

# The problem and probability of marriage for alumnae in Progressive Era America

Bryn Mawr College  
Distressing Math Collective  
April 2022

Jemma Lorenat, Pitzer College, [jlorenat@pitzer.edu](mailto:jlorenat@pitzer.edu)

## Question 1:

What is the late-nineteenth century female equivalent of a bachelor?



**Mr. Grant Allen**  
(husband of two, father of one)

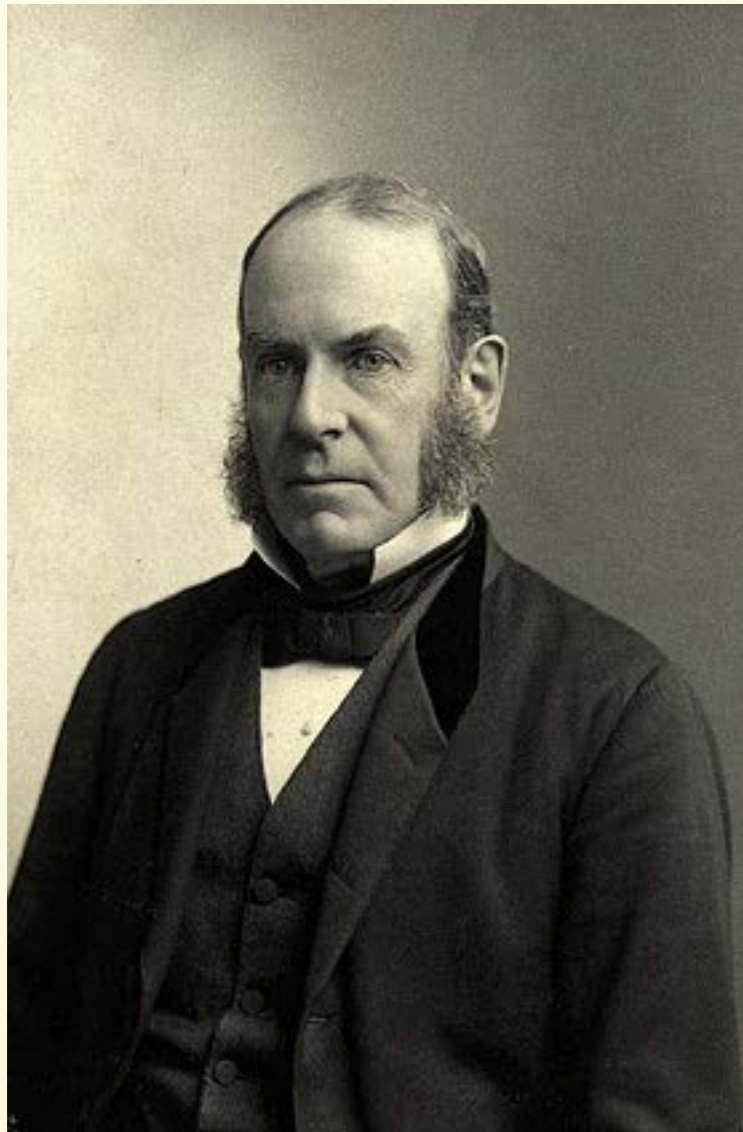
To the end of all time, it is mathematically demonstrable that most women must become the mothers of at least four children, or else the race must cease to exist. [...] A woman ought to be ashamed to say she has no desire to become a wife and mother. Many such women there are, no doubt it is to be feared, with our existing training, far too many; but, instead of boasting of their sexlessness as a matter of pride, they ought to keep it dark, and to be ashamed of it—as ashamed as a man in a like predicament would be of his impotence.

Plain Words on the Woman Question  
*Popular Science Monthly* (1889)

1. College education for women
2. The problem
3. The probability
4. Conclusions



1. College education for women
2. The problem
3. The probability
4. Conclusions



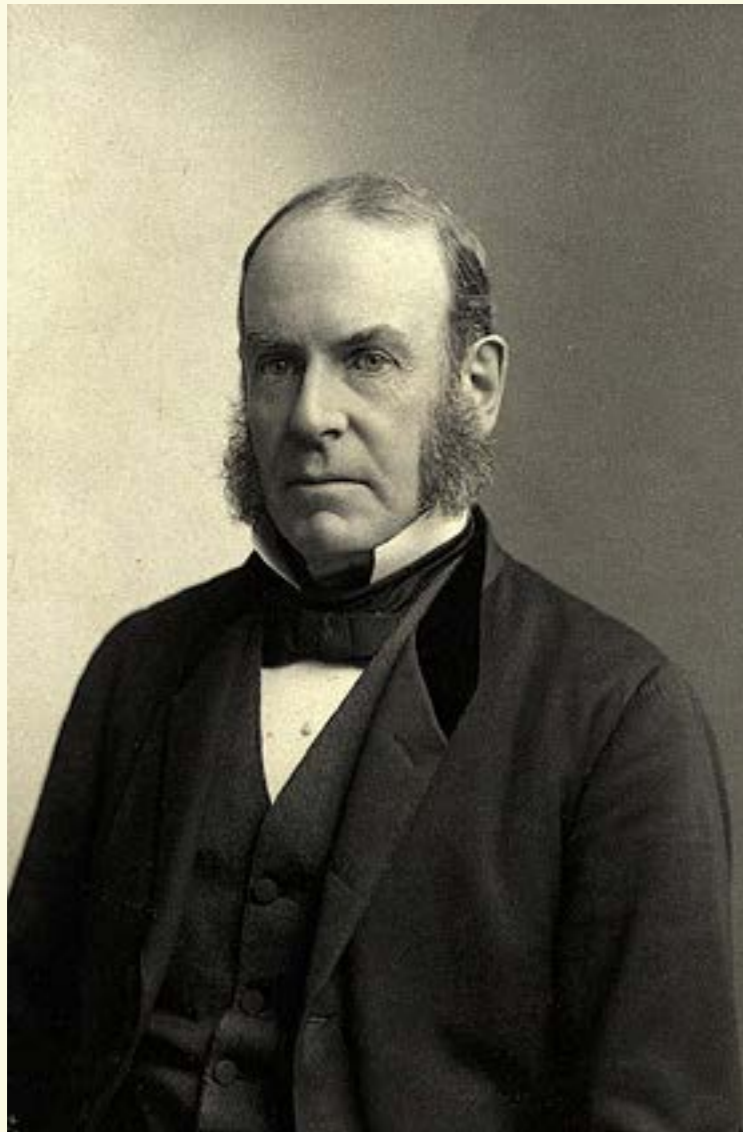
As Dr. Coulston has pointed out lately, (*Popular Science Monthly* for January, 1884), many girls become pale, some stunted in growth and nervous, from bad air, confinement, wearisome study, and a strained, cheerless, artificial school life. He more than hints at insanity as an occasional result of an overtaxed brain, with privation from the out-door exercise and joyousness which every young person should have.

**Dr. James Rhoads**

President of Bryn Mawr College  
*Annual Report to the Trustees (1884)*



1. College education for women
2. The problem
3. The probability
4. Conclusions



But he and other like writers, admit that all this is the exception, and that with reasonable care girls may pass through school life with good health. The experience of colleges for women has proven that if students enter free from disease and live under proper sanitary regulations, they enjoy good health as when at home.

**Dr. James Rhoads**  
President of Bryn Mawr College  
*Annual Report to the Trustees (1884)*

1. College education for women
2. The problem
3. The probability
4. Conclusions

*“ At first the effects were not much noticed, or they were attributed to the climate, or to the hurry of life, or to the national fondness for pastry; but soon the American physicians sounded the alarm about the way the New England girls were being educated.”*

— T. S. Clouston, M. D. (1883)

## 2. The problem

- a. poor health
- b. too particular
- c. too studious



The whole process of education, as it exists in some schools, with its competition, long hours of work, short hours of recreation, enthusiasm for work, and conscientiousness in the doing of it, takes up all the available energy of the girl. [...] Blood is not formed in sufficient amount, and pale cheeks and flabby muscles are the result. Nature can not get material and force to build up the form toward the fair woman's ideal, and, therefore, personal beauty and grace of movement are not attained to the extent they should be. As for a store of energy being laid up, as it should be at that age, for the future, for woman's work of the future, for motherhood, for the race of the future, how can it be, when every available energy is taken up in this educative process?

**T. S. Clouston, M. D.**

Female Education from a Medical Point of View

*Popular Science Monthly* (1883)



## 2. The problem

- a. poor health
- b. too particular
- c. too studious



There is no denial of the fact that too large a percentage of educated women, as well as of the cultivated classes generally, remain unmarried. However, it has been shown in regard to the former, that “dulled instinct” is not a tenable cause. Some have attributed it more wisely to increased “nicety of choice.” This may prove beneficial in the end, when man shall have become a more importunate suitor.

**Alice B. Tweedy**

Is Education Opposed to Motherhood?

*Popular Science Monthly* (1890)

## 2. The problem

- a. poor health
- b. too particular
- c. too studious



These men are, as a rule, refused by the brilliant college graduate, and are either shipwrecked for life and for eternity by remaining single, or are only saved by marrying a woman who is their social inferior, but who, by reason of her contented mind, in the end makes them a much better helpmate than the fault-finding intellectual woman who is looking for an impossible ideal.

**A. Laphorn Smith, B.A., M. D.**

Higher Education of Women and Race Suicide.

*Popular Science Monthly* (1905)

## 2. The problem

- a. poor health
- b. too particular
- c. too studious



A girl may be a sound Grecian, a brilliant mathematician, a sharp critic, a faultless grammarian, yet be wanting in all that personal tact and temper, clear observation, ready sympathy, and noble self-control which make a companionable wife and a valuable mother.

**Mrs. E. Lynn Linton**

The Higher Education of Women

*Popular Science Monthly* (1886)



1. College education for women
2. The problem
3. The probability
4. Conclusions

*“From a scientific point of view, I am well aware that the weak point of my argument is, that it is not founded on any basis of collated statistical facts.”*

— **T. S. Clouston (1884)**

### 3. The probability

- a. student data at Bryn Mawr
- b. alumnae data from Bryn Mawr
- c. a national outlook



“If the future mothers of our country are being ruined physically by our methods of education, who would wish with such downright earnestness of purpose to remedy the impending evil as our educated women themselves? If a false cry is being raised which will hamper the just and wholesome intellectual development of women, who are more interested in showing it than the graduates of our women's Colleges? Truth, broad truth, is what we should seek. Individual experience is apt to be erroneous; only large numbers eliminate errors.”

The Medical News

Quoted in *Report of a Special Committee of the Association of Collegiate Alumnae* (1885)



### 3. The probability

- a. student data at Bryn Mawr
- b. alumnae data from Bryn Mawr
- c. a national outlook

28 STATISTICS OF LABOR.

*Post-Graduate Occupations.* AVERAGES.

COLLEGES.	HOUSEHOLD.		PROFES- SIONAL.		TEACH- ING.		INTEL- LECTUAL.		STUDY.		PHILAN- THROPY.		SOCIAL.	
	Number.	Average num- ber of years.	Number.	Average num- ber of years.	Number.	Average num- ber of years.	Number.	Average num- ber of years.	Number.	Average num- ber of years.	Number.	Average num- ber of years.	Number.	Average num- ber of years.
Boston, . . . . .	5	3.1	2	2.0	15	2.7	5	3.2	2	4.0	2	3.0	2	3.8
Cornell, . . . . .	5	2.8	2	2.2	13	3.0	5	5.0	1	3.0	1	1	1	2.1
Kansas, . . . . .	6	3.4	2	2.5	12	3.4	1	1	1	3.0	1	1	1	1
Mass. I. T., . . . . .	10	2.7	10	3.4	24	3.6	5	4.4	8	3.5	1	9.0	1	1.0
Michigan, . . . . .	17	14.4	8	5.8	21	6.3	3	13.9	5	3.6	2	7.0	3	26.7
Oberlin, . . . . .	4	1.6	4	1.5	23	2.1	1	1.7	4	1.6	1	2.0	1	2.0
Smith, . . . . .	5	4.0	3	3.8	5	3.4	1	7.0	1	2.0	2	7.0	1	7.0
Syracuse, . . . . .	54	4.8	62	4.4	113	4.3	38	4.2	14	2.8	13	3.8	13	3.6
Vassar, . . . . .	5	1.5	6	2.0	39	2.0	2	1.3	6	1.9	2	2.0	2	1.5
Wellesley, . . . . .	2	7.0	1	3	12	3.3	1	1	1	1	1	1	1	7.0
Wesleyan, . . . . .	16	3.0	10	2.5	31	3.3	7	2.0	2	5.1	1	1.0	7	2.9
ALL COLLEGES, . . . . .	129	5.2	116	3.8	300	3.6	71	4.1	43	2.9	25	4.1	48	4.8

*Conjugal Condition, and Number reporting Children.*

CLASSIFICATION.	Boston.	Cornell.	Kansas.	Mass. I. T.	Michigan.	Oberlin.	Smith.	Syracuse.	Vassar.	Wellesley.	Wesleyan.	Wisconsin.	ALL COLLEGES.
<i>Conjugal Condition.</i>													
Married, . . . . .	6	10	8	1	17	24	2	7	96	6	2	17	196
Single, . . . . .	23	26	12	2	29	15	41	10	248	65	4	34	509
Totals, . . . . .	29	36	20	3	46	39	43	17	344	71	6	51	705
<i>Children Born and Living.</i>													
One child, living . . . . .	1	-	2	-	4	4	1	4	27	2	1	5	51
One child, dead . . . . .	1	1	-	-	1	-	-	-	4	-	-	-	7
Two children, both living . . . . .	1	-	2	-	1	5	-	-	17	-	-	2	28
Two children, one living . . . . .	-	1	-	-	2	-	-	-	2	-	-	1	6
Two children, both dead . . . . .	-	-	-	-	-	-	-	-	-	-	-	1	1
Three children, all living . . . . .	1	-	-	-	1	4	-	1	3	-	-	1	16
Three children, two living . . . . .	-	1	-	-	-	-	-	-	2	-	-	1	4
Three children, one living . . . . .	-	-	-	-	1	-	-	-	-	-	-	-	1
Four children, all living . . . . .	-	-	1	-	-	2	-	-	-	-	-	-	4
Four children, three living . . . . .	-	-	-	-	-	-	-	-	4	-	-	-	4
Five children, all living . . . . .	-	-	-	-	-	-	-	-	1	-	-	-	1
Five children, four living . . . . .	-	-	-	-	-	2	-	-	-	-	-	-	2
Five children, two living . . . . .	-	-	-	-	-	-	-	-	1	-	-	-	1
Six children, all living . . . . .	-	-	-	-	-	1	-	-	-	-	-	-	1
Six children, five living . . . . .	-	-	-	-	-	-	-	-	1	-	-	-	1
No children, . . . . .	2	7	3	1	9	3	1	2	29	4	-	5	66
Totals, . . . . .	6	10	8	1	17	24	2	7	96	6	2	17	196

Of the 705 graduates, 509, or 72.2 per cent, are single at the present time, and 196, or 27.8 per cent, are married. These 196 have been married, on the average, 6.7 years; 130 have had children, and 66 have had no children. Of the whole number of children, or 263, 232 are living, and 31 have died; of the children living, 208 are in good health, 15 in poor, and for 9 the health is not given. The average present age of children living is 6.0 years.

