Dedication

of

Pembroke Hall

Women's College

Brown University

November 22, 1897

1898
STANDARD
PRINTING
COMPANY
PROVIDENCE, R. I.

Rhode Island Society

for the

Collegiate Education of Women.

Officers, 1896-'98.

PRESIDENT.

SARAH E. DOYLE,
119 Prospect Street.

SECRETARY.

CHARLOTTE L. TILLINGHAST,
260 Angell Street.

TREASURER.

AMELIA S. KNIGHT,
366 Broadway.

TRUSTEES.

One year . .	Ella A. Andrews.
Two years . .	Juliette P. Comstock.
Three years . .	A. I. C. D. Ames.
Four years . .	Rebekah B. G. Goddard.
Five years . .	Eliza G. Radeke.

Charter.

State of Rhode Island, etc.

I, Charles P. Bennett, Secretary of State, hereby certify that Sarah E. Doyle, Amelia S. Knight, Louise Prosser Bates, Sarah L. Danielson, Eliza G. Radeke, Anna M. Wheaton, Juliette P. Comstock, Nancy A. Dyer, Susan C. Sawyer, Lucretia G. Chace, Emily R. Matteson, Mary E. Woolley, Anna Metcalf, Susan A. Ballou, Eliza H. L. Barker, Julia E. Smith, Josephine Angier Binney, Isabel Harris Metcalf, Eliza Greene Chace, A. I. C. D. Ames, Rebekah B. G. Goddard, have filed in the office of the Secretary of State according to law, their agreement to form a Corporation under the name of Rhode Island Society for the Collegiate Education of Women, for the purpose of aiding and promoting the higher education of women in Brown University in accordance with law, and have also filed the certificate of the General Treasurer that they have paid into the general treasury of the State the fee required by law.

Witness my hand and the seal of the State of Rhode Island, this four-
[L. S.] teenth day of September, in the year eighteen hundred and ninety-six.

CHARLES P. BENNETT,
Secretary of State.

Building Committee

of

Pembroke Hall.

Miss SARAH E. DOYLE, Miss AMELIA S. KNIGHT,

Mrs. JOHN W. DANIELSON, Mrs. GUSTAV RADEKE,

Mrs. JAMES L. WHEATON.

Advisors.

JOHN L. APPLETON,

ISAAC C. BATES,

ANDREW COMSTOCK.

Members of Corporation.

ELECTED IN 1896.

Mrs. Wm. Ames	Providence.
Mrs. E. B. Andrews	Providence.
Mrs. Francis E. Bates	Providence.
Mrs. Wm. Binney	Providence.
Miss Mary A. Carpenter	Providence.
Mrs. Jas. H. Chace	Providence.
Mrs. Andrew Comstock	Providence.
Mrs. John W. Danielson	Providence.
Miss Sarah E. Doyle	Providence.
Mrs. Elisha Dyer	Providence.
Mrs. R. H. I. Goddard	Providence.
Miss Amelia S. Knight	Providence.
Mrs. G. W. R. Matteson	Providence.
Mrs. I. Harris Metcalf	Providence.
Mrs. Geo. W. Prentice	Providence.
Mrs. E. G. Radeke	Providence.
Miss Susan C. Sawyer	Providence.
Mrs. Louis F. Snow	Providence.
Miss Charlotte L. Tillinghast	Providence.
Miss Mary C. Wheeler	Providence.
Miss Lillian F. Munroe	Bristol.
Mrs. Chas. H. Earle	East Greenwich.
Mrs. Jas. L. Wheaton	Pawtucket.
Miss Mary E. Woolley	Pawtucket.
Mrs. Richard J. Barker	Tiverton
Mrs. Arnold B. Chace	Central Falls.
Miss Julia G. Smith	Westerly.
Mrs. Susan A. Ballou	Woonsocket.
Miss Anna Metcalf	Woonsocket.

ELECTED IN 1898.

Mrs. E. R. Allen	Hopkinton.
Miss Mary E. Arnold	Providence.
Mrs. William C. Baker	Providence.
Mrs. Carl Barus	Providence.
Mrs. James Coats	Providence.
Miss Clara Comstock	Providence.
Mrs. Robert I. Gammell	Providence.
Miss Emma G. Harris	Woonsocket.
Miss Ellen G. Hunt	Providence.
Mrs. John C. Wyman	Valley Falls.

