1881 the 9th Congress was held in Buffalo, N. Y., but was only reported by the Secretary's summary, the Treasurer's report, and the usual lists of officers and members, with four Papers published separately, and in small editions.

After the 10th Congress, at Portland, Me., in addition to the Secretary's report, etc., as before enumerated, the reports of the various committees and of the Vice-President's were issued, which was the first time with the exception of the Boston Congress, that the reports of the Vice-President's had appeared. Six Papers of this Congress were also printed, one of which is a statistical review, in condensed form, of the ten Congresses then past, with the historical Papers connected with its origin. This edition consisted of 800 copies, and was considered a large one. Since that time, however, our editions each year have been increased to 1000 each of the Reports and Papers, so that a portion of the issue has been placed in the hands of the Custodian, who is required to furnish members so far as possible with what they desire, to send to Libraries, and to make up a miscellaneous collection as messengers to each place of meeting before the Congress arrives.

The friends will therefore notice the impossibility of making up sets, and the almost impossibility of furnishing *anything* published previous to the Portland edition of 800, which is now nearly exhausted.

The issues of the 12th, 13th and 14th Congresses can easily be supplied, and all requests will be specially attended to by addressing the Custodian.



## Committee on Publication.

REPORT:—Issued for the Association from the House of Peter Paul & Bro.,  
Buffalo, N. Y., 1886.

1000 copies 13th Congress Papers (117 pages),	\$146 25
1000 copies 13th Book of Reports (48 pages),	84 00
Postage, express charges, wrapping and mailing above,	43 69
2500 Obligation Leaflets, from office of <i>Independent</i> ,	11 60
	<hr/>
	\$285 54

LITA BARNEY SAYLES, *Chairman*.