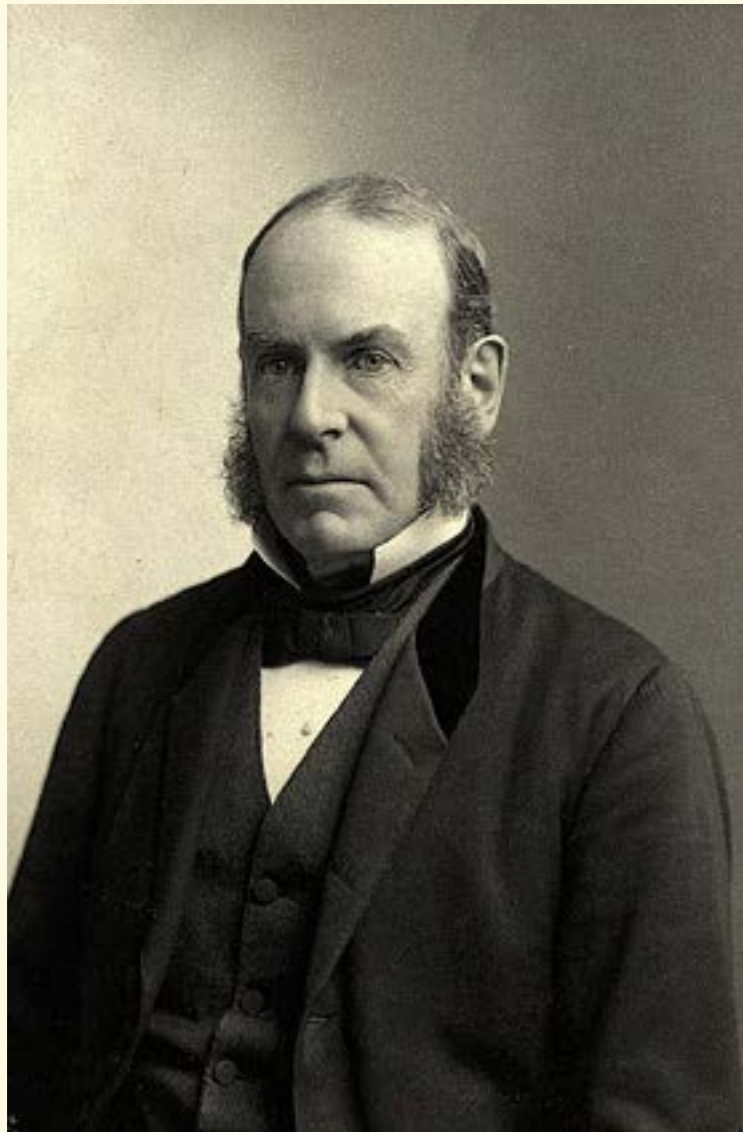
**Health Statistics of Women College Graduates.**  
Report of a Special Committee of the Association of Collegiate Alumnae (1885)

## Question 2:

What kind of student data would prove that college educated women are healthy and marriageable?

### 3. The probability

- a. student data at Bryn Mawr
- b. alumnae data from Bryn Mawr
- c. a national outlook



The health of the students generally has been remarkably good. With the exception of a few who were excused for special reasons, the students have used the Gymnasium. Of those who did so, 94 per cent. made a general gain in physical vigor during the year; 69 per cent. increased in weight; and 92 per cent. in strength of chest. If it be permitted to draw an inference from an experience so brief, it would be that college life with its regular habits and its occupations full of purpose, is positively favorable to health.

**Dr. James Rhoads**

President of Bryn Mawr College  
*Annual Report to the Trustees (1886)*



COMPARATIVE AVERAGES OF SIZE AND STRENGTH OF THE STUDENTS ADMITTED TO COLLEGE  
IN OCTOBER, 1889.

CLASSIFIED ACCORDING TO AGE AT ENTRANCE.

THE STUDENTS BELONGING TO THIS CLASS RECEIVED THE DEGREE OF B. A. IN JUNE, 1893.

Age at entrance . . . . .	16 years.		17 years.		18 years.		19 years.		20 years.	
Average height at entrance . . . . .	159.5 cm. 5 ft. 2.8 in.		161.6 cm. 5 ft. 3.6 in.		163.6 cm. 5 ft. 4.4 in.		160.4 cm. 5 ft. 3.2 in.		163.7 cm. 5 ft. 4.4 in.	
Average weight, 1st year . . . . .	53.6 kilos.	117.9 lbs.	51.7 kilos.	113.5 lbs.	50.5 kilos.	111.3 lbs.	50.7 kilos.	111.2 lbs.	52.5 kilos.	115.7 lbs.
Average weight, 2d year . . . . .	65.8 kilos.	144.7 lbs.	52.9 kilos.	116.4 lbs.	53.2 kilos.	117.0 lbs.	54.3 kilos.	119.4 lbs.	53.4 kilos.	117.89 lbs.
Average weight, 3d year . . . . .	61.1 kilos.	134.5 lbs.	52.7 kilos.	115.9 lbs.	52.5 kilos.	115.7 lbs.	52.6 kilos.	115.8 lbs.	51.9 kilos.	114.2 lbs.
Average weight, 4th year . . . . .	55.7 kilos.	122.8 lbs.	50.9 kilos.	112.0 lbs.	53.7 kilos.	118.3 lbs.	53.2 kilos.	117.0 lbs.	52.9 kilos.	116.4 lbs.
Average girth of chest, 1st year . . . . .	78.5 cm.	30.9 in.	80.0 cm.	31.5 in.	79.1 cm.	31.1 in.	79.5 cm.	31.35 in.	80.0 cm.	31.5 in.
Average girth of chest, 2d year . . . . .	87.0 cm.	34.3 in.	82.0 cm.	32.3 in.	81.0 cm.	31.9 in.	81.7 cm.	32.1 in.	81.0 cm.	31.9 in.
Average girth of chest, 3d year . . . . .	84.0 cm.	33.1 in.	77.7 cm.	30.5 in.	78.5 cm.	30.9 in.	79.7 cm.	31.38 in.	78.0 cm.	30.7 in.
Average girth of chest, 4th year . . . . .	77.7 cm.	30.5 in.	75.0 cm.	29.5 in.	75.1 cm.	29.5 in.	78.5 cm.	30.9 in.	75.0 cm.	29.5 in.
Average girth of chest, inflated, 1st year . . . . .	82.5 cm.	32.55 in.	84.5 cm.	33.3 in.	82.3 cm.	32.4 in.	83.7 cm.	32.98 in.	83.0 cm.	32.7 in.
Average girth of chest, inflated, 2d year . . . . .	91.0 cm.	35.8 in.	85.5 cm.	33.7 in.	84.1 cm.	33.1 in.	85.1 cm.	33.5 in.	85.5 cm.	33.7 in.
Average girth of chest, inflated, 3d year . . . . .	89.5 cm.	35.2 in.	83.5 cm.	32.9 in.	88.8 cm.	34.9 in.	85.1 cm.	33.5 in.	84.5 cm.	33.3 in.
Average girth of chest, inflated, 4th year . . . . .	82.7 cm.	32.56 in.	81.5 cm.	32.1 in.	80.3 cm.	31.6 in.	84.2 cm.	33.19 in.	84.2 cm.	33.18 in.
Average girth of upper-arm, right, 1st year . . . . .	25.0 cm.	9.8 in.	25.2 cm.	9.89 in.	24.6 cm.	9.6 in.	24.7 cm.	9.68 in.	24.0 cm.	9.4 in.
Average girth of upper-arm, right, 2d year . . . . .	30.0 cm.	11.8 in.	26.2 cm.	10.29 in.	25.6 cm.	10.08 in.	26.0 cm.	10.2 in.	24.0 cm.	9.4 in.
Average girth of upper-arm, right, 3d year . . . . .	30.0 cm.	11.8 in.	26.0 cm.	10.2 in.	25.6 cm.	10.08 in.	25.1 cm.	9.8 in.	24.5 cm.	9.6 in.
Average girth of upper-arm, right, 4th year . . . . .	25.4 cm.	9.9 in.	24.3 cm.	9.5 in.	24.2 cm.	9.49 in.	24.5 cm.	9.6 in.	23.3 cm.	9.2 in.
Average girth of upper-arm, left, 1st year . . . . .	24.5 cm.	9.6 in.	25.0 cm.	9.8 in.	24.5 cm.	9.6 in.	24.2 cm.	9.49 in.	24.0 cm.	9.4 in.
Average girth of upper-arm, left, 2d year . . . . .	30.0 cm.	11.8 in.	26.2 cm.	10.29 in.	25.1 cm.	9.8 in.	25.8 cm.	10.09 in.	24.0 cm.	9.4 in.

Tables of statistics prepared for the college exhibit at the  
World's Columbian Exposition in Chicago 1893



GREATEST, LEAST, AND AVERAGE GAIN OF ABOVE STUDENTS.

		1st year students.		2d year students.		3d year students.		4th year students.	
Girth of Chest . . . . .	{ Greatest . . . . .	6.5 cm.	2.6 in.	5.5 cm.	2.4 in.	5.0 cm.	2.00 in.	5.5 cm.	2.2 in.
	{ Least . . . . .	0.5 cm.	0.2 in.	0.2 cm.	0.08 in.	0.2 cm.	0.08 in.	0.5 cm.	.2 in.
	{ Average . . . . .	3.5 cm.	1.4 in.	2.3 cm.	0.92 in.	2.3 cm.	0.92 in.	2.3 cm.	.92 in.
Girth of Chest, inflated . . . . .	{ Greatest . . . . .	6.0 cm.	2.4 in.	5.0 cm.	2.00 in.	5.8 cm.	2.32 in.	8.5 cm.	3.3 in.
	{ Least . . . . .	0.8 cm.	.32 in.	0.2 cm.	0.08 in.	1.0 cm.	0.4 in.	0.2 cm.	.08 in.
	{ Average . . . . .	3.1 cm.	1.2 in.	1.8 cm.	0.72 in.	2.6 cm.	1.04 in.	2.3 cm.	.92 in.
Girth of 9th Rib . . . . .	{ Greatest . . . . .	9.5 cm.	3.7 in.						
	{ Least . . . . .	0.5 cm.	0.2 in.	Not taken.		Not taken.		Not taken.	
	{ Average . . . . .	3.9 cm.	1.5 in.						
Girth of 9th Rib, inflated . . . . .	{ Greatest . . . . .	7.7 cm.	3.0 in.						
	{ Least . . . . .	0.5 cm.	0.2 in.	Not taken.		Not taken.		Not taken.	
	{ Average . . . . .	3.2 cm.	1.3 in.						
Girth of Upper-Arm, right . . . . .	{ Greatest . . . . .	3.7 cm.	1.4 in.	3.0 cm.	1.2 in.	1.5 cm.	.6 in.	1.2 cm.	.48 in.
	{ Least . . . . .	0.5 cm.	0.2 in.	0.2 cm.	.08 in.	0.3 cm.	.12 in.	0.2 cm.	.08 in.
	{ Average . . . . .	1.6 cm.	0.6 in.	1.1 cm.	.44 in.	0.9 cm.	.36 in.	0.7 cm.	.28 in.
Girth of Upper-Arm, left . . . . .	{ Greatest . . . . .	4.2 cm.	1.6 in.	2.7 cm.	1.08 in.	2.3 cm.	.92 in.	1.5 cm.	.6 in.
	{ Least . . . . .	0.1 cm.	.04 in.	0.2 cm.	.08 in.	0.5 cm.	.2 in.	0.2 cm.	.08 in.
	{ Average . . . . .	1.7 cm.	.66 in.	1.3 cm.	.52 in.	1.3 cm.	.52 in.	0.8 cm.	.32 in.
Depth of Chest . . . . .	{ Greatest . . . . .	1.5 cm.	0.6 in.	2.0 cm.	.8 in.				
	{ Least . . . . .	0.2 cm.	.08 in.	0.2 cm.	.08 in.	Not taken.		Not taken.	
	{ Average . . . . .	0.6 cm.	.24 in.	0.7 cm.	.28 in.				
Lung Capacity . . . . .	{ Greatest . . . . .	.4 liters 25 cu.in.		.55 liters 34 cu.in.		.39 liters 24 cu.in.		.24 liters 15 cu.in.	
	{ Least . . . . .	.04 liters 3 cu.in.		.03 liters 2 cu.in.		.04 liters 3 cu.in.		.06 liters 4 cu.in.	
	{ Average . . . . .	.18 liters 11.1 cu.in.		.16 liters 10.2 cu.in.		.149 liters 9.1 cu.in.		.14 liters 9 cu.in.	

