



This is a digital copy of a book that was preserved for generations on library shelves before it was carefully scanned by Google as part of a project to make the world's books discoverable online.

It has survived long enough for the copyright to expire and the book to enter the public domain. A public domain book is one that was never subject to copyright or whose legal copyright term has expired. Whether a book is in the public domain may vary country to country. Public domain books are our gateways to the past, representing a wealth of history, culture and knowledge that's often difficult to discover.

Marks, notations and other marginalia present in the original volume will appear in this file - a reminder of this book's long journey from the publisher to a library and finally to you.

Usage guidelines

Google is proud to partner with libraries to digitize public domain materials and make them widely accessible. Public domain books belong to the public and we are merely their custodians. Nevertheless, this work is expensive, so in order to keep providing this resource, we have taken steps to prevent abuse by commercial parties, including placing technical restrictions on automated querying.

We also ask that you:

- + *Make non-commercial use of the files* We designed Google Book Search for use by individuals, and we request that you use these files for personal, non-commercial purposes.
- + *Refrain from automated querying* Do not send automated queries of any sort to Google's system: If you are conducting research on machine translation, optical character recognition or other areas where access to a large amount of text is helpful, please contact us. We encourage the use of public domain materials for these purposes and may be able to help.
- + *Maintain attribution* The Google "watermark" you see on each file is essential for informing people about this project and helping them find additional materials through Google Book Search. Please do not remove it.
- + *Keep it legal* Whatever your use, remember that you are responsible for ensuring that what you are doing is legal. Do not assume that just because we believe a book is in the public domain for users in the United States, that the work is also in the public domain for users in other countries. Whether a book is still in copyright varies from country to country, and we can't offer guidance on whether any specific use of any specific book is allowed. Please do not assume that a book's appearance in Google Book Search means it can be used in any manner anywhere in the world. Copyright infringement liability can be quite severe.

About Google Book Search

Google's mission is to organize the world's information and to make it universally accessible and useful. Google Book Search helps readers discover the world's books while helping authors and publishers reach new audiences. You can search through the full text of this book on the web at <http://books.google.com/>



MC 7445.342

E



Harvard College Library

FROM

the Museum of
Comp zoölogy



3 2044 096 986 112

All orders for copies of this book should be addressed to the Librarian of the Anna Ticknor Library Association, Trinity Court, Boston. Price, including postage, \$1.00; to Members of the Society the book will be mailed, postpaid, for 50 cents.





Anna E. Lister

.



**SOCIETY TO ENCOURAGE
STUDIES AT HOME**

FOUNDED IN 1873 BY

ANNA ELIOT TICKNOR

BORN JUNE 1ST, 1823
DIED OCTOBER 5TH, 1896



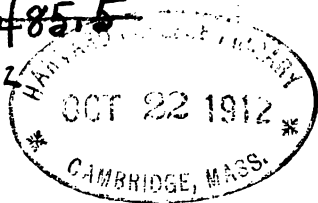
CAMBRIDGE

Printed at the Riverside Press

1897

~~Edue 7485.5~~

LC 7445.342



*Museum of
Comp. Zoology*

COPYRIGHT, 1897

BY SOCIETY TO ENCOURAGE STUDIES AT HOME

TO THE STUDENTS OF THE
SOCIETY TO ENCOURAGE STUDIES AT HOME
WHOSE INTEREST AND INDUSTRY
HAVE BEEN THE INSPIRATION
OF THEIR TEACHERS
THIS MEMORIAL
IS DEDICATED

THIS memorial has been prepared by a small committee appointed for the purpose in January, 1897. The short account of Miss Ticknor is written by Samuel Eliot, LL. D., the chairman of the Society from the beginning, to whose wise rulings much of its success is due, and whose unfailing presence at the annual meetings has added dignity and weight to those occasions. The sketch of the foundation and character of the Society is written by Mrs. Louis Agassiz, who was a lifelong friend of Miss Ticknor, and always connected with the Society.

CONTENTS

	PAGE
I. BIOGRAPHICAL NOTE	1
II. FOUNDATION AND CHARACTER OF THE SOCIETY	4
III. FIRST YEARS OF THE SOCIETY	8
IV. HISTORY OF THE DEPARTMENTS	26
V. BRANCHES AND KINDRED ORGANIZATIONS	59
VI. CORRESPONDENCE	71
I. LETTERS FROM MISS TICKNOR	
II. LETTERS TO AND FROM MISS TICKNOR AND MEMBERS OF THE SOCIETY	
III. LETTERS ABOUT THE SOCIETY FROM MEMBERS.	
VII. CONCLUSION	178
APPENDICES.	
A. LIST OF CORRESPONDENTS	181
B. HEALTH	190
C. TWENTY-FOURTH ANNUAL REPORT	208
INDEX	217

SOCIETY TO ENCOURAGE STUDIES AT HOME.

I.

BIOGRAPHICAL NOTE.

ANNA ELIOT TICKNOR, daughter of George and Anna (Eliot) Ticknor, was fifty years old, when in 1873 she founded the Society to which she thenceforth devoted herself until her death.

Her birth, education and position were such as to fit her exceptionally for the work she undertook. Her father was not only the historian of Spanish Literature, but a professor of modern languages who introduced elective courses into Harvard College, and at a later time was one of the founders and early presidents of the Boston Public Library. He had many correspondents of eminence abroad and at home, many distinguished friends with whom his intercourse was frequent, and their society would naturally make a large element in his daughter's life. Her mother was of a sen-

sitive and an animating nature, able to sympathize with an enterprise like this society, and to help it forward by personal influence and personal exertion. Miss Ticknor's character rendered her a nearly ideal leader in the movement. She was quick of temperament, and ambitious of usefulness far more than of any distinction. While appreciative of the restrictions which she wished to remove, she was desirous to gratify, if possible, the aspirations of the large number of women throughout the country who would fain obtain an education, and who had little, if any hope of obtaining it. She was very highly educated herself, and thought more and more of her responsibility to share her advantages with others not possessing them. She had written for others' benefit a few articles, a book about Paris for young people, a biography of her father's friend and hers, Dr. Cogswell of the Astor Library, and, at the time of the foundation of the Society, she was much occupied in preparing the material for her father's memoirs. In addition to all these qualifications, moral and intellectual, she possessed an executive ability not then fully known, but brought into constant prominence by her work as

secretary of the Society. She was at once secretary, treasurer and president, writer of reports, framer of courses and of book lists, purchaser for the library, and active in all sorts of details. More important still was her correspondence with the students of the Society, as will appear hereafter in this volume. It will be seen that she was a teacher, an inspirer, a comforter and, in the best sense, a friend of many and many a lonely and baffled life.

This note is intentionally very brief. The only thing to be added is that the Society was Miss Ticknor's exceeding great reward, that it was her consolation amid the bereavements of her later years, her companionship in the solitariness which followed her mother's death, eleven years before her own, and a source of delightful activities which made the end of her life a happy one.

II.

FOUNDATION AND CHARACTER OF THE SOCIETY.

WHILE colleges and academies for women were springing up all over the country, Miss Ticknor bethought herself of those whose homes were far away from the centres of learning and instruction, and yet who craved educational advantages for themselves and their families. With this idea in her mind, she worked out an organization at once simple and elastic, easy of expansion should numbers increase, and readily adjusted to more varied needs as they might arise in the farther development of her plan.

She did not advertise in any way. "If it is really needed," so she was wont to say, "it will soon make itself known." She announced it only in a circular intended for limited distribution, which gave a concise but comprehensive statement of her scheme. The instruction was to be carried on by correspondence, and so infectious was her

enthusiasm that before long she had at her command a large body of voluntary co-workers — numbering finally more than two hundred persons. Among them were friends of her own, whose scholarly tastes were at once attracted by her aims; there were also here and there experienced teachers who were willing to give their hard-earned leisure, and there were young girls whose proficiency in certain directions made them valuable assistants in the work. Each one represented a special department, and stood sponsor for a given number of pupils.

To this miscellaneous, and as it might seem, at first glance, somewhat desultory assemblage of instructors, Miss Ticknor's administrative ability gave an almost professional coherence and strength. There was nothing fragmentary in their methods. Under her inspiration the different departments worked with unity of aim, like a well-ordered force under one head.

It may be truly said that from her desk in Boston Miss Ticknor laid out and directed courses of study over the country. By a well-organized system of distribution, she sent books, engravings, photographs, maps, all that makes the outfit of thorough

instruction, to the doors of families living far from libraries, museums or colleges. She opened new sources of progress and pleasure to mothers and their children within their own homes, and without hindering in any way domestic duties and claims. It was touching to read the affectionate and grateful letters of acknowledgment from some of these distant homes, into which she had brought unlooked-for means of happiness and interest.

She collected a large lending library; and though these books were constantly on the road and passed through many hands, they were rarely lost, and, with few exceptions, they were returned uninjured.

It is difficult to follow in detail the beneficent course of a purpose so wisely conceived, so quietly carried out, and conducted withal in such economical fashion that no public appeal was ever made in its behalf. The membership fee was at first two dollars annually, raised afterwards to three dollars; and the students for some years increased in numbers so rapidly that the Society became largely self-supporting. Well was it called "the silent university," for its quiet unobtrusiveness was no less worthy of admiration than its efficiency.

In this memorial we wish not only to record our affection and respect for her personally, but also to associate her name in some enduring form with the educational movement which she inaugurated. Its success was due to her wise administration, her practical sagacity in the application of means and methods, and, more than all, to her brave enthusiasm, which was an inspiration to those who worked under her leadership.

ELIZABETH CARY AGASSIZ.

III.

FIRST YEARS OF THE SOCIETY.

IN June, 1873, some papers of an English organization, entitled "Society for the Encouragement of Home Study," fell into the hands of Miss Ticknor, who was instantly inspired with a desire to work out the idea suggested by the title. On September 29, she wrote to an English friend: "One thing which I have been busy about for a long time, but especially lately, is getting up a small society to work as noiselessly as possible, in imitation of an English one called a Society for the Encouragement of Home Study. . . . We have kept very quiet about our work hitherto, but presently, when our circular is handed about, it can no longer be a secret. We hope, however, never to get into the newspapers. . . . We hope to do some good, even if it is on a very small scale, by assisting women to form habits of study, without professing anything technical or learned."

The last annual reports prepared by Miss Ticknor were accompanied by the following passages from earlier reports on the history and methods of the society : —

“ Instead of confining our offers of help — as the English society did at that time — to the wealthy class only, we at once endeavored to interest all classes ; for we thought all needed us, though for different reasons, as all are liable to the consciousness of deficiency, general or special, in their education, and all may feel the need of encouragement to overcome some obstacle, it may be want of opportunity, or it may be in lack of energy to use existing opportunities. Instead of mere plans for work without correspondence, and the irksome requirement of presence at headquarters at the end of each year, for competitive examinations and prizes, we adopted monthly correspondence, with frequent tests of results, desiring to produce intellectual habits and resources, without competition, and without even fostering the desire to reach certain points at certain moments.¹

¹ This idea of monthly letters between teacher and student seems to have originated with Miss Ticknor, and was, from the very beginning, an essential part of the work, and the main source of the Society's strength and success.

“ Our committee consisted of ten persons, when it began its existence in the autumn of 1873 ; and six of its members undertook the entire correspondence with forty-five persons, residing in seven States, who entered as students during the first term.

“ This committee was formed with only two points of method settled ; namely, that there *should* be a regular correspondence, and that there should *not* be competitive examinations. Afterwards, during one of the consultations about lists, rules, and circulars, a member said, ‘ The readers must make notes ; ’ to which another answered, ‘ That is useless, for as soon as a fact is written down it is discharged from the memory and forgotten. ’ — ‘ Then let them make their notes from memory ; ’ and this has proved to be one of the most efficient elements of our system.

“ We attempted annual examinations by letter, with certificates, but abandoned the idea after two years, and afterwards relied upon frequent examinations — on books or portions of subjects — and upon the records kept during the term by the correspondents, for ranking the students.

“ A new inquirer obtains our circular,

stating our rules and the subjects in which we offer help, — of which there are twenty-nine for selection, included in six departments, with section and sub-section — and among these she is to select one only for the beginning. She then pays her fee.

“To the new student two papers are sent, — a printed receipt for the money, with which are included three general questions, viz., How old she is, whether educated at public or private schools, and whether she is a teacher; and a copy of a short letter from the head of the Department, asking other questions appropriate to the subject of study, and giving some directions. The answers to these questions guide the head of the Department in the selection of the correspondent. No further communication takes place between the Secretary and the student — extraordinaries excepted, but every month a formal report is received at headquarters from each lady correspondent, giving certain items for record about each of her students.

“Meantime the head of the Department sends to the new student the name and address of the correspondent to whom she is assigned, with printed directions for her

mode of work. The first book to be used is, if she desires it, sent to her from our lending library, and she begins to read, with the practice of making memory notes, being expected thenceforward to write at the beginning of each month to her special adviser, inclosing a specimen of her memory notes. To this monthly letter she is to receive a prompt reply. Memory notes are to be made constantly; and from time to time she will be asked to write an abstract or to answer examination questions, — on honor, without referring to books, — all for the purpose simply of securing her grasp of the contents of the books she reads, and fixing in her memory the important facts.

“Our Health Tract — sent to each of our students when she joins us — preaches the responsibility of women for the health of the home, and the value of physical exertion in household work as a balance to intellectual work. Many a student of ours has proved that the two kinds of work can go on successfully side by side. If each woman in a home takes her share of household duties, all will have more leisure for intellectual refreshment; and as a young man now goes into a machine-shop or a mill, among the

operatives, to learn the processes he desires later to direct, so a young woman needs to learn the processes by which a house is kept in order and a family judiciously fed, so that, when called on to oversee or to do the work, she may fill her place easily, and be more free for mental occupation in some form that attracts her taste. The natural turn of the mind deserves special consideration after school-days are over. A wise young married woman, who pursued a classical and mathematical course in college, wrote lately: 'Perhaps the way to get women to study after leaving school or college is to find out, or help them to find out, what they will *love* to study.' "

The original committee of ten consisted of Mrs. Louis Agassiz, Miss Elizabeth C. Cleveland, Miss Lucretia Crocker, Mrs. Ellen W. Gurney, Miss Katharine P. Loring, Miss Ellen F. Mason, Miss Elizabeth W. Perkins, Mrs. Ticknor, Miss Ticknor, Secretary and Treasurer, and Samuel Eliot, Chairman.

At the first annual meeting, held June 4, 1874, Miss Ticknor reported as secretary in the following terms: —

"The circulars were originally distributed

by me, and by the members of the Committee, only to persons whom we knew, or to those to whom we were asked to send them by common friends. A very few were sent by me to teachers of reputation and to superintendents of schools. Since the first weeks, applications for them have been frequent.

“We have adhered and still intend to adhere to a fixed purpose of avoiding all connection with newspapers and periodicals, preferring to make our work well known in the unobtrusive manner which is in harmony with its spirit. The atmosphere of Home Study, while it need not exclude the sympathy of an organization like ours, would not be healthily affected by association with public comment or applause, any more than by the artificial excitement of open competition, certainly not if we should seek it ourselves.

“We took pains to scatter our circulars as widely as possible over the country, and the consequence is that our students are not exclusively in this neighborhood, nor even confined to this State, and we have the pleasure of seeing here to-day some who have made the exertion of coming more than

two hundred miles on purpose to join us in this meeting. Twenty-two of our students live in Massachusetts, ten in Maine, and five in New York, three each in New Hampshire and Pennsylvania, and one each in Vermont and Connecticut. Two young ladies in Indiana and one in Rhode Island have expressed their intention of joining us in the autumn. The response we have met has certainly been cordial.

“The attraction of the different courses of study offered in our circular varies widely, and is in some points unexpected. It is natural that the course of History should draw the largest number of students, but it is a surprise to find the Science course drew the smallest. The scale is as follows: First, History; next, English Literature and German, which are equal; third, Art and French, which are also equal; and last, Science. . . .

“Each branch of study is under the charge of a lady of the Committee, who gives such directions as she sees fit with regard to the mode of working of her students, suggests books to be read in addition to the printed list, and advises or explains. This is done by means of monthly corre-

spondence, which is made as regular as possible.

“In one respect the special directions for all the courses are uniform. All the students are requested to make notes, from memory, of what they read, in a book, this being the best method we have found by which private study may receive a test, like a recitation, and the note-book, after correction, being a serviceable record for future reference.

“An experiment which has been successfully tried may perhaps furnish a good example for imitation. Five ladies in Hal-lowell, Maine, have formed a reading club in connection with us, reporting to us monthly, and pursuing the same method recommended for individuals. They have met regularly once a week for loud reading, but in the intervening days have continued, individually, the reading of a prescribed portion of the book in hand, and each has taken notes of the whole matter read. At the weekly meetings the notes of one have been read aloud to the others, each one taking her turn.”

This first club deserves more than a passing notice, as in later years, clubs formed

an important element in the Society, and through these clubs the influence of the Home Study work was broader and more far reaching than through the individual student, though less personally interesting.

Miss Ticknor's report closed with the gratifying statement that "Scarcely more than five per cent of absolute failure, and sixty-five per cent of absolute success, is a result which repays us for a good deal of thought and labor, and inspires us with hope and zeal for continuing our work."

Thus ended the first year of a successful experiment. The reports give but little idea of the amount of work done by the members of the Committee. Miss Ticknor taught the students in English Literature; she also conducted the general correspondence herself with the help of her mother, who had already passed her seventieth year. The interest shown by Mrs. Ticknor never flagged, though advancing years soon compelled her to give up her active share in the work. Whatever she was connected with gained from her an added dignity and charm, and the early members of the Society will always recall with pleasure her graciousness and serenity, as she sat near her

daughter in the beautiful old library in Park Street.

Miss Ticknor's letters were full and detailed, and her enthusiasm and devotion kindled similar interest in her helpers. "It is, after all," she wrote to a young friend, one of her helpers, "not absolute instruction that we offer so much as guidance, criticism and sympathy." How much this sympathy meant may be seen in the following letter, written after Miss Ticknor's death by one of the students:—

"I have long felt that the grievous disappointment of my girlhood in regard to an education brought me peculiarly valuable and compensating privileges, through the correspondence and acquaintance with some of the officers of the Home Study Society. I do not know how else I should have ever come into contact with women of such character, nor have had the opportunity to receive such benefits from their hands as I have. I do not know where I should stop, if I tried to tell how much they have helped me to in my isolated life. I craved so much, and there seemed no access possible to anything I wanted. . . .

"I had never realized until the announce-

—

—

1872



Library in the Ticknor House, Park Street

ment of Miss Ticknor's death, what it was to feel that there was always some place to turn to where my needs and application for assistance would always meet an answer. I cannot express my sense of loss. When I come to look over the few letters I have in Miss Ticknor's writing, I feel as if it had been very good to owe such obligations as I do to her life and the loving thought she had for others. Her letters take me back to the days when I ventured to ask her questions about our house building, about tasteful dressing, and the gratitude I felt for her touching on other subjects, as she did in her mention of Mr. Fiske's books in her last letter to me. To her beautiful effort, and the assistance of those she enlisted with her, I owe so much that makes life happier, and better worth living, and worthier."

Another student writes as follows : —

. . . "Miss Ticknor's letters to me were almost all brief business notes, of interest only at the moment. Of the few exceptions, I inclose three: the one in which she so humorously speaks of the rank of pupils; the one calling me to my position as teacher; and the very last she ever wrote me, in 1892, which shows how many byways of usefulness

she was ready to open for others, and to enter herself. Two precious little notes of sympathy, at the time of my mother's death, seem too personal to make public, but I hope some one will speak, in this memorial, of her ready sympathy with the domestic trials of her students. . . . She was a noble woman in every way, and the inspiration she has been in my own life is doubtless duplicated in many others."

The second year of the Society was like the first, a continuation of quiet success. No efforts were made to have it advertised in any way, but the numbers were nearly doubled. The names of eighty-two pupils were enrolled, fifty-nine of whom worked industriously through the year, and gave satisfaction by their interest and their desire to improve.

The difficulty which the students had experienced in finding the required books led to the establishment of a lending library, in the winter of 1875. At the end of the term it was still very small, consisting of only twenty-nine volumes. Most of these had been purchased only when asked for by students, and this rule was generally adhered to in late years, so that ultimately, when

several thousand volumes had been collected, it was an excellent working library, especially strong in history, literature and art.

The intercourse with the students was of the pleasantest kind and often most friendly. The correspondence was always opened by Miss Ticknor, and she never failed, even when there were hundreds of applicants for membership, to send a few words of cordial greeting to each one, new and old alike.

The second annual meeting was held June 3, 1875. Over twenty students came, and after visiting places of public interest under the guidance of some of the correspondents, they were received at luncheon at the houses of three of the Committee. In the afternoon the formal meeting took place at 9 Park Street. The Secretary then read her report, showing that while the number of students was doubled, the proportion of successful workers had also increased. The members of the Committee, nine in all, had received and answered three hundred and fifty reports from their students.

Hitherto the Committee had been very careful not to advertise the Society in any way, but in the summer of 1875, they yielded to the request of Mr. W. D. How-

ells, then editor of the "Atlantic Monthly," that a short account should be given of the work in that magazine. This led to notices in newspapers in other parts of the country, and even as far as Lucknow, India. The result was a sudden and quite unexpected increase in the number of students. By November there were two hundred and thirteen names enrolled from twenty-four States and Canada. More help was needed. The Secretary was authorized to employ a clerk, and the members of the Committee sought near and far for capable teachers to aid them in caring for many students. Miss Ticknor took the heaviest share of the labor, for, as she herself said, the Society had become her strongest interest outside of family and social ties and duties, and it continued so to the end. The work was now divided into departments, each lady in charge of a department being responsible for what was done in it, and later a subdivision into sections was made; the later history of the Society is given in the accounts of these departments.

The Society finances were always in good condition. The expenses were small in proportion to the work done, as the teachers

gave their services freely and often paid for their postage. The students' annual fees, at first two, and later three dollars, were sufficient for many years to pay for the clerical labor, stationery and postage, and also office rent for three years. Occasional gifts from outside sources rendered it possible to buy books, photographs and instruments for instruction. Miss Ticknor was Treasurer till 1891, when Mrs. Richards took her place.

With the increased numbers there were necessarily more detailed business arrangements, but these were planned so as to weigh as lightly as possible on the students. The only outward signs of the Society in the correspondence were the letters S. H. written in the corner of the envelope, which sometimes roused the curiosity of outsiders, as is seen by the following letter from a student.

"Did I ever write you about the S. H. on our letters? I think not. You must know that I told our colored postman long ago that S. H. stood for sweetheart, as he seemed to think some one was very constant in letters to me. . . . Don't you think that sweetheart is a pretty meaning for our S. H.? I am sure it is very dear to me. I do enjoy it so much."

Later came from another student this little poem.

S. H.

"THE MAGIC LETTERS — S. H."

Sweet-Heart, stay a moment,
I would question you,
Here 's a riddle none can read
Save yourself, and so, indeed,
Sweet-heart, tell me true !

Say, Hast thou a lover
Far across the sea ;
Does he send thee very oft
Letters, full of greetings soft,
Meant for none but thee ?

See How each envelope
Bears a mystic sign !
Yes, I know them, one and all,
By two letters, straight and small,
On the lowest line.

.
Surely Have I never
Such a maiden seen,
For to all my questions grave
Only this reply she gave,
" You are very green ! "

Since, However, truly
You desire to know
What portends this magic seal,

List, its meaning I'll reveal,
And the secret show.

Study ! Has our language
Any mightier word ?
Bearing in its letters five
Power to labor, strength to strive
With a peaceful sword.

Safe from Harm, nor needing
Restlessly to roam,
I will lead you to the nook
Where I linger with my book,
Studying at Home.

IV.

HISTORY OF THE DEPARTMENTS.

IN sketching these, no mention is made of individual work.¹ It must be taken for granted that the training given by the Society was in the charge, first, of a few who planned the different courses, and next, of the comparatively greater number who carried out the plans thus laid. Names are given but sparingly, in view of the general purpose of this memorial.

I. History was organized by Miss Katharine P. Loring, and afterwards directed by her, except during eight years, when her place was taken successively by Miss Mary C. Peabody, Miss Mary B. Foote and Miss Elizabeth T. Thornton.

The lesson at first consisted of a list of subjects and characters in contemporary European history to be studied in given textbooks, and a review of the period in Free-

¹ See Appendix A.

man's "Outlines of History," then just published. What answered for the recitation was a monthly report, consisting of memory notes carefully chosen and classified, an abstract covering the whole period, and answers to examination questions sent without correction. Of course it rarely happened that all or even two of these exercises were sent each month, and the work of one lesson sometimes covered many weeks. This system was the one always carried out, with modifications suggested by experience and individual requirements; essays on given subjects were substituted for abstracts, and sometimes no recitation was required other than the examination answers.

In looking back to the day when Miss Ticknor first called her assistants together in the library in Park Street, where the outlines of the work were settled, it clearly appears that it has been carried on by a process of gradual evolution under the intellectual direction of many women. The aim of the teachers was to help the students to find the meaning of history, and to understand a people, by taking dates, events and even the lives and doings of important men as indications, not final knowledge.

Probably not more than one in ten of the books recommended in our first lists would be found in our last. The manner of writing history has become a new art during the quarter century, and this in great measure has shaped our courses of study. The first volumes of the Epoch Series of history, edited by Morris, were published as we began our work, furnishing us with text-books which, being comparatively short and written by authors each an expert in his subject, present their facts in admirable proportion. Ancient history has been rewritten since our work began, and useful as the Epoch Series have been for mediæval and modern history, they have been more necessary for the ancient. Translations of the classics, and later, the *Stories of the Nations*, have brought the latest discoveries and fresh material to students whose training and opportunity would have prevented them from using the larger books of investigators, or the original productions of Greek and Latin authors. When the section for the study of American history was added in 1878, the prospect of making it interesting to the average student was small; but here again new books bringing life and original docu-

ments in simple and entertaining form appeared in quick succession. In all courses, we have made use of biographies, historical romances, poems, plays and magazine articles, especially of those in "Littell's Living Age." The constant use of maps and historical atlases has been insisted on; in some examinations, outline maps have been sent to be filled in.

Students of Latin and Greek have members of this section, and some students, though nominally only studying history, have read the plays and poems advised, in the original.

For students so varied in age, opportunity and purpose, we have been obliged to offer in our lists many kinds of books, from those suitable for a mother studying with young children to those necessary for teachers who were working in earnest to take higher position in schools.

In 1886, the study of Political Economy was made a section of this Department. When Laughlin's text-book on the principles of political economy appeared, we were furnished with the very book that we needed. In this section, the reports have consisted almost entirely of answers to ex-

aminations, with occasionally short essays on given topics. The work of the first year was simply in the first principles of the science ; later, special subjects, such as taxation, finance, etc., have been taken up, or students not caring for the practical application have continued with the principles and history. The advanced course most in demand has been one in social subjects taken with especial reference to their economic aspect. This was intended to be preparatory to practical charitable work. The subjects assigned as lessons have been Poverty, Crime, Punishment and Reform, Poor Laws, Trades' Unions and Coöperation, Charity Organization.

The first heads of sections were appointed in 1879. Each head has had charge of her own work, recommending new teachers, overseeing their work by careful examination of the regular reports, suggesting alterations in methods, adding new books, and assigning students to their correspondents.