Dedication of Pembroke Hall.

* The dedicatory exercises of Pembroke Hall, the new Women's College on Meeting street, were held November 22, 1897, at 3 o'clock, in the large upper hall of the building. The ceremonies were in charge of the Rhode Island Society for the Collegiate Education of Women, through whose untiring efforts the handsome new recitation hall was erected.

Invitations had been extended to the leading educational institutions of New England, the various organizations and individuals who had contributed to the building fund, city and State officials and friends of the institution. These were pretty generally responded to, and the hall was taxed to its utmost capacity, many prominent persons in both educational and social circles from all over New England honoring the occasion with their presence.

The whole of the building was thrown open, and the broad hallway and main staircase, leading to the hall where the exercises were held, were decorated with palms and potted plants. The library where the reception was held and the adjoining rooms were also elaborately decorated with flowers and palms and furnished with rugs and draperies and bric-a-brac loaned

* Compiled from report in *Providence Journal.*

for the occasion. In the upper hall the platform was banked with ferns and palms, and on the wall at the back of the platform the Stars and Stripes were draped with the State flag and the Brown University colors.

On the platform were seated the speakers of the afternoon — Miss Emily James Smith, Dean of Barnard College, Columbia University; Miss Sarah E. Doyle and Dr. E. Benjamin Andrews.

Miss Sarah E. Doyle, President of the Rhode Island Society for the Collegiate Education of Women, presided over the ceremonies. Miss Doyle, who has long been prominently identified with the educational interests of the city, is one of the charter members of the society, and was a prime mover in the formation of the original ladies' committee for the purpose of raising a fund for the erection of a suitable building or buildings for the Women's College.

Miss Doyle's Address.

Ladies and Gentlemen:—

The Rhode Island Society for the Collegiate Education of Women, which I have the honor to represent, cordially welcomes you this afternoon to this recitation hall built by your contributions. The vision of such a home for the higher education, which in "hours of insight" has flitted before our eyes, to-day is a substantial reality.

On this important occasion, it is fitting that a brief history of the movement for the collegiate education of women in Brown University be given. As these advantages were offered in other states, the friends of the cause in this city believed that Rhode Island women ought to enjoy like privileges. It was considered most unwise to plan for any other system of collegiate education than one in connection with Brown University. A society of women in 1885 applied to the corporation for such a modification of its laws as would admit women to the University. Dr. Robinson, then president, in his annual report for 1886, discussed the subject of co-education fairly, reaching the conclusion that the existing arrangements of the buildings and recitation rooms made an almost insuperable obstacle to co-education. He acknowledges, however, in his report, "that the demand for liberally educated women is widespread and constantly increasing; that not a few wish to fit themselves for teaching the higher branches of literature, science and philosophy; that the expense of going away from home for collegiate education could not be afforded by many, and that therefore the plea that women should enjoy the advantages and privileges of the University is not a weak one." Dr. Robinson went so far as to suggest a plan looking toward the admission of women upon condition that they should not be instructed in the rooms with the young men, except in the highest classes. This plan received the formal approval of the corporation, but was not put in execution. President Robin-

son, in his report for 1887, brings up again the subject of the education of women in the University by stating that four young women had asked whether any opportunity would be afforded them for pursuing the course. He adds that he hopes some definite action will be taken by the corporation as the public expect it. That year the President's plan was again considered and a resolution passed the corporation that it should be executed as soon as one hundred and fifty thousand dollars should be contributed towards the expenses which it was thought this plan would involve.

In 1888 the subject came before the corporation again, when it was referred to a committee. This committee presented an able report, written by the late Prof. Gammell, declaring "that in the nature of things there is no substantial reason why the highest intellectual training of young women should be essentially different from that of young men. . . . So far as women have been educated in accordance with any other principle, their education has failed to be satisfactory to themselves. . . . A college with its learned teachers, its libraries, its illustrations of all that science and art have produced should be in active sympathy with everything that belongs to high education. It cannot be indifferent to anything pertaining to high intellectual culture. Its business is to produce culture, to spread it abroad as widely as possible, and especially to be ready to bestow it, so far as practicable, upon those who earnestly seek it." Notwithstanding these unanswerable arguments the corporation deemed it unwise to open its doors to women. In 1889 Dr. Andrews became president of the University. He has ably championed the cause of women for the educational advantages of the University. Favorable legislation has followed. Each year since his election the privileges offered to women have increased. In 1891 the corporation voted to open all its examinations to women. In 1892 it offered all its degrees to women; it voted also a farther extension of privileges, granting all courses of instruction intended for graduate students to women holding Bachelor's degrees from other colleges, and to other women of liberal education who secured special permission.

