

HOW A WOMAN'S COLLEGE BEGAN

THE STORY OF FAMOUS NEWNHAM COLLEGE AS TOLD BY ONE OF ITS PRECEPTORS

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It was in November, 1869, that there was held a meeting in Cambridge, England, to discuss the question of lectures for women, and in the Lent term of 1870 courses of such lectures were delivered to seventy or eighty women. The lectures were managed by a general committee of twenty-four members of the University, and by an executive committee, four of whom were ladies. The scheme was self-supporting, but help was asked and was forthcoming for scholarships and exhibitions. The immediate object of these lectures was to afford means of higher education to women naturally resident in Cambridge, but it was announced that if women should come to Cambridge for them they would be required to reside either with their friends "or in some lodging or hall which had received a certificate from the committee of management." Accordingly, when in January, 1871, three students came to Cambridge to attend the lectures, they were lodged in the houses of three members of the committee; but it was obvious that it would be inconvenient to make such arrangements permanently and on a large scale. Mr. Henry Sidgwick, the moving spirit of the committee, promised himself to provide a house of residence for students, and invited Miss A. J. Clough to take charge of it; the house was opened the following Michaelmas term. This was our beginning; Newnham College may be said to have been founded mainly by Mr. Sidgwick in October, 1871, with Miss Clough as principal; but it consisted of five students only, it was situated at 74 Regent street, and it was not called Newnham College till nine years later.

DURING 1887 several rooms were added to Newnham Hall, which could now receive thirty-six students, and Norwich House, with space for about twenty students, was also taken as a supplementary hall, and was used for three years. Meanwhile the number of our scholarships had increased, our library grew, a chemical laboratory and a gymnasium were built, the whole machinery of the college became more and more complete, and the social life of the students among themselves became fuller and richer with their growth in number and variety. Early in 1879 the Newnham Hall Company and the Association were amalgamated into a new association called "Newnham College," formed mainly of our constant original friends, with the addition of many newer friends. The College Council at once secured additional land and began to build a second hall; they decided to place it in the charge of a vice-principal, and to distinguish the two halls as South and North. Mrs. Henry Sidgwick undertook the post of vice-principal, and with Mr. Sidgwick lived in the North Hall for two years.

THUS the University gave us what I consider to be the main substance of its honors. Some day it will, I hope, be pleased to confer on women a recognition even fuller; but, in my opinion, it is fitting that women should, at least for some time, wait for this further gift, content to demand it mainly by showing the excellent use they make of what they now have, and trusting to the wise generosity of the University, to which they already owe so much. The growth of our numbers naturally continued when we attained to this stable position. In 1882 a wing was added to the South Hall, containing a library and rooms for nine students; in 1884 two wings to the North Hall were added, containing a small hospital and twenty-one rooms for students and lecturers; and in 1885 and 1886 temporary houses were taken for twenty students. Also in 1883 the Balfour Laboratory in the town was given to us as a memorial of one of our best friends, Professor Francis Balfour.

THE system of separate halls within one college having proved very successful, and the need for fresh buildings being now clear, a third hall was built for fifty students, with a large and beautiful dining hall attached. On the occasion of the opening of this building, on June 9th, 1888, the college was honored by the presence of the Prince and Princess of Wales and their family, the Archbishop of Canterbury, the Prime Minister (Lord Salisbury), Lord Roesbery, and an immense number of other friends, resident and non-resident, including about two hundred old students. A great improvement was now made in the names of the three halls; the South Hall became "Old Hall," to commemorate the fact of its being the first built, the North Hall and the new hall becoming "Sidgwick Hall" and "Clough Hall," to commemorate our chief founders and benefactors. The three halls were now in charge respectively of the principal of the college (Miss A. J. Clough) and of two vice-principals. In eighteen years the small house in Regent street, with its five students, has grown into the beautiful college of to-day with its one hundred and forty students, and two tripos students of 1874 have become the thirty-five tripos students of 1889.