In order to secure a uniform standard among members of the Department, it has been the custom that new teachers should submit the work received from their students, with their corrections, to the head of

the Department, and by this means she, and the heads of sections also, have obtained a knowledge of the capacity of each. The relations among all members of the Department have been uniformly frank and friendly.

II. In view of the fact that in 1873 Science was only partially recognized as an element in a liberal education, and the laboratory method was yet in its infancy, it seems an almost prophetic insight which included Science in the list of topics upon which courses were offered. It is undoubtedly due to the influence of that great teacher, Louis Agassiz, that this forward step was taken, and it was by his advice, and with his persuasion, that the charge of the course was taken for the first two years by the woman who was at that time a most ardent advocate of the study of Science, as an elevating and enriching factor in education. Miss Lucretia Crocker had imbibed deeply of the spirit of Agassiz's teaching, and from the first adopted his watchword, "Study from specimens, not from books."

After a few changes in direction, Mrs. R. H. Richards became in 1876 the perma-

nent head of the Department. It grew from one student in the first year, and sixteen in the second, to its maximum of one hundred and thirty-nine in the fifth year, holding its numbers three years more.

The list of subjects, at first only Botany and Zoölogy, was increased by the addition of Astronomy, then Mathematics, which, although offered as a preparation for Astronomy, became in demand for itself. Mineralogy and blowpipe practice, Archæology, Sanitary Science and Psychology complete the list. The whole was brought under systematic organization and given great value by the aid of many scientific men who were in hearty sympathy with the work, and who gave friendly help through the staff of teachers, several of whom were active workers in the various fields of science, and have since achieved distinction in their chosen lines.

The Natural History Society generously furnished specimens in alcohol, fossils and shells. Thus it was that the story of Mother Earth was told in sets of minerals, rocks, shells, plants and animals, which were loaned, given or sold to the students, and which circulated as freely as printed books.

But in this as in other departments, it

was not only in acquisition of knowledge that the correspondent, a name less cold and distant than that of teacher, was helpful; she often left the impress of her own strong moral character upon her students while leading them along the paths of science.

From time to time individual students have been aided in subjects not on the list, in Anatomy, Physiology, Chemistry and Physics. Biology also served as a first stepping-stone to more than one now successful teacher and physician. It was only in exceptional cases that such help was given, for the difficulties of instruction by correspondence become evident, when the patience of teacher and pupil is tried by long explanations in words several times repeated, of what ten minutes in the laboratory would have made perfectly clear.

Miss Ticknor wrote: "It grows more and more apparent that Botany and Geology, and some branches of Zoölogy, such as Entomology and Ornithology, are very refreshing to women. Those who, after pushing the study of what we may call book-subjects pretty far in girlhood, and then, when entering on their life duties, having dropped them entirely, — as university men

often do, — find, later in life, that the observation of nature satisfies a craving, and calls them to a kind of work which is inspiring, while it gives them a delightful form of association with their children and with the men of their families.”

In 1886, in response to applications, a new section was added, that of Sanitary Science, to “enable women whose cares and troubles are too often increased by ignorance of simple facts and laws, to protect themselves and their households against the consequences of mistakes and carelessness. It aims, not to make women independent of trained specialists, but to enable them to know when and how the services of such specialists are needed to secure the healthful condition of a house; and to lead them to take an intelligent view of such matters as ventilation, drainage and heating.” One of the annual reports gives the following:—

“That our students pass on the help they receive has been abundantly proved through the experience of years, two examples of which, presented in letters, may be quoted here. One is the case of a student in Sanitary Science, in a western city, who has charge of the tenants in twenty houses, being thus

thrown into closer relationship with families, some of whom are poor; and who is also a member of two societies, a Hygienic Society and a Sanitary Society, with auxiliary branches in every ward of the city, and with no class or caste features, all being admitted to general meetings in a beautiful hall. The Hygienic Society was organized to aid the Board of Health in its efforts to ward off cholera last year, and to promote cleanliness in the city. Our student goes personally with the city sewer-cleaner to search for the causes of a typhoid case in a certain neighborhood; she gets a book suggested by her S. H. correspondent, takes it to a sanitary meeting in a poor district, and reads from it materials which provoke discussion. She says in one letter, 'I am about to speak to-day to an auxiliary society, in a poor ward, about some of the difficulties in the way of cleanliness,' having been to the Health Board and examined a certain law. 'Standing as I do between landlord and tenant,' she says, 'I see that each has rights that the other is bound to respect.' She is now turning her attention to food; and her Hygienic Society has arranged to take that subject for study next winter. She has the

satisfaction of being able to say at last, 'So much remains to be done, and so little of our work is perceptible, that the uninitiated would never dream that anything had been done. But we, the workers, know that at least our city is much cleaner and safer than it was a year ago.' The same student writes, 'At the request of the Board of Health of a city some forty miles away, our President and I went out and organized a branch society. Further, a physician at the late State Boards of Health Convention asked to hear of our society, so I read before the convention my report for the year. It was carefully listened to, and has been assigned a place in the coming printed report.' She adds: 'I thought that these items might encourage you, for I know how disheartening sanitary work is.' "

Although not included among the subjects for study, the topic of personal health lay very close to Miss Ticknor's heart. Herself an invalid for many years, she knew well the effects of personal limitations and the possibilities of, to a great extent, overcoming them. It is not strange, therefore, that the excuses asked by the students owing to

ill health should have attracted her attention to this hindrance to the mental development of women. She wrote to many of the correspondents in the early seventies to ascertain facts relative to this subject. One letter shows her method of careful inquiry: —

“Will you be so kind as to give me the results of your experience, in your own neighborhood, with regard to what I will call preventable causes of ill health, especially among the women and girls? If you have read the report of our last meeting, you will perhaps see why I ask for this information. I want to know whether, among the people in your part of the country, sickness more frequently occurs from bad ventilation, or from bad diet, or from monotonous occupations, or from bad drainage, which may be traced to ignorance, or disregard of the laws of health? In different localities these causes may differ somewhat, and a woman like yourself, having experience and powers of observation, can, I believe, help me in this matter very much, to obtain data for useful application hereafter.”

In 1874, a tract, entitled “Health,” was

issued by the Society ;¹ it grew out of a suggestion made that we should take some step towards giving simple help in the matter of Hygiene. Nothing was thought of, at first, except to give students the titles of two or three books which could be recommended, and to beg them to give their attention to them. Works exactly adapted for the purpose were not, however, forthcoming. Then came the proposition of getting some one outside the society to write a primer of Hygiene. This, again, was found to be a more difficult matter than was at first supposed, and finally, the head of the Science Department and the Secretary assumed the undertaking experimentally. When, at last, a manuscript had been prepared, and submitted to various critics, it was offered for the examination of two of the highest authorities on the subject in this commonwealth, and, being approved by them, was sent free to the staff and students. When a copy was sent to a student, herself a teacher, it was almost always accompanied by the Hampton Tract, called "Duties of Teachers," of which a number of copies were bought for the purpose. More than one thousand cop-

¹ See Appendix B.

ies of "Health" have been given away, and over eleven hundred copies have been sold. The Woman's Education Association of Boston paid it the compliment of an order for two hundred copies, and other orders have come from remote and unexpected quarters. Several students have written to ask further information on the subject of hygiene, one consulting us about a new house on a farm, of which the arrangements were intended to be most carefully based on the best sanitary rules.

It became one of the objects of the Society, as it presented itself to Miss Ticknor's mind, to be a help to delicate women, and to give young girls that which would prevent them from falling into ill health. The Health Tract was the exponent of this purpose, and in nothing does the work of the Society show more clearly its leadership and its foresight, than in this leaflet, which, although written twenty-two years ago, stands to-day almost as if it had been written yesterday. It was a constant surprise both to Miss Ticknor and the head of the Science Department, each time that a new edition was called for, to see how little change was needed.

III. The Art Department began with five students in charge of Miss Eliza C. Cleveland, who had a great advantage in the assistance of her uncle, Mr. Charles C. Perkins, whose knowledge of art in various branches was devoted, in the later years of his life, to the service and education of the people of Boston. She was succeeded by Miss Julia B. de Forest, and she by Miss Alice D. Weekes, and later by Mrs. Pierre C. Severance. From the beginning the students took up the study with faithfulness and zeal. The methods of study were simple: the reader had a book sent to her, and at the end of a month was expected to send memory notes on what she had read; examination questions were given on each book, and essays were required. Several times the students in or near Boston were taken, singly or in clubs, to visit the Museum of Fine Arts.

The scheme of work at first included drawing from casts of parts of the human figure, and from nature, but the attempt to teach drawing of any kind by correspondence was soon abandoned, and instruction was given only in the history of art. The need of an extensive collection of illustra-

tive books in this course was perhaps the chief incentive to the establishment of a lending library of the Society, and it was soon evident that the students supplied from the library were able to accomplish much more than those who purchased books for themselves. Reproductions of the works of old and modern masters, and Hamerton's Portfolio, with its admirable etchings, were circulated among them as early as 1876. Many collections were added from time to time, chiefly as gifts from the teachers in the Department. One valuable gift was Grimm's "Life of Michael Angelo," extended with many photographs. By 1897, there were seventy volumes of photographs and engravings, illustrating different periods of painting and sculpture and architecture. While a small fee was charged for the use of books, these collections were circulated without expense among the students, and they were urged to use them freely. During the twenty-four years of use, but five of these valuable collections were lost.

In 1879, this course was divided into Sections: I. Preliminary Study of Art; II. Ancient Art; III. Painting; IV. Architecture; V. Sculpture; VI. Engraving. These

divisions continued until 1885, when the simpler arrangement of four sections was made: I. Ancient and Classical Art; II. Early Christian Art; III. Renaissance; IV. Traveling Course. The latter sections grew more and more popular as time went on, and they were changed and enlarged to satisfy the demand. The study was diversified by parallel courses of reading in biography or travel; thus, a student of ancient Egyptian art was expected to read Miss Edward's account of her journey "A Thousand Miles up the Nile," and some of the best Egyptian novels of Ebers. In the study of the Renaissance, Symonds, Crowe and Cavalcaselle, and Fergusson were the chief guides, in addition to other standard books, and a thorough student was expected to become familiar with Dante and the political history of the time.

The Traveling course grew out of requests on the part of the students to be fitted for travel abroad; the first request of this kind recorded was in 1879, when an invalid pupil asked as a favor to have her studies arranged as if for a journey in England, and this imaginary tour gave her so much pleasure that her correspondent

felt amply rewarded for the special trouble taken. In 1883, it was adopted as a specialty of the course, but it was not formally placed upon the circular until 1885. It proved an interesting subject for persons not strong enough for hard work, and, after the death of the student who first suggested it, her sister sent interesting particulars of the way in which she found solace, first in studying with the Society, and then in helping others to study. Her sister wrote: "We hardly knew whether to laugh or cry, when she called herself 'Cook,' taking people through countries she never saw. Lying on her sofa, or in her bed, with all kinds of appliances of head-rests, arm-rests, book-rests, and pillows, by which she reduced illness to a science, she mapped out trips for stay-at-homes, and once directed a student what to see when she actually went to France and Germany. She kept up her courage and patience by her intellectual life, saying with Victor Hugo: —

" 'What though the branch beneath thee break,
Remember thou hast wings! ' "

The chief change in the Department in later years was the addition of a Music section. This was suggested in the early

days of the Society, but the Committee were then very cautious in adding to the variety of the subjects offered; it was felt that the tendency of women was to take up too many, and they were desirous to avoid this danger. Miss Ticknor, while admitting the validity of the general objection, expressed her opinion that, as the study of music as a mere accomplishment was very extensive, it would be well to do something to lift it to a higher level, and to show the literature connected with it, and perhaps interest a few in the study of the science of harmony. But deferring to the doubts of the majority, she quietly waited for ten years, when music was put upon the programme. In her report in 1887, she said that the purpose of this study was "to draw the attention of those seeking the acquisition of instrumental skill, or who perceive only the pleasures of the ear, to the intellectual and scientific side of musical cultivation." Nine students entered during the first year, and were taught on a scheme of reading the history of music with schools, modes and forms, composers, instruments and performers, and a plan for the study of the theory of music. The success of the study showed the wisdom of adding it to the course.

IV. The French Department began under the supervision of Miss Ellen F. Mason. Miss H. H. Ellis and Miss E. B. Richards succeeded her, the last serving for more than sixteen years. Various courses were laid out, from elementary to advanced studies, and correspondence, wherever practicable, was sustained in the French language. The number of students has been comparatively small. The aim of the course, as described at the Annual Meeting of 1879, "was to give the students a general idea of the importance and scope of our subject, and this object seems to have been met by requiring nearly every student to begin with some history of the literature. These histories have varied in extent, according to the time, capacity, or inclination of the student. Where it has been possible, this introductory reading has been followed by books representing the various periods and their authors, taken up in chronological order. Few of the students have been able to read beyond these works, which have brought us, as it were, only to the threshold of our subject; and it is therefore earnestly hoped that those who began upon our course will have been sufficiently interested to desire more knowledge of the

rich and varied productions of the seventeenth and eighteenth centuries. Many of us are sensible that the 'inspiration which animated the creators of French literature has expired,' also, that much of its matter seems unsatisfactory; but we surely must not neglect the literature of a nation, which can claim the honor of having been the court language of Europe for more than a century, and whose genius, heroism and intensity of belief led to one of the most important events in the history of modern civilization. These facts seem sufficient to make the study of French literature worthy a certain portion of our time and attention; but perhaps a reflection upon the long and brilliant list of men whose facile minds have portrayed human nature (particularly the human heart) with such grace, beauty and delicacy of expression may render the claims laid wider and stronger."

V. The German Department was for a year under Miss Elizabeth W. Perkins, then for twenty years under Mrs. H. A. Hagen. After her departure from the country in 1894, it was supervised by Mrs. Gideon Scull, also a German lady, who had been

interested in the work from the beginning, although prevented by other responsibilities from taking an active part in it earlier. Of Mrs. Hagen's retirement the Secretary wrote in 1894: "We meet with a loss at this time which we feel to be a serious one, and one which withdraws from us a friendly sympathy of twenty years' standing, inasmuch as Mrs. Hagen is about to return permanently to Germany. Her earnest and faithful work at all times, but especially through periods when it was difficult for her to keep it up at all, has won for her our sincere gratitude, and she will be deeply missed."

The methods of study in this Department were similar to those in the other literature departments. As far as possible, the correspondence was carried on in German. A large proportion of pupils studied the history of German literature, reading, in connection with it, the works of various authors. A few took up other subjects with German text-books, thus combining the study of history, music and some branches of science, with that of language. The Department was exceptionally well provided with native teachers, but it never attracted large num-

bers of students. A letter written by Mrs. Hagen in 1897 will be of interest in this connection : —

“ I wish I had something to tell about the beginnings of our Society, but as I entered it only in the second year of its existence, I know nothing of the one in whose head first the idea of starting it arose. When I entered the Committee, everything was pretty much in shape, and only small changes in our by-laws were made, according to need, as the number of correspondents increased. At first they had agreed never to advertise, and allow a natural growth of the Society, but this was for three or four years extremely slow; and after talking it over with Mr. W. D. Howells, who was then editor of the ‘Atlantic Monthly,’ he brought a mention of our work with a description of the yearly meeting, and that worked well. The ‘New York Tribune’ was also interested in the matter, and from that time other papers also called attention to the Society at least once a year.”

VI. English Literature. This Department was kept by Miss Ticknor under her personal charge longer than any other, and

her tastes and previous interests led her to have a peculiar interest in it always. As the number of students increased, the general work of conducting the Society as secretary took so much of her time that she was forced to give up the charge of this special work, and the later heads of the Department from 1875 were Miss Frances R. Morse, Mrs. W. H. Rollins, Miss Agnes G. Balch, and Miss Mary Morison, the last named for twelve years in all. During the sudden increase in 1876, one teacher alone started sixty pupils on their way, and maintained correspondence with forty of them throughout the year.

Miss Ticknor's first idea in arranging the scheme was that English prose writers should alone be studied. The first authors recommended were Hooker and Bacon, then followed Milton. That these really kindled interest may be seen by what one of the early students wrote: "During the past month I have read the 'Ecclesiastical Polity.' Hooker seems, sometimes, to take the rhythm of his simple expressions from St. Paul's lips, the syllables and accents of many Scripture verses fitting his sentences exactly. Hooker calls on all heaven and earth to back his

argument, and testify to its truth, while Milton brings forward only some significant fact or illustration to carry the thought home. Many of the former's words are choice and strong, but all of the latter's seem chosen with extreme care, and are so arranged in groups or contrasted that the effect is very real."

Soon it was felt that the students needed to have their higher faculties kindled by studying the great poets, and that no course of English Literature was complete which omitted them. While notes were taken on the best criticisms, it was always thought more important that the chief part of the student's time should be given to studying the writers themselves, and that the critics should be simply guides to show the way. A student wrote in 1878, after studying Spenser: "My little ones have forsaken Mother Goose, and neglect Hans Andersen; while all the bedtime stories must be about the lovely Lady Una, with her milk-white lamb, or the brave Red-Cross Knight. The other night, I noticed as my little boy handed me the poem that he first bent reverentially over it, and kissed the cover. As we were gathering ferns and flowers in the woods, I

heard his sister question him as to whether, if we should meet the dragon there, he would be brave enough to be the Red-Cross Knight. 'I think,' he said, 'that this wood is so beautiful it must be God's front yard, and no dragon will dare to come into it.' "

In the beginning, each student was expected to study a general manual of English literature, and then become acquainted with minor authors through the extracts in Chambers' "Cyclopedia of English Literature." The appetite soon grew with this food, and the demand for more detailed knowledge required a radical change in the working lists. More work was expected from the students, and they quickly responded by fuller reports and eager questions, which often put their correspondents on their mettle, and required more time than heretofore. The days of many students for each teacher soon passed by, — the more elaborate work required more careful oversight; and, while in 1878 there were ninety-five teachers for eight hundred and ninety-nine students in all departments, in 1897, forty-eight correspondents found abundant occupation in teaching one hundred and thirty-two students in the English Literature Department

alone. The teachers who lived in or near Boston met together monthly, and their frequent discussions about books and methods were a great aid to good work.

Instead of studying the authors piecemeal, as it were, the course was divided into sections and the writers grouped, so that the student might gain a sense of proportion and perspective, and not think, as was too often the case, that each author stood alone, like a tower on a plain; for it must be remembered that most of the students for many years came to our Society full of eager interest, but with minds untrained by systematic work or literary associations. In the working lists, as last printed, the First Section was devoted to English literature before the reign of Elizabeth. The formation and growth of the language were studied with selections from Cædmon, Beowulf, Langland, and other writers, but no attempt was made to dig deeply among these early beginnings. The chief strength of the student was expected to be given in this section to Chaucer, and even those who seemed hardly ready to cope with his quaint-looking English soon found the sweet meat under the hard shell. Section II. included the Elizabethan

period ; the dramatists were divided into three lessons ; the prose of More, Ascham, and later of Bacon and Hooker, furnished the substantial part of the feast, and at the end of the period came the minor poets. Section III. treated of the time of Queen Anne ; Locke's essay on the " Conduct of the Understanding " helped to teach the students to think, while some of the early English novels roused their imagination, more, perhaps, than the stately poems of Dryden and Pope. Section IV. began with Burns and Cowper under the head of Poetry of Nature and Man ; then came the essayists, Coleridge, Lamb, De Quincey, Landor ; the critics ; the novelists, in three groups ; the historians, and the poets, the course ending with Matthew Arnold. Towards the end, in 1895, the head of the Rhetoric Section, a graduate of Vassar College, prepared elaborate papers for the study of English ; more work was given in this section, perhaps, than in any other. Essays, abstracts and daily themes were required from the students, and their papers were thoroughly and carefully criticised by their teachers, all of whom, in the last year, were college graduates.

The Shakespeare Section was, almost from

the very beginning, separate from the general study of literature. Miss Caroline D. Swan was one of the first pupils in this section, when it was still under the direct supervision of Miss Ticknor, and afterwards took charge of the course. Mrs. C. V. Bemis succeeded her, and by her intelligent knowledge, and enthusiasm for the great poet, infected all her students with an equal interest. She believed very much in the close affiliation of art and drama, and the students were expected to study Greek sculpture as a fitting preparation for an intimate knowledge of the plays. She retained her charge for two years, and always kept up a keen interest in the work till her death. She was succeeded by Mrs. H. H. Straight of Chicago; for a short time it was again in Miss Ticknor's hands, until Miss Morison took charge of it for the last ten years. The scheme for study in this section, as in the other literary sections, has always been to give the chief strength and time of the students to the plays. Careful analyses have been made under the teachers; a thorough study of language and construction has been required, many examination questions answered, and essays written on the different characters or plays.

A letter from Miss Ticknor to one of her students in Shakespeare may be interesting in this connection : —

“I am about to do something, without waiting for your leave, which will turn to your advantage in this matter. I am going to send your last two packages of notes and your last letter to a new member of our committee, and to ask her to write to you as to the best thing for you to do next in this study of Shakespeare. Except for the mere skeleton of method in studying ‘Macbeth,’ almost all the good hints and suggestions I have been able to make in our correspondence came to me really from her, who, being already a good Shakespeare student, devoted herself last year to this play, and sent me notes full of matter and even containing touches of originality, so rare nowadays in Shakespeare criticism. I feel that I place you in better hands than my own; and yet I would not do this had it not become necessary, for I do not like to part from one of my correspondents who has shown so much interest and appreciation. The fact is, that the secretary’s work for our Society, which is my proper sphere, has become so large that I cannot do it, and at the

same time do justice to students of English Literature and of Shakespeare, and attend to my other proper duties. In the beginning, when we were a feeble folk, and all was experimental, I said I would take the English Literature course until the whole matter should become too important, if it ever should. You will see by the inclosed report how it has grown, and by the new circular how we are meeting the demand; but you cannot appreciate yet what we gain in the new member of the committee. I feel sure that you will have no reason to regret the change so far as your Shakespeare studies are concerned; and I hope that, even as secretary only, I shall not lose all intercourse with my friends in Kalamazoo." . . .

The members of this Department were always very nearly the same as those of the Department of History. Beginning in 1873 with sixteen students, the Department reached its maximum in 1881, with three hundred and ninety-eight pupils and fifty-six teachers, falling again in 1897 to one hundred and thirty-two pupils. Some of these students have been with us many years; one has studied for seventeen years in this Department, and the teachers have even longer records.

Two letters quoted by Miss Ticknor in the Annual Report for 1883 give an illustration by no means unusual of the relation between teacher and pupil. "A pleasant coincidence has occurred of letters written to the Secretary, within four days of each other, by a student at the South and by her correspondent, one thousand miles away, at the North. The northern teacher says of the southern student: 'She has done even better this year than last. She is a most enthusiastic student and an ardent lover of our Society, also a most interesting correspondent. Her letters are so full that I could not put into any brief account the ideas conveyed in them. She wants to keep steadily on with me. She buys the books she studies, and is forming the nucleus of a nice little library there. She is full of ardent gratitude for what the Society has done and is doing for her.' The southern student writes: 'I also wish to thank you for the dear teacher to whom you assigned me. My intercourse with her is very delightful, and I feel the blessing of her guidance, as well as the systematic course of reading and study, which I consider the great advantage of our Society.'" These extracts illustrate, and en-

able us to estimate the help which has come to both students and correspondents, as well as the personal friendships which have grown up to make an important part of their lives.

V.

BRANCHES AND KINDRED ORGANIZATIONS.

WHILE the Society was yet in the experimental stage, it was believed that the best method of increasing its usefulness would be through branches established in various cities throughout the country. Miss Ticknor made visits to New York with the view of having one started there. Several women interested in educational subjects were ready to teach, and a small library was started, but it was found more practicable to direct the work from the Boston office, and it was merged in that of the general Society. Another promising branch was proposed in Schenectady. Much enthusiasm was shown, but, instead of leading to the establishment of a Home Study branch, a local club was formed, called the Society for Promotion of Useful Reading. Under the abbreviated name of "The Spur," this organization prospered for many years.

These two experiments seemed to prove

that it was not wise to duplicate offices near home, but it was thought that they might be needed in more distant places. In 1876, a beginning of this kind was made in Louisiana. Miss Annie Porter of that State had the matter at heart, and felt that much good might be done. She wrote to Miss Ticknor:

FRANKLIN, ST. MARY'S PARISH, LA., 1876.

I took the liberty of consulting a friend who is intimately acquainted with the spirit of the Creoles here, about the books which they would be likely to read, and be able to read, without interference from their directors and families. I have in consequence of his aid omitted several books which I should have thought desirable, and he has also confirmed my opinion of the low state of education and intelligence among them. With my limited experience of young people's capacity, I am not sure that the list I now send will do in any way. The influence of the priests is so much less here than in any European country, and the girls are allowed so much more liberty, that I do not suppose there will be any real opposition if the books are selected with a little care. I have been gratified by finding that the superiors

of the convents (French) to whom I have written are much interested, and have distributed circulars among the girls and urged them to become members as soon as possible.

The rules of the Society were altered in order to adapt them to the wants of this part of the country. Members were admitted at the age of fifteen, the fee was one dollar, and the term was from November 1 to May 1, in order to avoid hot weather. The courses proposed at first were History, Art, English, and French Literature. Very simple books were chosen for the branch, and a small collection of them was lent from the North.

Notwithstanding the persevering interest of Miss Porter and her sister, the experiment lasted but two years, when it was abandoned; and, on the removal of these ladies from the State, the students were assigned to other correspondents by the Secretary in Boston.

A branch was also started in 1876 in California. Miss Ticknor wrote, at the end of that year, to Miss Elizabeth H. Bradley, by whom a committee had been selected to organize a branch in California: —

"Your California ladies will, I dare say, next year, become an independent Society. I think your work in San Francisco should cover California and Oregon, but should not come east of the mountains. I will notify all Californians who have joined us or asked for information ; and I will specify that visits are not to be made. I think you had better have a treasurer and secretary and librarian all in one, from the first, and keep all new fees for use in buying books and paying postage." She wrote in January to Mrs. Barkan : "A letter just received from Miss Bradley gives me the comfortable information that you are willing to act as Secretary for our ladies in California. . . . Miss Bradley tells me you have already found friends of ability to help you. We can, I have no doubt, safely leave the interests of the Society with you, feeling sure that you will, for your own sake, make judicious selection of those who shall share your labors, — looking not only to your own satisfaction in the present association, but to the welfare of students, and the future success of the Society, as it becomes necessarily more independent of us, its distant central association." . . .

The California of 1877 and the following years was far different from the California of to-day, with its schools and universities, as is easily understood from the following letter written by Mrs. Barkan on February 22, 1877: "Your note of the 14th inst. is just at hand, and I write at once to beg you not to trouble yourself to send the printed acknowledgments for fees. Writing receipts has not as yet proved burdensome, nor do I apprehend that it will. When one considers, not only our isolated position, but also the thinly populated condition of the country west of the Rocky Mountains (they form our branch's boundary, do they not?), one ought not to anticipate the rapid growth and success that has attended the eastern Society."