Tables of statistics prepared for the college exhibit at the World's Columbian Exposition in Chicago 1893



### 3. The probability

- a. student data at Bryn Mawr
- b. alumnae data from Bryn Mawr
- c. a national outlook



DR. ALICE BERTHA FOSTER  
 Director of Gymnasium, Bryn Mawr College.

and Swedish, I selected the largest gain made by any one student in each item of second measurement. The result was as follows, in the significant items :

	German.	Swedish.
Sitting height, . . . . .	1.6 cm.	1.1 cm.
Girth of neck, . . . . .	1.2 cm.	1.6 cm.
Girth of chest, . . . . .	3.3 cm.	3.0 cm.
Girth of chest, expanded, . . .	3.1 cm.	2.9 cm.
Girth of lower chest, . . . . .	3.3 cm.	5.3 cm.
Girth of lower chest, exp'd, . .	4.1 cm.	3.7 cm.
Girth of waist, . . . . .	4.5 cm.	2.7 cm.
Girth of hips, . . . . .	—3.3 cm.	—2.0 cm.
Girth of arm, right, . . . . .	2.5 cm.	1.5 cm.
Girth of arm, left, . . . . .	2.8 cm.	1.8 cm.
Girth of forearm, right, . . . .	1.8 cm.	1.8 cm.
Girth of forearm, left, . . . . .	1.8 cm.	1.2 cm.
Breadth of shoulders, . . . . .	2.7 cm.	2.1 cm.
Depth of chest, . . . . .	1.7 cm.	1.2 cm.
Capacity of lungs, . . . . .	40 cu. in.	15 cu. in.
Strength of back, . . . . .	37.0 kg.	30.0 kg.
Strength of legs, . . . . .	55.0 kg.	39.0 kg.
Strength of chest, . . . . .	15.8 kg.	10.5 kg.
Strength of forearm, right, . .	8.0 kg.	6.0 kg.
Strength of forearm, left, . . .	10.5 kg.	5.0 kg.

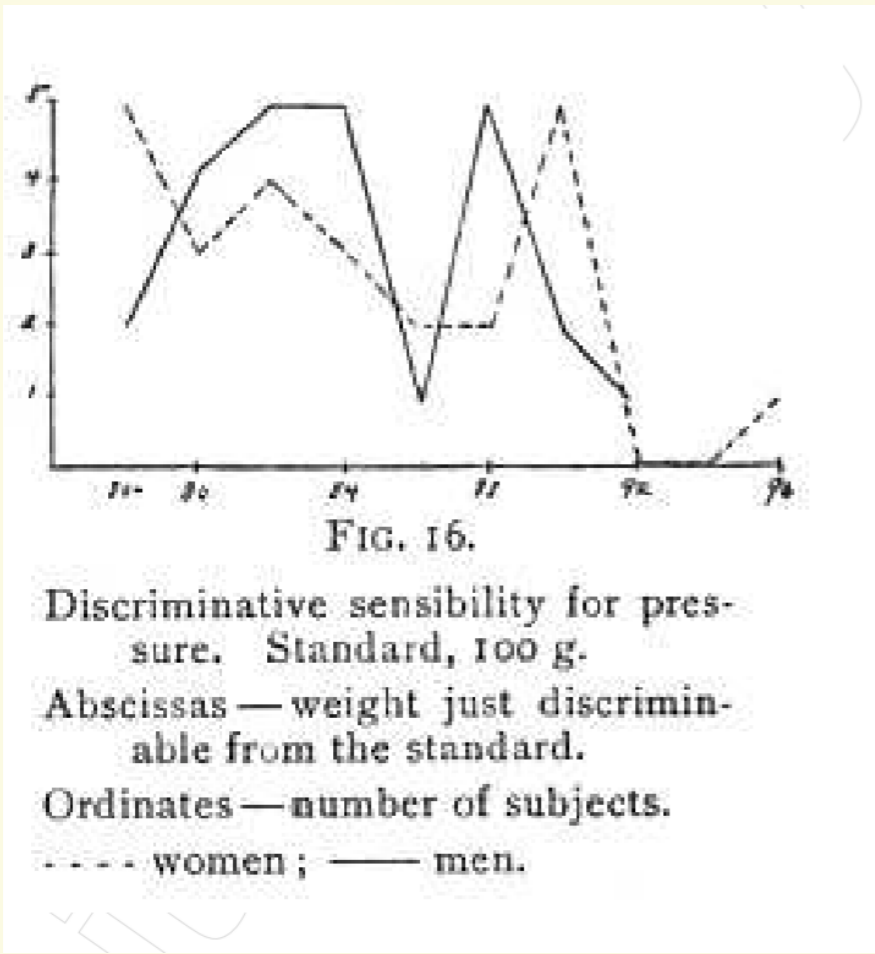
The greater gain on neck girth is typically Swedish and due directly to the form of exercise.

**Alice Bertha Foster, M.D.**

### 3. The probability

- a. student data at Bryn Mawr
- b. alumnae data from Bryn Mawr
- c. a national outlook

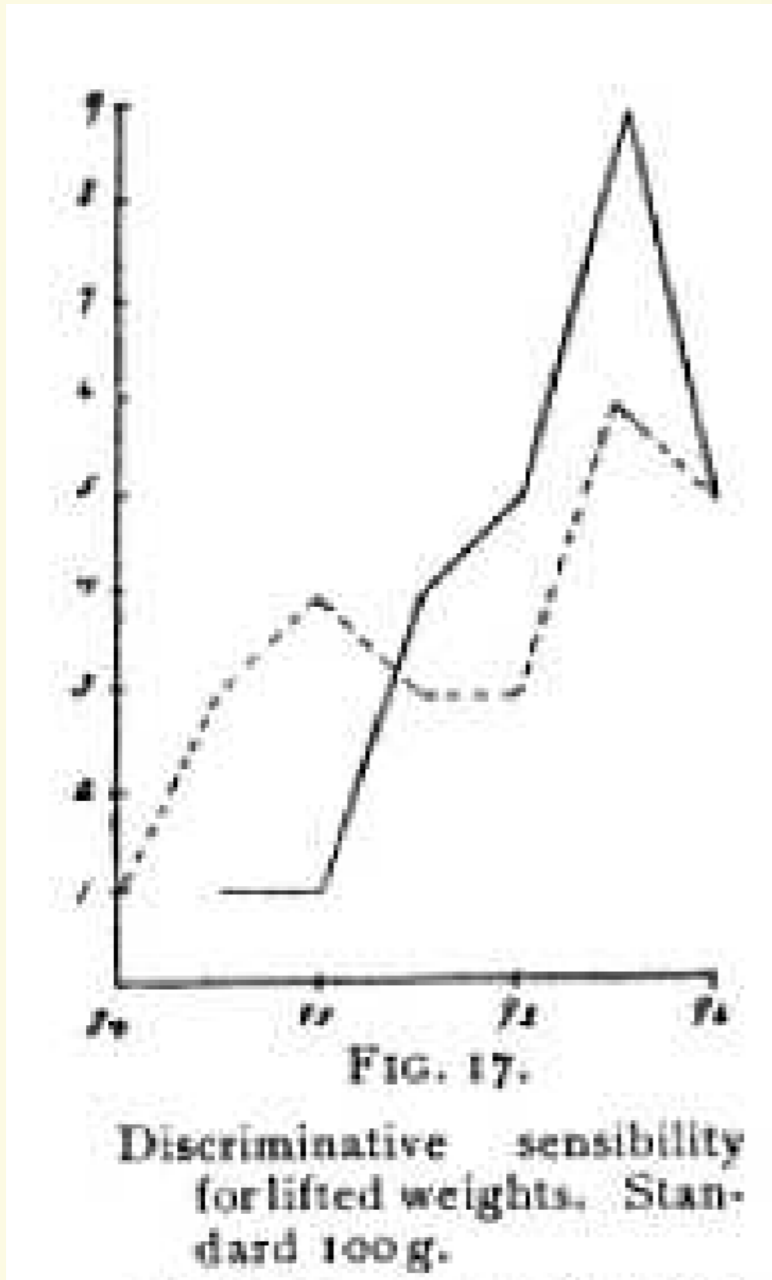
A series of general mental tests was undertaken for the purpose of obtaining data for the comparative study of the mental processes of the college student, and bringing such data into relation with the results of physical examination made by the department of physical education. Over 100 students were examined, and satisfactory results were obtained on reaction time to sound, rate of movement, sensitivity to pain, fineness of discrimination for lifted weights, and minimal pressure stimuli.



**Dr. Dickinson Miller, Dr. George Barton, Dr. Lightner Witmer**  
Report of the Department of Philosophy  
Annual Report of the President of Bryn Mawr College 1896–1897

### 3. The probability

- a. student data at Bryn Mawr
- b. alumnae data from Bryn Mawr
- c. a national outlook



The hearty cooperation and interest of the students in these tests will make it possible to continue them on a more extensive scale next year. It is hoped that the results will not only contribute data to comparative psychology, but may serve in conjunction with the measurements made by the department of physical training to render the various influences of college life more effective for the individual student's progress in mental and physical capability.

**Dr. Dickinson Miller, Dr. George Barton, Dr. Lightner Witmer**  
Report of the Department of Philosophy  
Annual Report of the President of Bryn Mawr College 1896-1897



### 3. The probability

- a. student data at Bryn Mawr
- b. alumnae data from Bryn Mawr
- c. a national outlook

Table showing number of physical defects noted at examination for treatment during the year.

Condition	Number of Cases	Treatment
Spinal curvatures . . . . .	39 . . . . .	32 cases given specially prescribed exercises.
Weak chests . . . . .	8 . . . . .	Special exercises given.
Low shoulders . . . . .	7 . . . . .	Special exercises given.
General weakness or faulty posture . . . . .	9 . . . . .	Special exercises given.
Flat foot or breaking arch . . . . .	17 . . . . .	11 sent to physicians, 6 already under treatment.
Pronation of feet . . . . .	43 . . . . .	Extreme cases given special exercises.
Varicose veins . . . . .	2 . . . . .	None.
Enlarged thyroid . . . . .	2 . . . . .	None.

**Constance M. K. Applebee**

In addition to those who graduated 37 undergraduates left during the year, or at its close, for the following reasons:

Needed at home . . . . .	7
On account of illness . . . . .	6
Not stated, probably low grades . . . . .	5
Withdrawn for a semester . . . . .	3
To study music . . . . .	3
For financial reasons . . . . .	2
For financial reasons and on account of illness . . . . .	2
For financial reasons and needed at home. .	2
To be married . . . . .	2
To attend another college nearer home. . . .	1
Homesickness . . . . .	1
Married . . . . .	1
Withdrawn for one year . . . . .	1
Not stated . . . . .	1
	—
Total . . . . .	37

The students who left were members of the following classes: Seniors, 3; Juniors, 11; Sophomores, 15; Freshmen, 8.

**Isabel Maddison, PhD.**  
*Report of the Assistant to the  
 President*  
 Annual Report 1908–1909



### 3. The probability

- a. student data at Bryn Mawr
- b. alumnae data from Bryn Mawr
- c. a national outlook

#### *VII. Occupations of 84 Graduate Students.*

Of the 84 graduate students 39 have already taught or are teaching, and 15 of these have taught, assisted or demonstrated

in colleges and universities; 2 are librarians, 1 is a social worker, 1 a college warden. The remaining 41 have held no position, 16 of these intend to teach, 2 are married, 1 intends to study medicine, 3 plan to be scientific research workers, 1 to be a missionary, 1 to be a public lecturer, 1 to be a social worker, 11 to have no special occupation, 5 have not stated their plans.

