

An Historical Account
of
Pennsylvania Female College
1853-1880

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THE GLENWOOD ASSOCIATION
Collegeville, Pa.



FREELAND SEMINARY
NOW URSINUS COLLEGE

PENNSYLVANIA FEMALE COLLEGE

An Historical Account of Pennsylvania Female College

PAUL ALLEN MERTZ, A. M.

Near the center of the village of Collegeville, Pennsylvania, about two blocks removed from the main street, there is a small stone tower, circular in shape, about the size of the usual mausoleum, located in the center of a ten acre grove of beautiful trees. Within this tower there is a marble marker, bearing this inscription:

**THIS BUILDING
MARKS THE SITE OF
THE FIRST FEMALE COLLEGE
IN U. S. A.
FOUNDED 1851 BY
JAMES WARRENE SUNDERLAND, LL. D.**

**THIS MEMORIAL
ERECTED BY
FRANCIS J. CLAMER
AND FAMILY
1920**

On this site stood Pennsylvania Female College, not to be confused with another college by the same name in Pittsburgh, which was contemporary with the later years of existence of this college and which is still in operation. Its interest to the writer lies in its proximity to his former home, in the relations which it bore to Ursinus College and its predecessor, Freeland Seminary, also located at Collegeville, the recent field of the writer's educational activity, and finally, in the claim of the alumni of this



J. W. SUNDERLAND, LL. D.
FIRST PRESIDENT, PENNSYLVANIA
FEMALE COLLEGE

institution to priority in the organization of a chartered college exclusively for women in the United States. We shall reserve the question of priority to a later portion of this account.

James Warrene Sunderland came to Collegeville, then known as Freeland, one mile from Perkiomen Bridge Post Office, by quite unexpected circumstance, in 1848. Reverend Abram Hunsicker, a resident of Freeland, whose father had come from Switzerland to America in 1717 and had settled in Germantown, founded a seminary for young men at Freeland in 1848, known as Freeland Seminary. This institution has since become Ursinus College. Mr. Hunsicker's son, Rev. Henry A. Hunsicker, was principal of this seminary. During the summer of 1848 Mr. Henry Hunsicker advertised for a teacher of the Classics and Mathematics.

J. Warrene Sunderland saw and answered the advertisement.

Mr. Sunderland was born in Exeter, Vermont, on February 19, 1813. He was of English descent. The family name was derived from one Henry Spencer, who was created Earl of Sunderland by Charles I in 1643. On his mother's side his ancestors were English folk who came to Massachusetts in the early days of the colony and afterward followed Roger Williams into Rhode Island. In boyhood he led a rather adventurous career. One of his exploits was a voyage through the Mediterranean. He was on the flag-ship Asia in command of Captain Codrington when the allied fleets of England, France, and Russia attacked and destroyed the Turkish squadron in the harbor of Navarino, October 20, 1827. The result of this action insured the independence of Greece. Two years before this Mr. Sunderland, a mere youth, devised a machine for the spinning of wool directly from the carding machines, a device which was later perfected by someone else to whom he sold it.

We next hear of Mr. Sunderland at Kendrick College, near St. Louis, Missouri. He had graduated from Wesleyan College, Middletown, Connecticut, and was teaching in Kendrick. He attained such distinction in the West that a group of wealthy men had agreed to finance a college for young men of which Mr. Sunderland was to be president. He spent his vacation in the summer of 1848 at his home in Rhode Island, and while stopping in Philadelphia on his return West, learned of a serious outbreak of yellow fever in St. Louis, which led to the suspension of the college plan there. It was then that Mr. Sunderland saw Mr. Hunsicker's advertisement for a teacher. Through this medium, Mr. Hunsicker became acquainted with the young teacher and persuaded him to join his faculty.

During his service at Freeland Seminary, Mr. Sunderland prepared a number of young men for Yale and Harvard, among them the late Honorable Wayne S. McVeagh, lawyer, statesman, diplomat, and Secretary of the Treasury of the United States. His wife, Mrs. LuAnnie Sunderland, gave lessons in painting and drawing in Freeland Seminary and taught in the day school of the neighborhood, which adjoined the seminary.

Into the mind of Rev. Abram Hunsicker, proprietor of Freeland Seminary, came the idea of organizing a seminary for young ladies that might offer the same facilities to young women which were afforded at his son's seminary. When this idea was presented to Mr. Sunderland some time after his coming to Freeland, he adopted it, and was desirous of establishing such a school, but he lacked the means. Thereupon this same Abram Hunsicker, patron of learning, advanced the funds and fostered the infant institution until it could advance unassisted.

Accordingly, on April 7, 1851, Madame LuAnnie Sunderland opened a private seminary for young ladies in a dwelling house opposite Freeland Seminary and in the adjacent day school. There were seven teachers, forty-one day students, one boarder, and seven "visiting" students from nearby counties; there was a special class in drawing for young men from Freeland Seminary, but this was discontinued after the first session. The total enrollment of young women for the first year was fifty-seven. A property of twenty-six acres overlooking the beautiful stream known as the Perkiomen, and not far from Freeland Seminary, was purchased, and ground was broken in the same year for a new building for the seminary—a stone structure four stories high, and calculated to accommodate one hundred pupils. The school opened in the new building October 27 of the same year (1851) under the name MONTGOMERY FEMALE SEMINARY, from the county of its location. The first catalogue of this institution announces Abram Hunsicker and J. W. Sunderland as joint founders. In the first two years of the existence of this seminary there were in attendance a total of more than two hundred young women.