The California branch, though well managed, never numbered more than a handful of students. There were active women ready to teach, but the applications from students were few and seemed to show that they were not yet ready for our help. Some excellent work was done, however, notably by the Lansing Club of San Francisco, a body of twenty-five women, who studied under the auspices of the Society for six

years. There was a small branch library. When a member of the general committee visited San Francisco in 1894, the hospitality and cordiality with which she was greeted showed the enthusiasm and genuine interest of the staff. A lady who had charge of this branch for many years writes as follows : —

BANGOR, MAINE, April 1, 1897.

. . . During the ten years of my residence there [California] the changes were marked, and I do not hesitate to claim some of the credit to the influence of the women who worked for S. H. Few students, indeed, responded to our call, but such a band of enthusiastic associates could not fail to have a strong influence. For some reason, the privileges offered by Chautauqua met more ready response than those of S. H. California people are jealous of their reputation intellectually, and the present generation are reaping the advantage of this new ambition, and it should be encouraged. . . .

This short account completes the history of the offshoots from the parent stem of the Society, but the story of similar undertakings to which its work led can never be

written. Letters of inquiry came constantly to Miss Ticknor, who was always ready to respond with wise counsel and friendly sympathy. Educators in Sweden and Germany wrote, hoping to establish similar work in their own country; others spoke of the need of peculiar classes of people who could be specially helped by correspondence. Miss Ticknor was much interested in the matter of teaching the deaf mutes, as is seen by the following letters to a deaf student.

“Have you seen in any of the periodicals published for deaf mutes, or in connection with their schools, that our Society has been enlisted in the cause of their education? A former student of ours, at the West, herself a deaf mute, wrote to ask me whether we were not willing to make special arrangements for those whose education at school had not advanced there far enough for them to take up our courses of study. I answered that we were quite willing to do so, and she sent a notice to several papers. This led to my receiving letters.

“We are beginning to see our way in this matter; that is, we have received some information about the studies in the schools and institutions, from which we can judge

how best to make lists for the reading of the graduates. It is evident that by providing pleasant reading in history and literature, mingling solid and light judiciously, but requiring thoroughness, even in reading fiction, by examinations as well as memory notes, we may interest and improve some girls who would abandon all reading otherwise. Special lists and some additional help in correspondence are the only additions we need to make.

“I write now to ask you whether you would like to make an experiment in teaching, by taking some of those who may ask our help in this way—some of the deaf mutes, I mean—under your care? You have studied faithfully and well with us for three years, and are familiar with the work required in three different subjects. If you would like, therefore, to be of use in this way, you shall choose the subject you prefer, and say with how many you would like to correspond. The books used will be different, but they will be simpler and more elementary. The list shall be sent to you in time for you to look over the books during the summer, so that you may feel quite at home in them when the students begin work.

I do not yet know positively of any such students coming in, but a letter from a pupil of the Illinois Institution at Jacksonville tells me there is no doubt some of those who graduated this summer will join us.

"You can hardly study so much with us, if you also teach, but I think you could still study one subject and teach one.

"Think about this, and do not decide in a hurry. When you have made up your mind, let me know your decision. You need not be afraid to undertake it, as doubting your ability."

Many years later, after Miss Ticknor's death, this student wrote as follows: —

"The fifteen years of my connection with the Society to Encourage Studies at Home were among the happiest of my life. My first knowledge of the Society came at a time of much perplexity, when circumstances rendered a collegiate course impracticable, and its equivalent was difficult to find. Intelligent study and the stimulus of other minds, without publicity or absence from home, was very desirable for me, and possible under no other system. It exactly met the need of the moment.

"My early teachers showed great wisdom,

suggesting and encouraging at the right point, helping me to help myself, but in no sense doing my work for me. A pupil in three departments at once, I had a variety of training. But, through all, I recognized the 'hand at the helm,' — Miss Ticknor, who always knew where I stood, how I had succeeded, and how I had failed, and was ready with advice or encouragement, as the case might require. A brief word from her would often epitomize a book unknown to me, in a way that the closest of subsequent study would not contradict, as when she said, speaking of my English Literature course: 'Would you not like to study Hooker? He is grand, though solemn.'

"Long before any one else, least of all myself, had discovered any fitness on my part for a teacher, Miss Ticknor thought she recognized such aptitude, and promptly put me in a position to test it, placing me at the head of a department for deaf ladies, and later giving me the charge of others. The organization of this department was a good illustration of Miss Ticknor's broad-mindedness, and, although it was not largely patronized, it was of great value to the few who joined. I cannot recall one of my twenty-

five pupils who has not spoken of the Society in appreciative terms.

“One of the pleasant things in my early experience was the interchange of letters, essays and botanical specimens with fellow-pupils. In many such cases, a friendship was formed which ended only with the death of my correspondent, and I have letters to-day from a large number of students whom I have never seen.

“In the double relation of pupil and teacher, which I held for some time, I saw the twofold working of the system; and if such intimate acquaintance rendered the defects more manifest, it also enhanced the excellences.

“That the Society has done untold good to thousands of women, either directly or indirectly, I have no manner of doubt. While I deeply regret that it must be given up, there is a certain fitness in the closing of its existence with hers who was its main-spring; whose energy and tact and kindness have been always our stimulus, and will be always our loving memory.”

Miss Ticknor had constant applications from young men asking to join the Society,

which she was obliged reluctantly to refuse. She often talked of the necessity of a society for men on the same lines as hers, but there was no one with her enthusiasm and devotion to undertake it. At last in the autumn of 1880 she encouraged a graduate student at Harvard University to start the Young Men's Society for Home Study. He was as earnest as Miss Ticknor that it ought to be done, and felt with her that, if it were once started, the right man might be found to continue it. Miss Ticknor was his constant adviser, and she was never too busy to lend her experience and cordial coöperation in all of the many details of successfully launching such a scheme. Great difficulty was found in securing teachers. Assistance was found mostly among the Harvard professors, who had to snatch the time from many other imperative duties. The Society lasted but three years; in the second year its maximum number was reached, — one hundred and thirty-three pupils and seventy-nine instructors. It was not considered that the results justified the labor required, and it was therefore discontinued, and its library and a small cash balance given to the Home Study Society.

VI.

CORRESPONDENCE.

I. LETTERS FROM MISS TICKNOR.

AN account of the Home Study Society would fail of completeness which gave simply the outlines of courses and methods ; the inner life which gave it its strength and power is best seen in the correspondence. The following letters from Miss Ticknor show the varied interests that enlisted her sympathy and the affection that existed between her and her distant friends, who were often unseen to the end.

TO MISS C. D. S.

9 PARK STREET, BOSTON,
February 19, 1874.

I have availed myself of your kind suggestion that I should not feel pressed about writing to you, but I have done so quite as much from a wish to have time to think about what you have done and are doing, as from the actual amount of my occupation.

I am enjoying the feeling that I dare to be busy, for the first time in many years, during which I have been an invalid ; and occasionally I find my various undertakings crowd a little upon one another, but I do not postpone the work of our Society, except for the sake of doing it better.

You are keen in your criticisms of style, sometimes a little hypercritical, I think ; but as you have taken up this specialty by way of study, and have applied it to your own writing, as well as to others, it will do no harm. I am glad the little story met with approval, and I think you were docile, if you really adopted almost all my corrections. It is a kind of story of which I, too, wish there were more, for the stories written for children nowadays are usually very sensational, needlessly so, and full of vulgarisms. Education goes on in so many ways, apart from instruction, that this matter of stories is a more responsible one than their authors generally think. The old-fashioned didactic, moral stories are not palatable now, but children love descriptions of natural, happy, every-day life, without naughtiness and without exciting events ; while not only they, but their parents and nurses, can learn a great deal of

the ways in which homes may be made good and happy, and may learn, by the mere habit of the ear, good English, too, as they do in well-educated families, without grammar.

This little dissertation brings me to a question I want to ask you, and which I hope you will not take amiss. I want to know whether you have any conscious, definite purpose in your intellectual work. You have acquired a great deal, and are now occupied in giving out, as well as in acquiring; and I dare say you have some plan, of which there has been no need that I should know. Every one, it seems to me, must work with more pleasure, and with more effect, for having a path selected, or a specialty to pursue, and if you have not made choice, still more, if you have not a purpose, moral and intellectual, you will miss half the good to yourself and to others that your abilities might produce. I do not want to preach, but, having come into the place of literary adviser to a student more advanced than our Society contemplated having under its wing, I am seeking how best to fulfill the relations into which you have brought me.

I think I will not attempt to judge your

poetry. Prose is my branch, you know, and I am not bound to apply myself to the criticism of verse. One expression in your letter, however (being prose), I may take notice of. You say you have been grappling with the myriad difficulties of verse. It seems to me that, when verse presents myriad difficulties, it fails to have the true ring. It should almost sing itself, so far take shape at once, in the thought, that it seems inevitable in its flow. As to rhythm intruding into your prose, if it does not come too often, it rather pleases the ear, and it is not remarked by one reader in a thousand.

The proposal for essays, made in our circular, was for papers which should be and should represent the result of a season's study in some one of our courses, and such papers would form a part of the process of study, much more than bright, consummate flowers of thought and criticism. If you should fancy taking up a group of prose writers, and expressing your opinion of them, in a simple and direct way, in an essay, we shall be glad to receive it, and give it our best consideration. But we do not look for this before May or June.

You say you do not find materials for re-

writing, because good thought and good writing go hand in hand. I think this is not a universal truth. Dean Stanley thinks well, but his style is painfully awkward. Many books of eighty and a hundred years ago contain good thoughts pompously expressed.

February 22.

This has been detained beyond my intention, but you will, I trust, pardon the delay. I think that you would like to hear that our little Society is flourishing beyond our expectations. Our lists include forty names of students, scattered in Pennsylvania, New York and New England, and many of them are working with such zeal and success as to excite much interest on the part of the ladies with whom they correspond.

We hope that our meeting in June will draw many of the number here, so that we may become personally acquainted. We think we can find resources in Boston to fill a day or two agreeably for our students of art and history, science and literature; and if any one is planning a journey in this direction, we hope they may be able to time it so as to include the meeting.

TO MISS C. D. S.

9 PARK STREET, BOSTON,
September 22, 1875.

Your last letter hit the nail on the head, and the more I get of your letters the more I wish that you were here, within twenty miles of Boston, and could be set to work in the Society to Encourage, etc., in the English Literature course.

I have been thinking a good deal of your suggestion, which falls in with my wishes from the start, inasmuch as I have always wished and intended to lay traps for the butterflies, and only waited for practical hints and the proper time. My notion is that it will not do to put any such list or plan on the printed programme. Such an easy "elective" would draw off from the serious ones, and would lower our dignity. I think, however, we may try the experiment by letting some of our safe and zealous students know that we are ready to use such means for decoying the idle, and let them proselytize.

TO MISS C. D. S.

9 PARK STREET, BOSTON.

May 10, 1876.

On taking the wrapper from my copy of the "Atlantic" five minutes ago, I discovered that a certain paper on the "Quaintness of the Judicious Hooker" has at last made its appearance. I hasten to congratulate you, and hope you will receive both fame and more solid remuneration for your work and waiting.

. . . We have adopted the plan, for our Society, of recruiting the Committee by individual accessions in various places, and I propose to put your name on our list in a new edition of the circular, among those already there and the new ones I gathered in New York. Then I shall assign to you students in English Literature and in Shakespeare, not for Maine only, but scattered through the land. This, I think, is more interesting to both parties in the correspondence. I shall remain Secretary for the whole body, and abandon my literature work; but I am going to print, immediately, a list of works and criticisms to be used in the English prose course, which will serve for outline. You can limit the number

of correspondents of whom you will take charge, and, if you prefer they should all be residents of your State, I can, of course, so arrange it.

I hope you will come to our Annual Meeting, June first, for many reasons. The new New York members are, some of them, coming, and they are interesting people, full of culture and activity of mind, and you will like to meet them.

TO MISS C. D. S.

Boston, January 10, 1877.

Do not let people impose upon you, but tell them civilly (kindly will be your nature and habit) that you profess to "encourage study," not to be made a substitute for study. A question about Occam, or the meaning of a phrase of Bacon, is tolerably within limits; but Pericles, Leo X., the Greek stage, and immigration to the United States, — gracious goodness! are you to be an encyclopedia of universal knowledge, which they shall not even have the mechanical labor of taking down from the shelf? Mrs. H. is rather fascinating, but takes very little heed to just claims on one's time, and Miss M. indulges far too much in the luxury of gushing. I observe

that when she is not well, she is much more uncertain in her faith than when she is well. She has poured forth to me, in a way rather interesting, but a little burthensome. She takes decided advice very well, and is none the worse for being told she must try to look at things less obliquely. You had better not encourage her much, however. She has ability enough to clear her own way if she chooses to set about it, and I don't believe it is good for her to make confidantes of strangers in this way. This is rather ungracious from me, for she professes an enthusiastic affection for me, but I think it is well you should have this insight into her case.

TO MRS. B. P. D.

NEWPORT, June 17, 1876.

Your warm-hearted and interesting letter reached me just before I migrated for the summer, and made me regret more than ever that I must lose the growing interest of such a correspondence. The die is cast, however, and I have given Miss S. notice that she is to have the pleasure of interchanging literary and other ideas with one of my most earnest and stimulating readers, who stands among the A 1's in my book. I am glad

you do not wish to leave me, and I thank you for saying such pleasant things about the Society. A friend, whom I allowed to see your last essay, says, "Such letters are truly encouraging, and really repay one for a great amount of exertion." So you see you can encourage the encouragers.

My work as Secretary will deprive me of the opportunity of advancing into this kind of unseeing intimacy with new members, but I hope some of you, with whom I have already approached the land of friendly warmth, will now and then tell me what you are doing with my fellow laborers, and allow me to keep some insight into your intellectual interests, at least. . . .

I thank you very much for your little narrative about the life of my father, and for your eagerness to read it partly on my account. You will see by the preface that, after the first two hundred pages were printed, the work devolved on my mother and me. The materials were of such a kind that no great amount of original work was needed, and in the selections my mother took a most important share, copying with her own hand a large quantity, even more than was ultimately used. For twenty

months this was a very absorbing occupation. The footnotes alone required a good deal of careful work, and I found the correction of the press laborious, for my father's own habit of accuracy made me feel responsible for every syllable and letter. . . .

You say you presume you have done something improper in writing so freely, but I hope you will not adhere to that opinion, but will write now and then in future with equal confidence and openness. I am delighted that you are so impressed with Hooker, and feel sure you will enjoy others of these old worthies exceedingly. You will find Miss S. an admirable guide in reading Shakespeare. She has made a most careful study of him; and of his "Macbeth," I might almost call it exhaustive. As for me, though Shakespeare has been in the air around me all my life, and I know him as one who knows those who have been familiar from childhood, I have never studied him deeply; and to tell the truth, I think, in one sense, I know Dante better, having studied him more independently and with more of an individual devotion.

So far as I can now foresee, the Society will, for some time, be my strongest interest,

outside family and social ties and duties ; and if it grows this year as it did last, it will engross a good deal of time and thought. I inclose a report, which was distributed at our meeting, and has since received a postscript for those not present. The weather was lovely (I went off to a garden party out of town after the afternoon session), and the atmosphere of cordiality and readiness to be pleased, which every one brought with her, made the whole scene full of cheerfulness and vivacity. Each session lasted just an hour and a half, so nobody had time to be very much bored. In the afternoon we had about thirty guests, gentlemen as well as ladies. Mr. Eliot, our chairman, said something I particularly liked: that whatever defects and deficiencies our Society may have, it must necessarily have two merits, it induces its members to choose and pursue a definite aim, and it insures them sympathy. . . .

TO MRS. B. P. D.

BOSTON, February 21, 1877.

Your cordial letter has for a long time appealed to all my better feelings, whenever I have turned over the pile of unanswered let-

ters, which can never be entirely reduced to nothing. . . . As I re-read your letter it revives and vivifies the picture of an earnest, warm, energetic life, set, it may be, in a kind of seclusion, and craving some things which it would almost seem ought not to be withheld ; yet so much richer than many a life to which these things are *offered*, not desired, that it may seem a source for the very coveting, which is its own temptation. The power to make and hold friends is a peculiar gift and blessing ; and many a soul, lonely in a crowd, thirsting in sight of springs and rills, hungering at the Barmecide feast, when acquaintances, admirers, even social intimates, are plenty, but friends few, envies the possessor of that gift.

Enthusiasm, too, which makes you go in a snowstorm to join a Goethe Club, puts warmth into every-day existence. I am sorry you do not understand German, for it is quite true one never gets the full flavor of an author, except in the very words he used. Still you will enjoy him, even though you see always the moral want and coldness underlying all.

One thing in your letter, while I understand it and even read it with a certain

sympathy, calls up a little comment which I will not hold back, all the less because it may call forth an answer from you. You say you do not let your neighbors know of your studies, lest they suspect you of neglecting your duties. It seems to me that, by this time, they must have practical demonstration of the performance of your duties ; and, by silence about pursuits which they might be induced to share, you are to some extent, great or small, depriving them of an interest and incentive. Few can be supposed to be likely to share or to profit by the Goethe studies, but the wholesome English reading would, if they could be lured to it, improve and lift their characters, through their intelligence.

You ought to be a missionary, and open their eyes gradually to the beauty and refreshment of some higher intellectual interest than a newspaper or a magazine. A reading club for beginners, where history, illustrative fiction, and the literature of the period were studied, might be, has been in many places, made very attractive to the young girls and to the less cultivated elder women ; and such semi-solid reading leads soon to the appreciation of a higher and higher kind.

Begin with a historical play of Shakespeare, or a historical novel of Scott, or James, or Miss Yonge, then bring in a chapter or two of a history of the period, then a ballad or a diary of the time described, a biography and so on ; and see how soon the plodding housekeeper, or the thoughtless girl, will be ready to sit down for a real study of some solid book. And all this would not be worth doing, if it stopped with the intellectual pleasure. You know how it strengthens and develops character, and enlarges sympathies and widens life, and should always do so, if rightly used.

Do not fancy I am made up of moral lectures, literature and such. I went to a club last night, where the thing I enjoyed was not a rather stilted and commonplace paper on Keats, but an intensely funny French *travestie*, given dramatically in French, by a clever young amateur actor in costume, but without the advantage of scenery or stage, performing in the midst of his audience, — representing a young French apprentice cook, describing what he saw and *misunderstood* of a performance of “Robert le Diable” at the Grand Opera, with snatches of the music, and absurd parodies of the

words and plot. The laugh I had has done me good for to-day, especially by giving me a good night's sleep. I expect to hear from you again.

The Society flourishes. No new students can be admitted now. Forty names are down for next term.

TO MRS. L. (*an English friend*).

Boston, March 11, 1877.

. . . Now I must tell you a little about my Society, which kept me so hard at work from September to February. I have rarely broken my rule of confining this kind of work to the morning before luncheon ; but when those hours are all consumed, the rest get crowded with what the rest of life requires. Between early September and early January, in four months, I received two thousand letters, every one of which required some attention from me, though I employed a secretary three hours a day, and had printed forms for answering many. Now I have only about fifty letters a week. More than five hundred and fifty fees have been paid this term, and, after the sifting of the winter, we have still more than five hundred students and nearly six hundred correspond-

ences. About one hundred and twenty are old students, taking a second, third, or fourth term with us ; and about sixty are teachers.

Of course, with this increase, we have increased our staff, in fact have more than doubled it, since last spring, and we now have Associate Correspondents in San Francisco, who take care of students in California and Oregon, and an agent in Louisiana, taking care of many at the South. We have gradually adopted this, as our mode of growth, to have groups of Associate Correspondents, each one under the direction of, and reporting to, the experienced heads of departments here. These are not branches, and no one seems to start independent societies. Ladies in Philadelphia, and elsewhere, are preparing to be our associates, by being first students for a while.

It is all very interesting, and seems both to be wanted, and to do good.

An American girl in Japan writes to me, wanting to join us as soon as she is old enough, — she is now sixteen, — and says she belongs to a club of girls, English, Irish, and Chinese, in Tokio, who read together, sing together, and draw together, and end their afternoon meetings by playing games.

She says there are book-clubs for foreigners in Tokio (Yeddo) and Yokohama ; and good booksellers in Yokohama, so that she can get any books she needs. It takes a month for her letters to reach me ; but from San Francisco and from Louisiana my letters are a week on their way, so that to get an answer within the United States requires a fortnight, and all by rail.

In the Society we are receiving applications for admission next autumn, and have already fifty names down, and most of these applicants receive lists of preparatory work. The students are of all sorts, rich and poor, cultivated and half educated. We do not seek the rich, because they should employ teachers ; but many of them seek us, because they want sympathy in their intellectual purposes, and they take our reading in addition to lessons, if they live in cities. There are fifty of us employed in the work now, and we must have many more next year. . . .

TO MRS. B. P. D.

Boston, March 27, 1877.

I was perfectly delighted with the result of my letter ; except in so far as I feared I had induced you to make too great an exer-

tion in writing. All you say of the difficulties in the way of rousing interest for anything above the Martha views of life, in a certain class of women, and of the folly of attempting what cannot be done, is wholly acceptable to me; and the work you have done, the efforts you have made, the results you have reached, are altogether exhilarating.

The young people are, of course, those among whom the best work can be done, and I congratulate you on what you have done and the ingenious means you have devised for drawing audiences. The generation now rising must stand well on the shoulders of the preceding one, since such things are done to lift it. There is a judge in one of our municipal courts, living on a small salary (and by the way accumulating with his small means a very remarkable collection of autographs), who has, in the suburb of Boston where he lives, for twenty years given two evenings a week to readings with boys and with his neighbors who are artisans and tradespeople. He began by collecting the boys who had graduated from the High School, and catching them the year after they were graduated; and doing that

in successive years, he was obliged after a few seasons to devote the second evening to those who had married and wanted to bring their wives. It is most pleasant to think how seeds are being sown everywhere in this way, and I beg you will keep me informed of what you do, in your Bible reading, your miscellaneous reading, and in any other form.

I have no doubt your German studies will be a complete success. Learning words while making buttonholes is a capital process. The last time I was abroad I met at the German baths, where I was sent for my health, a German girl from North Germany, who was studying English, and who had always in her pocket a tiny book full of English words with their definitions, copied by herself, and which she took out and studied at all spare minutes. I always advise beginning a language through its prose rather than its poetry. What do you take first? . . .

TO MRS. B. P. D.

BOSTON, January 15, 1878.

I cannot tell you how much your Christmas and New Year card touched me, with

its warm and cheering wishes, its encouragement and inspiration. Let me thank you earnestly for expressing, in a way so fitted to elevate and purify all motives and purposes, your sympathy in the work with which you have now so long identified yourself. You have succeeded most happily in blending an interest with our undertaking and a personal kindness for me, so that I must count you among my friends. I am well, and constantly rejoice that my restored health suffices for the work that grows so fast on our hands; and the work thrives so that it is reaching vast dimensions, without seeming to lose its essential element of individual sympathy.

I have been wishing for some time to find a moment to inclose for you the paper I here lay in. It is a scheme for a local Society which, being adapted to draw in the many to whom reading has to be made *very* easy, may ultimately bring forward the few, who may join us and profit by our serious work. This is the intention in Schenectady, and the plan seems to me so good that I would like to see it tried elsewhere. The ladies in Schenectady went about personally inducing women and girls to join their So-

ciety, and when I heard last they were having great success. Lists of pleasant books, accessible in the neighborhood, need to be prepared, of course ; but the associating together and reporting frequently promise to produce interest and perseverance.

These societies and clubs springing up all over the land are delightful.

I am always glad to hear from you, though you always have to forgive my delay in answering. 824 students, 100 persons on the staff, 1,800 letters in three months, these are my apologies. Still, I am not entirely absorbed in this. Life is full in other ways.

TO MRS. B. F. D.

NEWPORT, June 21, 1878.

A delightful letter of yours has been long unanswered, but it has not been unappreciated, as you will perceive when I tell you that I ventured to use some passages from it, without names of course, in my manuscript annual report, and that the anecdote of your little boy, which I thus used, brought tears to the eyes of some of the listeners. Your letter was truly interesting, and gave me and others a great deal of pleasure ; besides serving an excellent purpose in showing how we

reach other lives than those of our immediate students, and how children's tastes may be turned to the high old classics, when tact and enthusiasm unite in the influences that surround them.

We had a delightful annual meeting ; one hundred and twenty students present of various ranks and degrees, from hard-working teachers to pretty city girls in spring dresses, all cordial and frank in their greetings, all seemingly interested in what occurred. Over forty of the lady workers were present also, and the meeting in its various phases lasted nearly three hours. All these and about twenty-four guests were seated in our two parlors, some of the staff being obliged to content themselves with seats in the hall. About two hundred were seated within sight and hearing of the speakers. . . .

TO MRS. K. P. B.

NEWPORT, July 15, 1879.

. . . I have examined your nicely drawn plans, and have shown them to others, and we have felt a sincere interest in what you are doing. The sensible manner in which you proceed and your care to procure the best sanitary arrangements make you wor-

thy to become an example to your neighbors, while you are surely obtaining the best chance for health and comfort.

Your question about the destination of the room on the first floor, which may be either library or kitchen, finds me in need of one more statement before I can give a decided opinion. One point seems to me clear: that the size of the basement room is better adapted for a kitchen. The first floor room, only twelve by fifteen, is small for such purposes for a family of fourteen, while its position near the sitting and dining rooms, and the view you speak of, make it delightful for a study-room, and the non-studious members of the family will be attracted to it. My doubt is this. As you are yourselves so much in your kitchen, is a basement room dry enough to be healthy for you? I infer that it is mostly above ground, if not wholly, and you have tried it through one winter. If you feel that there is no risk from dampness, I should vote for staying where you are, and making the first floor room a library.

You are, indeed, building a large and airy house, and I can understand your enjoying the processes of building and finishing it. . . .

Mrs. Richards told me she had referred you to me on a question about taste in dress. It is hard for any one to lay down general rules, but I can throw out a few suggestions, and if they strike you as worth considering we can go farther together. . . .

All this is suggestion, and is for you alone. I have not time enough to be willing they should be handed about, except in your own house. . . .

TO MRS. B. P. D.

NEWPORT, June 16, 1880.

Has any one told you that your little paper on Shakespeare, the one you sent to Miss C., as it were, for her private reading, was read at the annual meeting two weeks ago? You said various modest and deprecating things in your letter to Miss C.; but she had the sense to forward the whole to me, and I pride myself on the perspicacity which decided me to offer it to my associates in the committee on essays, who agreed with me that it should be read. I hope you will not quarrel with us for the course we took. One of your assertions about the paper was, that it was too personal to be in good taste; and yet it was partly the personal element in it,

which we did not think too prominent, that led to our decision.

Of course we had to find plenty of ideas beside, and a valuable tone of thought and judgment; in short, the essentials for an utterance of one who should represent the influence we desire to exercise.

Still, it is through the essays read at our meeting that the students speak, not only to each other and to us, but to the guests whom we invite to show their sympathy with us, by their presence. The personal anecdote and reference to your own experience, with which you began were, therefore, not out of place.

I read it myself, and when I had finished, I saw Mr. Longfellow and Dr. Holmes, close by me, nodding to each other, smiling approval, and I leaned down and asked them if they liked it. I wish I remembered just what words they used; but it is enough to say they expressed pleasure and satisfaction in what they regarded, simply, as an outcome of our work among our cleverest students. I had just time to tell them something of your doubts and of the hindrances under which you wrote, and then had to proceed with the business of the meeting. Let me say, by the way, that were I not sure of you

as a wise and reticent woman, I should not dare to mention these distinguished names, for their owners do not like to be quoted.