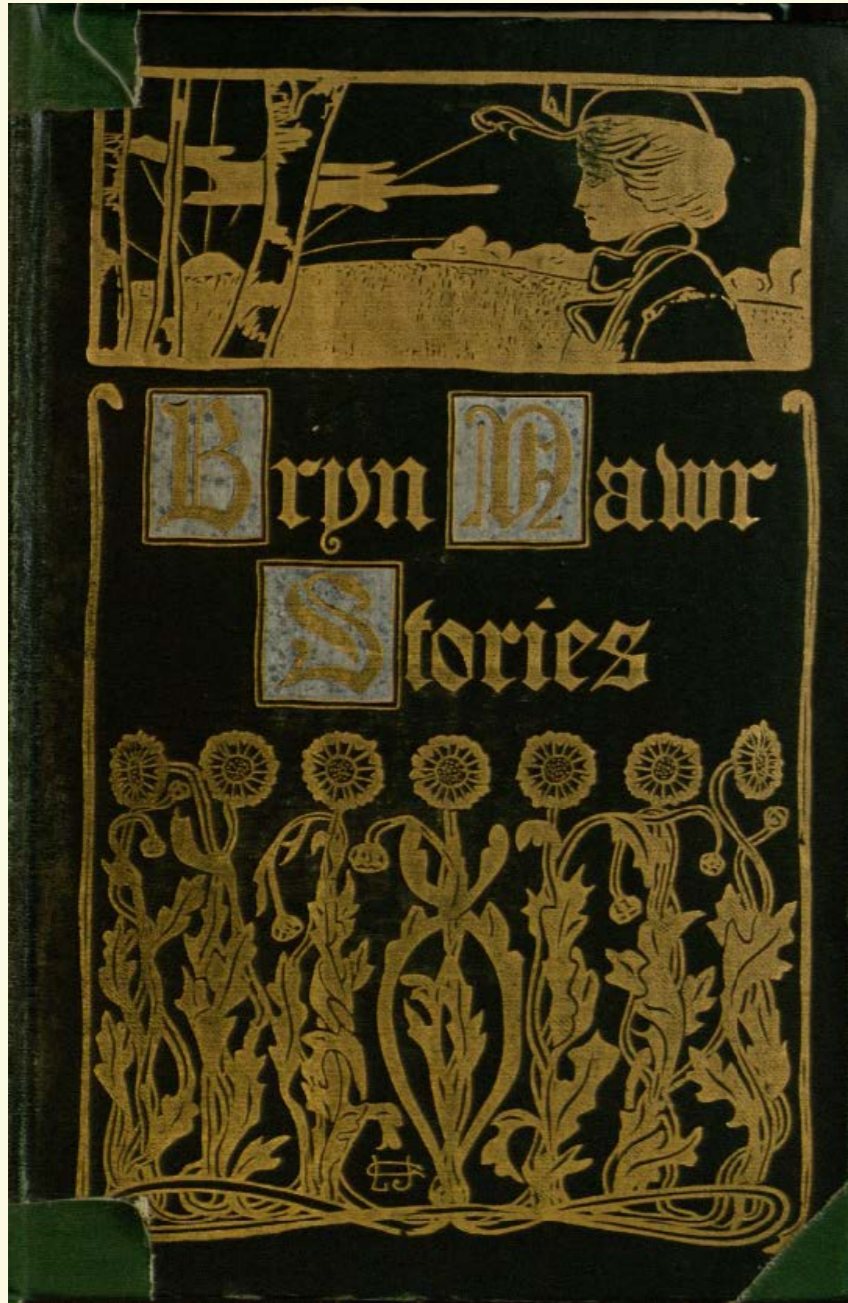
**Isabel Maddison, PhD.**

*Report of the Assistant to the President*

Annual Report 1910–1911

### 3. The probability

- a. student data at Bryn Mawr
- b. alumnae data from Bryn Mawr
- c. a national outlook



“He is probably of a deeply enquiring nature and will want statistics,” Catherine mused. “I must review mine. Let me see. There are sixty-seven ‘grads,’ one hundred and nine freshmen, and —“ But, alas! these were all she knew. [...] And then, of course, there was the seventeen per cent. statistic. How stupid in her to forget that! She had heard it often enough, at least twice a month since she entered.

[...]

“Yes, Mr. Livingston,” Catherine finally droned forth absent-mindedly. “There are one hundred and seven in the freshmen class, average age, eighteen, average height, five feet five inches, average weight, two hundred and eighty pounds, and only seventeen per cent. will marry!”

**Harriet Jean Crawford**

Catherine’s Career

*Bryn Mawr Stories* (1901)

### 3. The probability

- a. student data at Bryn Mawr
- b. alumnae data from Bryn Mawr
- c. a national outlook

P is for Paxton of ethical mind,  
The source of her soul she is  
anxious to find.

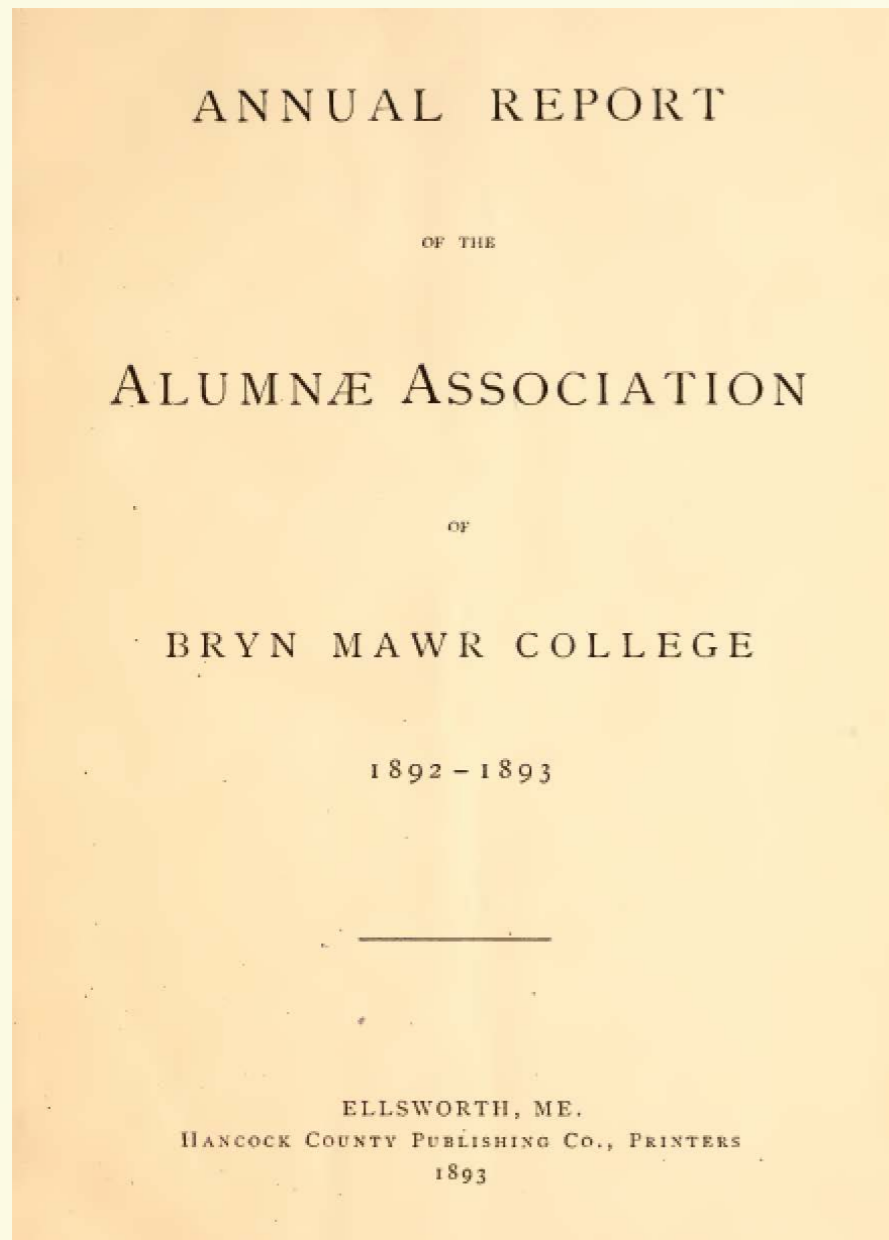
Q is the Question (you know  
what is meant)  
Which will only be asked of the  
17 per cent.





### 3. The probability

- a. student data at Bryn Mawr
- b. alumnae data from Bryn Mawr
- c. a national outlook



The committee has carefully reviewed the two reports, one by the Association of Collegiate Alumnae, entitled: “Health Statistics of Women College Graduates,” the other by Mrs. Henry Sidgwick, entitled “Health Statistics of Women Students of Cambridge and Oxford,” and has looked over the list of questions that are answered by the entering students of Bryn Mawr, Smith, Vassar, and Wellesley colleges. At the fall meeting the committee will submit a proposed schedule of questions to be sent to every Bryn Mawr alumna.

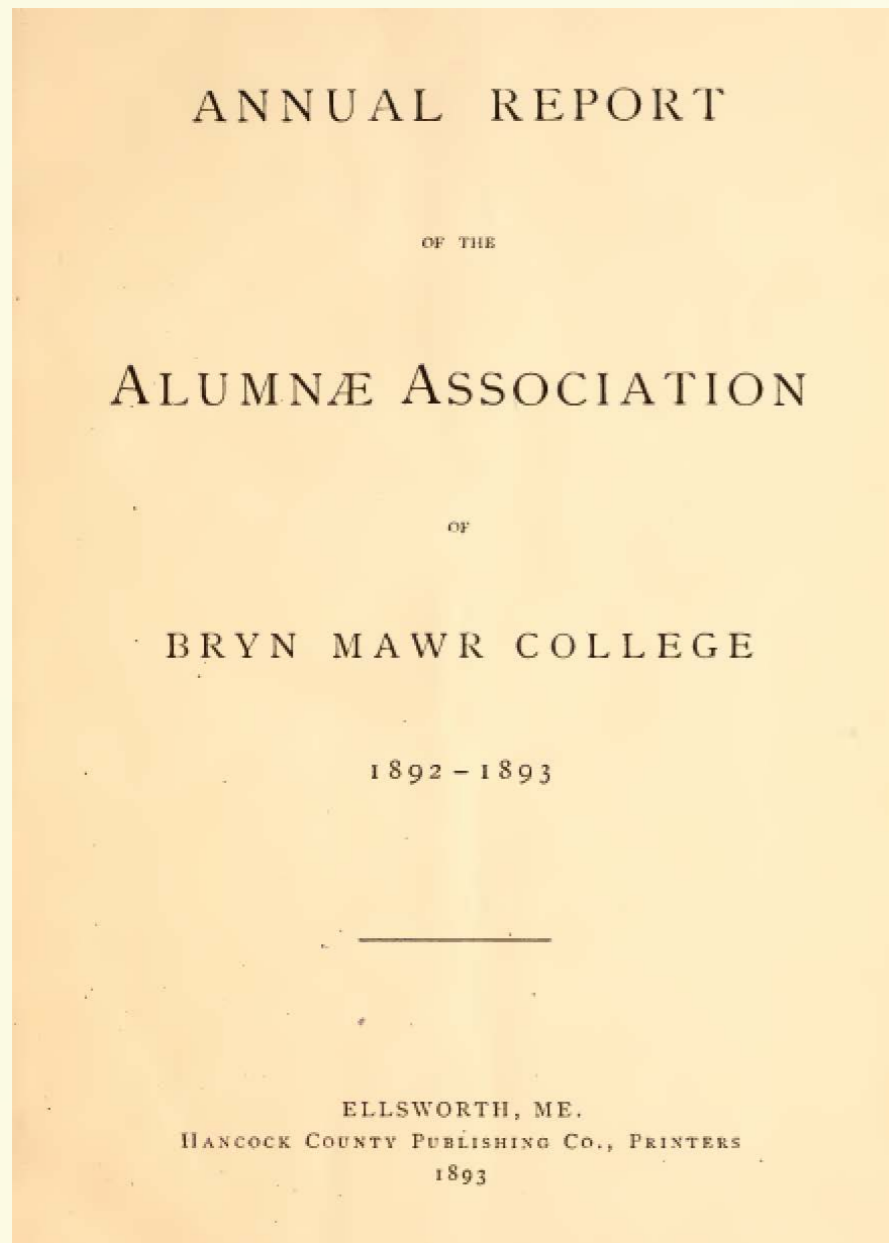
**Jane L. Brownell, Chairman**

Report of the Committee on Health Statistics  
Annual Report of the Alumnae Association 1892 –1893



### 3. The probability

- a. student data at Bryn Mawr
- b. alumnae data from Bryn Mawr
- c. a national outlook



The object of these questions is, of course, to obtain data from which, at some future time, to make out statistical tables that shall give accurate information as to the advantages and disadvantages of college life at Bryn Mawr, especially in reference to health. These tables maybe compared with those of other women's colleges.

**Jane L. Brownell, Chairman**

Report of the COmmittee on Health Statistics  
Annual Report of the Alumnae Association 1892 -1893

### 3. The probability

- a. student data at Bryn Mawr
- b. alumnae data from Bryn Mawr
- c. a national outlook

REPORT OF COMMITTEE ON HEALTH STATISTICS.

Sets of answers previously reported,	75
Sets of answers received since November 21st, 1896,	13
Total,	88

JANE L. BROWNELL, *Chairman.*

33

SUMMARY.

Class.	No. in Class.	No. Studying.	No. of A. M.'s.	No. of Ph. D.'s.	No. Teaching.	No. Married.	No. Children.	No. Died.
								Mary Grafton Patterson, A. B., 1888; died 1894.
'89	26	1	3	2	6	10	13	
'90	13	1	2		4	5	3	1
'91	11	4	3		5	1	2	1
'92	19	2	1	3	8	5	4	1
'93	27	3	3	1	12	4	1	
'94	20	2	4		10	2	1	
'95	25	6	1		12	1	1	
'96	39	11	6		19	1		
	180	30	23	6	76	29	25	4

### REPORT OF HEALTH STATISTICS COMMITTEE.

Sets of answers previously reported, . . . . .	171
Received since February 22d, 1901, . . . . .	23
<b>Total, . . . . .</b>	<b>194</b>

#### Distribution Among Classes.

CLASS.	NO. IN CLASS.	NO. OF ANSWERS RECEIVED.	PERCENTAGE.
'88	1	0	0
'89	26	17	65.4
'90	13	9	69.2
'91	11	7	65.6
'92	19	11	57.9
'93	30	14	46.6
'94	20	8	40.0
'95	25	7	28.0
'96	39	15	38.5
'97	46	16	34.8
'98	48	18	37.5
'99	44	13	29.6
'00	54	33	61.1
'01	62	22	35.5
Ph.Ds.	11	4	36.4
<b>Total,</b>	<b>449</b>	<b>194</b>	<b>43.2</b>

ISABEL MADDISON, *Secretary.*

February 8th, 1902.