That year two women took a post-graduate course, receiving in 1893 the Master's degree for the first time conferred upon women. In 1894 the first honorary degree conferred upon a woman by Brown University was bestowed. The last and crowning act of the corporation was the vote in June, 1896, to establish a department known as the "Women's College in Brown University," to take effect on the completion of this hall. To-day marks an era in the education of women in this State. No longer need they stand at the door of the temple of knowledge, but may enter and be ministered unto at its shrines. What an immense gain has been achieved in the intellectual training of women since Hannah Adams, a hundred years ago, expressed her idea of heaven to be a place where women would have their thirst for knowledge fully gratified. The system of education granted by this last vote of the corporation is not co-education, but, better than that, co-ordinate. By that is meant the young women receive the instruction in their own class rooms. It is only in a few of the advanced classes that the young women recite with the young men. The instruction is given by such professors and instructors as are willing to render the service, receiving pay for it in addition to the regular salaries. All expenses for the Women's College must be paid for out of the income derived from the tuition, for no support of the Women's College department of Brown can be derived from the funds of the University. It is vitally important for the friends of the Women's College to hear, mark and inwardly digest this statement, for it proves the necessity of an endowment for this department in order that a liberal income may be available to provide for the highest and fullest courses. Otherwise its efficiency will be crippled.

When the privilege of taking the University examinations was granted to women in 1891–92, thirteen presented themselves, and likewise began to prepare for more advanced ones the next year. In this work they were assisted by some of the University instructors. Thus quietly and modestly the Women's College began. The first classes had the use of rooms in the normal school; but with the opening of the

academic year in 1892–93, a building on Benefit street which had been occupied by a private school was hired. Mr. Louis F. Snow was appointed Dean, an office which he has filled since then, devotedly laboring for the interests of the college. The college remained on Benefit street until its removal to this building at the commencement of the college year in September. It ought to be noted, however, that it was not until November first of this year that the Women's College became officially connected with Brown University. The number of students in the Women's College increased so rapidly after its opening, in 1892, that the need of a larger and better equipped building than the one on Benefit street became so imperative, that President Andrews by his earnest efforts, secured the formation of a committee of ladies to raise funds for the erection of a suitable building for the Women's College. That committee of twenty-one ladies in September, 1896, received a charter from the State, having organized a corporation under the name of the Rhode Island Society for the Collegiate Education of Women. The corporation of Brown University gave for the use of the Women's College this lot of land upon which this hall is built.

It is due to the great generosity of Messrs. Andrew Comstock and Jesse Metcalf that the hall could be commenced as early as the summer of 1896. These gifts were supplemented by others, notably by that of Miss Mary L. Aldrich, whose filial affection prompted hers as a memorial to her mother.

We meet to-day to dedicate this stately building. What more significant name could be given than that of "Pembroke," commemorating the college Roger Williams attended at Cambridge, founded by a woman, Maria de St. Paulo, widow of the Earl of Pembroke. It is true, that

> "Little of all we value here
> Wakes on the morn of its hundredth year,"

and yet, if it has in it that which will enrich and benefit humanity, the seal of immortality is stamped upon it. Here, in this far-off land, the gift of a woman made five hundred years ago is recalled with appreciative remembrance of all it has

been to many lives. What more enduring memorial can be established, or more far-reaching in its beneficent effects than an institution like this!

With pardonable pride we call your attention to the beauty and substantial character of this structure. Ought it to lack furniture suitable to the dignity and work of the hall? Every room but one is furnished with partly worn furniture. That exception is the library, whose artistic and beautiful furnishings and decorations are the gift of Miss Amelia S. Knight. The vacant shelves appeal for funds to buy reference books and such other books as are absolutely necessary for the immediate use of the students. It is earnestly hoped that this very day money will be presented to suitably furnish Pembroke Hall. The Society for the Collegiate Education of Women has not finished its work. Pembroke Hall is but the first fruits. It lives to guard and watch over the interests of the Women's College, and aid it to develop into the grandest proportions. In the near future two more buildings will be needed—a gymnasium and a dormitory.