TO MRS. E. R. C.

BOSTON, December 18, 1885.

. . . We are really doing something unique, because we are making our work very thorough, while we make it penetrate more into distant homes than any school can do which merely sends back a student, admirably grounded perhaps, but having the stores she carries home so divided that the members of the family know probably less of her knowledge than when it can be made week by week the subject of family sympathy.

TO MISS L. F.

BOSTON, 41 MARLBOROUGH STREET.

January 13, 1886.

. . . I passed September at Newport, and came to put my house finally in order, on the first of October. It was a good deal of work, though interesting. The slowest and most fatiguing part was the arrangement of books. My share of my father's library proved to be a good deal more than four thousand volumes, and they are placed in the part

of the old bookcases which I brought with me, in a sunny room with two long windows, where I have many other reminiscences of old days. The whole house is furnished with the old possessions, and I have only bought some carpets and thin curtains. The familiar furniture looks strangely new in its new positions and grouped differently, as things from all parts of the old house come together in some one room here. The house, only twenty feet wide, and in a block, is very convenient and comfortable, and being about eighty feet deep, the rooms are large. I have two of the old servants, the cook and housemaid, and the third woman I have, has lived so long with one of my friends that I am quite familiar with her. My rooms look very pretty and cosy, my friends are very kind and thoughtful, and I am not allowed to be too much alone. . . .

MISS TICKNOR TO MISS S. T.

BOSTON, January 11, 1887.

. . . We have plenty of books on English history, and I will send you one some day. But I want you to see and understand that the label on the outside of our parcels is for the protection of our books, to secure our

getting them back if they stray away. Then I ask you to consider whether your sensitiveness to the remarks of the "people at the office" ought fairly to prevail against the safety of our books? We do not put on the label from an arbitrary rule to please ourselves, or to make ourselves known. I cannot see why any one should be ashamed of being known to read good books, sent to her by a friendly society, and for which she pays, or why she should mind a little chaff.

I can understand your wish for fresh interests in a care-full life, and I shall be glad to contribute to such pleasures for you. As a proof of this I will send you to-day a book of travels in Europe, which belongs to me and which I lend to you; and as it is mine and not the Society's, I will take the risk and send it without the label. You must, however, write to me when you receive it; and I hope at the same time you will tell me you are reasonable enough to see that you should not object to our books being protected by the label.

The book I send to you is written in a humorous spirit, and you will sometimes be puzzled, perhaps, to know when the writer is

in earnest and when not, but even in his fun there is a great deal of truth. . . .

II. LETTERS TO AND FROM MISS TICKNOR AND MEMBERS OF THE SOCIETY.

These letters have chiefly to do with persons whose peculiar requirements or interests brought them into unusually close relations with Miss Ticknor. One such case was that of a young girl in the South not old enough to join the Society, whose entire education Miss Ticknor directed for many years. They never met until the little girl had grown to womanhood, and came to New England with her husband and child to see the teacher to whom she owed so much. The following letters written to her by Miss Ticknor show something of the relations between them.

MISS TICKNOR TO MISS L. F. (*a student*).

NEWPORT, Sept. 14, 1884.

. . . There is a great deal in your letter which shows me what your mind and life and difficulties are, and I am anxious to help you to see all these in the right light. Your mind has been developing rapidly; the competition at school has stimulated your ambition; a year's life devoted wholly to study, and fol-

lowed by a glimpse of university society, has farther excited all those faculties and parts of your nature which tend to restlessness under limitations, and to some exaggeration of the delights of the intellect alone. Some wise person said, "To be content with limitations is freedom ; to desire beyond those limitations is bondage." This does not mean that we may not have aspirations, but that we must not allow them to tyrannize over us, or to go beyond reason. The intellect is a high and noble part of us, but it needs to be balanced by the affections and all the duties and responsibilities that flow from them, or it will be selfish and despotic, and the result will be one-sided. What we have to do is to make *character*, which includes mind, but is far larger than mind. You are acting on this principle at this moment in staying at home to help your parents and to teach your brother and sister, and you will find your reward very soon, I believe, in recovering the right balance and proportion of your wishes. . . .

Neither I nor your parents would desire otherwise than that you should use all *available* strength and means in cultivating your mind, — with a view always to the good of

others, for knowledge is a treasure of which, like money, we are stewards and have to give an account.

MISS TICKNOR TO MISS L. F. (*a student*).

BOSTON, March 18, 1886.

. . . You will learn after a little experience two things, which you ought to consider conscientiously: one is, how much strength you have to use, how much, I mean, you can rely on from week to week; and how wrong and wasteful it is to exceed or even live up fully to this amount of strength. Some old divine says, "My business is to live as long as I can, as well as I can, and to serve my Lord and Master as faithfully as I can, until He shall think proper to call me home." So you see I believe in husbanding our strength and prolonging our usefulness. . . .

With regard to the value of strict rules well enforced I agree with you, and I asked a successful teacher here the other day your question, and she also agreed with you and with me. I think it is not well to make many rules, or to insist on many points, but enforce a few steadily. When certain fundamental rules of conduct have been so

enforced that they are perfectly understood and rarely broken, then others can be introduced which will raise manner and behavior to the next higher level, but do not worry or weary pupils with many details. A firm hand is almost always welcome to children and dependents. . . .

MISS TICKNOR TO MISS L. F. (*a student*).

. . . But while you are surrounded by the works of God in nature and human life, and have a few books to guide your powers of observation, your intellect may be always growing; and it is a fact that a few of the best books, thoroughly mastered, do more good to the mind than a whole library of mixed works. . . .

Please bear in mind that, while I want you to have a well-trained mind, as a means of usefulness, and such opportunities of intellectual enjoyment as may come to you without the sacrifice of any rights of others or of your own highest standard of duty; I think a woman, whose only objects of desire and aspiration are intellectual, is a woman of stunted nature. A character made up of intellect, affection, sensitive moral perceptions, and reaching up to spirit-

ual heights, is what a woman needs ; and such a woman at the head of a household, no matter how secluded her home, seems to me to have an ideal sphere. Every situation has its opportunities for discontent. One craves the privileges of a city life, with its libraries and museums. Another, who has these, craves European travel, and the pleasures to be had there more than at home. Another longs for the quiet and leisure of a country home, with books and science, but with freedom from the demands of society. Each has to learn to make his or her own lot, with its limitations, happy and rich by his or her own character.

Another interesting student was a colored girl from the North, who was teaching school in Maryland, and at the same time struggling to become a writer. Miss Ticknor's kindness and thoroughness in looking over her manuscript were unfailing. No detail was too minute to be criticised, and no trouble too great to be taken. At last a story was printed, and the door once opened she became, in a small way, a successful author. Her last printed story was in "Harper's Monthly;" soon after its publication she

was married, and of late years nothing has been heard from her.

FROM MISS E. L. (*a student*).

ROCKVILLE, MD., November 8, 1884.

. . . There is something else that I want to trouble you about, which is quite apart from the Society. I think I informed you in the beginning of our acquaintance, that I was a teacher working for twenty-four dollars a month, that I lived in Massachusetts, where I was educated in the common schools, and that I belong to the despised race, the colored people. When I was an ambitious girl in the New Bedford schools, I forgot I was colored, and I dreamed many dreams, and saw many visions of what I would do and be by and by ; but, like many women with fairer faces, I have buried all these but one, and that lonely one is expiring ; yet I cannot let it die as the others did, and how can I keep it alive when it is a hope which must be fed on encouragement, and I have had so little of that ? I was determined to be a teacher and a good one. They say that I am ; my dream is to write something fit for publication, but I fear the same sort of determination which made me

a good teacher, will never make me write anything fit for other eyes than mine to see.

I have no one to tell me carefully whether anything I write is fit to send to a publisher. There are a few friends to whom I might send, but they are full of enthusiasm for me, and they overrate my abilities. I cannot trust them as I would one who knew me less. So this summer, while spending my vacation among the hills in one of the upper counties of Maryland, I wrote down some things which I saw and heard, and instead of destroying them as I had hitherto done, the thought occurred to me that I might send them to you, and perhaps you would tell me just what they are, and what they are not, and I would then see the folly of chasing a shadow; and I write to know if you will permit me to send them, if you will look them over at your leisure, and send me your opinion.

I beg you will forgive the liberty I take in thus troubling you, a stranger. I know that I have no claim upon you except that of sympathy, and I have no right to intrude that claim. To wish to trouble you with my miserable hope is a poor return for your kindness, but I have no one else to ask.

FROM MISS E. L. (*a student*).

I received the returned manuscript and your very kind letter. Not many events of my life have given me as much pleasure as the knowledge that the papers I sent were not altogether wretched and unreadable. It is a hard matter for me not to feel unduly elated, when you say that you think the style and subject good ; and as yours are the first commendatory words that I have ever received from a person whose judgment can be relied upon, I think them doubly valuable.

I have entirely rewritten the story, expanding it somewhat as some thoughts and old recollections came to mind. I visited Len and Emily at Christmas, and talked over their wedding with them. Len told me some of his thoughts relative to the affair, and I have inserted them, though in a different dress.

I hope the story is improved a little, and I return it to-day, and I beg to return the stamps, the cost of the postage in sending it to me. I rather like the looks of my essay in its printed form, but I see where it could be improved. But I would like to say in explanation that I had colored people in

my mind when I wrote it. You can hardly appreciate the different estimate in which colored people are held in Maryland and Massachusetts. In this state there is enough of the old feeling left to put most that we do in a ridiculous light, and to make us feel our inferiority as much as possible.

As I shall never have my name recorded in the temple of Fame, do you think it will matter if my name goes to the story? Will you be so good as to act in that matter as you deem best? As to my circumstances, I am a colored woman, raised and educated in New Bedford, a fact I am very proud of, and I teach a public school in Maryland. I am trying to represent what I see and know among my own race here, and the only effect I hope to produce by my writing is, that those who are better favored than we are will be able to understand a little better that we do have joys and sorrows and hopes, though we differ from them in everything but the fact of being human beings.

I hope that kindness will enter the heart of some editor, and that he may be prevailed upon to take the story, and that the next one I write may be far more worthy of your kind approval.

MISS TICKNOR TO MISS E. L. (*a student*).

. . . Since you have referred to Len and his family in your letters as living people, and to their wedding as a fact, I want to know what effect it may have on them if they are aware that you have published their story. Will they like it, or will they not? It is not safe to trust to their not hearing of it, as many unlucky authors have found out to their cost. At the present day there is no security from such possible discovery, and it is better to be prudent and make sure that no offense will be taken. You do not want to get into unpleasant relations with your neighbors, so please make sure of your ground. . . .

Above all, make sure that "Len and Emily" will not feel hurt and create unpleasantness for you. You make their conduct such a good example and so instructive, that if they can understand it in that way they will be satisfied.

FROM MISS E. L.

ROCKVILLE, MD., March 6, 1886.

I regret putting you to so much trouble by what may look like culpable neglect, or indifference to the feelings of others, on my

part. "Len and Emily" are living people, and their marriage a few years ago and the main points of the story are facts. But the names I have given there are fictitious, their real names being Wesley and Ann Ewell, and the facts in the case are arranged in such a different dress that they would hardly realize their share in them. I thought of this when I wrote the story, but I am very glad you mentioned it. But to make assurance doubly sure, I have ascertained that neither of them object to having their small history made public, both being a little proud of it; and "Emily" inquired with a good deal of relish whether her name would really be in a book. . . .

I hoped that you would find a name for my little creation. I was at a loss what to call it, and I thought that I asked you in my first letter to christen it. The name suits me, and to say that I have made it in the least instructive is praise enough.

FROM MISS E. L. (*a student*).

ROCKVILLE, MD., June 6, 1886.

I have received your good letter and the precious check. My first feeling when I saw it was perfect happiness, and I was in a

high state of gratification for some moments ; but after that had subsided and quieter thoughts came, I was more than half sorry that I had received any money for it, for if it had only been received and not paid for, I might, perhaps, by and by write something that would really be worth something.

However, I am delighted to get so much money. It makes one or two things possible that were doubtful before, for it brings a summer school in near view, and I saw it in visions before. I think I shall spend the first money I earned by writing, in trying to learn more. I shall keep the envelope and all the papers in memory of the event.

The "Christian Union" came, with my name in capitals at the head of a certain column. It took a little effort to realize that the name was really my own, and that the story under it was really my own composition. I read it aloud to two old friends, who seemed to enjoy it very much. I did not tell them that I wrote it, so they commented upon it without restraint, and found that Len and Emily, and especially Brother Walker, had numerous resemblances among their friends.

I have put away the paper with the other sacred relics. Your two letters are among them, which I have read many times, and expect to read many times more, for they are helps to me. . . .

MISS TICKNOR TO MISS E. L. (*a student*).

I have read and re-read your story carefully, and have considered how it may be improved without too severe handling.

And now you must let me deal openly with you. I wrote to you two days ago that the story was not inferior to "Len," and I still say it is not inferior in composition or graphic power, but it is less agreeable, less interesting. This arises, in the first place, from its sadness being unrelieved. In the second place, it grows out of a few touches of what, for want of a better word, I must call bitterness. The story is pathetic, and the reader should be kept in sympathy with its pathos, not be led to pause and inquire of himself whether certain phrases are harsh, possibly unjust. I think these passages can be omitted without loss to the real meaning of the whole. These passages also are not in keeping with the facts you tell. The general indifference of the sisters to the

well-being of their hired servants, which is really a common trait of human nature, as common when the servants are white as when they are colored, once described, needs no heightening touch; but, if it did, the incident of the glass of wine does not serve that purpose, because we know Miss Susan was poor, and had an invalid sister for whom she got the wine, and we learn later that her mind was so preoccupied by the anniversary of her frightful calamity, that it was a wonder she remembered at all to ask after old Agnes, and order fine bread to be made for her.

Leave out the two passages I have marked for omission, and then expand the cheerful ending of the story, with the outlook into a happier future for Letty, and a backward glance at her mistaken judgment, and I think it will be decidedly improved.

Now some practical remarks on your manuscript.

Anything that is to be printed must absolutely be written on one side of the paper only. Nothing written as this is would stand a chance of being accepted for publication. "Through the Gates," "Len," as you call it, was copied with a typewriter, on alter-

nate pages, by a friend of mine before I sent it to anybody.

Then the handwriting must be larger and clearer. Mr. Mabie and others, who read manuscripts sent to them for publication, have not time to puzzle out imperfectly written words, and a clearly written manuscript will be accepted when a badly written one is rejected, simply because the reader cannot stop to find out whether the ill-written one is good or not.

In your handwriting it is almost always hard to distinguish between "a" and "o." You remember that in "Len" I thought Miss Mollie's name was Miss Mallie. On the first page of "Letty" the word "oaks" looks very like "rake."

You said in your note to me that you had to write it as you saw it. Now you have done that; and the next thing is to write it so that other people may like it; so that Mr. Mabie may accept it, and so that the impression left on the reader's mind may be a sweet and wholesome one.

Compassion and sympathy are not excited by stings and little bitter references to ill doings. The facts gently mentioned do their work of conveying the idea of suffer-

ing and its causes, and if you wish the impression to remain clear, you must not blur it by trying to deepen it. If the story of Uncle Jake and his children, and the general picture of the poverty and neglect in Pine Hollow, do not affect the reader, the other passages will not do it.

I shall send you back the story to be copied and improved, and I believe you can make it much better than it is, so much so that it shall be acceptable. Still, if it should not be accepted for publication, you must not be discouraged, but try again. Every one who writes for the public has to take reverses and refusals, and yet push on. You had a success last spring, and you may well hope for another, later if not now.

The practical reason for writing only on one side of your paper is the convenience of the printer, but as you can see yourself, it is also easier for mere reading.

When your manuscript is ready again, send it to me, but send to me with it a note to Mr. Mabie offering him the story for his paper, the "Christian Union;" and you must remind him who you are, what you wrote, and what he wrote to you, for it is not reasonable to suppose that he remem-

bers the circumstances and the writers of all the stories he prints in his paper. You must suppose that he has forgotten you, but a few facts will recall you and your story. I will forward your manuscript and your note.

FROM MISS E. L. (*a student*).

ROCKVILLE, MD.,

December 16, 1886.

How can I thank you for your kindness ! I had been trying to devise some plan to give my faithful little children some pleasure for Christmas, but money, even a little of it, was so scarce, so that I was about discouraged. The very morning your letter came I was meditating a plan I had formed over night of having a festival, and with the proceeds buying some presents for my school. Your kindness will make that unnecessary, and the gifts will be all the more appreciated from such a distance. . . .

The children are delighted, most of them having never seen a tree. I have seen but two, never one with lighted tapers, so a pleasure awaits me, as well as the rest.

There are seventy-one scholars attending the day school now, four having left. . . .

As usual my words do not express what I want them to, but, dear Miss Ticknor, you must know that I thank you.

There were other colored students also, as is seen by the following letters. One was helped to come from the South to Boston to the cooking-school. Some years later came the following account of her.

FROM MISS A. F. A. (*a correspondent*).

MARIETTA, GA., April 1, 1891.

. . . I think you will be interested to hear of the influence our Society has exerted on one special student you once placed under my care, Adaline M., the colored woman who came to Boston one summer (1883, I think) to study in the cooking-school. She is now in Atlanta, always commanding the best place in her business. She has never lost the impulse her connection with our Society gave her. She comes once or twice a year to spend the day with me ; looks at the books and pictures ; then goes into the kitchen and makes me some special delicacy. In the afternoon I take her a country walk which she greatly enjoys. There is a very sincere friendship between us. . . .

FROM MISS J. H. G. (*a correspondent*).

ANDOVER, MASS.,

October 27, 1881.

There is a colored woman here in Andover, about thirty years old I should judge, who has spent two years at the institution in Hampton, Va., and has obtained there a good common school education. She is married here, and has two children, but is so fond of reading and study, that she "makes" time for them, as they are "all the comfort" she has.

She seems bright and intelligent and talks well, although she does not use perfectly correct English. She is ambitious to go on, and says she would be glad to study, if she had any one to teach her. The question is whether there is anything sufficiently elementary in your course to benefit such a person, and whether, if there is, you would be willing to take her in charge, provided, of course, that the necessary expense is paid. I don't know that it makes any particular difference what she does, as long as she does something, inasmuch as her taste has not yet been developed. . . .

FROM MISS J. H. G. (*a correspondent*).

ANDOVER, November 4, 1881.

I thank you sincerely for the kindly Christian courtesy with which you have met the proposal I made in regard to the colored woman I described to you. I wish you could have seen her eyes shine when I told her about it this afternoon. She is ready and eager to begin. . . .

She says she prefers to pay the fee of two dollars herself. It was my plan to pay it for her if necessary; but I think it would be better for her to do it than to have me pay it for her, or to have you remit it. . . .

The following letter from a student and correspondent in one of the western states, and Miss Ticknor's letter of inquiry, written in response to it to another member of the Society, tell of one of the cases where true charity and learning joined hands. It is pleasant to know that the invalid recovered somewhat later, was married and had a home of her own.

FROM MISS B. S. (*a correspondent*).

SPRUCE HILL, May 12, 1884.

May I tell you something about one of your students? I am afraid she does not do herself justice. It is Miss E. C. of L. She is an invalid and a great sufferer, and very poor; so poor that she cannot have needed medicine, and even the purchase of postage stamps is a burden to her. I have never seen her, but we have corresponded for some time, becoming acquainted through the S. H. She is confined to her bed, and could have no fire in her room until near Christmas, for want of wood. Some one gave them some wood, and then her father had to pack it to the road on his back, being unable to get a team to do it. Their house is unplastered, a poor old shell, and it is no wonder E. suffers from rheumatism; she also has some hip disease and has suffered with a cancer on her face. Her father and mother are neither of them strong, and a younger brother is also a suffering invalid. Even their home, poor as it is, is not their own, her mother holding a life lease of it. I cannot but think from what E. has told me, that her father is lacking in enterprise or ambition, or something. I know sickness is ex-

pensive, but it seems to me their surroundings are largely the cause of the sickness. It is a wonder E. has any courage to study at all, but she seems to enjoy it, and says she must do something or she would go crazy. She does some fancy and crochet work for others, thus earning a little money. She did five dollars' worth for one woman at one time, and never received any pay for it. She was a teacher before her hip was hurt, and had a nice little library, but that was destroyed by fire. She usually seems cheerful, but sometimes is very despondent. She has received warm praise from her correspondent in the S. H. for work done this term, but was unable to read the last book she had, and says her father objects to her getting more now, it takes so many stamps. We have lent a great many books to her, sending stamps to return them with, and tried to help brighten her life a little. I think one can scarcely do anything very substantial for her as she is situated ; if she were alone it would be different. I hope I have not violated her confidence by writing to you thus. You were always so kind to me and seemed so ever ready to aid me in any way you could, that I have ventured to tell you

about her. The good the S. H. has already done is, I think, beyond estimation; and wherever it is known, it must have started the ripples in the sea of life that will roll on through all time, and who shall say not beyond time? I know it has been of great benefit to me, not simply in book knowledge, but in other ways. I wonder sometimes what my life would have been if it had not been for the S. H. I thought it a great question decided when I decided to join. I still think so. . . .

MISS TICKNOR TO MISS M. A. P.

NEWPORT, R. I., August 5, 1884.

I am going to address you now as an old friend, one long attached to our Society, and who will, I believe, be ready to do a good turn for another and more recent member. My topic must also be in a measure confidential. Having said this much, I shall proceed with the assurance that you will help if you can, and that, if you cannot, you will say so without letting the matter go farther.

There is a student of ours in an adjacent county to yours, whom we admitted free, because we found she could not afford her

fee or books, and we find that she is a great invalid. I cannot find any letters from any one recommending her as a free student, but we probably had such. If you had any hand in it, forgive my short memory, and let it make no difference.

I want to have her case looked into, to see whether we can help her practically. Her home must be in a very small place, for it is not in map or gazetteer, so far as I can find. . . . She and her family might not at all like to be regarded as objects of charity, and for this reason I apply to you confidentially, yet wishing to make her life pleasanter to her. She was once a teacher, but lost that occupation because she lost her health. She had some books and they were burned. She seems to suffer a great deal at times, but has a craving for intellectual interests. I believe she can do some light work, crochet and so on, and is glad to earn money by it when she can.

Now, can you find out more about her, and can you interest persons in her case who are near enough, and wise and charitable enough, to look after her somewhat? We shall continue her as a free student, and

supply her with books, and I shall try in such ways as I can to add to her small pleasures ; but it seems to me that, unless there are obstacles which I do not know of, there may be resources for her nearer at hand, chances of medical treatment or of remunerative work, which may be available if she is known. Will you tell me what you think can be done ? . . .

FROM MISS F. T. (*at first a student and later a correspondent*).

FREDERICK, MARYLAND,
July 31, 1880.

The seventh annual report having reached me duly, and having been read with intense interest, the idea of contributing my share of information as to the usefulness suggested itself, and shall be acted upon immediately. After my first two years of study, my positive proofs of advantage gained were so evident that I induced seven others (scattered in different states) to join the Society ; and now each one thinks she cannot do enough to thank me for having pointed out the way to so much and so great intellectual enjoyment. One of them,

a student in the art course, has, through the assistance of her correspondent, been able to dispose of her paintings at most advantageous rates, thus realizing a dream of her life. Others have obtained books through the Society which, in all probability, could never have come into their hands in any other way, and which for long years they had cherished the desire to see.

Meanwhile I was teaching a class of thirteen in modern history, and saw, step by step, what invaluable aid my S. H. study was in inspiring them with a vivid interest and clear ideas, while the auxiliary list suggested many delightful books, which I gave them to read outside of school hours. Eight of these pupils came back to school after graduating, an almost unheard-of thing in Frederick, and pursued a systematic reading of history with me. Two other large classes I also succeeded in interesting by means of my "Society work." In social intercourse the influence of your work has been felt here. The books that I have purchased while reading with you have been loaned until nearly worn out. . . .

FROM MISS C. E. P. (*a student*).

NORTH WEARE, NEW HAMPSHIRE,

August 10, 1880.

. . . I came home from the meeting in June very much encouraged, and with the old passion of my childhood thoroughly awakened. Late as it is in life, I want to do what I can for myself; possibly I, too, can be a helper some time in the future, who knows? With no advantages here, I had drifted into an aimless way of living. The changes in my home leave me somewhat mistress of my own time at last, and S. H. is to me an inspiration almost. I must of necessity work slowly, but I shall be drifting in the right direction. I have lived always with an inside longing for something different; life was a burden to be carried cheerfully, yet I never quite conquered the feeling that the burden was heavy. S. H. has taken away that feeling, and, before I was aware, the load was gone.

I have written thus of myself, not because my individual experience is of sufficient importance to interest any one, but because I believe the world is full of people with the same wants that I have, and it may be some satisfaction to know how fully you are supplying them. . . .

FROM MRS. H. (*a student*).

DAKOTA, November 2, 1880.

I am sitting on a table in a fearful mess because we are trying to clean house, so excuse.

Some one handed me the little book on "Health." Feeling the need of just that, I read it immediately. All that I thought when it was finished was, "It was kind in her to send it. Oh, how I wish I had the power of expressing my thoughts as she has." I have studied and read almost everything upon Health or how to keep it, but here comes the puzzling question: How to make others live by what you yourself know to be the best way. You and other intelligent women say, "Mothers and wives, upon your shoulders rests this great responsibility of making your home ones strong in mind and body." Yes, but do you honestly know from experience all that you profess to teach? Have you really lived in two or four small rooms with little children clinging to you, with twice sixty duties for every sixty minutes of the hour, revolving in your mind until you cannot tell which to do first? With backache, and headache, and well-nigh heartache, with a longing just to creep

off somewhere and rest one hour, and then have you found your half hour for study or pleasant reading? Oh, I see this daily all about me, and these are no ignorant drudges, but lovely ladies, and they add to all of this mean or often drunken husbands. Ah, I count it grand of them that they are brave and wear a smile, for it seems to me their poverty and overwork would crush out all life. I tell you if there is one moment in the week theirs, they cannot make the poor mind or body do anything but stand still, or I would say, lie still.

I have in my mind a sweet woman and mother, who lives in the cunningest log house, where there are two rooms. As soon as you enter the first room, which answers for bedroom and sitting-room, you recognize the marks of refinement. And how things shine! How pretty the children look! How tired the mother looks; yet I always go away saying, "She wears a continual smile, and has on a clean dress, white ruffles, and pretty tie at any time of day." She washes, she irons, she scrubs, she milks and pickets her cow, she makes butter and bread, and cooks, and washes horrid pots and pans. She mends, sweeps, cuts, sews, knits, darns.

Her husband has lost his money in these delusive gold mines. He leaves at six o'clock in the morning for his work as clerk in the traders' store at the Post, two miles away, and she says, "From then until ten at night I never sit down, excepting to eat." . . .

FROM MRS. T. (*a student and a school-teacher in the South*).

LEWISTON, NORTH CAROLINA,
September 28, 1888.