### SUMMARY.

CLASS.	No. in Class.	No. Study'g	No. of A. Ms.	No. of Ph.Ds.	No. Teaching.	No. Married!	No. Children.	No. Died.
'88	1							1
'89	26		4	2	3	11	22	
'90	13		2	1	2	6	9	2
'91	11		4	1	4	2	3	1
'92	19		1	3	6	7	8	1
'93	30	1	3	1	9	13	10	
'94	19	2	5	2	8	6	3	
'95	26	2	2		11	5	3	
'96	39	2	8		12	9	9	
'97	46	2	5		20	11	4	1
'98	48	8	9		11	1		
'99	44	6	4		9	6	2	1
1900	55	6	2		14	1	1	
1901	61	8			17	1		
Hon. M'b'rs	2				1			
Ph.Ds.	12	2		12	10	1		
<b>Total</b>	<b>452</b>	<b>39</b>	<b>49</b>	<b>22</b>	<b>137</b>	<b>80</b>	<b>74</b>	<b>7</b>

#### OTHER OCCUPATIONS OF BRYN MAWR ALUMINÆ.

Clerical work, 11; wardens of college halls, 6; college settlement work, 5; school directors, 4; deans of colleges, 3; library work, 2; secretary to Consumers' League, 1; expert agent of U. S. Industrial Commission, 1; physician, 1; nurse, 1; photographer, 1; artist in pathology, 1; special writer for McClure's syndicate, 1; junior bursar, Bryn Mawr College, 1.



### 3. The probability

- a. student data at Bryn Mawr
- b. alumnae data from Bryn Mawr
- c. a national outlook

STATISTICS OF OCCUPATIONS OF BACHELORS OF ARTS, B. M. C.	
Number in Class.....	63
Number married.....	31
Number teaching since 1902.....	32
Number now teaching.....	8
Number studying since 1902.....	25
Number now studying.....	5
Number with A.M. degrees.....	3
Students of music.....	2
Students at schools of philanthropy.....	2
Secretary in a college.....	1
Wardens.....	4
Bacteriologists.....	2
Milliner.....	1
Church soloist.....	1
Wood-carving.....	1
Farmer.....	1
Director of out-door sports.....	1
Resident workers in settlements.....	3
Philanthropic worker.....	1
Secretary, Y. W. C. A.....	1
Secretary of a society for social hygiene.....	1
Number married with paid occupation.....	1
No paid occupation since 1902.....	20
Number reporting definite unpaid positions in clubs or philanthropic organizations	28
Number dead.....	1

### 3. The probability

- a. student data at Bryn Mawr
- b. alumnae data from Bryn Mawr
- c. a national outlook

STATISTICS OF BACHELORS OF ARTS OF BRYN MAWR COLLEGE.  
II. MARRIAGE TABLE.

666

Statistics

Married before January 1.																				Total married before Jan. 1, 1909.	Total in Class.	Per cent Married.	
	1891.	1892.	1893.	1894.	1895.	1896.	1897.	1898.	1899.	1900.	1901.	1902.	1903.	1904.	1905.	1906.	1907.	1908.	1909.				
Class of 1888.																					1	1	100.0
1889.	1	4		1	3			1		1											11	24	45.8
1890.			1		1	2	1				1										7	15	46.7
1891.				1						1					1						3	11	27.3
1892.			1		1				1												7	15	46.7
1893.				1		2	1		1	3	1	2	1	1							14	31	45.2
1894.						1	1		1	2	2										9	21	42.9
1895.						1				1	2	1		1				2			10	25	40.0
1896.								3	1			4	1		1			1			11	39	28.2
1897.									1	5	2	3	1		1			3		2	21	46	45.7
1898.												1	3								11	48	22.9
1899.											1	2	1	3						1	19	43	44.2
1900.										1	1			2	2					3	25	57	43.9
1901.														1	1	6				3	17	62	27.4
1902.															6	7				4	28	63	44.4
1903.																2				7	14	81	17.3
1904.																1				2	14	68	20.6
1905.																				6	12	79	14.7
1906.																				1	7	56	12.5
1907.																				2	3	71	4.2
1908.																				3	3	81	3.7
Married of all Classes in each year before Jan. 1	1	4	2	3	5	9	3	4	5	14	12	13	10	15	23	29	36	29	29	246	937	26.3	
Total number mar- ried to Jan. 1...	1	5	7	10	15	24	27	31	36	50	62	75	85	100	123	152	188	217	246				
Total number of Bachelors of Arts up to Jan. 1....	40	51	66	97	118	143	182	228	276	319	376	438	501	582	650	729	785	856	937				
Percentage mar- ried to Jan. 1...	2.5	9.8	10.6	10.3	12.7	16.8	14.3	13.6	13.0	15.7	16.5	17.1	16.8	17.2	18.9	20.9	23.9	25.4	26.3				



### 3. The probability

- a. student data at Bryn Mawr
- b. alumnae data from Bryn Mawr
- c. a national outlook

I can't write any letter because of dearth of material — nothing on earth has happened to me in *years* — and *years* and *years*!! Absolutely nothing. If only I could have joined that famous 69 per cent now — the girls that had babies without getting married — that would be something I might brag about, but I haven't even done that. Yet, of course, I have several diplomas and a few gold medals for research work in foreign universities, but that's nothing — pooh! And of course every one has read my *Works* — but those things are things too obvious to mention.

**Irene Rossiter (class of 1904)**  
Bryn Mawr Alumnae Quarterly 1914



### 3. The probability

- a. student data at Bryn Mawr
- b. alumnae data from Bryn Mawr
- c. a national outlook



To show that the winning of undergraduate honours is followed by success in after life the present occupations of the twenty-six former holders of the fellowship, which has been awarded annually since 1889 have been investigated. Six of the former fellows are now Ph.D.'s, four are teaching in colleges and two are working in college administration, one is a writer and lecturer, nine are teaching in or heads of schools, three are still studying, one is a private tutor and six are married and have no paid occupation. They have studied all over the continent and in England, at Paris, Berlin, Munich, Leipzig, Heidelberg, Göttingen, Zurich, Oxford, Cambridge, London (British Museum), Rome and Athens. Only two have failed to use their fellowships.

Isabel Maddison

*Bryn Mawr Alumnae Quarterly* 1916

### 3. The probability

- a. student data at Bryn Mawr
- b. alumnae data from Bryn Mawr
- c. a national outlook

STATISTICS OF MASTERS OF ARTS AND OF DOCTORS OF PHILOSOPHY OF BRYN MAWR COLLEGE.  
TABLE OF MARRIAGE AND OCCUPATIONS.

Number of		Teaching.		Physicians.	Lawyers.	No Fixed Occupation.		Married Occupation.	Studying.	Dead.	Other Occupations.
		In Schools.	In Colleges.			Married.	Un-married.				
Ph. D's.	36*	10	17	.....	.....	5	1	College Administration.	1	1	Adviser of Women in University, College Administration (2), Research (4) (3 on leave of absence from College appointments).
Per Cent.	.....	27.8	47.2	.....	.....	13.9	2.9	2.9	2.9	2.9	
A.M's.	77†	22	5	2	1	10	22	1 Teaching. 1 Studying.	12	2	Librarian, Secretary, Innkeeper.
Per Cent.	.....	28.5	6.5	2.6	1.3	12.9	28.5	2.6	15.6	2.6	

Statistics

\* Of these thirteen are Bachelors of Arts of Bryn Mawr College.  
† Of these all are also B.A.'s of Bryn Mawr College and six are also Doctors of Philosophy of Bryn Mawr College.



### 3. The probability

- a. student data at Bryn Mawr
- b. alumnae data from Bryn Mawr
- c. a national outlook

Publications of the **ASSOCIATION OF COLLEGIATE ALUMNAE** MAGAZINE February 1906 Series III—No. 13

**Contents**

	PAGE
ADDRESSES OF WELCOME . . . . .	1
	JOSEPH M. TERRELL
	WALTER B. HILL
	CELESTIA PARRISH
THE TRUE TEST OF THE WORTH OF EDUCATION . . . . .	10
	ABBY LEACH
THE SOUTH AND THE SCHOOL . . . . .	19
	S. C. MITCHELL
A PLEA FOR SCHOLARSHIPS FOR THE YOUNG WOMEN OF THE SOUTH . . . . .	24
	KATE AUSTIN TUTTLE
THE RELATION OF THE COMMUNITY AND THE COLLEGE TO THE PUBLIC SCHOOLS . . . . .	26
	LILIAN WYCKOFF JOHNSON
CO-OPERATION IN EDUCATIONAL METHODS BETWEEN COLLEGE AND CLUB WOMEN	
ASSOCIATION OF COLLEGIATE ALUMNAE . . . . .	34
	MARION TALBOT
FEDERATION OF WOMEN'S CLUBS . . . . .	38
	SARAH S. PLATT DECKER
	M. M. ABBOTT
IN MEMORIAM, HELEN HISCOCK BACKUS . . . . .	44
SHORT ADDRESSES . . . . .	46
	EMILY B. ZAHNER, EMILY H. PARK, EVA PERRY MOORE,
	ABBY LEACH, ANNA A. CUTLER, CAROLINE HAZARD, AGNES IRWIN,
	MURPHY CANDLER, MARY A. LIPSCOMB, HARRIS C. WHITE
REPORT OF THE ANNUAL MEETING AT ATLANTA . . . . .	54

Had it been possible to proceed as planned, there would undoubtedly have been collected a larger body of statistics than has yet been attempted relating to that much-discussed question, the comparative size of families of college and non-college graduates, men and women, and the size of the family would have been considered in its important relation to the number of years of marriage. The magnitude of the undertaking, however, and the difficult of proceeding single-handed, made it necessary to postpone the work indefinitely.

**Alice Upton Pearmain**

Report of the Publication Committee (1906)



### 3. The probability

- a. student data at Bryn Mawr
- b. alumnae data from Bryn Mawr
- c. a national outlook

**A preliminary statistical study of certain women college graduates : dealing with the health, marriage, children, occupations of women graduating between 1869 and 1898, and their sisters and brothers**

Author: [Association of Collegiate Alumnae \(U.S.\)](#)  
Publisher: Bryn Mawr, Pa. : [s.n.], 1917.  
Edition/Format: Print book : English [View all editions and formats](#)  
Rating: (not yet rated) 0 with reviews - Be the first.  
Subjects: [Women college graduates.](#)  
More like this [Similar Items](#)

**Get a Copy**  
[Find a copy in the library](#)

**Find a copy in the library**

Enter your location:    
Submit a complete postal address for best results.

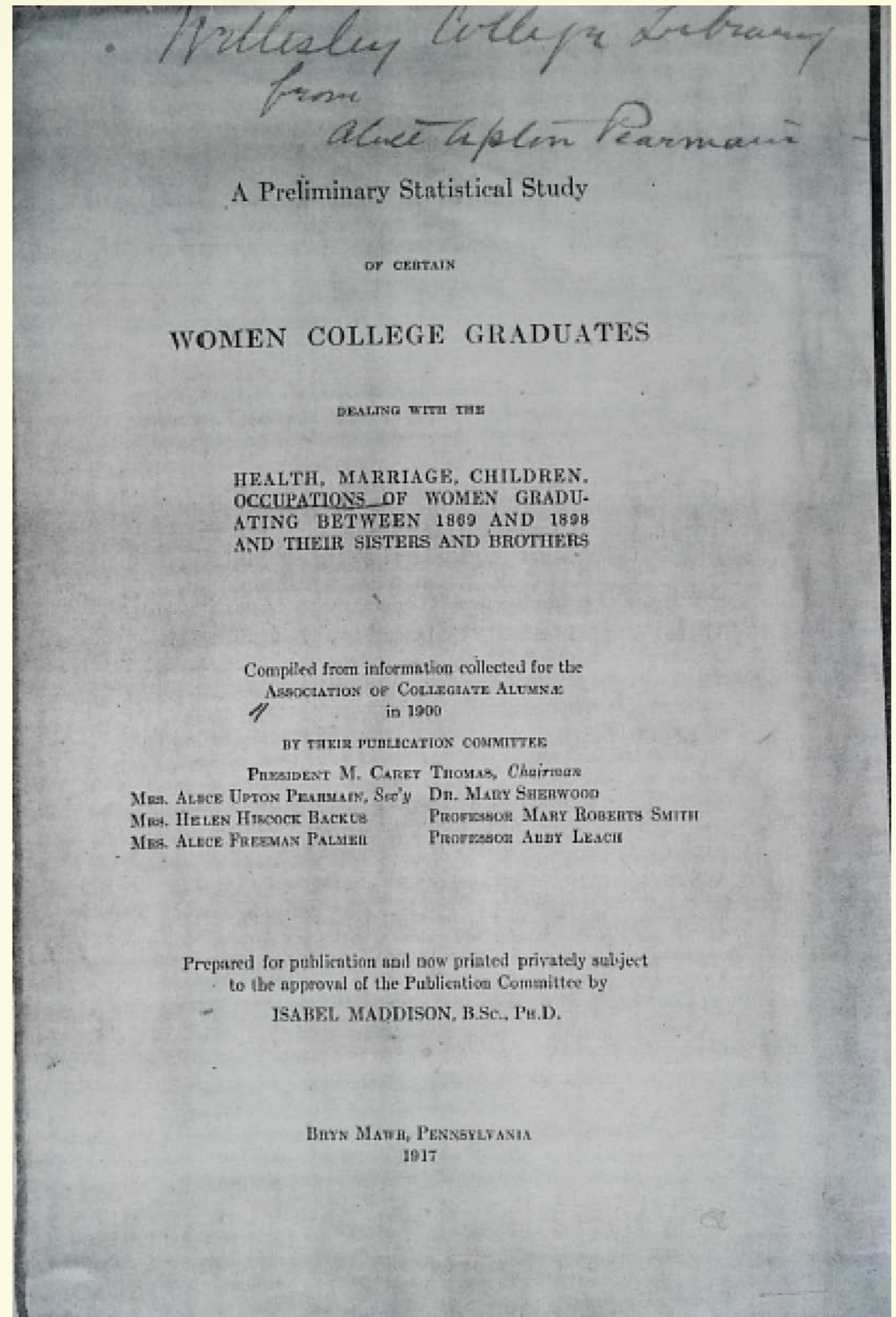
Displaying libraries 1-2 out of 2 for all 3 editions (11545) Show libraries holding [just this edition](#) or narrow results by [format](#)