We dedicate Pembroke Hall to the service of women who, like Mary Somerville or Maria Mitchell, shall prove their ability to grapple with scientific problems; to women like George Eliot and Elizabeth Barrett Browning, who will enrich the literature of the world by their imagination; to women like Florence Nightingale and Dorothea Dix who will practise and teach the Christ spirit of love. We dedicate, nay, we consecrate it to the highest, holiest womanhood.

Mr. President, the Rhode Island Society for the Collegiate Education of Women tenders through you to the corporation of Brown University their indebtedness for the broad-minded legislation and the liberal policy by which this department of the University has been established. From the first consideration of the subject in 1885 to the present year the corporation has taken no backward step. The Society appreciates also the cordial help the faculty of the University has rendered the Women's College. To you, Mr. President, the women of this State owe an incalculable debt of gratitude for your unwavering devotion to their educational interests. Undoubt-

edly a building for the use of the Women's College would have arisen sometime — that it exists to-day is due to your loyalty to the principle, "who educates a woman educates the race."

We transfer to you as the representative of the corporation of Brown University all the right the Rhode Island Society for the Collegiate Education of Women has in Pembroke Hall, assured that the interests it represents will be a sacred trust.

Miss Doyle then presented Dean Smith, who delivered an address on "The Annex as the Latest Phase in the Collegiate Education of Women."

Dean Smith's Address.

When a building is put up for public uses by private generosity the impression it makes on the community at large is that of an argument in favor of the cause which it is meant to serve. Our modern western communities are very sensitive to this form of argument in brick or stone. A building means capital; it means that some person or group of persons is sufficiently interested in the cause to put money into it, and that we accept as the most convincing evidence of sincerity.

You who are immediately interested in Pembroke Hall, who have taken delighted pains to make it beautiful and suitable to its purpose are justly proud, or should be, of your success. To interested persons in other communities these things are not of the first moment. Even if you had not been so lucky in your architect, even if your ventilation had not turned out as your fancy painted, those interested in the collegiate education of women everywhere would still have received with pleasure

the news that a fresh step had been taken, that a new group of workers had formally joined to advance the cause.

The first principle for which Pembroke Hall stands is, I take it, a very wide and general one; a principle so intertwined with our national history, so meshed in the tissues of every American, that we all affirm it, not with seriousness only, but with passion, the principle for which our race has always been contending; I mean, of course, the principle of equality of opportunity for all mankind. Now, of course, the higher education of women is a most obvious deduction from that principle, but I doubt whether a less popular corollary was ever drawn from a popular proposition. We all remember the prejudice that had to be overcome in the early days, in what we may call the heroic period, for those women were heroines when they forced a way by moral as well as by intellectual strength, in which we are now walking at ease. The exploits of those women thrill the imagination. The people looked upon them as doing something abnormal, and undertaking, perhaps in the spirit of so many Grace Darlings, under stress of circumstances and with the accessory of youthful feminine charm, work that was usually done by stronger arms. That period is over long ago. The movement was soon so organized that the student no longer had to fight her way, but was left at peace to prove only her intellectual right to the privileges given her. In the early days it was only the exceptional woman who survived the rigors of her experience; in the second stage, as a rule, those women only were attracted to study who were prepared to leave all other interests behind. It was under the influence of this conception that Vassar was founded and "The Princess" written,— the conception of a community of young women, isolated from the world and devoted as exclusively as the cloistered nun to ideals from which the world could but distract them. There was romance in this notion, too. It associated itself with the wearing of caps and gowns, with the pretty masquerading of Miss Terry's Portia. It did great things, but its day is passed. It is no longer the mature woman or the girl who would fain leave all for the quiet air of delightful studies who predominates in the girls' college to-day.