I hope you will excuse the liberty I take to try to interest you in our local affairs, but seeing an opening here for a large school and a good one, and seeing and feeling the sad necessity for some one to go forward in this matter, I have taken this arduous task upon myself. I give one hundred dollars and my services free. I have put tuition to a mere nominal sum, to get the poor children and a state appropriation later on, but this session we must carry it on ourselves, unless we can get outside help. Our people have almost lost their crops for five successive years. This year the destruction was terrible, especially on Roanoke River, where our plantation lies. To show you the loss, Mr. T. will lose over three thousand dollars alone,

others in proportion. I am not able to do more for our school. The people I am reaching are small farmers, generally mortgaged to the merchants for a support; the bone and sinew of our land, generally families of former wealth, reduced by the war, they are not able to educate their children without help; this I am trying to afford them. . . .

I wish to request a small contribution from our "S. H." students (I believe in the power of "littles"), but do not know how to reach them. Could I ask a contribution of one dollar; let it pass through your hands and you deduct ten per cent for our library? I can give the best of references. . . .

I have over fifty pupils, with two teachers employed at twenty dollars per month. I may get the one hundred dollars allowed the free school, which lasts only four months in the year, but that is doubtful. I may get a state appropriation when the legislature meets, but that is doubtful. Any suggestions you can make will be thankfully received.

Six years later she wrote: —

ALSO FROM MRS. T.

February 2, 1893.

. . . I am so much obliged for your interest in my school ; I do assure you it would never have existed but for your work in the S. H. Ours is hard work, but I intend to persevere in it, as long as God gives me strength. How strange the connection between this little deserted village and Boston, your home. But moral and mental electricity put in motion by love to God and fellow-man knows no bounds.

FROM MRS. M. (*the mother of a student who had died recently*).

May 30, 1884.

. . . I feel that in some way she is helping you especially. I cannot tell you how her whole heart went out towards you and your noble work, while living, and I thank you from my heart for all the good you have done that dear child, helping to make her life, early saddened by sickness, happy here and hereafter. The pursuit of knowledge brought great joy to her heart. When she was sixteen, a severe sickness in Cambridge prevented her from attending school three years, and you can imagine what this

S. H. must have been to her later in life. I find in her diary often such words as these: "It makes me cry sometimes with joy when I think what this home study has done and is doing for poor girls."

FROM MISS M. E. C. (*a correspondent*).

NEW ALBANY, INDIANA,
July 28, 1888.

. . . I have long thought our Society was of greater benefit to the country than almost any other one thing. There can be no better proof of this fact than the many other somewhat similar societies to which ours seems to have given rise. I know something of the workings of a large society which has probably drawn some members away from us, by easier work and more extensive advertisement; the social features connected with it seem to make it especially attractive, at least in small towns. For all these reasons, it reaches a class of persons whom we can rarely expect to reach; and though I sometimes feel inclined to doubt the efficiency of its methods to bring about great intellectual results, still I have no doubt of its having done much good, and I like to think of its benefits, as well as those

of all similar societies, as being due, at least indirectly, to our own dear S. H. Yet more than all do I prize the grand work accomplished, year by year, in a direct way by our Society, and I cannot imagine a time when it will not be needed. For my own part, as a student, I can most truly join my voice to that of the student whom you quote as saying, "I wonder what my life would have been like if it had not been for the Society to Encourage Studies at Home." (I cannot seem to help writing in this enthusiastic strain about the Society whenever I write to you, and I am not at all sure that I ought not to apologize for being tiresome.)

The following letter from an invalid was one of many that awakened sympathy. One of Miss Ticknor's friends, a prominent physician, became interested in her, and through his treatment she became stronger and more able to cope with the difficulties of her life.

FROM MRS. R. E. W. (*a student*).

September 8, 1890.

Your kind note received to-night. Yes, I have been a member of the Society three times; once I broke down from nervous

prostration, induced by study and other causes ; the last time my grandmother was sick, and died after a long illness.

. . . My friends are all gone out into the world, and there is no one left here with whom I can read or talk or hold any intimate or sweet intercourse. I have tried to keep up my studies alone, but have done very little. I was never strong, and have not been so well since last fall. I am forty years old. Everything is against my studying : I have formed no correct habits of study ; my health, grandpa, my work, which must be attended to no matter how sick I may be, or how much I may be up with grandpa. I am postmaster, and my salary is about one hundred a year, we must live on that, but, Miss Ticknor, I am slowly starving to death, and I feel as if I must have some interest outside these walls, beyond this town, or I cannot go through the coming fall and winter. My hopes are all dead. The hopes that brighten other women's lives cannot come to me. Books are all that is left to me. I am a very ignorant woman, and I never expect to become an educated, refined woman. I am too old, as I said before. I can try and fail. . . .

FROM MISS. L. E. K. (*a correspondent*).

May 16, 1892.

. . . I have enjoyed the American history very much this year, and I dare say I have learned more about it than any of the students. You may be interested in one little thing which is hardly worth putting in my report. A cousin of mine here, a rather clever and educated fellow, became so interested in my work that, with a little urging, he organized a class of younger persons for the study of American history. I gave him the benefit of your lists and maps. I wish you might have seen the class. He put them through on such original lines, making them think instead of cram facts, that the results quite dazzle them. They do not know it, but they are all S. H.-ers, and I hope to get some in regular line next year. . . .

FROM MISS A. C. H. (*a correspondent*).

TOKYO, JAPAN,

April 30, 1894.

It seems very long since I knew anything of the S. H. Indeed, it has been one of the strangest things in this strange winter to be so entirely without any sort of connection

with these magic letters ; I shall be very glad to get back to them. But, and this is a but that I wish I might leave out, it will have to be in a very limited way ; I feel that I must make my withdrawal from the charge of Section I., Course 3, a permanent one. I have come to this decision with great reluctance both selfishly, because it means giving up one of my greatest pleasures, and because it will leave just that much more for some one else to carry. . . . If you will allow me, I should like not to be quite out of the S. H., but to keep three students in Section I. . . .

May I trouble you for the name and address of the general secretary of the S. H. in San Francisco ? Or, perhaps, you would kindly have a circular sent from there to Miss S. K., Tokyo. Miss K. is a young Japanese pupil teacher in whom I am much interested, and who I think might profit greatly by one of the S. H. literature courses. She has been reading with me all winter, and I have found her decidedly above the average American girl in ability ; she has good reading knowledge of English and, what is unusual among her countrywomen, a great deal of ambition and a very determined will. . . .

Miss K. proved an apt pupil, and an essay of hers on the Elizabethan Period of English History was read at the annual meeting in 1896.

FROM MRS. A. G. D. (*a student of English Literature and a newspaper correspondent*).

July 8, 1896.

. . . I now take the first opportunity to thank you most heartily for your words of praise and your exceedingly kind interest in my good fortune. Of course you know that I am so puffed up over having my paper selected that I am like to burst ignominiously. It is a good ending to the failures and disappointments of so often falling short in my work. Thank you over and over again, and still again for the pleasure I have had in my study in the Society. My teachers have been so considerate and lovely to me. If all the members who benefit by your goodness, Miss Ticknor, feel as warmly grateful as I do, you would be repaid for your beautiful work. And most of them must do so. I am virtually in a mental prison in these Georgia mountains. The hours devoted to my S. H. work have been like a prisoner's dreams of the world he has

left, and, in spite of my derelictions and oftentimes bad work, I have enjoyed every bit of it. It is so nice of you to take the trouble to encourage me, I am sure I shall do better work next year for it. . . . I shall think of you very often and warmly. There ought to be a new beatitude composed especially for the S. H. "Blessed are those who feed the hungry and thirsty for knowledge" — something like that.

With renewed assurances of my appreciation of your interest in my work, and for your lovely work for others. . . .

FROM MISS H. M. J. (*for many years both student and teacher*).

GERMANTOWN, September 16, 1896.

As the time draws near for the Home Study work to begin again, I feel that I am not at all ready to give up my connection with the Society as a student, so I am going to put in another plea for a course in German literature. . . . I have so thoroughly enjoyed my reading with the S. H. that it would be with much grief that I should have to sever my connection as a student. I know that the Society has been of untold advantage to me, training me into

systematic habits of reading, and my historical knowledge is entirely due to the interest that the first course I took aroused; it is a subject I never tire of, and one that will prove a life-long pleasure for me to dig into. Of course, as I am nearly of age now, I should manage to travel alone, but I should miss the guiding hand and the monthly chats in regard to the work: so if it is at all practicable, I hope that some kind lady will take compassion on me and help me from her store of knowledge. I do not want to put thee to any extra trouble, and yet I do want to try my hand at German Literature. I certainly will feel very grateful if thou can accommodate me. . . .

This lady had been for many years an excellent teacher in one or two departments, while she continued to study faithfully in other branches.

The Society had become through the successful work of many years a public organization, and Miss Ticknor recognized that its attitude toward the world was changed; she consented therefore that two small cases showing specimens of the work and the methods of the Society should be placed at

the World's Fair at Chicago in 1893, which attracted much attention, as is seen by the following letters :—

FROM MRS. E. A. R. (*an official*).

CHICAGO, October 16, 1893.

It gives me great pleasure to attest to the pleasure and profit which your exhibit has afforded to hungry minds from foreign countries, as well as to those from our own states. I believe you will hear from some of those who have accepted your printed reports and circulars ; there have not been many days that I have not placed a few of your pamphlets at the opening hours of the day in your thoughtfully prepared pockets. Many times people have been sent to my office to ask if I would please give them one of the reports ; they have not been accepted lightly, but treasured. I cannot tell for certain in what way your exhibit here has been most fruitful for good, but I feel inclined to say in its command to others " to go and do likewise." I have been touched by the reverential way in which foreigners have sought me, to speak of your system, averring their purpose to go home to institute similar work. Your system of " Home Study " will be mul-

tiplied in many instances. The little seed which you planted is now a wide-spreading oak. . . .

FROM MR. G. A. G. (*a commissioner*).

CHICAGO, October 16, 1893.

. . . It gives me great pleasure to say that great interest has been manifested in the work of the Society to Encourage Studies at Home. Its circulars have been taken liberally by the people who have visited us, and I am sure that its work receives the high commendation which it deserves.

It has been one of the pleasantest things connected with my work to think that the little pamphlets which describe your work, and the pamphlet of the Woman's Education Association, would go into so many communities in our own land and to so many centres of influence in foreign lands. The seed sown must bring forth abundant harvest.

I congratulate you upon the good which you and your Society have been enabled to do, and upon the bright prospects for future beneficence.

III. LETTERS FROM CORRESPONDENTS AND STUDENTS ABOUT THE SOCIETY.

FROM a large number of letters received after Miss Ticknor's death, those have been chosen that give in the simplest form a description of what the writers consider the nature and scope of the work of the Society, especially those that reveal the personal impression made by Miss Ticknor.

FROM MISS L. S. (*a student*).

SAN ANTONIO, TEXAS,
October 8, 1896.

If Miss Ticknor is still with you, I know she can suggest the right books. Since I worked with her, I have taken four full courses and parts of several others in the State University, finishing terms where I could not take the whole year, beside doing a great deal of study at home. At present, beside my school work, I am a member of a history club, and have promised to give some lectures on current events; so you see my work with you has not been lost. Intellectual life among women has greatly quickened here in the last eight or ten years,

and I find more opportunities for work than time and strength, but I shall always remember with pleasure the work I did with the "Society." It is so definite. Miss Ticknor was my first correspondent.

. . . It was my first serious study after a year of nervous prostration, and to her sympathy and wise direction I owe it largely that I had courage to regain my power of study. . . .

FROM MRS. A. S. B. (*a student for many years*).

SAVANNAH, GEORGIA,

October 22, 1896.

. . . I feel that I have lost my best friend. Miss Ticknor's kind words and wise counsel first came into my life when I was an unformed girl struggling with disappointment, poverty, sorrow and trouble, and her friendship abided with me during all the changes and chances of twenty years, helping me beyond computation. Her kind offices enabled me to remain with the Society, and to complete courses therein that would have been impossible otherwise. She knew much of, and took an interest in, my personal life, my work as a teacher, my father's death, my

own marriage, the passing away of my mother, and finally the birth of my son. . . . But particularly I owe my mental attainments and my spiritual life to her and my angel mother, and I would not exchange either for the wealth of Indies. Miss Ticknor was emphatically my Alma Mater ; she supplied all that my natural mother (talented as she was) could not give ; and whatever is worthy in my character or daily life, whatever is my success as a teacher, is largely due to her ; I have taught since before I graduated in 1872, and expect so to do as long as I live, although I have no pupils just now. Perhaps I do not realize the full extent of my indebtedness to Miss Ticknor, but words cannot express my obligation to her, nor my devotion to her and to her memory. . . .

FROM MISS A. T. (*a student*).

BATH, MAINE, November 8, 1896.

. . . I know how much she [Miss Ticknor] was the guiding spirit of it ; how she put her life and energy into it ; in what a wonderful way she entered into the plans of the individual scholar. I am so glad I had the pleasure of meeting her once at the June

reunion. In the giving up of the S. H., I feel as if I had lost a home, for almost continuously for thirteen years have I studied with it. My obligation to the ladies who have so kindly given me their time and attention is very great. One thing I feel, that as I can never repay the individual teacher, I will try to hand the work on by aiding as much as possible those who come under me now in my life as a teacher here.

FROM MRS. E. A. W. (*a student*).

HASTINGS, MINNESOTA,

November 24, 1896.

. . . Miss Ticknor's death has left me with the feeling that I have lost a personal friend.

Although I have only had one or two letters from her, I have always thought so gratefully of her efforts in the Society. Probably the benefits of S. H. have meant more to me than to many pupils who live within reach of other advantages of this kind. I have felt quite sure that the executive committee would not feel that the Society had "accomplished the work for which it was organized," if all its members

still needed it as much as I do. It is outside of family and friends the greatest pleasure I have ever had, and I write this sincerely. I had looked forward to many years in its membership, and this hope had become so much a part of my plans that I am now bitterly disappointed over the plan of the executive board to close the work this year.

Are there not many others in the Society who live as I do, in a small town without lectures and public libraries? If there are, could not the committee be prevailed upon to at least continue the lending library?

You cannot know how much the privilege of having the library books, and your letters, have done to make me contented with all the discouraging things one feels in a small place.

FROM MISS M. L. B. (*a student at first and later a correspondent*).

KINGSTON, NEW YORK,
December 4, 1896.

. . . My own experience has been that this Society reaches a class not reached by other societies. The work is apportioned to the time available to mothers of families, and

women employed during the day, who are glad of an opportunity to study, but who cannot and ought not to be forced to "keep up" with a class. And there is another class, who prefer to study at home, without having the fact known outside the home. Among my own students have been a number of southern women whose education was interrupted by the civil war, and who, late in life, were glad of the leisure and opportunity to study, but sensitive about having it known that they needed to study elementary branches; in my section it was frequently arithmetic. And often I have found teachers who would be ashamed to own that they needed help from the Society. Probably such cases occur oftener in a section like mine, confined to practical branches.

FROM MRS. L. S. R. (*a correspondent*).

CLEVELAND, OHIO,
December 5, 1896.

. . . From my experience as correspondent since October, 1894, I have learned the need there is of the help that can be given those who most need help, in forgetting or in living above the limitations surrounding

them. This need, varying in kind with each individual student, can best be met by personal correspondence, which opens the way for a truer sympathy and wiser helpfulness than otherwise is possible. It may be that my experience of last year was, more than usually, with those whose need in this direction was great; and while the scholastic results were not all that could be desired, the real educational value is not to be measured, neither does it lie all upon one side.

FROM MRS. A. G. D. (*a student*).

NELSON, GEORGIA,
December 5, 1896.

. . . There is no society that I know of which aims to maintain so high a standard, which has such a well-educated corps of teachers, and which establishes so friendly a relationship between critics and pupils. This latter point is one of peculiar merit, as the poor in mind or education, quite as much as the poor in purse, need the friendly companionship of those who endeavor to help them. . . .

For myself, I wish to tender my heartfelt sympathy to the committee for Miss Ticknor's death. Those of us who have received

her kindness and loving consideration dread the thought that it should not be passed on to others, even after she has laid the good work down. The Society is unique in its dignity and high standard. . . .

FROM MISS E. L. B. (*a correspondent and professional teacher*).

CAMBRIDGE, MASSACHUSETTS,
December 6, 1896.

. . . As I am asked to note my reasons for this opinion, I will say that first, as a matter of sentiment, it is discouraging to see the wise, noble work of an earnest woman collapse for lack of cohesive strength as soon as her presence is withdrawn. To me it seems that the continuance of Miss Ticknor's work long after her memory shall be but a name, would be the most beautiful tribute that woman's loyal gratitude could pay to the unselfish, loving devotion of a life given so freely to others.

For more practical reasons I should deplore the discontinuance of the Society. It has done a much needed work in the past, and I cannot believe that its period of usefulness is really near its close. Its present membership may be smaller than in past

years, before opportunities for college education were so freely furnished, but there is, and always must be, a large class of women who need precisely the kind of help it offers. It is for the many women who cannot avail themselves of even a single college course, and I think no other society has yet been formed which fills its place. There are, and always will be, thousands of women eager for instruction who can never go to college; women kept at home by ill health, or imperative duties to others, or obliged to earn their living in places at a distance from centres of education. They need home work, and no opportunities offered by colleges or university extension courses can reach them as we can. As a very useful supplement to college study I can myself, from my own experience, bear witness to its value.

As far as I can learn, no other society of like aim, carrying on a system of education by correspondence, has succeeded in establishing the same bond of sympathy between its corps of teachers and students. The personal element, so conspicuous in our work, seems to be quite a distinctive feature, and of inestimable value. Indeed, the work

of the Society seems so full of possibilities for far-reaching and enduring good, that it would be a matter of deep regret if it should now fail for lack of administrative organization, or need of an increase in its yearly income. It has had a beautiful mission to fulfill reaching many lives cut off from the opportunities we enjoy, and I cannot believe that its work is yet near its end. The world will be the poorer, if it ceases to be an active element in educating and refining the women of America. . . .

A clergyman in a western city wrote to me some years ago that the Society to Encourage Studies at Home had proved the most efficient help he had in his missionary work. Would not other ministers be likely to see its value and encourage its growth in their parishes? . . .

FROM MISS C. E. T. (*a correspondent*).

CAMBRIDGE, MASSACHUSETTS,
December 8, 1896.

. . . There is no society which takes the same place. The friendly element is a most important one, and I believe that many girls and women have been as much helped by the sympathetic interest that they have found,

and by the intangible influence that has been perhaps unconsciously exerted, as by the actual knowledge they have gained. One pupil writes me this week: "No one ever cared before what I did, so far as intellectual work goes. There is something really delightful in this new state of things." I will inclose a fragment at the end of this same letter. The writer is a blind woman, forty years old. "I wish you and I might work away at something for the next ten years. It awes and bewilders one to think how much there is to know about everything. There seems to be no beginning or ending."

FROM MISS M. W. B. (*a correspondent*).

CAMBRIDGE, MASSACHUSETTS,
December 10, 1896.

. . . It seems to me to do a personal work that other societies do not do.

In reply to one of my students, asking if she could obtain the lesson leaflet for next year, I told her that I would continue the work with her through the course, and she replies: "Thank you very much for your offer to help me. . . . I shall appreciate it

very much," etc., and adds, "I doubly appreciate the Home Study, as my deafness debars me from the Chautauqua Circle or any other literary society." I do not doubt that this Society reaches many who are reached in no other way. . . .

FROM MISS A. B. W. (*a student*).

HASTINGS, MINNESOTA,
December 16, 1896.

. . . I consider the help of this Society one of the greatest blessings I have ever had. . . . I hope it may continue in memory of dear Miss Ticknor, whose unselfish devotion has maintained for so many years this splendid opportunity, that she, being dead, may yet speak in the homes where she has been loved so well.

The Society is alone in its work. . . . No other society open to busy people presents such high standards, or demands such thorough work. Students of S. H. could not be provided for in the average society for home study. . . . The Committee cannot realize the good accomplished by the lending library, in homes that are far from literary centres and public libraries. . . .

FROM MRS. G. S. H. (*a former correspondent*).

BOSTON, January 27, 1897.

. . . I think her judgment [Miss Ticknor's] was almost unfailing. When she gave me a young girl belonging to rich fashionable people living in a city, I objected, saying I did not feel called upon to give any time to one to whom every opportunity was open, and that it did not seem fair to teachers. She gave such good reasons, that, seeing her wisdom, I went on. She thought the cases likely to be too rare to make trouble, that such persons were only likely to come in from peculiar circumstances, and that it was better at least to try them; and the most convincing argument reminded me, that from them we must look for aid in the teaching, if they were persistent in carrying out the course. . . .

FROM MISS S. C. (*a former correspondent and professional teacher*).

PHILADELPHIA, January 30, 1897.

. . . My connection with the Society brought me great pleasure and a keen stimulus in literary work. I look back also to the confidence Miss Ticknor granted me in the choice of pupils as very gratifying, for

I was, of course, a stranger to her. The interchange of thought with many bright women, my students, the almost invariable response to my friendly advances, and appreciation of my endeavor to widen their horizon of study, gave zest to a work already congenial. The requirements for correspondents taught me many a time the value of prompt responses to business letters. . . .

I believe, nay, I know, that the correspondents gained as much advantage in their way as the students did in theirs.

We must all have had some funny experiences, some unfortunate misunderstandings (temporarily), but these are too personal ever to narrate! Most heartily and truthfully can we dwell upon the sunny, stimulating side of a work, in those early days, truly unique. Every one of us who was associated with the Society must recall its inspiring head, irrespective of a personal acquaintance with her, as a sort of good genius, who devised and kept going a plan of work so many-sided and far-reaching in its results.

The mental stimulus; the broadening of interests; expansion of view in life as also in the range of special study; the human-

izing influence of a close touch with women whose surroundings and personality were often so dissimilar to our own ; the (voluntary) compulsion requiring us to guide to the best of our ability each student and to hold her ambition at high-water mark ; these, and much more, are comprised in the direct advantages every conscientious correspondent gained, and for which she realized she was indebted to the forethought and wise leadership of Anna Eliot Ticknor. For I think we all knew that as Miss Ticknor gave of her best, she expected us to do the same.

FROM MISS M. H. G. (*a correspondent belonging to the Society of Friends*).

The spirit which Anna Ticknor instilled into the Society was that of seeking to start ever-widening circles of wholesome influences. Her motto for correspondents and for students might have been, "Freely ye have received, freely give." Nothing pleased her better than to find that one of the students in a far-away home, isolated from libraries and schools, was passing on to those about her the good she received from the Society by gathering a class or a reading circle.

Correspondents were instructed to get into sympathy with their students, delicately opening the way, without intrusiveness, for a student to tell her tasks, occupations and associations in order that advice for study might meet individual needs. Many lasting friendships were thus formed, and opportunity found for advice on other matters than the course of study; as the care of health, social intercourse, or choice of occupation.

One lovely young girl, eldest of a farmer's family, living miles away from railroad facilities and receiving mail but once a week, welcomed into the life of her family what was to them a great broadening of interests and delights. She took two courses with different correspondents, and interested them so much that she was invited to visit them in New York and Philadelphia. She had not been in the cars till about that time nor seen any larger water craft than a rowboat. "Call this a '*boat*,'" she said as she stepped on the ferry; "it seems like a house!" Imagine what it was to her to see our three largest cities, for she passed through Chicago, to look forth on the sea and shipping, to have opportunities of hearing intel-

ligent conversation, to study the arrangements of refined Christian homes, prepared wisely to appropriate only what suited her circumstances at home. She afterwards married happily, and died years ago, but her mother still keeps up some intercourse with one of her daughter's teachers in the S. H.

Another bright and original girl was living a singularly lonely life socially when she joined the Society as a student, because the head of her home was a man who had a keen sense of the hollowness to be found in society and the church, and had withdrawn from both. This girl wrote delightful long letters to her correspondents, opening her heart to them. A visit to her home revealed the strange conditions that hampered her, showing her to be a shy sensitive girl, with bright mind, and without sufficient outlet for her energies. She turned her attention to sanitary science, and has been for some years past the happy efficient matron of a boarding home belonging to a Christian college. She has kept up some intercourse with members of the S. H. for nearly twenty years, welcoming practical advice and making use of it to guide her young sisters and others into useful lives.

FROM MISS M. W. W. (*a former correspondent, now a college professor*).

1897.

It was my good fortune to be actively connected with the "Study at Home" Society in its earlier years, when its first broad influences were being felt and when its numbers were already large and increasing. A new department of astronomy was formed and placed in my charge. The numbers studying in this direction were never large, but there were many who gratefully availed themselves of this opportunity, and who found profit and pleasure in the work. During my connection with the Society, I was always most impressed with the helpfulness of the sympathy which existed between student and correspondent. It may be that the student secured comparatively little scientific training by her reading, but she gained an intellectual stimulus, which was worth quite as much. Not infrequently in my department there were women, shut away from books and libraries, perhaps plodding teachers in country schools, perhaps wives of farmers in remote villages, whose horizons were broadened and whose intellectual interests were effectually stirred by the daily

reading and the monthly correspondence. I believe the beneficent influence of the Society founded by Miss Ticknor can never be fully measured, because it has ramified in so many silent and unnoted ways. It has contributed even more than its friends realize toward the larger intellectual life of the women of to-day.

FROM MRS. M. S. P. (*a student, whose daughter also joined the Society as soon as she was old enough*).

RUGBY, TENNESSEE,
February 2, 1897.

. . . I am glad you are thinking of a memorial of Miss Ticknor and the Society. I can never forget the interest I felt in making my first acquaintance with the "S. H." through an article in the New York "Tribune" in 1876. It was a revelation to me, and I could not rest until I knew the statements made were indeed a reality. I became a member that year, and found that not the half had been told.

Of the patient and kindly methods of its correspondents in aiding, encouraging and interesting its students, I learned by experience through the following years.

The freedom of choice both as to subject and length of time devoted to it, as also

freedom in choice of text-books, the study of subjects, or *things* rather than books, was the main idea that attracted me. To search for the truth, to read for a purpose became habitual to all genuine students of the Society. But aside from the positive intellectual benefits, who can estimate the charming influence, to be felt rather than described, exerted by the monthly correspondence? And when hard places were made easy, by a few words of explanation or a carefully drawn illustration; when a box of specimens, or portfolio of drawings came by the ever welcome mail, what words could express the delight, or the grateful feelings of the isolated housewife?

For myself there was but one expression in those days: "The Society is a rose without a thorn." It was not yet the day of woman's clubs. How much the "S. H." has aided in developing this latter-day manifestation will never perhaps be known; but I feel well assured that many leading members of these clubs received their earlier training in the "S. H." . . .

Asking you about books has brought to mind that I intended mentioning, when speaking of the Society, another strong

point, which was the fact that one could always feel that the best books, the best authors on any subject were recommended by, and could be obtained through, the S. H. . . .

FROM MRS. C. W. S. (*a student*).

DENVER, COLORADO,
February 8, 1897.

. . . I had the pleasure of knowing Miss Ticknor personally. I joined the Society in the first year of its existence, and for several months Miss Ticknor was my correspondent in English literature. I was eighteen at the time, having just left school; my father, an officer of the army, was greatly interested in Miss Ticknor's project and was helpful to me, for I was rather a giddy girl in those days. I feel I owe my love for reading and study entirely to the S. H. I have written for the newspapers, etc., quite successfully of late years. Miss Ticknor turned me over to Miss P. . . whom I found helpful, though I have no doubt I was trying to her, not being methodical as she wished me to be. I studied history with Miss P. and enjoyed her hospitality in her home. Later, I studied "Ham-

let," with Miss M. G. and enjoyed her friendship; I visited her at her brother's house in Baltimore. For four or five years I had the privilege of the S. H., and it has been, and is, of more value to me than my clumsy words convey. My father's death, which was very sudden, and later, my marriage, caused me to sever my connection with this valuable Society, but a large number of my friends joined it and are grateful to have done so.