Library	Held formats	Distance	
1. <a href="#">Wellesley College</a> Wellesley, MA 02481 United States	<a href="#">Book</a> + 1 other formats	157 miles <input type="button" value="MAP IT"/>	<a href="#">Library info</a> <a href="#">Add to favorites</a>
2. <a href="#">Harvard University</a> Harvard Library Cambridge, MA 02138 United States	<a href="#">Microform</a>	168 miles <input type="button" value="MAP IT"/>	<a href="#">Library info</a> <a href="#">Add to favorites</a>

**Other formats**  
Wellesley College also holds these formats:  
[Microform](#)

### 3. The probability

- a. student data at Bryn Mawr
- b. alumnae data from Bryn Mawr
- c. a national outlook





### 3. The probability

- a. student data at Bryn Mawr
- b. alumnae data from Bryn Mawr
- c. a national outlook

APPENDIX C.

Proof that the distribution of women graduates (unmarried) as to change in health conforms to the Curve of Error. The method adopted is a modification of Quetelet's and makes use of his scale of precision.\*

Points of change of health.	Number of women graduates.	Proportional numbers.	Number between mean and number of points given.	Rank in scale of precision.	Rank if curve conform by hypothesis.	Numbers from hypothetical rank.	Number of women per point, on hypothesis of conformity.	Differences between true and calculated numbers.
+4	14	6	500	∞∞∞	∞∞∞	500	6	0
+3	50	22	494	40	30.8	494	23	1
+2	172	76	472	30.2	29.8	471	75	1
+1	373	164	396	20	19.8	396	164	0
∴∴	∴∴∴	∴∴	232	9.8	9.8	232	∴∴	∴∴
0	1,183	520	∴∴	∴∴∴	∴∴∴	∴∴	520	0
∴∴	∴∴∴	∴∴	288	12.7	12.7	288	∴∴	∴∴
-1	335	147	435	24.0	22.7	424	136	11
-2	101	44	479	32.1	32.7	479	55	11
-3	34	15	494	40	42.7	496	17	2
-4	13	6	500	∞∞∞	∞∞∞	500	4	2
	<u>2,275</u>	<u>1,000</u>						<u>28</u>

The misfit is 2.8 per cent. The fit is very close except at the lower end of the scale.

\*Quetelet, *Lettres sur la Théorie des probabilités*, pp. 375 et seq. Bowley, *Elements of Statistics*, p. 273.



### 3. The probability

- a. student data at Bryn Mawr
- b. alumnae data from Bryn Mawr
- c. a national outlook

AMERICAN  
STATISTICAL ASSOCIATION.

---

---

NEW SERIES, Nos. 49, 50.                      MARCH, JUNE, 1900.

---

---

STATISTICS OF COLLEGE AND NON-COLLEGE WOMEN.

BY MARY ROBERTS SMITH, PH.D.,

ASSOCIATE PROFESSOR OF SOCIOLOGY IN LELAND STANFORD JR. UNIVERSITY.

The oldest women college graduates are now about 65 years of age; until 1880, however, women did not go to college in any considerable numbers. Time enough has only just elapsed, therefore, to make statistics of marriage and child bearing possible. An acquaintance with several thousand college women and their families, and a residence in five colleges of different types, extending over a period of thirty years, has given the writer an opportunity of hearing all phases of women's education discussed. It can scarcely have failed to give a background for the interpretation of statistics bearing upon the comparative results of the generally prevalent systems of education for women. The following data have been collected, with the approval of the Association of Collegiate Alumnae, a body of over 2000 women, of whom more than 600 are married. The inquiry has not been limited exclusively to them, but includes women graduates of other colleges than those admitted to membership. Heretofore the college women have been compared with that vague standard, the "average" women of the Census;

The object of this paper is to show, so far as can be shown by the statistical method, whether college women differ as to age of marriage, child-bearing capacity, health, income, and the class of men they marry, from their sisters, cousins, and friends who were educated in other ways

**Mary Roberts Smith (1900)**

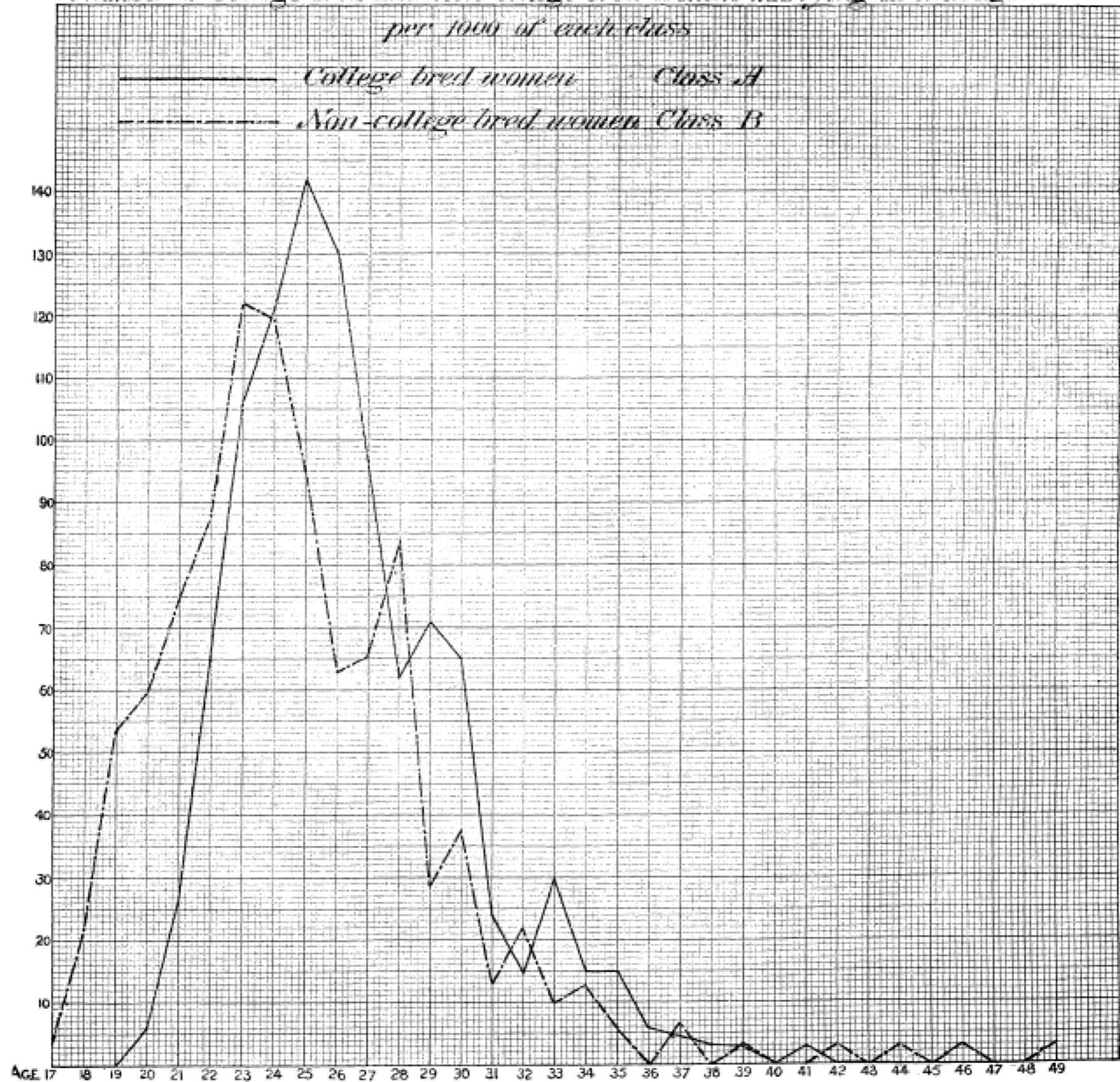
Statistics of College and Non-College Women  
*American Statistical Association*

The tabulations and diagrams were made by Mr. Walter E. Nichols, Stanford, '99, a student of social statistics, to whom I am indebted also for many valuable suggestions. The schedule blank used was as follows:—

1. Where was your academic, collegiate, or later education obtained?  
Degrees, if any?                      Honors or scholarships, if any?
2. At what age did you marry?                      How long married?
3. How many children have you had?
  - (a) Now living (sex and age of each)?
  - (b) Now dead (sex and age of each at death)?  
Cause of death?
  - (c) Number still-born?                      Number of miscarriages?
4. Are your children delicate, moderately well, or robust?  
If any are delicate, why?
5. Did you have delicate, fair, good, or robust health before marriage?  
If delicate or fair only, was there any *special* cause for it?
6. Do you have delicate, fair, good, or robust health now?  
If this reply varies from question 5, to what do you attribute the change?
  
7. Where was your husband's later education obtained?  
Degrees, if any?  
What is your husband's occupation?
8. What was your own occupation before marriage?  
How many years pursued?
9. Is your average yearly joint income less than \$2000?  
Between \$2000 and \$5000?                      Over \$5000?
10. Do you live in city, suburbs, or country?



FIG. II A & B  
 Number of College bred and non-college bred women marrying at each age  
 per 1000 of each class



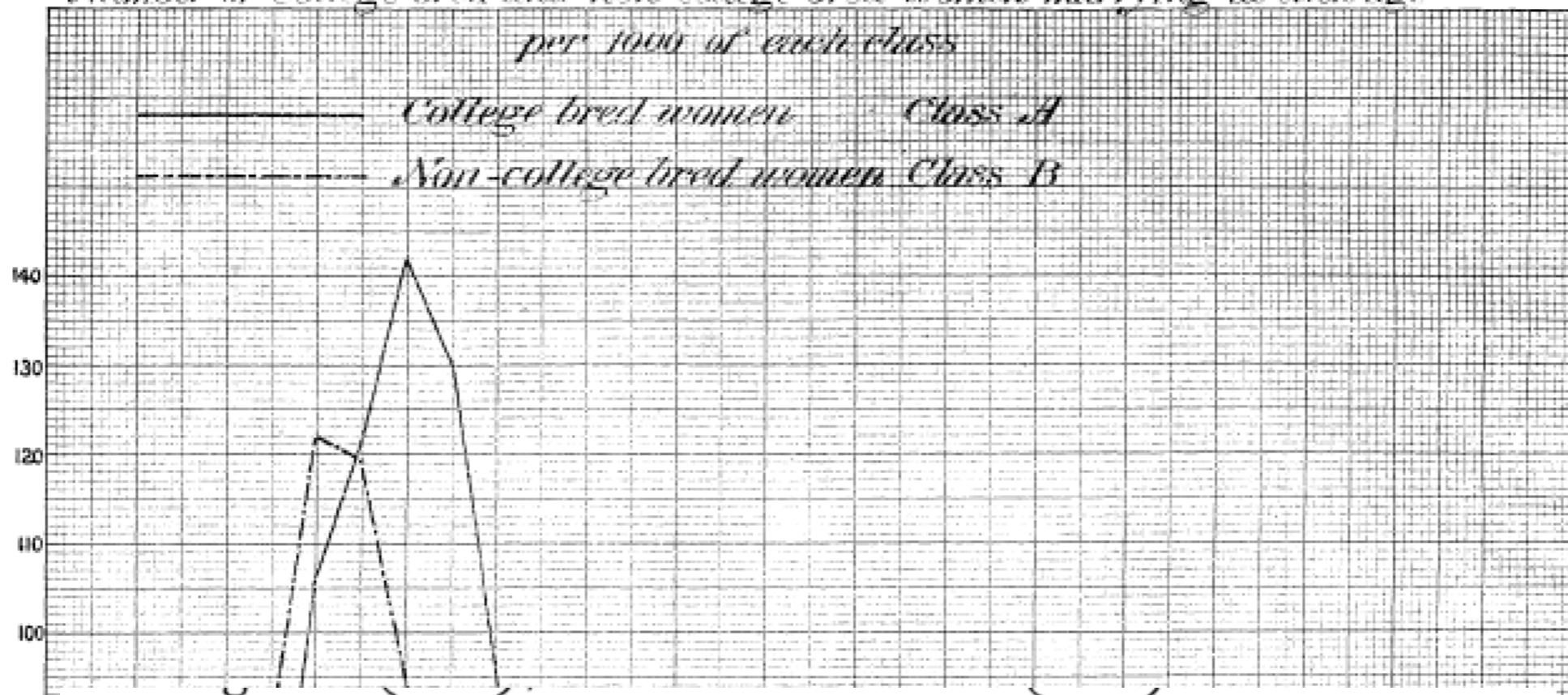


Question 3:

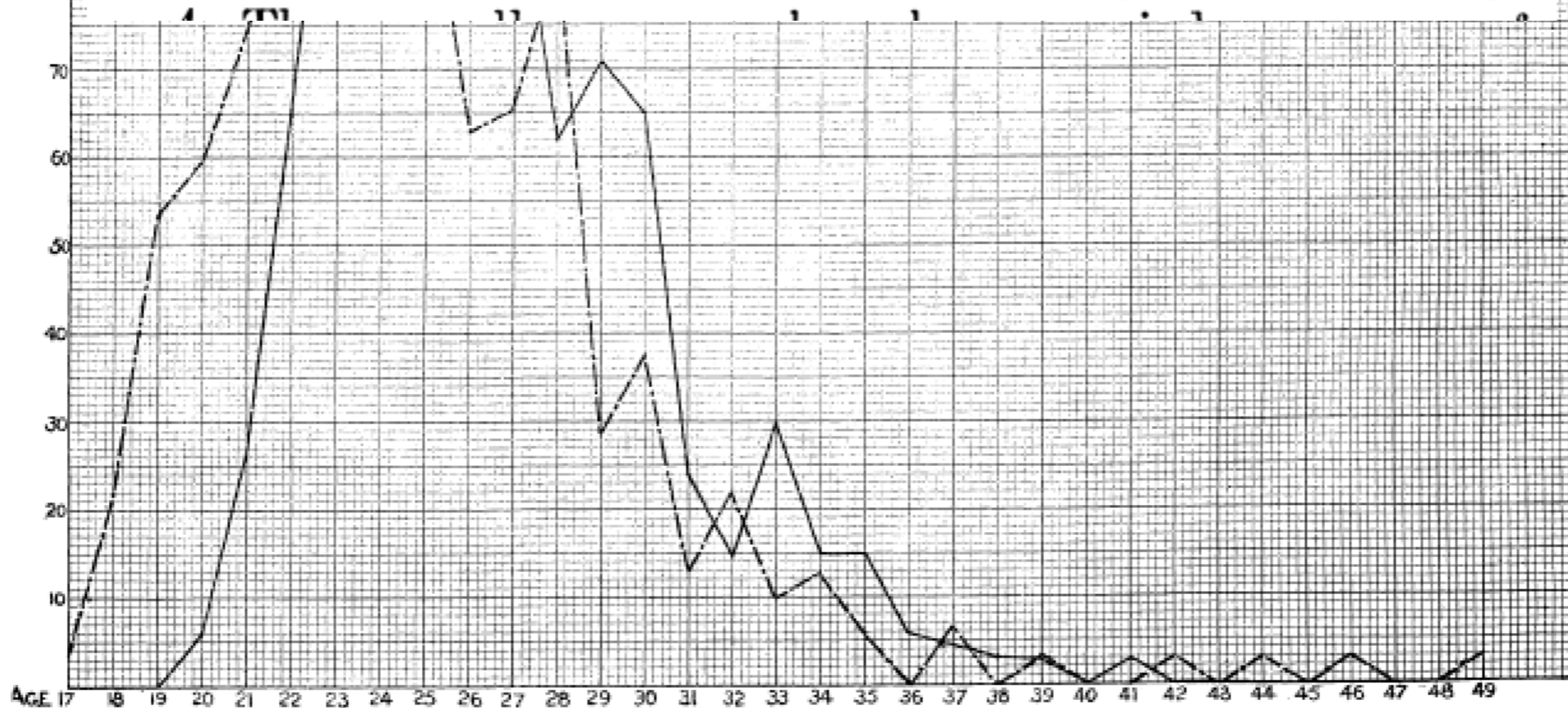
Who is missing from this picture?

FIG. II A & B

Number of College bred and non-college bred women marrying at each age per 1000 of each class



3. The college women have a high percentage of male children (55) as compared with non-college women (47.7).



1. College education for women
2. The problem
3. The probability
4. Conclusions

*“a somewhat excessive attention has been paid to the question of the marriage rate of college women”*

— Elizabeth Kemper Adams (1912)



## 4. Conclusions

P is for Paxton of ethical mind,  
The source of her soul she is  
anxious to find.

Q is the Question (you know  
what is meant)  
Which will only be asked of the  
17 per cent.



### A. Extraordinary surveillance

1. private life aggregated as public knowledge
2. underlying growth of eugenics movement

### B. Economic rationality

1. income opportunities
2. anti-nepotism and unemployment

### C. Beyond marriage as an occupation

1. the normal status
2. the womanly spinster



HEALTH STATISTICS OF ENTERING CLASS, SEPTEMBER 1909.

Name	Health	Period
Ames, Alice	Very strong.	35 days No trouble if can
Atherton, Sarah H.	Not strong; unable to do steady work past 4 yrs. Had pneumonia.	
Beecher, Cecelia	Very well; never ill.	4 wks. No difference.
Baldwin, Dorothea	Strong, but subject to colds.	No difference.
Barnes, Aida C.	Perfectly strong.	No difference.
Barrett, Helen J.	Well and strong.	No difference.
Bartholomew, Grace	Fairly strong. Gets tired out by end of year.	31 days No difference.
Bartlett, Marguerite G.	Well and strong; never absent.	28 days No difference.
Blake, Margaret G.	Well, but tired from working hard. Must be careful of eyes.	28 days. One day in room.
Blake, Dorothy T.	Well and strong.	
Bontecou, Eleanor	Usually very good.	Goes to classes.
Branch, Zelda M.	Pretty good; somewhat tired.	No difference.
Brockstedt, Clarissa B.	Perfectly well.	28 days No difference.
Brown, Margaret E.	Very well.	No difference.
Buchanan, Jessie C.	Perfectly well.	No difference.
Buster, Frances	Well and strong.	No difference.
Clinton, Marion D.	Very well.	Irregular--3 mos. intervals times, but no pain.
Cockrell, Josephine	Very good.	28 days No difference.
Cooper, Isabel R.	Well and strong. A little irregular, but makes no difference.	Regular. In room sometimes
Corning, Zelma	Not strong, but never really sick.	
Crocker, Clara B.	Under treatment for eyes. Adenoids removed last spring.	28 days One day in room.
Daddow, Virginia	Well and strong.	Regular No difference.
Davis, Dorothy L.	Well and strong.	28 days No difference.
Deming, Agathe	Perfectly well.	28 days, sometimes late. One day in room
Dessa, Florence M.	Well.	28 days, sometimes late. No difference.
Elmer, Eleanor N.	Well, but catches colds easily.	
Evans, Helen L.	Perfectly well.	No difference.
Fabian, Elizabeth	Well but subject to asthma; studied very hard last year.	Regular. No difference.
Faulkner, Ellen	Perfectly well.	No difference.
Gibson, L. I.	Really strong; never very ill.	About 5 wks. No difference.
Goldsmith, Cecelia A.	Well and strong.	Usually one day
Haines, Isabelle P.	Usually well and strong. Must be quiet sometimes.	
Halpen, Sara Marion	Perfectly healthy.	Regular No difference.
Hamilton, Amy G.	Usually well.	Regular No difference.
Hathaway, Sylvia	Well and strong.	No difference.
Haydock, Louisa L.	Well and strong.	No difference.
Hearne, Alice	Well and strong. Gets run down in spring--nervous & wakeful.	28 days One day in bed.
Henderson, Hildegard G.	Very strong.	Sometimes in room
Henderson, Louisa	General health very good.	No difference.
Hierichs, Gertrude	Tired from studying hard past year.	Must be a little
Holmes, Maud W.	Generally good but tired from summer's work.	Very irregular & worse retarded 10 days to 4 or 5
Irish, Florence	Not strong. Can take only light gymnasium work.	Must be very careful
Irwin, Marion	Perfectly well.	No difference.
Kelly, Olga E. B.	Perfectly well, but rather tired.	
Kennedy, Laura Elizabeth	Always well.	



The Harvard Venus (1893) sculpted by Theo Alice Ruggles based on data from ten years of college students collected by Dudley Sargent

M. Carey Thomas Presidential Files (1909) columns: Name, Health, Period



## 4. Conclusions

P is for Paxton of ethical mind,  
The source of her soul she is  
anxious to find.

Q is the Question (you know  
what is meant)  
Which will only be asked of the  
17 per cent.



### A. Extraordinary surveillance

1. private life aggregated as public knowledge
2. underlying growth of eugenics movement

### B. Economic rationality

1. income opportunities
2. anti-nepotism and unemployment

### C. Beyond marriage as an occupation

1. the normal status
2. the womanly spinster





## COMMITTEE ON EUTHENICS

ELLEN H. RICHARDS

At the last annual meeting in Cincinnati, October 27, 1909, the Association voted to establish a Committee on Eugenics with Mrs. Ellen H. Richards as Chairman. The Committee on the Study of the Development of Children, of which Dr. Shinn was chairman, was made a subcommittee, and she was made a member of the new committee. Later Dr. Pearl Boggs, of Urbana, Ill., was appointed secretary, and Miss Wilcox, of Brown University, and Dr. Frances Davenport, of Washington, as members of the committee. The right to enlarge the committee as should seem best was vested in the three executive officers. There was some discussion as to the name of the committee, finally resulting in that of Euthenics, as Mrs. Richards felt very strongly that her time and energy must be given to Euthenics, and as the committee wanted her more than the name, the name was changed by the Executive Committee.

The first year's work of a committee is necessarily constructive and detailed, and so much time is taken for organization that the actual and practical results are very few, but the purpose and outlines for activity have been well worked out as follows. The aim of euthenics is to suggest immediate and practicable ways of increasing the efficiency of the present human race. The future will in large measure depend upon this. The lines of work to be followed out are:

1. The education of the public to esteem better environment; e.g., to esteem better control of personal habits, food, drinks, and to a belief in human power over human conditions.
2. Investigation of all proposed plans.
3. Study of fundamental principles.
4. Statements to the public of the waste of life and the possible saving in order to arouse in them a belief in the need of work and in its possible results.
5. Immediate improvements in care of children.

## 4. Conclusions

P is for Paxton of ethical mind,  
The source of her soul she is  
anxious to find.

Q is the Question (you know  
what is meant)  
Which will only be asked of the  
17 per cent.



### A. Extraordinary surveillance

1. private life aggregated as public knowledge
2. underlying growth of eugenics movement

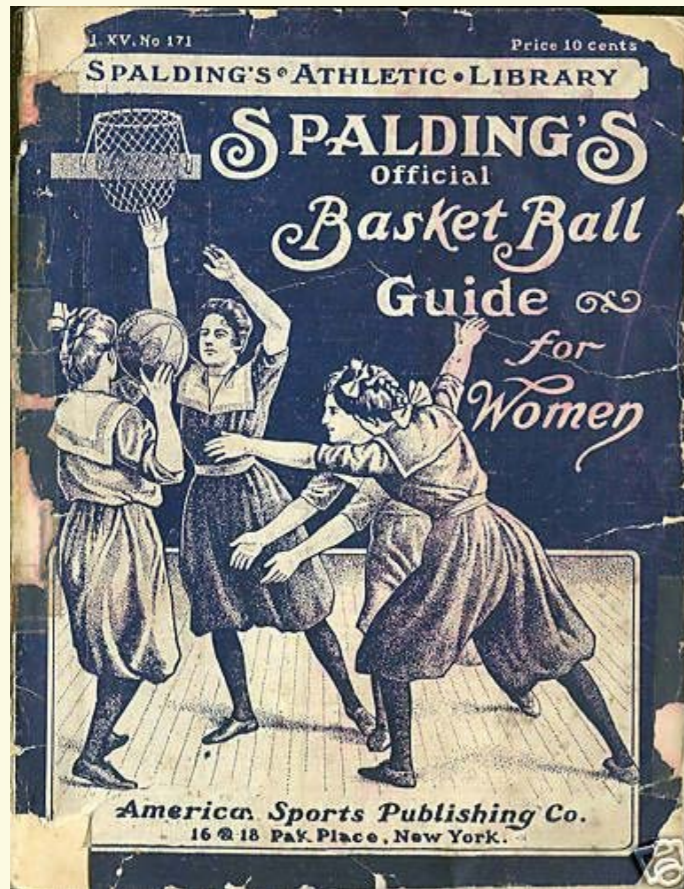
### B. Economic rationality

1. income opportunities
2. anti-nepotism and unemployment

### C. Beyond marriage as an occupation

1. the normal status
2. the womanly spinster

## 4. Conclusions



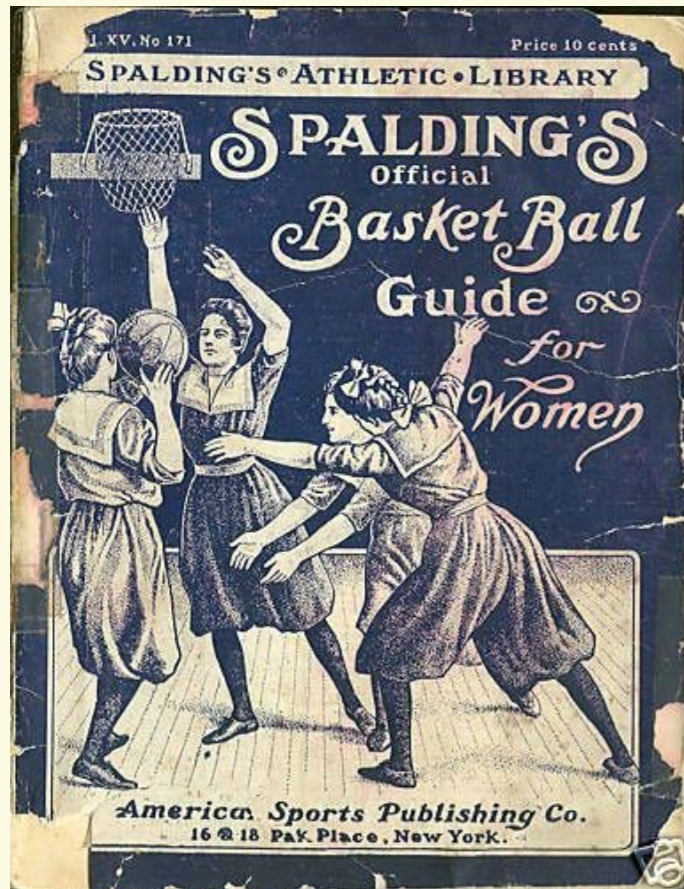
The situation began to change during the 1880s. First, opportunities for teachers improved in terms of both salary and available positions. Secondly, new career options, both inside and outside education, emerged for female college graduates. Thirdly, the growth in opportunities for young middle-class men slowed in the 1890s.