IN 1880 a very vigorous effort was made by friends of women's higher education to obtain from the university the admission of women to its degrees, or their formal admission to its examinations. Fifteen memorials were sent in, with some thousands of signatures, including those of nearly seven hundred members of the university, of head mistresses and of members of the governing

bodies of Newnham and Girton and of many schools. By this time numbers of students from Newnham and Girton had been allowed to take triposes and other examinations, and had gained a high average of success, but their admission was informal and subject to the consent of each examiner. Consent was usually given, but an occasional refusal reminded us of our precarious position, and made us most anxious to have with certainty, the honor and advantage of the highest test afforded by the university. Newnham and Girton students, therefore, joined most heartily in the appeal. In June there was appointed to consider the memorials a syndicate, consisting of fifteen leading members of the university. In December the syndicate reported to the Senate, recommending the admission of women to the previous examination and the triposes, provided they kept the conditions as to residence required of members of the university; such residence to be kept at Newnham or Girton Colleges, or in any similar institution hereafter recognized. Various other subordinate recommendations were made, and on February 24th, 1881, the recommendations embodied in three graces were passed by the Senate by a vote of 398 to 32. And hence the 24th of February has since been kept as our commemoration day, when each fresh generation of students hears of the deeds of our founders and benefactors and of the triumphs of their early days, and learns to share with the early students their gratitude and delight, and their eagerness to be worthy of their college.

BETWEEN MOTHER AND DAUGHTER

BY GRACE H. DODGE

DAUGHTER OF WILLIAM E. DODGE



ALTHOUGH not a mother, I have been the chosen friend and adviser of hundreds of girls, and perhaps have learned to know them even better than their own mothers. Over and over again girls have said to me: "I will treat my daughter differently from what my mother has treated me." When asked to explain, the answer has been as follows: "I will make her my friend from the beginning. I will tell her many things which I had to learn from hard lessons, and I will train her in practical ways." From further intercourse with these girls I feel that I can indeed give suggestions such as would be helpful to me if I had children to train.

First: Realize the influence of early impressions, and do not think that a child is ever too young to be affected by them. "When should we begin to educate our children," was once asked of an able educator, and the reply was quickly given, "A hundred years before they are born." Physicians all agree on the truth of this, for a child's training influences the next generation as well as the present one, and the mother herself has the greatest influence upon the young life. Within a few hours of birth the training should begin.

Second: Trust a child. Let her realize that she is a reasoning being with capabilities, even at an early age.

Third: Give all possible liberty, and explain "why not" at times. A little child must learn some things from experience, and from the lips of mothers she should learn to know why certain things are denied. It is easier to do oneself than to train a girl to do, and how often the first womanly instincts are thwarted by not being allowed to work out. "I wanted to help mother, but she would never let me, and I soon grew not to care to," said a young girl. It is tiresome to have a child around when busy with household duties, but how soon they become skillful, and what a help a child of eight or more can be at home!

Fourth: Neatness, orderliness, promptness and thoughtfulness are attributes admired in a woman. Teach them to the little girl of three and four, and aid her in cultivating them as she develops. Do not pick up toys, but teach her to do so; have regular hours for her, and give her practical examples in thoughtfulness.

Fifth: Do not be too busy to show affection, or chill the girl's desire to caress you. "My affections cause me a great deal of trouble," said one of my girl friends. "I often put my arms around mamma's neck when I want to tell her anything, and she laughs at me and calls me a big baby and moves them away, so I have always had to go out for affection." Do not let your daughters go to others for what it is their right to receive from you.

Sixth: Friendship between mother and daughter! Is the relationship understood? "Mother and I are friends," triumphantly said a girl in the talk between a group who were discussing home life. "I wish my mother and I were," said another, while a third with a stifled sobbered out, "O, if mother only understood me; if I could talk to her."

Seventh: A girl's life is made up of many things. She is full of thought, full of fun, full of sadness. How she puzzles and worries over life and its mysteries. She goes to her mother and asks questions, and is put off with an evasive answer, or with words like these: "Little girls should not bother over such things." But little girls will bother over them, and if mother will not answer or help, some schoolmate will, or some older girl who will infuse evil thoughts into the mind. Hours and days of misery would be saved hundreds of girls if their mothers would talk to them of life and its beauty. Those who have met poor disgraced girls, will unite in the cry, "O, mothers, do not be afraid of your daughters, or of meeting with them bravely and frankly the puzzling questions of life, as well as its beautiful mysteries." Then those other girls who are shielded from evil, and yet cannot be shielded from thoughts. Mothers, they need you, too, and if you could read their hearts you would see how you could help them by becoming their friends and confidants.