FROM MISS V. F. P. (*a student*).

GERMANTOWN, PENNSYLVANIA,

February 11, 1897.

. . . In the years in which I was an S. H. student (especially those with Mrs. D.) the benefit that I received is scarcely to be estimated when viewed in the light of my subsequent work. It gave me just the training I needed as Foreign Missionary Secretary, and in my other Missionary work, as leader of bands studying the manners, customs, etc., of the various countries; and in not a little writing for publication.

It taught me the rapid grasping of the salient features, condensation, power of vivid description and historical connection. . . .

FROM MRS. M. A. H. (*a student*).

SHEBOYGAN FALLS, WISCONSIN,
February 12, 1897.

. . . I have been looking over letters received from Miss Ticknor. They bring tears to my eyes, but there are none that I could send for your reading. But what a grace lives in every line she writes. If she merely speaks of the severe storms we are having in the West, it is like a benediction; and her words of sympathy and encouragement seem to come from a sphere higher than this earthly one. I dislike to think of the comparative desert my life would have been but for Miss Ticknor's gracious and benignant work. . . .

FROM MRS. E. B. V. K. (*a student and later a correspondent*).

DENVER, COLORADO,
February, 1897.

. . . I find but one letter has been preserved, and that is hardly of a nature which would be of general interest. It speaks to me, however, very forcibly of her personal interest in each member and enthusiasm for the work. . . .

The Home Study has really been a great

factor in my own mental development, and it certainly was the constructive force in the organization of the Friday Morning Club of Denver, as well as its main source of strength in four years of its work.

At the last meeting a resolution was passed that I should express to you the sense of obligation felt by the club for the work of Miss Ticknor, and the great appreciation of the value of the Home Study Society. As a matter of interest to you personally, I will send you a list of Colorado clubs, devoted to study of various kinds, that you may see how, even in this distant State, the idea for which you have worked so long has taken root and spread.

FROM MISS M. M. D. (*a student at intervals for many years*).

CHICAGO, February 15, 1897.

. . . My membership with the Society for Home Improvement began in 1879, and at irregular intervals, all these succeeding years, I have returned again and again for study, as my health would permit.

The Society has been inexpressibly helpful to me in two ways. Though a college graduate, I had not learned concentration

of thought until I was obliged to write memory notes for S. H. And, through the patient questions, the illuminations and inspirations of my accomplished instructors, there was born in me a "sixth sense," a love for Shakespeare, which will be a pleasure and comfort to me through life. . . . I am the proud winner of two Shakespeare prizes; volumes of the Furness Variorum edition of Shakespeare.

I think that Miss Ticknor's death and the dissolution of the Society is a far greater loss than we individually realize, for it must have been to hundreds as great a help and comfort as it was to me.

A keen sense of loneliness steals over me, for I know that this source of improvement and culture can never, never again be supplied.

FROM MISS M. G. Y. (*a student*).

NEW YORK,
February 19, 1897.

. . . As far as my own connection with the Society is concerned, it is difficult for me to express how much I owe to it. Although I was educated at one of the best schools in New York, I have always felt that

I gained more during the few years that I studied with the Society, than during my whole school life. I regret deeply that its existence is to be brought to a close, for I had hoped some time in the future to have leisure to enter it again as a pupil. And although there may be other societies, there are certainly none that I know of, laid down in the same lines, as comprehensive and as thorough in their teaching. . . .

FROM MRS. A. W. K. (*a student*).

Boston, February 22, 1897.

. . . What stands out most vividly and very pleasantly in my memory is a delightful luncheon given at the Ticknor mansion, at which, I should say, not fewer than twenty-five members of the Society were present. Some of these had come from long distances in order to be there.

Miss Ticknor was, as everybody knows, a host in herself, and never more charming than in that character. The presence of Madam Ticknor, and the environment of which she seemed a natural part, added greatly to the interest of the day. I feel confident that the organization must have been, indeed, encouraging to those living far

FROM MRS. H. A. R. (*a student*).

UTICA, NEW YORK,
February 27, 1897.

The death of Miss Ticknor has brought to me the sense of the loss of a personal friend. Although I never received a letter from her, I always felt the force of her kindly sympathy and generous friendship in the work of S. H. The few lines of acknowledgment I have received from her, when sending my fee to her, have always warmed my heart.

A long-felt want was filled when I came into intercourse with the Society, and I can never be too grateful to the generous-hearted woman, who projected and kept alive such an organization, attracting students from all parts of our land. This opportunity for study has awakened such an interest in my mind, that it will extend to other generations than my own. It has been beneficial to me in assisting my own children, and many other young friends with whom I have come in contact. Such a life as Miss Ticknor's knows no limit to its influence. . . .

FROM MRS. C. B. P. (*a student and later a correspondent*).

LEESBURG, VIRGINIA,
March 11, 1897.

I am grieved to hear the S. H. is drawing to a close, though I can see the fitness of it, when the Founder and Inspirer has passed away. It has, no doubt, done its greatest good; what that has been, directly and indirectly, no human power can estimate. None can speak more feelingly than I of its beneficent, far-reaching results, of the unceasing kindness and goodness of Miss Ticknor and the ladies associated with her.

I first saw a notice of S. H. in 1875, in the New York "Churchman," and seized upon it eagerly for my daughter, Mrs. C., hoping to lessen the monotony of a long illness by the enforced attention to interesting subjects skillfully arranged. For two years Miss Ticknor herself was her delightful correspondent in English literature (unfortunately, her letters were lately destroyed); later Miss Ticknor suggested botany as an interesting pursuit, and gave her Miss C. as instructor. Seeds were germinated in the sick room, sunshine of both kinds were introduced to brighten its weariness, and the

seedlings were watched with eager pleasure by the invalid and her little son. Letters came constantly from Miss C., with plants and seeds, and descriptions of a fascinating tour in California.

Other ladies also sent my daughter valuable books and prints from their private collections, as time went on, and other branches were taken up. I sincerely believe it was most helpful in restoring her to some measure of health. The first visit to the annual meeting in 1880, bringing us face to face with our long-known, unseen friends, was a delight unspeakable to us. Miss Ticknor's (and indeed others') kindness and hospitality were unbounded.

Mrs. C. was many years among the correspondents. One of her experiences illustrates the value of the Society remarkably. A poor, illiterate woman, working hard all day in her husband's lumber camp in Maine, was lifted out of the "slough" by the daily efforts to get a little time for S. H. She was led through one branch after another (even the spelling corrected) until she obtained the proud distinction of having her essay on Shakespeare one of those chosen to be read at the June meeting.

Before we had met Miss Ticknor, I wrote asking to be taken as a student in the physical geography course, that I might be able to teach my little grandson out of what Kingsley called "God's great green book," as that branch had not been thoroughly taught me. Miss Ticknor inquired in her incisive manner, "Are you a teacher, and what is your age?" With sinking heart I replied I was a grandmother, and nearing half a century. Still more incisively came the reply, "Come on, I applaud your energy." She gave me a young girl of eighteen for my guardian and guide. We went on joyously, until the dear little lad was called to higher teaching. Though only five years old, he had begun to have ideas of "watersheds," "erosion," etc., in a simple way, charming to us all. I, too, was honored in being asked to join the correspondents; and continued learning from many delightful ladies of the staff, while helping others in a small way. S. H. has been a joy and delight to Mrs. C. and myself, and through us to many others. We shall ever feel the warmest gratitude to Miss Ticknor and the ladies of S. H. for their unflagging zeal, kindness, and courtesy in our behalf, for the

inspiration of the June meetings, and the opportunity afforded us of meeting the New England choicest men as well as women.

FROM MISS M. F. S. (*a student*).

PHILADELPHIA, March 29, 1897.

. . . I have studied with the Society nine terms in all ; the first one in the fall of 1879 just after I graduated, a girl of nineteen, and the last one in the winter of '94-'95, so can speak out of an extended experience. It is difficult for me to say all I would as to the value of this work lest it sound extravagant, yet I feel I can hardly overestimate it. The plan of giving a correspondent to each pupil, who could intelligently direct and criticise and who expected a definite amount of work done within a certain time, could not fail to benefit an ambitious girl who did not mean to get rusty after school days were done, but who might not have been able to keep up to her resolves. The individual correspondence to my mind gives the Society a great advantage over any other system of Home Study, for there is a stimulus in personality that can never be obtained from books. I was specially fortunate in the first teacher who was assigned to me.

I took a five years' course in English literature with her, studying from the time of Chaucer to Tennyson, and am sure that my object was more than attained. I wished to fit myself to teach literature in private schools, and I am sure she would agree with me that the work I did with her made me competent to do so had health permitted. I thought at first that it would be a great disadvantage to study by correspondence instead of recitation, but soon found it a great gain, as it compelled clearness on paper as well as in speech, and was conducive to habits of condensation. I have written a little for the press and have also taught large classes in Sunday-school, and had normal classes to train teachers for religious work, and in all these ways have seen the good results of having been taught to seize on salient points, to remember carefully, and to express myself on paper with at least some degree of clearness to the average mind. Of all the many teachers I had in my girlhood, I shall always remember Miss W. as demanding more of me than any of the others, and she *got it too*. She was very exacting and unsparing in her criticism, but it spurred me on to do work that must sat-

isfy even her, while her own faithfulness and promptness kept me up to my work. I have of course long ago acknowledged to her my indebtedness, but shall be very glad to have her see this letter. The two years' course in English history I enjoyed exceedingly. It was the general review course; and I think the plan adopted of using "Freeman's Outlines" and then reading up special topics from outside histories was most admirable, but the condition of health I was in at that time, and my duties, made it impossible for me to do as well as I otherwise could, I am sure. With considerable trepidation I took up botany in the fall of '88, for I really did not see from the little knowledge I had of it how it could be taught by correspondence. Again I was very fortunate in my teacher, Miss C. of Connecticut. I saw at once she was young and enthusiastic, and I not only learned much more than I did at school, so that I could observe for myself, and much to my delight analyze and classify the flowers when spring came, but I had a most delightful acquaintance on paper. She very kindly consented to correspond with me through the summer, but circumstances made it impossible for me to

keep on after that. Then when I wished to take it up again she was not available.

My last term, also botany, in '94, was not so successful. I was not in physical condition to do much work. . . . Still I learned much that interested me, and the study helped me to keep my mind off myself during days of nervous illness. Altogether, as I have said before, I cannot easily overestimate what the Society has done for me, and am sure a great wave of gratitude will roll on to Boston when it becomes known to thousands all over the country that an opportunity is given to express it as the work now draws to its close. . . .

VII.

CONCLUSION.

It may seem strange that a society which was still doing so much good should come to an end with the death of its founder ; but it had appeared to some of the most active workers for several years before Miss Ticknor's death that a thorough change of methods was necessary to meet the changed conditions of the times. University Extension had brought college privileges to many homes, and many correspondence societies had come into the field during the last twenty-five years. None offered precisely the same advantages as Miss Ticknor's Society, but they were perhaps more generally attractive. The number of highly educated women from whom gratuitous service could be expected was by no means so great as formerly, for the demands on their time have constantly increased with the growth of charitable and other organizations de-

pending on volunteer help. The possibility of being compelled to lower the standard of work was feared, and it was thought far better to lay the work down before this possibility should become an actuality. At the same time the many requests from women's clubs for books and directions for study, without constant oversight, proved that there was a field open for work similar to that done hitherto, and a use for the valuable material belonging to the Society. The circulating library had been one of the most important features of the old organization. Without it the students could have accomplished but little, as they could not often afford to buy books, and there were but few libraries outside the large cities containing the books needed in their studies.

It was proposed that this library should form a nucleus for a larger collection ; and with this end in view the Anna Ticknor Library Association was organized in May, 1897, to circulate books, photographs, lists for study and other educational helps among students and clubs, and thus continue the work of the Society in a broader way than had been possible with the necessarily somewhat stringent rules of a body which

from centres of intelligence and remote from libraries. . . .

FROM MRS. R. J. (*a former student*).

CHATEAUGUAY BASIN, CANADA,
February, 1897.

The "Study at Home" came to me when, with a large family of growing boys and girls, I was isolated from any efficient school, and it filled my thoughts and helped me in daily teaching my home pupils. Geology and botany were our principal studies, and I can say truly they were the pleasantest hours of my life, when, encouraged by letters and specimens from the far-distant teachers, I felt in touch with the classes of these fascinating sciences.

Besides this, I formed for one of my teachers a lifelong friendship, and my first visit to Boston was as her guest.

During that time I called, by appointment, on Miss Ticknor. She was very friendly, indeed, talked of the interest she felt in my case, and told me many things in connection with the Society. Then we spoke of the Boston men of letters then living, and I was more impressed by her simple friendliness

than anything else. She left the room to order some refreshment, and as she returned I walked to one of the windows overlooking the Common. She came to my side and, divining in some way my thoughts, said, smiling, "Are you looking for the long path?" and pointed out to me the different winding paths in the then secluded and untouched walks.

FROM MISS C. C. (*a student, and later teacher of a large private school in Tennessee*).

CHICAGO, February 27, 1897.

. . . It gives me great joy to assure you that Miss Ticknor's influence was one of the best inspirations my life has ever known, and whatever may come in the future, I shall think of her as a light that failed not in the early years of trial and struggle. Deeply grateful for all she did and would have done to give me strength and courage for a great undertaking, I am glad beyond expression that she lived to see an abundant harvest from the wise and careful sowing, and that the little seed of "Encouragement" blooms to-day in so many beautiful homes. . . .

Bigelow, Miss May D..... 1	Cadbury, Miss Sarah 6
Bliss, Miss Mary E..... 2	Caldwell, Miss Louise T. . 3
Head of Section I. 1895-1896; Correspond- ent 1892-1896.	Campbell, Mrs. S. N..... 6
Bloodgood, Miss..... 5	Cardwill, Miss Mary E. . 3 & 6
Boardman, Mrs. W. D... 2	Carter, Miss Mary E..... 2
Bolles, Mrs. Frank..... 2	Case, Miss Louise W..... 3
Head of Section I. 1881-1887; Correspond- ent 1884-1888.	Case, Miss Marian R..... 6
Bond, Miss Elizabeth L. . 2	Head of Section VII. 1891-1895; Correspond- ent 1888-1895.
Bowen, Miss Helen E. 1 & 6	Catherwood, Mrs. H. W. . 6
Bowser, Mrs. John W. 1 & 6	Chamberlain, Miss Mabel. 6
Boyd, Mrs. A. G..... 1	Chandler, Mrs. Frank W. 6
Bradford, Miss Mattie B. 6	Channing, Miss Eva..... 4
Bradley, Mrs. C. B..... 6	Chase, Mrs. Alice C..... 6
Bradley, Miss H. L..... 5	Chase, Miss Caroline.... 3
Bradley, Miss Mary..... 6	Chase, Miss Edith L..... 6
Brewster, Miss Anna R. . 6	Chase, Miss Sarah J..... 1
Briggs, Miss Mary B.... 6	Chase, Miss Virginia M. . 1
Brigham, Miss Emma E. . 6	Cheney, Miss Alice B..... 6
Britton, Mrs. N. L..... 2	Cheney, Miss Margaret S. 2
Brooks, Miss Mary W.... 6	Cheney, Miss Mary..... 2
Brown, Miss Bertha M. . 2	Chester, Miss Grace D.... 2
Brown, Miss Harriet L. . 5	Child, Miss Helen M. C. . 6
Brush, Mrs. James H.... 6	Christian, Mrs. Margaret P..... 1 & 6
Buchman, Miss Bella.... 3	Clapp, Mrs..... 3
Buck, Miss Alice..... 6	Clapp, Miss Alice V..... 6
Head of Sections I. and II. 1884-1897; Corre- spondent 1877-1897.	Clarke, Miss Cora H..... 2
Buck, Miss Eleanor..... 6	Head of Department 1875-1876; Correspond- ent 1875-1897.
Buck, Mrs. Walter..... 6	Clarke, Miss Rebecca H. . 6
Buckingham, Miss Eliza- beth D..... 1	Cleghorn, Miss Sarah ... 6
Buckingham, Miss E. M. . 6	Cleveland, Miss Eliza C. . 3
Buckler, Mrs. William 1 & 6	Head of Department 1873-1878.
Buell, Miss Lucy B..... 1	Coffin, Miss Mary F..... 6
Burns, Mrs. Isidore..... 6	Collier, Mrs. Robert..... 6
Buraley, Miss Caroline W. 6	Librarian, California.
Bussier, Miss Kate..... 5	Comyns, Miss Mary B.... 1
Butcher, Miss Ida J..... 2	Conger, Miss Katharine. . 6
Butler, Miss Isabel..... 6	Converse, Mrs. Charles H. 3
Butler, Miss Louise. . 2 & 6	Head of Section V. 1895-1897; Correspond- ent 1892-1897.
Buzby, Miss Ida R..... 3	Cook, Mrs. A. S..... 6
Byerly, Miss Martha G. . 6	Coolidge, Miss Isa..... 6
Cabot, Mrs. Samuel..... 6	

Head of Sections IV. and V. 1893-1894; Cor- respondent 1888-1891, 1893-1894.		Decombes, Mme. E. 5
Coombs, Miss E. H. 1		De Forest, Miss Julia B. ... 3
Cooper, Mrs. C. E. 1		Head of Department 1878-1885; Correspond- ent 1877-1885.
Cooper, Mrs. Morris. 6		Delafield, Miss Julia L. ... 1
Coursen, Miss C. H. 1		Delano, Miss Julia. 3
Coursen, Miss Frances B. 6		Denny, Mrs. W. S. 6
Cox, Miss Isabel. 6		Dexter, Miss Elsie, Libra- rian 1888-1893.
Cramer, Miss May. 3		Dexter, Mrs. Frederick. . 1
Crocker, Miss G. R. 2		Dinsmoor, Miss Mary B. ... 6
Crocker, Miss Lucretia. ... 2		Dix, Miss Florence. 1
Head of Department 1873-1875.		Head of Section I. 1884- 1891; Correspondent 1882-1891.
Crosby, Miss C. C. 3		Dodd, Miss Margaret E. ... 2
Crosby, Mrs. W. O. 2		Dodge, Mrs. Edward S. ... 6
Crowninshield, Miss Emily, Librarian 1875-1876.		Dodge, Miss Ella. 1
Cruger, Miss Cornelia. 3		Dorsey, Miss Adelaide V. 6
Cummings, Mrs. Edward C. 6		Downes, Miss Adèle R. ... 3
Cummings, Mrs. John. ... 6		Dutton, Mrs. George P. ... 3
Cunningham, Mrs. Caleb L. 6		Dwight, Miss Marion McG. 1
Cunningham, Miss Hester 3		Eaton, Mrs. E. E. 1
Curtis, Miss A. W. 4		Eaton, Miss M. M. 6
Curtis, Mrs. Benjamin. ... 1		Edge, Miss Elizabeth D. ... 2 & 6
Curtis, Miss Elizabeth B. 1		Edwards, Miss A. L. 5
Curtis, Miss Frances G. ... 6		Ellis, Miss H. H. 5
Curtiss, Mrs. F. M. 1		Head of Department 1878-1880.
Cushing, Miss Florence M. 2		Emerton, Mrs. E. E. 4
Cushing, Miss Frances W. 6		Emery, Mrs. L. A. 3
Cushing, Miss M. Louisa. 1		Esten, Mrs. R. A. 2
Cutler, Mrs. Elbridge G. ... 6		
Dale, Mrs. Eben. 6		Farley, Miss Christine. ... 2
Head of Sections IV. and V. 1896-1897; Cor- respondent 1878-1897.		Farrar, Mrs. O. W. 5
Dalton, Mrs. Charles H. ... 1		Ferris, Miss Eleanor. 1
Dame, Miss E. May. 6		Ferry, Miss Mary B. 1
Dana, Miss Henrietta. ... 5		Fisher, Miss Virginia. ... 6
Darling, Miss Mary G. ... 6		Fitz, Miss Abby M. 6
D'Autremont, Miss Mary. 3		Fogg, Miss Clara N. 6
Daveis, Miss Anna E. 1 & 6		Foley, Miss Mary J. 2
Davis, Miss Lucy. 6		Folsom, Miss Ellen M. ... 1
Davis, Miss M. Therese. . 1		Foot, Miss Mary B. 1
Day, Miss Sarah L. 2		Head of Department 1888-1889; Head of Sec- tions 1887-1897.

Forbes, Mrs. H. C.....	6	Harrison, Miss Cora.....	2
Ford, Miss E. G.....	6	Hart, Miss Elizabeth.....	6
Foster, Miss E. L.....	5	Hartshorn, Miss Cornelia.....	4
Foster, Miss Florence.....	6	Hartshorne, Miss Anna C.....	3
Foster, Miss Mary H.....	6	Haven, Miss Ellen B.....	2
Foster, Miss May R.....	5	Head of Section II.	
Freeman, Miss Harriet E.....	2	1890-1893; Correspondent	1883-1893.
Frothingham, Miss Ellen.....	4	Haven, Miss Katherine M.....	6
Frothingham, Miss Lillie.....	3	Hayes, Miss Alice, 6 & 2 & 1	
Garrett, Miss Martha H.....	2	Head of Section VII.	
Head of Section II.		1895-1897; Correspondent	1881-1897.
1879-1890; Correspondent	1877-1895.	Hayes, Miss Frances.....	1
Gaston, Miss Mary E.....	1	Haynes, Miss Julia M.....	1
Gere, Mrs. Katharine G.....	3	Heath, Miss Edith de C.....	3
Gibson, Mrs. Benjamin A.....	6	Hepburn, Miss E. M.....	1 & 6
Gilkey, Miss M. A.....	6	Herford, Miss Helen B.....	6
Gilman, Miss Alice.....	1	Heywood, Miss S. H.....	6
Gilman, Miss Emma C.....	1	Higginson, Mrs. James J.....	6
Gilman, Miss Maria P.....	6	Hill, Miss Louise M.....	2
Gleason, Miss Emma W.....	1	Hirshfield, Miss Elizabeth.....	6
Godwin, Miss Minna, Librarian, New York.		Hitchcock, Miss Fanny R.....	2
Goff, Mrs. Frances S.....	1	Hobson, Mrs. Joseph.....	5
Goodwin, Miss J. H.....	6	Hodge, Miss Mary R.....	1
Goodwin, Miss Mary E.....	3	Holden, Miss Edith.....	3
Gozzaldi, Mme. Silvio.....	3	Holmes, Mrs. Edward J.....	6
Greene, Miss Margaret.....	3	Holmes, Miss M. E.....	2
Greene, Miss Mary A.....	3	Hood, Mrs. S. R.....	6
Gribben, Miss Ida.....	6	Hooker, Mrs. John.....	6
Guild, Miss Marguerite.....	5	Hooper, Mrs. I. H.....	5
Hacker, Miss Sarah E.....	3	Hooper, Miss Maggie.....	2
Hagen, Mrs. H. A.....	4	Horsford, Miss Kate.....	6
Head of Department		Horsford, Miss Lilian.....	1
1874-1894.		Howard, Mrs. Albert A.....	4
Hale, Mrs. George S.....	6	Howe, Mrs. A. R.....	6
Hall, Miss E. P.....	5	Howe, Miss Clara.....	1
Hamlin, Miss Grace H.....	6	Howe, Mrs. James H.....	1
Hamlin, Miss S. W.....	3	Hubbard, Mrs. Henry.....	1
Hanks, Miss Alice.....	6	Hunnewell, Mrs. James F.....	1
Hardy, Miss Harriet A.....	6	Hunt, Miss Julia B.....	1
Harker, Miss Josephine, Librarian, California.		Huntington, Miss Cornelia.....	5
Harrington, Miss Nancy B.....	1	Huntington, Miss Mary C.....	1
Harris, Miss Elizabeth.....	1	Huntington, Miss M. D.....	5
Harris, Miss Frances K.....	3	Hutchinson, Miss Mary.....	5
		Hutchins, Miss Emma.....	3
		Head of Section III.	
		1896-1897.	
		Hyde, Miss Annie L.....	6

Inglis, Miss Katherine M. 3	1895-1897; Correspondent 1873-1897.
James, Miss Alice..... 1	Loring, Miss Miriam P. . . 1
Jeffries, Mrs. John A. 1 & 3	Loring, Miss Serafina..... 6
Jennings, Miss Alice C. 2 & 6	Lothrop, Miss Mary B.... 6
Johnson, Miss L. C..... 3	Lovering, Miss Eva..... 1
Jones, Miss Amelia H. 6	Low, Mrs. Seth..... 4
Jones, Miss Adeline P. 6	Lowell, Miss Katharine .. 1
Jones, Miss Hannah M. 1 & 6	Lowell, Miss M. A. 1
Joslin, Miss Ada L..... 6	Lummis, Miss Lulie E.... 6
Keeler, Miss Lucy Elliot 1 & 3	Maggi, Mme. A. 5
Head of Section II. 1890-1897; Correspondent 1889-1897.	Maroon, Mrs. Jules 5
Kelley, Mrs. J. T. 2	Markoe, Mrs. John 1
Kelley, Miss Mary H. 6	Marshall, Mrs. H. R. 3
Kemble, Miss Meta..... 3	Mason, Miss Ellen F..... 5
Kenney, Miss C. Belle ... 2	Head of Department 1873-1878.
Kilham, Miss E. B. 6	Mason, Miss Gertrude H. . 5
Kimball, Miss Gertrude S. 1	Mason, Miss Ida, Librarian 1881-1887.
Kimball, Mrs. James P. ... 6	Mason, Miss Mary A. 1
King, Miss Annie F. 1	May, Miss Cora A. 6
King, Miss Elizabeth T. 3 & 6	McCollin, Miss M. 1
King, Miss Margaret Scott 6	McCurdy, Miss Augusta G. 1
Knowles, Miss M. A. 6	McGregory, Mrs. M. A. 1
Ladd, Miss Christine H. . 2	McHenry, Mrs. Annie D. . 3
Leavitt, Miss Henrietta S. 6	Mead, Mrs. E. S. 3
Leland, Miss Cora J. 6	Mead, Miss M. G. 2
Lendrum, Miss Agnes W. 2	Merker, Miss M. 1
Linn, Miss Mary H. 1	Merriam, Miss Bessie 6
Lippincott, Mrs. Alice S. . 6	Merritt, Mrs. Edward.... 6
Lodge, Miss Kate L. 5	Metcalf, Mrs. F. M. 5
Longfellow, Miss Alice M. 1 & 6	Millet, Mrs. J. B. 2
Head of Section V. 1888-1890; Correspondent 1878-1890.	Mills, Miss Mary B. 6
Lord, Mrs. Robert W. . . 1	Minns, Miss Susan 2
Loring, Miss Katharine P. 1	Head of Section I. 1879-1881; Correspondent 1876-1881; 1883-1897.
Head of Department 1873-1884; 1892-1897;	Minot, Miss Sarah C. 1
Head of Section V. 1887-1888, 1890-1897;	Head of Section III. 1883-1887; Correspondent 1880-1887.
Head of Psychology	Monks, Miss S. P. 2
	Moore, Mrs. H. K. 1
	Moore, Mrs. J. Lowell. . . 2
	Head of Section I. B.