The average girl has come to college and we are glad to have her. The girl who cares for many things besides books has come demanding our attention, and transformed college into a cheerful, normal place, as thoroughly in the world and of it as any other agent of civilization. But with the old drawbacks has fled too much of appeal to the imagination which the movement used to make. The cause is won. The pioneers have laid aside their axes, though here or there may be still a stump to be drawn out. But from Christiania to Bologna, from Cambridge to Palo Alto, women are free to get education of the quantity and quality they wish. Here and there it may happen that an old established university, less liberal than Brown, objects to adding a new class of students to its own burdens. At Oxford or at Harvard, women may still be a parcel for which no pigeon-hole has been found, but in general the main principle is granted. There remains only the discussion of details, of machinery, and it is precisely as a contribution to this discussion that the opening of Pembroke Hall has for me the deepest interest. For the average citizen, on reading of it in the newspaper, will first think to himself that the higher education has evidently come to stay, and his second reflection will be that the form of it which seems to find most favor at present is the annex.

I suppose that I owe the pleasure of being here to-day to the fact that I am connected with a college whose form is entirely analogous to yours. At any rate, that fact gives me a personal interest in your prosperity and in discussing with you the reasons for our common faith.

Thirty years ago, when Vassar College was founded, the institutions for higher learning in this country occupied a very different position from that which they hold to-day. The university idea, with its amazing fruitfulness, had not yet germinated among us. It was undoubtedly the comparative weakness and unimportance of American colleges for men at that time which robbed of its audacity the notion that they could be duplicated. We still believed then that we might legitimately isolate bodies of students on other than academic grounds. The sectarian college flourished mightily in those

days and professional schools stood often by themselves. The college for women suited the logic of the day; if Methodists or Episcopalians were to be classified together for purposes of instruction, why not women; why not all persons more than five feet tall? The isolated college has done and is doing a work so momentous that it would be unintelligent as well as ungrateful to disparage it for a moment. I only wish to call your attention to the fact that in communities where there are old, rich, distinguished universities already in existence, no one has seriously proposed to duplicate them. The university preaches against the isolated college in two ways; first, because its resources are infinitely superior in quantity and quality to anything the luckiest college can acquire; and secondly, because its essential theory is the unity and interdependence of human life and of human knowledge.

Roughly speaking, there are two methods by which those who believe in the universities have tried to open their advantages to women. On the continent of Europe and in our western states, coeducation is the usual method. In England and in our eastern states, the usual method is the annex. At most, the difference is one of detail, to be determined by circumstances of social environment, and we can reduce them to one head, if we say that coeducation means not necessarily that boys and girls are to sit together in the same classroom, but that it means that girls as well as boys are to sit under the great professors, are to use the great libraries, are to breathe the free and tonic air of the universities.

There is just one argument advanced by those who disapprove of the annex, which appeals to me as needing serious consideration. They say, "The tendency of modern educational theory is all in favor of specialization. We have discarded or modified the old hide-bound curriculum because it rested on the preposterous assumption that all minds will thrive under the same training. We all admit that the college must no longer conduct a table d'hôte. We say that it is really for but a few of the earliest years that children can profitably follow the same course of study. The child's future, as far as it can be foreseen, is allowed to influence its choice of studies,

even in school. We are careful to differentiate the early training of the future professional man from that of the future man of business. We discriminate, as far as we can, between the literary and scientific mind. Is it not, then, a failure in logic to say that women who, as a rule, look forward to a future widely different from that of any man, and whose psychology differs from his in such well-marked ways, should receive the training which is designed to meet his needs? Is it not a more really scientific solution of the problem to found colleges which shall look to the special needs of women, which shall include instruction in cooking and sanitary science as the men's universities include courses of medicine and law?'"

I say that this argument seems to me to need serious consideration, because I, for one, am obliged to admit its fundamental assumptions. As a rule, women have to look forward to a line of work for which no university for men gives special instruction; also, as it appears to me, women do differ mentally from men in certain well-marked ways. As the last sentence is heresy, I must ask you to let me explain somewhat my grounds. I have taught boys and girls in separate classes in the same subjects and have been unable to find any qualitative difference in their work. A slight quantative difference there seemed to be in favor of the girls, whose *amour propre* was centered in the classroom, instead of in athletics. But I have also taught classes of men and women together, and have watched a great many others in the hands of other teachers, and here I have seemed to see a distinct difference in kind. It is difficult to describe so elusive a thing without seeming to use terms of greater precision than the subject warrants; but if I might try roughly to express my sense of the difference in one sentence, it will be this: that while women seem to have the syllogistic gift as well developed as men, they are less competent than men to weigh evidence. You probably recall an article published last year in the *Revue de Deux Mondes* containing a most interesting assemblage of opinions by German professors on the proficiency of women in the higher learning. Two of these gentlemen made statements which corroborate my theory: a great mathematician asserted that