**Mary E. Cookingham**

*Bluestockings, spinsters, and pedagogues* (1984)



## 4. Conclusions



In essence, spinsterhood, on either a temporary or permanent basis, took on new meaning for women college graduates during the last years of the nineteenth century. It became a viable lifestyle, associated with financial independence, social reform, and productive work.

**Mary E. Cookingham**

*Bluestockings, spinsters, and pedagogues* (1981)

## 4. Conclusions

P is for Paxton of ethical mind,  
The source of her soul she is  
anxious to find.

Q is the Question (you know  
what is meant)  
Which will only be asked of the  
17 per cent.



### A. Extraordinary surveillance

1. private life aggregated as public knowledge
2. underlying growth of eugenics movement

### B. Economic rationality

1. income opportunities
2. anti-nepotism and unemployment

### C. Beyond marriage as an occupation

1. the normal status
2. the womanly spinster



EDITH ORLADY, A.B., promoted to be Secretary of the College.

ABIGAIL CAMP DIMON, A.M., appointed Recording Secretary.

MARTHA GIBBONS THOMAS, A.B., reappointed Warden of Pembroke Hall.

HELEN REMINGTON CALDER, Warden of Radnor Hall, resigned on account of her marriage.

MABEL HARRIET NORTON, A.B., reappointed Warden of Denbigh Hall.

EDITH BUELL WRIGHT, A.B., reappointed Warden of Merion Hall.

JANE RIGHTER, Warden of Rockefeller Hall, term expired.

ALICE HILL BYRNE, A.B., Assistant Warden of Pembroke Hall, term expired.

KATHERINE EVERETT, Ph.D., appointed Warden of Rockefeller Hall. Dr. Everett received the degree of Bachelor of Arts from Brown University in 1908 and the degree of Master of Arts in 1910. In 1912 she received the degree of Doctor of Philosophy from Cornell University.

SUSANNE CAREY ALLINSON, A.B., appointed Warden of Radnor Hall. Miss Allinson received the degree of Bachelor of Arts from Bryn Mawr College in 1910.

MARIA HAWES ALBEE, resigned as Business Manager, March 1, 1912, on account of her marriage.

MARIA WILKINS SMITH, A.B., appointed Business Manager to fill the unexpired term of Maria Hawes Albee from March 1, 1912. Miss Smith received the degree of Bachelor of Arts from Bryn Mawr College in 1906. From 1907 to 1912 she conducted a class of girls in Philadelphia and from 1908 to 1909 attended Bryn Mawr College as a graduate student.

MARGARET A. PROCTER, A.B., reappointed Junior Bursar.

MARY LETITIA JONES, B.L., B.L.S., reappointed Librarian.

CONSTANCE M. K. APPLEBEE, reappointed Director of Athletics and Gymnastics.

ELIZABETH LAWRENCE GRAY, reappointed Assistant Director of Athletics and Gymnastics.

MARY ELLEN BAKER, A.B., B.L.S., Head Cataloguer, resigned.

HELEN COREY GEDDES, A.B., B.S. appointed Head Cataloguer. Miss Geddes received the degree of Bachelor of Arts from Radcliffe College in 1905 and the degree of Bachelor of Science from Simmons College in 1910. From 1910 to 1912 she was Assistant in the Library of the University of Illinois.

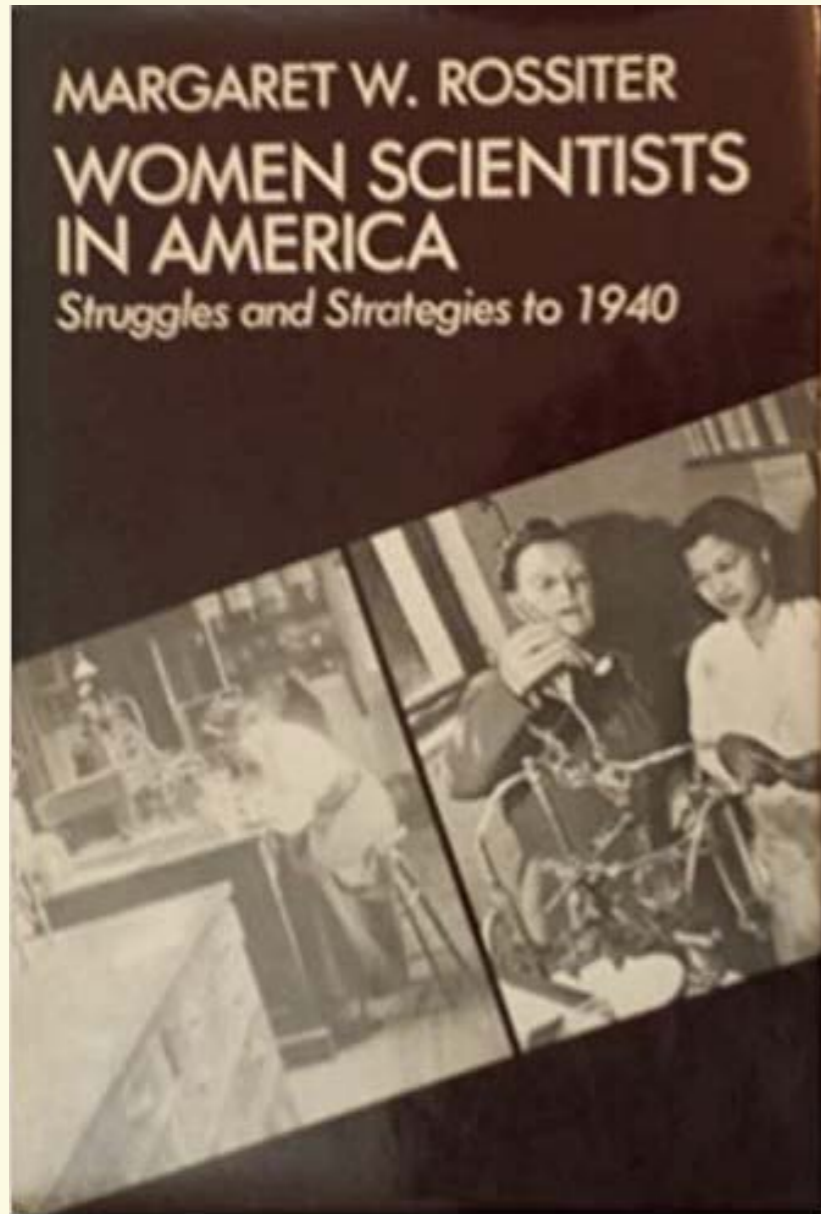
BESSIE HOMER JENNINGS, reappointed Assistant Cataloguer.

We cannot help feeling that much of Bryn Mawr's success, certainly a tone on the academic side that is peculiarly her own, is due to the fact that in her wisdom the Dean chose as her Faculty the most promising scholars and teachers, and for the most part men, regardless of whether they were married or not. "I am not going to ask my Faculty to show a marriage certificate," she used to say.

"The Twenty-Fifth Anniversary"  
*Bryn Mawr Alumnae Quarterly*



## 4. Conclusions



Such antinepotism rules were for many decades a common administrative device used by universities to protect themselves from having to consider employing qualified wives [...] What the loss of this professional opportunity meant to these women or to science as a whole, which by this wasteful and systematic disqualification lost the contributions of many highly talented persons, who found themselves blamed first for marrying and leaving science and then for trying to get back into it!

**Margaret Rossiter**

*Women Scientists in America: Struggles and Strategies to 1940* (1982)

## 4. Conclusions

P is for Paxton of ethical mind,  
The source of her soul she is  
anxious to find.

Q is the Question (you know  
what is meant)  
Which will only be asked of the  
17 per cent.



### A. Extraordinary surveillance

1. private life aggregated as public knowledge
2. underlying growth of eugenics movement

### B. Economic rationality

1. income opportunities
2. anti-nepotism and unemployment

### C. Beyond marriage as an occupation

1. the normal status
2. the womanly spinster

## 4. Conclusions



I am quite ready to concede that marriage and motherhood are a normal status for woman, and other things being equal, she is happier in that condition than in any other. But this is far from saying that a woman's life is a failure because she has not married, and that her life may not be a failure because she has married.

**President William Howard Taft**  
Speech to Bryn Mawr Alumnae 1910



## 4. Conclusions

P is for Paxton of ethical mind,  
The source of her soul she is  
anxious to find.

Q is the Question (you know  
what is meant)  
Which will only be asked of the  
17 per cent.



### A. Extraordinary surveillance

1. private life aggregated as public knowledge
2. underlying growth of eugenics movement

### B. Economic rationality

1. income opportunities
2. anti-nepotism and unemployment

### C. Beyond marriage as an occupation

1. the normal status
2. the womanly spinster

# 4. Conclusions

M. W. TINGLEY, (No. 278) Application for Passport—Native Citizen.  
NOTARY PUBLIC, Printed and sold by John C. Clark & Sons, 330 Dock St., Philadelphia.  
No. 09284 117 Walnut Street, PHILADELPHIA, PA. Issued June 9, 1891

UNITED STATES OF AMERICA.

STATE OF Pennsylvania }  
COUNTY OF Philadelphia } ss:

I, Miss Ruth Gentry, a NATIVE AND LOYAL CITIZEN OF THE UNITED STATES, do hereby apply to the Department of State at Washington for a passport for myself and wife and my minor children as follows:  
born at \_\_\_\_\_, on the \_\_\_\_\_ day of \_\_\_\_\_, 18\_\_\_\_, and

In support of the above application, I do solemnly swear that I was born at \_\_\_\_\_, in the State of \_\_\_\_\_, on or about the \_\_\_\_\_ day of \_\_\_\_\_, 1862.; that my father is a native citizen of the United States; that I am domiciled in the United States, my permanent residence being at \_\_\_\_\_, in the State of \_\_\_\_\_, where I follow the occupation of \_\_\_\_\_; that I am about to go abroad temporarily; and that I intend to return to the United States next year with the purpose of residing and performing the duties of citizenship therein.

OATH OF ALLEGIANCE.

Further, I do solemnly swear that I will support and defend the Constitution of the United States against all enemies, foreign and domestic; that I will bear true faith and allegiance to the same; and that I take this obligation freely, without any mental reservation or purpose of evasion: SO HELP ME GOD.

Sworn to before me this \_\_\_\_\_ day \_\_\_\_\_, 1891, at \_\_\_\_\_, by \_\_\_\_\_, Notary Public.

DESCRIPTION OF APPLICANT.

Age: 29 years.	Mouth: <u>small medium</u>
Stature: 5 feet, 6 inches, Eng.	Chin: <u>pointed</u>
Forehead: <u>high</u>	Hair: <u>light brown</u>
Eyes: <u>gray</u>	Complexion: <u>fair</u>
Nose: <u>medium</u>	Face: <u>oval</u>

IDENTIFICATION.

June 16<sup>th</sup> 1891, at \_\_\_\_\_, 1891.

I hereby certify that I know the above-named \_\_\_\_\_ personally, and know him to be a native-born citizen of the United States, and that the facts stated in the affidavit are true to the best of my knowledge and belief.

Witness my hand and seal this \_\_\_\_\_ day of \_\_\_\_\_, 1891, at \_\_\_\_\_.

[ADDRESS OF WITNESS] \_\_\_\_\_

Applicant desires passport sent to following address:  
Miss Ruth Gentry  
Care of \_\_\_\_\_  
Antwerp  
Belgium

There are women who have a genuine call to scholarly work, and who not only remain womanly women, but become ever more womanly in the pursuit of their calling.

Ruth Gentry  
A Winter in Berlin  
The Lantern (1892)

1932

**WHITE SCOTT** Charlotte Angas of Carholme 2 Storeys Way **Cambridge**  
spinster died 8 November 1931 Probate **Liverpool** 24 February  
to Sidney Field gentleman. Effects £828 18s. 10d.

the end, thank you.