1888-1896; Correspondent 1880-1897.		Head of Section III. 1892-1896; Correspondent 1888-1896.	
Morison, Miss Mary.....	6	Parkman, Miss Ellen T....	1
Head of Department 1882-1886, 1891-1897;		Parsons, Miss A. W.....	1
Head of Section VI. 1888-1897; Correspondent 1877.		Parsons, Miss Elizabeth...	6
Morris, Mrs. Effie Meredith.....	6	Parsons, Miss Katharine...	2
Morse, Miss Anna S.....	6	Parsons, Miss Mary E....	1
Morse, Miss Frances R....	6	Paul, Miss Isabel.....	3
Head of Department 1875-1877.		Paxton, Mrs. C. R.....	3
Moses, Mrs. Bernard.....	1	Peabody, Miss Lucy G....	2
Munger, Miss Lillian M....	3	Peabody, Miss Mary C....	1
Myrick, Mrs. M. H....	1 & 6	Head of Department 1884-1888, 1891-1892;	
Newbold, Miss Catherine A.....	3	Head of Section IV. 1881-1884, 1891-1897;	
Newbold, Miss E. B.....	6	Head of Psychology 1897.	
Newcomb, Mrs. George F.	2	Pearne, Miss Clara J.....	6
Newhall, Miss Abby.....	4	Pease, Mrs. John C.....	1
Newhall, Miss Mary.....	3	Peirce, Miss Mary E.....	4
Acting Head of Department 1896-1897; Correspondent 1879-1897.		Peirson, Mrs. Charles L..	1
Newhall, Miss Virginia V.....	2	Penfield, Miss M. F.....	2
Nichols, Miss Mary W....	2	Perley, Miss Mary G.....	6
Noyes, Miss Elizabeth....	1	Perkins, Miss Elizabeth W.....	4
Ordway, Miss E. M.....	2	Head of Department 1873-1874.	
Osgood, Miss E. C.....	1	Perry, Miss Claire.....	6
Oulton, Mrs. George... 1 & 6		Pierce, Mrs. E. C.....	5
Secretary of California branch 1892; Correspondent 1890-1897.		Pike, Miss Lucy J.....	1
Oviatt, Miss S. Louise....	6	Pitman, Miss Harriet M..	1
Oxnard, Miss Alice.....	5	Platt, Miss Fanny.....	3
Paige, Miss Caroline E....	1	Porter, Miss Annie.....	6
Palmer, Miss Annie L....	2	Louisiana.	
Palmer, Miss A. W.....	2	Porter, Miss Helen.....	6
Parker, Miss Alice Q.....	6	Porter, Miss Mary W....	6
Parker, Miss Edith.....	6	Louisiana.	
Parker, Mrs. Francis V....	5	Porter, Miss Mary G.....	6
Parker, Miss Mary F.....	6	Powers, Mrs. George H....	3
Parker, Mrs. William L..	3	Pratt, Mrs. E. Ellerton...	3
		Prentiss, Mrs. S. R.....	3
		Prime, Miss M. R.....	1
		Ranlett, Miss S. Alice ..	1 & 2 & 6
		Rapallo, Miss Helen S....	3
		Ray, Miss Lydia P....	1 & 6
		Reed, Miss Helen Leah..	6

Reed, Miss Sybil E..... 6	1892-1897; Correspond-
Richards, Miss Elise B... 5 & 1	ent 1879-1881; 1883-1897.
Head of Department V.	Sewall, Miss Hannah R... 1
1880-1897.	Shaler, Mrs. Nathaniel S.. 6
Richards, Mrs. Robert H. 2	Shattuck, Miss Lucy B... 6
Head of Department	Shaw, Miss Anna B. 5
1876-1897; Head of Section I.	Sheldon, Miss Georgianna R..... 1
Richardson, Mrs. J. B.... 6	Sheldon, Mrs. Shepard L. 1
Richardson, Mrs. Lucy S. 1	Sheppard, Miss Margaret. 2
Richardson, Mrs. Thomas O..... 5 & 6	Sherwood, Miss Katharine F..... 3
Riddell, Miss L. S..... 6	Head of Section V.
Riddle, Miss M. E..... 1	1890-1895.
Rives, Mrs. William C. ... 6	Shimmin, Miss Blanche, Librarian, 1876-1878.
Rivers, Miss Mary 4	Simmons, Miss Elizabeth R..... 1
Robbins, Miss Elizabeth O..... 3	Skeel, Miss Adelaide 3
Roberts, Miss Amy J..... 2	Skeel, Miss Lucy 3
Robinson, Miss Blanche.. 5	Skeel, Miss Mary H. 3
Robinson, Mrs. E. G. 5	Slocum, Miss Anna D. ... 3
Rogers, Miss Mary O..... 6	Smith, Mrs. Abiel M. 6
Rollins, Miss E. S..... 6	Smith, Miss Clara Farrar. 1
Rollins, Mrs. William H.. 6	Smith, Mrs. Hamilton I. 1
Head of Department	Head of Pedagogy
1877-1882; Correspond-	1888-1890.
ent 1875-1897.	Smith, Mrs. S. Sidney 3
Rood, Miss Katherine E.. 6	Soley, Mrs. James J..... 4
Root, Miss Mary P..... 1	Soule, Miss Caroline G... 6
Ropes, Miss Emilie 1	Southworth, Miss Mary L. 6
Russell, Miss L. D..... 6	Spalding, Miss Dora N. ... 6
Russell, Mrs. Robert S. 3	Spalding, Miss Mary A. ... 6
Head of Section V.	Stanton, Miss M. A. 2
1887-1889; Correspond-	Starbuck, Miss Mary E... 6
ent 1886-1889.	Stephenson, Miss A. W... 5
Sargeant, Miss Genevieve. 6	Sterling, Miss Alma. 1
Sargent, Miss Emily W. 2 & 3	Steuart, Miss M. Louise . 3
Sargent, Miss G. W. 5	Stewardson, Mrs. L. C. ... 1
Saunders, Miss Mary T... 2	Stimpson, Mrs. T. M. 6
Scaudder, Miss Vida D... 6	Stone, Miss Annie. 6
Seull, Mrs. Gideon..... 4	Stone, Mrs. Francis H. ... 3
Head of Department	Stone, Miss Lydia R. 6
1895-1897.	Storer, Mrs. Frank H. 6
Seabury, Miss Helen H... 3	Storer, Mrs. R. B. 6
Severance, Mrs. Pierre C. 3	Storror, Miss Elizabeth R..... 3
Head of Department	Storrs, Miss Maria 6
	Stout, Mrs. Francis A. ... 5

Straight, Mrs. H. H. 6	Townsend, Mrs. Edmund M., Jr. 5
Head of Section VI. 1884-1885.	Townsend, Mrs. Henry E. 4
Stratton, Miss A. H. 6	Townsend, Miss Letitia. 2
Sudborough, Mrs. T. K. 6	Trail, Miss Florence. 1
Swan, Miss Caroline D. 6	Treat, Miss Sarah B. 3
Head of Section VI. 1876-1880; Correspondent 1876-1880.	Trimble, Mrs. Merritt. 3
Sweetser, Mrs. A. L. 2	Trowbridge, Miss Edith C. 3
Head of Section II. 1893-1897; Correspondent 1879-1897.	Tucker, Mrs. Alfred. 1
Symmes, Miss Hannah P. 2	Twitchell, Mrs. Edward. 3
Taber, Miss Sarah H. 3	Upham, Mrs. George B. ... 6
Talbot, Miss Marion. 2	Van Kleeck, Mrs. Henry. 6
Head of Section IV. 1888-1891; Correspondent 1886-1892.	Van Rensselaer, Miss Margaret. 1
Tappan, Miss Bessie. 6	Vaughan, Mrs. Benjamin 6
Tappan, Mrs. Daniel L. 6	Viaux, Miss F. V. 5
Tappan, Miss Mary A. 6	Wadsworth, Mrs. Alexander F. 3
Tappan, Miss Mary S. 6	Librarian 1878-1880.
Tarbox, Miss Mary. 2	Wales, Miss Annie F. 5
Terry, Mrs. James G. 1	Walker, Miss Annie. 5
Tetlow, Mrs. John. 2	Ward, Miss Lily J. 1
Thayer, Miss Mary V. 2	Ward, Miss Marian De C. 4
Thomas, Miss Cora B. 6	Ware, Miss Emma. 6
Thomas, Miss Jane. 6	Ware, Mrs. Walter C. 1
Thompson, Mrs. E. G. 6	Warner, Miss Annie L. 2
Thompson, Miss Katharine M. 6	Warner, Mrs. Joseph B. ... 6
Thomson, Miss Edith P. ... 1	Warren, Mrs. Harold B. ... 3
Thornton, Miss Elizabeth T. 1	Warren, Miss Helen. 2
Head of Department 1889-1891; Head of Section II. 1887-1890; Correspondent 1886-1891, 1896-1897.	Watson, Miss Bertha. 1 & 6
Thwing, Miss Annie H. 1 & 6	Watson, Miss Rosa B. 2
Head of Section IV. 1884-1888, 1890-1892.	Webster, Miss Mary P. ... 3
Tileston, Miss Katherine C. 4	Head of Section V. 1887-1897.
Tilton, Miss Annie E. 6	Weekes, Miss Alice D. 3
Towne, Miss A. N. 6	Head of Department 1885-1892; Correspondent 1879-1897.
	Weitzel, Mrs. C. T. 1
	Weld, Mrs. A. T. 2
	Wellman, Mrs. Frank L. 6
	Welsh, Mrs. Osgood. 1
	Wendte, Mme. Johanna. 4
	Wentworth, Miss E. B. ... 2
	Wentworth, Miss Sarah E. 2

Whaley, Miss Sarah G....	1	Head of Sections IV.	
Wheeler, Miss Alma B...	2	& V. 1887-1891; Corres-	
Wheeler, Miss Helen....	1	spondent 1886-1897.	
Wheeler, Miss Katharine		Willard, Mrs. A. R.....	6
F.....	6	Willcox, Miss Ella G.....	6
Wheelwright, Miss Anita		Williamson, Miss G.....	6
E.....	1	Willmer, Miss Amy.....	1
Wheelwright, Mrs. Ed-		Wilson, Mrs. Horace.....	1
ward.....	5	Winchester, Miss H. S....	3
Wheelwright, Miss S.		Wingate, Miss Margaret..	6
D. O.....	6	Withey, Miss Elizabeth A.	6
Whitcomb, Mrs. Julia A.	3	Witkowsky, Miss Esther.	2
Whitney, Mrs. George....	1	Woolson, Miss Eda A....	6
Librarian, 1887-1888;		Wright, Miss K. E.....	3
Correspondent 1876-		Wyman, Miss Mary M....	1
1880.		Head of Section I. 1882-	
Whitney, Miss Mary, Li-		1884; Correspondent	
brarian 1880-1881.		1879-1884; 1887-1888.	
Whitney, Miss Mary W...	2	Wynne, Miss Sarah C.....	1
Head of Section III.		Yarnall, Miss Anna.....	1
1879-1881; Correspond-		Yates, Mrs. Alonzo.....	2
ent 1877.		Yost, Miss Florence L....	6
Wiggin, Mrs. H. B.....	6	Young, Miss Mary G.....	6
Wiggins, Miss Ella F.....	6		

APPENDIX B

HEALTH

THESE pages are addressed to the Students of the Society to Encourage Studies at Home, to the women of various ages and various stations, living in different parts of the United States, who have joined it for the purposes of home education. Grieved by the amount of ill-health, and consequent anxiety, revealed in the correspondence, (finding it also a frequent hindrance to progress,) the Committee resolved to make an appeal in behalf of the laws of health, and to urge attention to them, not only on the usual grounds, but for the sake of the very studies which the Society aims to promote.

Members of the Society, whose awakened interest leads them to desire further knowledge, can apply for information about books on health to the "Head of the Science Department," through the Secretary.

Additional copies of this paper will be sent by the Secretary on receipt of five cents for single copies, or one dollar for twenty-five.

All applications must be sent by mail.

For the Executive Committee,

A. E. TICKNOR, *Secretary*.

BOSTON, MASS., Nov., 1878.

Between the old ascetic idea that there is virtue in disregarding the body, and the opposite tendency, always common, to indulge the body by luxurious living, lies the truth, that the human body is a wonderful instrument, on the wise management of which depends our power of

accomplishing, through its use, certain objects, held in high esteem by thinking people.

If we wish to live long and comfortably, we must keep the body in good condition. If we wish to rise to enjoyment, or to eminence intellectually, we must keep the body in a state to serve us well. If we only wish to be useful, happy, and capable of mental progress, we yet need a physical system well cared for, working without friction or disturbance.

The laws of physical health are fixed and uniform; just as inexorable as any laws by which planets move, or plants grow. A knowledge of many of these laws is coming, of late, within the reach of all educated persons; and it is at their peril that they disobey them, or fail to study them.

The chief facts on which rules for health are now based can be found, in a simple form, and very attractively stated, in the "Primer of Physiology," by M. Foster, published by Appleton & Co., New York, and we beg all our readers to obtain and read it.¹ Rules founded on well-known facts can be readily reached, in the "Hampton Tracts,"² in "American Health Primers,"³ and in other publications whose value can be learned from any well-informed physician.

We do not propose to cover the whole ground, but to bring forward some special points, to which we most desire to draw attention.

I.

Regarding the body, at first, simply as a machine, of which large and important portions are intended for rebuilding and heating purposes, we find that, like all other machines, it requires the fulfillment of certain well-defined conditions, in order that it may do its full work easily. Among these essential conditions are, first, supplies of air,

¹ Price 45 cents. One of the *Science Primers*, reprinted from English originals.

² To be had of G. P. Putnam's Sons, New York. Eight cents each.

³ Published by Blakiston, Philadelphia.

water, and food ; and afterwards, cleanliness, that is, the removal of all waste matter, as the condition of most work with least expenditure of force.

"The relative value of these three essentials (air, water, and food) would be differently estimated by many persons ; but we have no hesitation in placing air far in advance of food, as a means of preserving health."¹ We are bathed in air, we breathe air, every moment. Water and food we take only at intervals, and in comparatively small quantities. Moreover, a person breathing pure air, day and night, can digest almost any quality of food.

In a room thirteen feet square by nine feet high there is only air enough for one person to breathe, without danger, for two hours ; yet how many people sleep in rooms of this size, with closed doors and windows, even draw the bedclothes over their heads for warmth, taking in with each breath the poisonous dead matter which is every instant thrown off from the lungs and skin, and then wonder why they have headaches and cannot eat next morning. How often do two or three people sit, for some hours, in such a room, with double windows perhaps, and with no change of air, unless from the momentary opening of a door into another room. If they think at all about it, they suppose that sufficient air comes in through cracks ; but the amount that so enters a room is far from sufficient in ordinary circumstances. A great difference in temperature between the outer and inner air, or a violent wind blowing outside, causes a somewhat rapid change of air, even in a well-built house ; but only under one of these two conditions should any one sleep, or remain more than one hour, in an ordinary room, without a direct communication with *out-door* air ; a door open into another closed room is not enough. A chimney, communicating with the room by an open fireplace, is a very important aid to ventilation.

Windows closed with weather-strips, rooms heated by

¹ Dr. George Derby, Mass. State Board of Health, Report, 1873.

air-tight stoves or pipes, are therefore false economy, since they bring doctors' bills and druggists' bills, though they save coal and keep out dust.

Among the most fruitful sources of dangerous air are the following: cellars with uncemented bottoms, often littered with decaying vegetables; open drains about the house; piles of rubbish in the yard; stagnant water near. Bad air from neglected drains causes not only fevers, dysentery, and diphtheria, but asthma, and other chronic troubles. Always fear a smell; trace it to its cause, and provide a remedy. By daily contact with fresh air the sense of smell will become trained for one of its most important uses, — the detection of dangerous air.

Not only circulation of pure air, but some moisture in it, is very important. Does every one know that if the air in a room is very dry, it is worse than useless to heat it above a certain point, for a sensation of chilliness is caused by the evaporation from the skin, created by the hot, dry air? Houses heated by cast-iron air-tight stoves, and badly constructed furnaces, cause this excessive dryness, and also are liable to bring into the rooms the noxious gases of coal. Keep the thermometer at 66° or 68°, with the air pure and moist, and the pleasant excitement of the lungs, quickening the circulation, helps to warm you; and, for the rest, warm clothing is better than heated air.

Another false economy, besides that of excluding fresh air, is that of excluding the sun. The entrance of sunlight into a room changes the quality of the air in a health-giving way, so that in some states of serious illness it acts as a remedy. Every room which can be reached by the sun should be opened to it every day; and the air so vitalized by sunshine should be drawn into every other part of the house. There is nourishment in sunlight, even prevention of disease, and rooms darkened to save carpets and curtains are darkened, also, to *waste* health and life, and therefore money.

Water is second only to air, both in the importance of

its absolute purity and in the danger of unsuspected contamination. A well-trained sense of smell will often serve in the case of air; but water may be in a condition to cause typhoid fever or diphtheria, and yet give no evidence to the unaided senses. It is now held by the best authorities that at least these two dreaded diseases can be directly traced to bad drainage. The contamination is even conveyed in milk, when, either for dilution or for the washing of cans and pans, water from a foul well has been used, such milk having been regarded as the cause of prevailing fevers in districts supplied by careless milkmen. Not only should wells be protected, but cisterns should be periodically cleaned. Cisterns are sometimes left carelessly uncleared for years, to the great injury of the water. Tanks in houses should also be cleaned; and the rooms in which they are should be kept free from all bad air.

The conditions of soil and rock are so varied, in different parts of the country, that no infallible rule for the safe position of wells can be given. It has been estimated that a well commonly receives drainage from a surface area whose diameter is about three times the depth of the well, although even that distance is not always safe from sources of contamination (cesspool, drain, or decaying matter). Too great care cannot be taken to secure pure water.

The supply of solid food has, in its due place, an importance far greater than would appear by the very moderate amount of attention it receives. Indeed, it is a strange fact that "our domestic animals are and have been far more favored than their owners in respect to nutrition."¹ The beasts and fowls on a farm, being either articles for the market or creatures relied on for productive labor, are carefully fed, and for a specific purpose, for strength, for milk, for eggs, etc., and most farmers are familiar with the best way of feeding them to develop their great-

¹ Dr. E. Jarvis, Mass. Board of Health, Report 1874, from which several of the succeeding passages on food are taken.

est market value, so that failure in such matters is very rare; but the same farmers feed themselves and their families according to accidental convenience, and, consequently, weak, dyspeptic men, women, and children are common. "Man suffers more from sickness in all stages of his life than his animals."

Surely this need not be so. If the food of human beings is appropriately selected and suitably cooked, as is the case with well-cared-for domestic animals, the work of digestion is rendered easy, and the body is well nourished and made strong.

On the other hand, much disease and disability and loss of working power, even premature death, are brought upon us by misadaptation and unfitting preparation of food.

A farmer of high intelligence in all the varieties of his vocation, who watched his animals unceasingly, and fed them according to their idiosyncrasies, as well as for his own purposes, giving each the special food on which it worked better or thrived better, being met one day, accidentally, by his physician, and seen to be in pain, admitted, on questioning, he suffered so much after his meals that he was almost unfitted for work, and usually lost the whole afternoon. This careful observer of his cattle and fowls had not thought to watch himself, nor had he suspected any connection between his food and his suffering and weakness. Yet the change of one habitual article of food restored him to himself, and enabled him to labor again without interruption or discomfort.

See what this means. See what power women have in their hands. The provider and the cook are life-makers. No office has such control over human power and effectiveness as theirs. "No other position offers the opportunity for mind, heart, and hand to produce such large and desirable results." Women are the housekeepers, and provide and prepare the materials of life, and "we are in their hands to make us what they can and will," strong or weak, active or sleepy, quick-witted or dull and torpid.

Yet the woman, although not by nature a skillful house-keeper or cook, often defers her preparation for these offices until she assumes their responsibilities, and sometimes she accepts these while yet immature and unformed in character. If she is able to employ some other person to bear the most important part of her responsibility, that of preparing the family nutrition, it is usually a deputy of a lower order of intelligence, and notwithstanding all the far-reaching results that depend on this class, we find "the carpenters and bricklayers, who build our houses are paid as much for the work of a day as the women that *build our lives* are for the work of a week."

One important requirement for solid food is regularity. Another is adaptation or digestibility.

In ordinary health, three meals a day, at such intervals as allow time for digestion but not for exhaustion, are enough and not too much. In cases of delicacy more frequent meals, of less amount, may be better; but they should be regular, and the quantity should not be too great.

As to adaptation, it is for women to apply themselves intelligently to the obvious duty of learning to make simple and nourishing food palatable, so that pies, confectionery, hot bread and cakes, pickles and preserves, may not so greatly prevail in the food of people at large; and let them remember, not only that good diet is essential to their own ability to work, and that of the men for whom they provide, but that, for the young under their care, *good diet* may be regarded as *an essential of education*.

Let the women reflect how much of the fault lies with them, when neglect, either of regularity or of adaptation of food, results in ill-health to themselves and to those about them.

Finally, we have to speak of cleanliness, or freeing from waste material.

If we take into our bodies half a ton of food and drink in the course of a year, it follows that this weight of mat-

ter has been carried out of our bodies by the four channels of rejection, the skin, lungs, kidneys, and intestines. The work of the skin and lungs goes on incessantly and unconsciously, and is often overlooked and forgotten; but dead matter, poisonous dead matter, is given off from both, minute by minute; hence the necessity of a circulation of air, to carry away the products of the lungs, and frequent bathing to prevent the clogging of the pores of the skin.¹ Duty to one's self and one's neighbors should keep us faithful to the simple duty of a daily sponge bath.

In order to keep all these channels for waste material open and working, *exercise* is absolutely necessary. A brisk walk, or a gentle run of a few rods, will bring a sluggish pulse of 68 up to 120 with vigorous beats, and then the blood rushes along its course sweeping out all collected particles; and if this occurs in pure air, the blood becomes vitalized in its rapid passage through the lungs, and a sense of exhilaration and freshness is the result.

Swimming is an excellent exercise, using almost all the muscles, while the support given by the water renders the circulation through the lungs easier. For some women exercise with the arms is useful, when walking is hurtful; and reading aloud is a good form of exercise, particularly helping the digestion, which is not often recognized.

All the muscles should be put in use in the course of every day, that no part of the body may be poisoned by the dead particles being left there.

Clothing should always be thick enough to prevent the escape of the heat made by the internal furnace; for that apparatus should not be overtaxed, lest the whole machine be weakened. In warm weather, of course, the object is different, and we seek to facilitate evaporation; but around the bowels there should always be flannel, and it is wise to have a gauzy flannel about the whole trunk of the body, to equalize the evaporation. Clothing should

¹ For a description of the wonderful construction of the skin see *English Health Primer* No. 6 (Baths and Bathing), Appleton, New York, pages 6-12.

also be light and loose; and that next the body should be often changed. All clothes worn by day should be left off and *aired* at night; and night-clothes should be well aired by day. Clothing should be well distributed, keeping the joints and extremities wrapped.

One detail, little observed, is the desirableness of changing the stockings after a brisk walk. If the feet have become wet from the dampness of the ground, it is a common precaution; but if the walk has heated the body and caused perspiration, so as to damp the stockings, the exposure is almost the same.

It seems scarcely necessary to speak of the great importance of wearing strong, water-proof shoes or boots, not so tight as to impede circulation, to keep the feet warm and dry, since their distance from the heat-making centre of the body, and their position among the cold currents near the ground, make them lose heat rapidly, and regain it with difficulty; yet we must mention it, because it is so little regarded. The circulation cannot be checked in one part, even an extremity like foot or hand, without affecting the whole body.

II.

We all know, however, that the body is not merely a machine, to be moved by some external force. It contains the force that is to move it, and it will never do to consider the mechanical apparatus, without considering the motor power seated in the brain and nerves. The intense interaction between the brain and the more passive apparatus set in motion by it is perfectly well known to medical men and physiologists; very little to people in general.

If the mind needs a healthy body for its service, the body also needs an active, healthy mind to act upon it, and there must not be too great a difference between mental and muscular development.

The brain is one of the largest organs of the body; it receives a very large supply of blood, and requires not only abundance, but healthiness, of the blood sent up to it.

The brain and the nerves through which its orders are carried not only depend on the other organs for support and service, but return to them good or evil, according to the treatment they themselves first receive. This is far more the case than is usually imagined. Dyspepsia is very frequently a disease originating with the brain, and nervous excitement tells powerfully on the digestion, so that it has been said by a shrewd physician that a violent election increases disorders of that kind. Other chronic troubles are caused or aggravated by the way in which we treat our nerves; and some of these, when probably weak or irritated nerves have relaxed or contracted the muscles, are such as only a physician would be apt to trace back to nerve processes.

Nerves and brain may be overtaxed; they may also lack healthful exercise, and, of the two, the lack of it is now thought to be the most productive of insanity. The brain must not be too much stimulated in childhood and youth, before it has reached its proper growth; but it must have every opportunity for development and healthy exercise later, and "the best preventive of mental disease, even in those predisposed to it, is education, or wisely directed mental activity, leading to a knowledge of the proper ways of living."¹

The laws of special exercise and proper nourishment apply to the brain, as to the rest of the body. Prolonged inactivity of intellect is found to impair the brain itself, and not only do the portions left idle become impaired, but the general health becomes deranged, by the irregularity of nervous action thus produced.

Here we beg for the thoughtful attention of every woman, as each for herself, and many for those under their charge, should consider carefully the various relations of cause and effect that may be telling on their lives.

With regard to the right balance of mental and physical growth, women and girls are subjected to very different

¹ Dr. C. F. Folsom, Secretary Mass. Board of Health, Report 1877.

habits from men and boys, and for them, especially, this balance needs to be made more equal. By nature the nervous organization of women, particularly of American women, is more sensitive than that of men, and many things in the present system of education and of living tend to make it still more so.

Contrast the lives of school-girls and schools-boys out of school-hours. A boy, not only by his own instinct, but by command of those who wish to get rid of his restless presence in the house, is out of doors every free moment, and usually in active motion. A girl, after school is over, is apt to be told, "You must have some exercise, I suppose, so go now and take a walk, but do not be gone long; and remember you have an hour's practising to do, and then you must work on the trimming for your dress, or it will not be finished in time." The girl naturally returns to her lessons with nerves a little more weary than when she left them.¹

After school-days are over, the girls, whom the present system of education, culminating in public exhibition and competition, has left to suffer from reaction, find no natural connection between their school life and the new one on which they enter, and are apt to be aimless, if not listless, needing external stimulus, and finding it only prepared for them, it may be, in some form of social excitement.

School-girls, then, need out-of-door life; girls after leaving school need intellectual interests, well regulated, and not encroaching on home duties. "We must suppress the inordinate desire for acquiring knowledge from books and schools in infancy and childhood; and stimulate those who have passed their youth to apply themselves with great vigor to mental improvement."