women were perfectly satisfactory students of mathematics; a great professor of history despaired of their ever becoming satisfactory students of history. These opinions reversed the traditional judgment, and yet I find an increasing number of instructors who endorse them. In mathematical problems the data are given; there is no question of selecting among them by the critical process of deciding which of them may be leaned upon heavily and which must be touched lightly. In historical studies the case is reversed; the truth of the result depends upon the judicious selecting of data. It is here that I find women losing their self-confidence, accepting with too great docility the views of others, and preferring at almost every occasion for choice, the safe conclusion rather than the conclusion which seems to them true.

There are other phases of this delicate theme which sometimes appear to my mind even more important than this one, but this will serve as typical, and will show what I mean by granting the assumption of the anti-annexationists; but one of the most discouraging defects in this incomplete universe is that equally sincere persons often draw opposite conclusions from the same premises. When I envisage the fact that women need special training for that career at home which is one of the learned professions, though not yet so classified, it occurs to me at once that we are so favored as to have among us many great institutions in which learned and eminent teachers are studying night and day the best possible way of giving special training to every class of students that their resources enable them to receive. There are persons who, because they see that some courses of study are specially appropriate for women, and would be seldom or never pursued by men, are desirous of excluding them from the university program altogether. Such persons are comparable to those who, admiring the system prevalent in European railways of reserving compartments in a train for the exclusive use of ladies, would assert that the interests of the ladies themselves would be better served by removing them from the train altogether and stowing them on a handcar by themselves.

And when I reflect upon the mental differences that I

seem to observe between men and women, it seems to me that each have something to learn from the others; that I should expect women to learn to weigh evidence by habitually associating with persons who do it better than they. I cannot consent to give it up as a bad job and say that women are incapable of learning this art; they are learning it and they must learn it, for if we should succumb again to the temptation of putting a complex matter in one sentence we might say that as a result of the immense social and economic changes that have made women their playthings for two generations, the most striking difference between the plight of a woman to-day and that of her grandmother is, that the former is continually expected and obliged to form her opinion on the evidence, while the latter was not.

But there is, I believe, an argument so strong in favor of admitting women to the universities that it carries all objections before it. In the early days of the emancipation of women, or, perhaps I should say, of their rehabilitation, they were necessarily obliged to group themselves on the ground of sex only to get the benefit of concerted action. Their interests were or seemed to be often inimical to those of men. There seemed, in fact, danger, and it has not yet passed, that women would become schismatics, and try to achieve a civilization of their own. I believe the efforts of women to improve their condition by organization among themselves to be, for the most part, self-defeating. The work of the world so far has been carried on by men; if women cut themselves off from the benefit of what men have done, and the knowledge of what they are doing, they doom themselves to provinciality. The pleasure, then, that I take in congratulating you on the completion of Pembroke Hall is largely based on the consideration that it will make for the unification of the race and not for its dichotomy. And I could wish no better fortune for the cause of women's higher education everywhere than that it might germinate under influence as wise and genial as Miss Doyle's and be given into hands as generous as those of President Andrews.

The dedicatory exercises were followed by a reception in the library.

In one of the rooms a model of a tablet, to be placed in the entrance hall, was on exhibition, said tablet to be placed in accordance with a resolution to recognize gifts of money to the Women's College fund, of $1,000 or upwards, in some suitable way. This tablet bears the following inscription: "This tablet commemorates among many gifts, those to the memory of Mary Miles Aldrich, Abby Greene Beckwith, Helen Adelia Metcalf, Mary Ann Shaw, Eliza Howard Slade, Sarah Benson Tillinghast. It commemorates also the gifts of John Nicholas Brown, Juliette Paine Comstock, Abby Metcalf Harris, Rowland Hazard, Ella Sturtevant Kellen, R. I. Collegiate Alumnæ, R. I. Woman's ~~Work~~ Club."

Reproduced from the Original Dedication Program by the Pembroke Center Associates on the Occasion of the Rededication of Pembroke Hall October 17, 2008

www.pembrokecenter.org

Pembroke Center for Teaching and
Research on Women

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