There are women in middle life, whose days are crowded

¹ Practising on the piano needs to be carefully watched, for various reasons. It is fatiguing to every one; to those who are unusually gifted it is also exciting, and to those who do not love music it is wearisome.

with practical duties, physical strain, and moral responsibility, who need this last injunction; for they fail to see that some use of the mind, in solid reading or in study, would refresh them, by its contrast with carking cares, and would prepare interest and pleasure for their later years. Such women often sink into depression, as their cares fall away from them, and many even become insane. They are mentally starved to death.

On the other hand there are innumerable women, of various ages, in these United States, in this nineteenth-century civilization, whose brains are too active, and who "live on their nerves." The high-strung nerves respond to an eager craving, which, like the mediæval saintly asceticism, puts conscience on the side of work, reasonable or unreasonable. Delighting in the use of their intellects, intensely alive to all kinds of responsibility, desirous to crowd every waking moment with interest and action, these women fancy that, because they enjoy all this, it is right and wholesome. It is no more right and wholesome than over indulgence in eating and drinking. For them, when the inevitable results come, there must be rest and fresh air; rest in fresh air; frequent nourishment; variety of small amusements, acting on the mind as fresh air does on the body; not much direct expression of sympathy. When the normal state is restored, they will know better how to use mind and body as not abusing them.

Endeavor to watch, for yourself and for others, the connection of cause and effect, and the mutual influence of mind and body. Do this with common-sense, avoiding morbid exaggerations, and you will soon learn, first, that the mind must not be excited too early; secondly, that when it has once been awakened by education, it must be wisely fed, like the body, not with confectionery of novels and magazines only, but with something that will nourish and strengthen it. Yet, again, it must take its food at intervals, not continuously; it must not have too much; and brain work must alternate with muscle work.

For women whose time is almost entirely filled with

practical work, it is a duty to snatch a portion of every day for some kind of brain work that will detach their thoughts completely from their routine of care.

For those whose time is much filled by brain work it is a duty to take the opposite course, and find some mechanical work, or out-door avocation, to change the weight.

For those whose work is sedentary, a study of botany or geology is excellent, as it calls them from their houses, and gives a pleasant interest to their walks.

Take the word of a distinguished physician for the fact that "Nothing is now more sure in hygienic science than that a proper alternation of physical and mental labor is best fitted to insure a lifetime of wholesome and vigorous intellectual exertion."¹ And this alternation should not be fitful, but regular, and the mental labor should be systematized. If intellectual exertion is not familiar, it should be taken up gradually, with fixed times and steady increase. The healthiest efforts of this kind are those regulated as to subject and as to periodic intervals, with perseverance in both, and growing from small beginnings to such amounts as will develop the full strength.

A recent English medical writer on hygiene recommends the following distribution of time for all whose hours can be controlled, between the ages of fourteen and twenty, and it is not ill adapted to women of all ages. At this period of life eight hours, at least, out of the twenty-four are required for sleep; three or four might be occupied with meals and rest; and of the remaining eleven or twelve half should be given to mental and half to bodily exercise. The mental and bodily exercise should be alternated, and two hours at a time is quite enough for mental work, if the attention be fixed; the results of the short-time plan, in some schools, showing how much may be accomplished by fixing the attention firmly, for a moderate time, and not over-wearying it.

The same writer urges that young women ought to be

¹ Dr. S. Weir Mitchell, in *Wear and Tear*.

physically trained as carefully as men, and that proper development can never come without bodily labor; adding, "I do not think that five or six hours' daily real exercise is one minute too much even for them;" but, after all such exercise, a few minutes' rest should restore the breath and pulse to their regularity, as proof that there has not been excess.¹

Dr. Mitchell, whom we have already quoted, also says: "To insure perfect health, every tissue, bone, nerve, tendon, or muscle should take *from* the blood certain materials, and return *to* it certain others. To do this every organ must or ought to have its period of activity and of rest, so as to keep the vital fluid in a proper state to nourish every part. This process in perfect health is a system of mutual assurance, and is probably essential to a condition of entire vigor of both mind and body."²

III.

There is still an extremely important division of the subject to be touched upon. This is the *study and acceptance of personal limitations*. For want of this grasp of one's individual situation, many a life is wasted. By a quiet and sensible appreciation of it, many feeble lives and narrow abilities have been made useful, some even distinguished.

Among these personal limitations we shall include some broad ones, which, until we reflect upon them, may scarcely seem personal.

Climate is one of these.

Many different climates are to be found in our country, each having its own evil as well as its good; but we cannot fly from one to another continually, seeking that which for the moment seems to be best for us. Neither may we defy the climate in which our life places us; we may not recklessly disregard it, or blindly ignore it, with-

¹ Dr. E. A. Parkes.

² Dr. S. Weir Mitchell, in *Wear and Tear*.

out danger. Again, we should not be discouraged by our climate, and succumb, complaining, as if there were no help for us.

Let each of us find out the dangers of our local climate, and how to guard against them, studying and accepting its limitations, which in this light are surely personal.¹

Every woman has to accept physical limitations, as compared with men; and it is simply folly to defy or overlook them, while a sensible regulation of exertion and of rest will disarm them.

Each one has also inherited or acquired peculiarities of health and constitution, as well as personal duties, in the position to which she was born.

If in the indulgence of her preferences, selfish or unselfish, she defies the laws of health; or if in order to prove that she is strong and healthy she commits imprudences which may thenceforward leave her feeble and ailing, she has probably only herself to blame for it, and she may think she is the only sufferer; but, in fact, no one can suffer quite alone, since every invalid is a cause of anxiety and care to others, and the possible transmission, even of nervous diseases, by inheritance, must be borne in mind. Dr. Mitchell speaks of the victims of "neuralgia, weak backs, and the various forms of hysteria, that domestic demon which has produced untold discomfort in many a household, and I am almost ready to say as much unhappiness as the husband's dram;" and adds, "only the doctor knows what one of these self-made invalids can do to make a household wretched."

A mistaken view of duty is also to be guarded against. It is cowardly to fly from natural duties, and take up

¹ It is a common thing to regard weariness, depression, and some derangement of health in the spring, as inevitable and natural; and it is true that in a northern climate the confinement of a winter life is almost sure to tell on the system; but this need not amount to exhaustion and disturbance. If our lives were wise, and adapted to the demands of the climate, the condition of the system might be far more uniform than it is throughout the year.

others that suit our taste or temperament better ; but it is also unwise to take an exaggerated view of personal duties, which shuts out the proper care of the mind and body entrusted to us.

Lest these remarks sound vague, let us illustrate them.

A woman busy with the cares of her family fails to study, and place at their true value, her duties to her mind as well as to her body and to her household. She makes no mental progress as the years go on, loses the power of companionship with her children, grows discontented and fretful, and passes the last years of her life in dull, ignorant unhappiness. Had she seen the limitations and laws of her physical and mental nature, she would have known that it was not selfish to snatch a half-hour every day for the refreshment of her mind in a botanizing walk, or a quiet time for thinking in the open air, or a locking of her chamber-door while she read two or three pages of a good author.

On the other hand, a teacher busy three-fourths of the day, either in school or in work connected with it, needs to consider well before she indulges herself in additional hours of study, even with a view to improving her mind for her teaching, or to actual pleasure in the work. *Her* great duty is to keep the balance even in the other way, that she, too, may have a healthy mind in a healthy body.

A girl wishes to have the reputation of being robust, and she has perhaps been so hitherto. Therefore, if she is invited to take a walk of unusual length, or in rough weather, she accepts and goes ; although she knows, and is reminded, that at that particular moment it is a very unwise thing. And, in many such cases, the girls have injured themselves for life.

Again, with the same ambition, a girl going to some party on a cold winter night, and having a long distance to drive, being already more thinly clad than is right or necessary, refuses to put on the wraps which might protect her ; and as this kind of disregard of cold is absolutely weakening, because it obliges the heat-producing

apparatus to labor harder than it should, in supplying again the heat that is carried off from the surface, even if she does not take cold in the ordinary sense, she enters on a weakened condition, which has in some cases ended in serious disorders.

In comparing the present with past times we find, for the eager and excitable, a source of limitation in what may be called our quicker pace of living, the effect of modern invention and enterprise, and of news and information reaching every one daily from the whole round globe. By these means life is made more exciting, the work done is more intense and crowded, while at the same time a greater amount of personal comfort being diffused, all tends to increase the susceptibility of the nervous system, and to impair its resisting power. We cannot, therefore, keep the habits of our ancestors. The strain being greater, fewer hours should be given to work, and more to rest. We cannot do all our grandparents did, and in addition all our present circumstances tempt us to do. "It cannot be done without one of two things, early exhaustion, or an alteration of the earth's movements and a day of more hours."¹

It happens not infrequently that from some temporary delicacy in youth, or a sickly childhood, when character and thought have been brought to bear on the questions of health and future usefulness, wonderful power has been developed for getting the best out of life.

A young man attacked with hemorrhage from the lungs, accepting the restrictions imposed, instead of fading away in consumption, has adapted his habits to his weakness, and lived to old age, doing noble work for his day and generation, though always living by rule. See, too, in the life of Prescott, the historian, how much he made of his life and talents, in spite of injured eyes and rheumatism and dyspepsia. He, too, lived by rule.

In short, if we would be and do all that as rational

¹ Dr. Fothergill.

beings we should desire, we must resolve to govern ourselves; we must seek diversity of interests; dread to be without an object and without mental occupation; and try to balance work for the body and work for the mind. Thus, adapting ourselves to the ascertained difficulties that surround us, we can build our lives round them, as birds and insects build round the objects which, at first hostile, become harmless, through their instinctive wisdom.

Loose not thyself nor give thy humors way,
God gave them to thee under lock and key.

Therefore let each of us admit to herself that she must recognize limits to her powers, if only as a woman with the inheritances common to her sex, which are a part of the laws of her being. Then, adapting herself with a wise docility, she will get more out of herself, and give more to others, in the life she lengthens and the mind she trains by well-ordered rules, than by heedless indulgence, whether of idleness, or intellectual excitement, or ill-regulated devotion to the drudgery of household labor.

APPENDIX C

TWENTY-FOURTH ANNUAL REPORT

THE Twenty-fourth and last Annual Meeting of this Society was held, by invitation of Miss Elise B. Richards, at 2 Marlborough Street, Boston, on Thursday, June 3, 1897.

Members of the Society were present representing California, Texas, Ohio, and nearer States, the majority coming from New England, as was to be expected. There was an attendance of about one hundred persons, including invited guests, who showed by their presence the interest they felt in the work.

At eleven o'clock the Chairman of the General Committee, Dr. Samuel Eliot, opened the meeting, and called for the report of the Acting Secretary, Miss Mary Morison, which was as follows :

ACTING SECRETARY'S REPORT.

For the first time in the history of this Society, the Annual Meeting is held without the presence of Miss Anna Eliot Ticknor, who was not only the founder of the Society, but its mainspring from the beginning. Whatever was done by her helpers was done, directly or indirectly, for her, individually. Her personality dominated the whole Society, and, though the Heads of Departments were allowed to carry out their own ideas freely, yet the main lines of work were planned by her, and the Society has always been an expression of her individuality.

It was therefore with a strong sense of personal loss that the members of the Society heard, at the beginning of this

term, of her sudden death, which took place at Newport, October 5. It was necessary to take immediate action; the work of the term had to be somewhat rearranged, and it was necessary to find some one to take her office temporarily; it was felt at once that it was an impossibility to fill her place; anything done by another person must be done in another way. The regular Quarterly Meeting of the Committee was held about a fortnight afterward, and the members present endorsed the decision of the Executive Committee that it was best that this term should be the last of the Society to Encourage Studies at Home.

Sudden as this decision may have seemed to outsiders, it had long been felt by the chief workers that the Society must end with Miss Ticknor's life. There were many reasons for this; other similar societies had come into the field during the last twenty-five years, none offering precisely the same advantages as ours, but many having qualities which were more generally attractive. This we had been reluctantly compelled to admit by the steadily diminishing number of students. Our high-water mark was reached in 1882, when nearly one thousand pupils were on our roll; now we have two hundred and sixty-one. Our receipts from students in 1881-82 were slightly over \$2,000; this last year they have been about \$800. After Miss Ticknor's death our expenses would naturally be increased, as she had long given us office rent free, and other items of expense would necessarily be added.

The chief hindrance, however, to continuing the work on the same lines as heretofore was the personal quality which was at once the strength and the weakness of the Society, as no leader could be found who could command the same devotion from the corps of teachers. The number of women from whom we could expect gratuitous service was by no means so great as twenty years ago, for, while the numbers of highly educated women have increased, the demands on their time have also very much increased, and every year it has been more difficult to get the help which we needed. The dread of being compelled

to lower the standard of work has been growing strong within the last few years, and it is far better to lay it down before this dread should become an actuality.

There is little new to be said about the work of this last year. As usual in the history course, American history has attracted more students than any other division. Two pupils of this department have studied political economy. In the science course, botany, mathematics, and sanitary science have each been taken by six students; one has completed the course in analytical geometry in one year, which is an unusual experience. The course of sanitary science has been more or less peculiar to this Society. The art department has gone on much as usual; the seven pupils of the music section have done good work in studying theory and history. French and German literature have almost the same number of students as last year. The English literature department is the only one that is larger than last year, and here the gain has been in the rhetoric section, which has proved attractive to thirty-seven students. The teachers in this section are all college graduates, and the work has been thorough on the part of both correspondents and students.

In the last twenty-four years we have had 7,086 students. In looking over the records we find that the different studies have been chosen by the students in much the same proportion now as in 1882. History has proved a little less popular as time has gone on. Where almost one-third of the students formerly chose it, now less than one-fourth have taken it. Literature (French, German, and English) has always been taken by nearly one-half of the students, and this year is no exception to the rule. Science continues to attract the usual number, while art is decidedly more popular now than it ever has been. The interest in this study may be due perhaps to the increased number of clubs who are apt to choose something which will make the meetings entertaining, and the photographs circulated by the Society help to do this. We have had during the last year twenty-five clubs, averaging fourteen

persons each; they are in all parts of the United States, and one is in Canada.

Our geographical range has grown somewhat as time has gone on. During the last two years we have had a student in Japan and another in the Hawaiian Islands. Massachusetts naturally furnishes more students than any other State. We have about the same proportion from the West as we had fifteen years ago, while the proportion has decidedly increased of the students in the Southwest and South. New York is not so well represented as formerly, as is to be expected, when we consider that that State is not only the home of the Chautauqua Society, but the State which is best provided with facilities for studying at home, through the travelling libraries sent out by the University of New York.

Since the announcement that the work would come to an end with this term, there have been many inquiries about other correspondence societies. The Chautauqua Society is better known than any others. This originated the same year as the Society to Encourage Studies at Home, but, while our Society grew out of the interest which Miss Ticknor felt in a similar one in England, the Chautauqua Society was an outgrowth of the American institution of camp meeting. As an educational body it began as a Sunday School assembly for the training of teachers. Five years later, in 1878, the Chautauqua Literary and Scientific Circles were formed, in which more than sixty thousand students are now enrolled. Degrees are given to the graduates who complete the four years' courses. The fee for joining is fifty cents a year. The main differences between the Society to Encourage Studies at Home and the Chautauqua Literary and Scientific Circles are that in the former all the work has been done as far as possible without publicity, the teaching has been entirely gratuitous, and great stress has been laid on the personal relations brought about by the correspondence between the teachers and students. In the Chautauqua Society, one of the chief causes for success has been the

social relations brought about by the meeting of the small Circles throughout the term, and of the large Assemblies in the summer. The two head founders of the Society have never received compensation for their services; the educational staff, the managers and the employees of the Assembly have been reasonably paid. The chief sources of income are the gate money at the Assembly, the profits from certain publications, local privileges, and local taxation, ten per cent. being collected from all who have any money-making rights or economical privileges at Chautauqua. Dr. Vincent has always been interested in our Society, and has expressed within a few months his regret for its discontinuance.

Another very large correspondence society is the International Correspondence School of Scranton, Penn., which has twelve thousand students, and aims to benefit miners, mechanics, and others in need of technical instruction; this, of course, does not affect our line of work.

The University Extension Lectures, however, which have increased so much during the last few years, doubtless do reach many who otherwise might have studied with us.

Other similar societies are the Agassiz Association, which has done much for popularizing the study of science, and the Round Robin Reading Club of Philadelphia, which sends out lists for reading in history, literature, and art, and kindred subjects.

There are also many societies whose aim is rather personal influence and sympathy than direct instruction. Among these are the International Order of King's Daughters and Sons; the Shut-in Society; Cheerful-Letter Exchange, and others.

When the decision was made to discontinue the Society, it was felt very strongly that there ought to be an account of Miss Ticknor's work in some permanent form. The matter was placed in the hands of a small committee last January, and the Memorial is now ready for the printers. In it is given a short sketch of Miss Ticknor, a short

account of the aims of the Society, and a history of the work. Half of the book is given up to selections from correspondence. It will make a small volume of about two hundred and twenty pages, and will be sold to past members of the Society at the lowest possible price.

It is pleasant at this last meeting of the Society to be able to tell our friends that the work done for so many years is not to stop entirely, but rather to be renewed in another form. The very excellences of the Society have been, as we have seen, at times, its hindrances; the want of publicity has kept us from reaching many people, and the demands for thorough work and full reports have kept many students from joining us. These conditions were so much an integral part of the Society that we felt we had no right, in deference to the founder, to give them up while continuing to use the old name. During the last few years there has been a growing demand for lists of study without instruction. The teachers in the Society have been much impressed by the continually increasing number of women's clubs demanding courses of reading, but objecting to oversight. Too often these women's clubs have been hampered in their work for want of books; there is no way to borrow books away from the literary centres, and yet there are many people who would be glad to pay a moderate charge for the use of books, who do not wish to buy them. With the aim of satisfying this demand, the Anna Ticknor Library Association has been formed. All the books and other property of the Society to Encourage Studies at Home have been given to it, and through it all former students and teachers of the old Society may communicate with one another, and, if desired, renew their studies.

This report would be far from complete if no mention were made of the many years of faithful service of the correspondents, who have been encouraged in their work, not only by the inspiration of their head, but also by the faithful perseverance of the students. During this last year we have had more than a hundred active correspond-

ents who have freely given their services. Some of these have worked for over twenty years without abatement of zeal or interest. Our thanks are due, not only to these who have borne the burden and heat of the day, but also to the later laborers in the vineyard, who have been no less faithful and earnest. To all we give our warmest gratitude, and ask from them and from our other friends a continued interest in the Society to Encourage Studies at Home in its new form, the Anna Ticknor Library Association.

After the report had been read, Miss Myrtilla Avery, of the University of the State of New York, spoke of the correspondence work to be undertaken by the Extension Department of this University, and asked for help from the teachers in the Society to Encourage Studies at Home. She also expressed her interest in the new Library Association, and her belief in the need of such an organization.

Miss Katharine P. Loring followed, giving an account of the Anna Ticknor Library Association, and stating that sufficient money had been subscribed to insure the trial of the experiment for two years. It is not proposed to continue the work unless it should prove self-supporting, but, while it is expected that the fees received for the use of books will pay the running expenses and also for the reasonable increase of the library, the number of expensive books and other educational tools to be bought must depend somewhat on friendly gifts, as is the case with all public libraries. The name, not only of Miss Ticknor, but of her family, will be commemorated in the book-plate chosen by the Association. The design represents a youth bowed in despair before a statue unfinished for want of light, while, unseen by him, a friendly hand pours oil into the dying lamp. The original bas-relief, from which this drawing is copied, was given to Miss Ticknor's father by a well-known sculptor, in memory of the moment when he was on the point of abandoning his art, but, encouraged by timely help from Mr. Ticknor, he renewed his work

and conquered success. The story seems typical of the help given so long by the Home Study Society, which it is hoped will be continued by the Anna Ticknor Library.

Mrs. Louis Agassiz spoke of her long interest in the Society and her regret at its discontinuance, and said she felt that no better memorial to Miss Ticknor could have been devised than the proposed library.

Professor George H. Palmer then made a short address, speaking in a general way of the good done by the Society in its twenty-four years of existence, and of the interests which it had kindled and the possibilities it had shown. But now, he said, this work is done by other bodies, and Miss Ticknor's wisdom as a leader was shown in no more striking way than in the fact that she had trained her helpers to know when the time for stopping had come, and to avoid the great disloyalty of continuing a work after it is dead.

Dr. Eliot concluded the exercises by a short speech in which he spoke of the great blessing the Society had been to Miss Ticknor. Through it she had helped others, and the work had been its own great reward. But for it she would have been alone the last years of her life, for the Society was to her, father, mother, and family. Yet it would have been impossible for her to carry on the work alone, and much is due to her helpers, who proved their fidelity, not only to her, but to their race. The work can never end. The seed is planted, and from its growth more growth will follow.



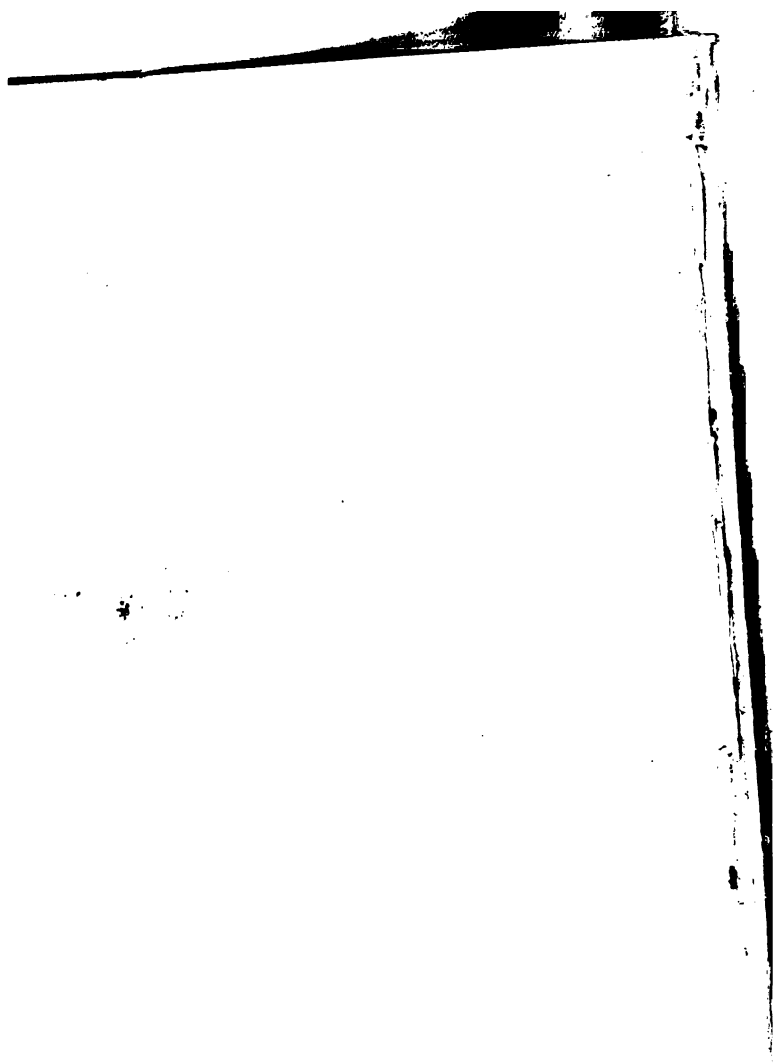
INDEX

- AGASSIZ, LOUIS, 31.
 Agassiz, Mrs. Louis, 13 ; sketch by, 4 et seq.
 Anna Ticknor Library Association, 179.
 Archaeology, 32.
 Art department, 15, 40, 61.
 Astronomy, 32.
- BALCH, MISS AGNES G., 49.
 Barkan, Mrs., 62, 63.
 Bemis, Mrs. C. V., 54.
 Biology, 33.
 Botany, 32, 33.
 Bradley, Miss Elizabeth H., 61, 62.
- CALIFORNIA BRANCH, 61, 87.
 Chautauqua, 64.
 Cleveland, Miss Eliza C., 13, 40.
 Clubs, reading or study, 16, 84 ; in Japan, 87 ; Friday morning, Denver, 165.
 Cogswell, Dr., 2.
 Colored students, 106-119.
 Correspondence Societies, 132, 140. Appendix C.
 Correspondents who served two years or more, list of, 161-169.
 Crocker, Miss Lucretia, 13, 51.
- DEAF MUTES, 65.
 De Forest, Miss Julia B., 40.
- ELIOT, SAMUEL, LL. D., 13, 82.
 Ellis, Miss H. H., 45.
 English literature department, 15, 48, 61.
 English Society for Encouragement of Home Study, 8 et seq.
- FOOTE, MISS MARY B., 26.
 French literature department, 15, 46, 61.
- GEOLOGY, 33.
- German literature department, 15, 46.
 Gurney, Mrs. Ellen W., 13.
- HAGEN, MRS. H. A., 46 ; letter from, 48.
 Hampton Tracts, 38.
 Health Tracts, 12, 37, 127.
 History department, 15, 26 et seq., 61.
- JAPANESE STUDENT, 136.
- LAWING CLUB, 63.
 Lewiston, N. C., school, 130, 131.
 Library, lending, 20, 41, 153, 179 ; in New York, 59 ; California, 64 ; of Young Men's Society, 70.
 Loring, Miss Katharine F., 13, 26.
 Louisiana branch, 60, 87.
- MASON, MISS ELLEN F., 13.
 Mathematics, 32.
 Mineralogy, 32.
 Morison, Miss Mary, 49, 54.
 Morse, Miss Frances R., 49.
 Music, 43.
- NEW YORK BRANCH, 59.
- PRABODY, MISS MARY C., 26.
 Perkins, Miss Elizabeth W., 13, 46.
 Political Economy, 29.
 Porter, Miss Annie, 60.
 Psychology, 32.
- RHETORIC SECTION, 53.
 Richards, Miss Elise B., 45.
 Richards, Mrs. Ellen H. (Robert H.), 23, 31.
 Rollins, Mrs. W. H., 49.
- SANITARY SCIENCE, 32, 34.
 Schenectady branch (the Spur), 58, 91.

- Science department, 15, 31 et seq.
 Scull, Mrs. Gideon, 46.
 Severance, Mrs. Pierre C., 40.
 S. H., 23 ; poem on, 24.
 Shakespeare section, 53, 77, 81.
 Society to Encourage Studies at
 Home foundation, 1, 4, 8 ; first
 years, 11 et seq., 86 ; account
 by Mrs. Agassiz, 4 et seq. ; or-
 ganisation, 10 et seq. ; de-
 scription, 81, 92, 97.
 Story of Len and Emily, 107 et
 seq.
 Straight, Mrs. H. H., 54.
 Swan, Miss Caroline D., 54.
- THORNTON, MISS ELIZABETH T.,
 26.
 Ticknor, Miss Anna Eliot, bio-
 graphical note, 1, 13, 36, 48.
 Ticknor, George, 1, 80.
 Ticknor, Mrs., 1, 13, 17, 80.
 Traveling course, 42.
- WEEKS, MISS ALICE D., 40.
 World's Fair, Chicago, 140, 141.
- YOUNG MEN'S SOCIETY FOR HOME
 STUDY, 70.
- Zoölogy, 32, 33.







This book should be returned to
the Library on or before the last date
stamped below.

A fine is incurred by retaining it
beyond the specified time.

Please return promptly.

MAR 30 '61 H

JUL 19 '63 H

4
CANCELLED
617
JUN 17 '65
APR 13 '75 H