In the meantime Mr. Sunderland was mapping out a plan for a college—and this time for young women. Montgomery Seminary was to be a preparatory school for this projected institution, an institution radically unlike the existing seminaries for women of his day. No copies of the curriculum of Montgomery Seminary have been found, previous to its incorporation into Pennsylvania Female College, but it is obvious that Mr. Sunderland was taking what for Pennsylvania at least was a most forward step in projecting this institution. In Pennsylvania seventy years ago, housework and motherhood were conceded to be the sphere of woman's duties in life, and should mark the limits of her ambition. Higher education for women at that time was not a popular idea with the conservative Pennsylvanians, and it was no ordinary undertaking to brave the prejudices of the surrounding neighborhood as well as to battle with interested opposition by attempting to establish and maintain this type of institution. On April 6, 1853, the legislature of the state of Pennsylvania

passed an act to incorporate the Pennsylvania Female College, which conferred upon Montgomery Female Seminary the rights, privileges, and responsibilities of a standard college.

The Act, which became the basic charter of the college follows, as found in "Laws of Pennsylvania—1853":

No. 217

AN ACT

To incorporate the Pennsylvania Female College

CORPORATION, STYLE AND PRIVILEGES.

Section 1. Be it enacted by the Senate and House of Representatives of the Commonwealth of Pennsylvania in General Assembly met, and it is hereby enacted by the authority of the same, that there shall be and hereby is established near Perkiomen Bridge, so called, in the county of Montgomery, an institution of learning for the education of girls and young women in any and all the useful and ornamental branches of education, by the name, style, and title of "The Pennsylvania Female College", under the care and direction of a board of trustees, not exceeding twenty-five in number, who, with their successors in office, shall be and are hereby declared to be one body politic and corporate, in deed and in law, to be known by the name, style, and title of "The Pennsylvania Female College," and by the same shall have perpetual succession, and shall be able to sue and be sued, to plead and be impleaded, in all courts of law and equity, and shall be capable in law and equity to take, hold, and purchase, for the benefit and use of said college, lands, goods, chattels, and moneys, of any kind whatever, by gift, grant, conveyance, devise or bequest, from any person or persons whomsoever capable of making the same, and the same from time to time to sell, convey, mortgage, or dispose of, for the use and benefit of said college, and they shall have power to erect such buildings as may be necessary for the purposes of said college, and to provide libraries, apparatus, an all other needful means of imparting a full and thorough course of instruction in any or all the departments of science, literature, and the liberal arts, and to do all and singular the matters and things which may be lawful for them to do for the well-being of said college, and for the due management and ordering of the affairs thereof.

TRUSTEES

Section 2. That for the present the trustees of the said college shall be James Warren Sunderland, John R. Grigg, Matthias Haldeman, William B. Hahn, and Wright Bringham, who, or any three of them, on and after the passage of this act, shall have power to organize the said board of trustees, and after the said organization, three members of the said board shall constitute a quorum to do business at any meeting called in due form, according to the by-laws established by said board.

TRUSTEES TO FILL VACANCIES

Section 3. That the board of trustees shall have power to fill all vacancies in their own body, to appoint such officers and agents for their own body as may be deemed expedient, and to adopt and establish their own by-laws and regulations; they shall appoint a president and faculty of instruction, who shall be charged with the direction and management of the literary affairs of the college, prescribe the course of study, text-books to be used, and the discipline for the government of the pupils; the president or any members of the faculty may be removed from office whenever in the opinion of the board of trustees such removal is necessary to the interests of the institution.

FACULTY TO CONFER DEGREES.

Section 4. That the faculty shall have power to confer such literary degrees and academic honors as are usually granted by colleges, upon such pupils as shall have completed in a satisfactory manner the prescribed course of study.

APPROPRIATION OF MONEYS

Section 5. That the trustees shall faithfully appropriate all moneys and other effects that may come into their hands for the sole benefit of the said institution, nor shall any bequest or donation made to and accepted by the said board for specific educational objects, ever be diverted from the purposes designated by the donor.

ADMISSION OF PUPILS.

Section 6. That the college shall always be open to the admission of pupils of all religious denominations, who exhibit a fair moral character and are willing to yield a ready obedience to the general regulations prescribed for the conduct of the pupils and the government of the institution.

MISNOMER PROVISIO

Sectional 7. That no misnomer of said corporation shall defeat or annul any gift, grant, devise, or bequest, to or from the said corporation; Provided, that the intent of the parties shall sufficiently appear upon the face of the gift, will, or writing, whereby any estate or interest was intended to be passed to or from the said corporation.

W. P. SCHELL

Speaker of the House of Representatives

THO. CARSON

Speaker of the Senate

Approved--The sixth day of April, one thousand eight hundred and fifty-three.

WM. BIGLER

Four days later the corporators named in this charter met in Mr. Sunderland's office, and solemnly put into effect the plans for the operation of this new institution. The first catalogue showed an attendance of one hundred students with a teaching staff of nine.

The resources of the new college were very meagre. They had \$4000 in cash, some Western lands upon which a temporary loan was effected—this land later sold for \$16,000—and a loan from an unnamed friend—probably Rev. Abram Hunsicker. The prosperity of the college during its existence may be judged by the fact that without one dollar of endowment, or gifts of money or land, the entire college property at the close of the college in 1880 was debt free, purchased from the profits of the enterprise, and that \$33,000 had been offered and refused for it several times. In the Reports of the United States Commissioner of Education after 1870 the valuation was reported at \$50,000.

The aim purpose and scope of this institution as outlined in 1853, its first year as a college, can be best outlined by the following statement appearing in the catalogue for that year:

"The Pennsylvania Female College was established in the fall of 1851, for the Education of Young Ladies, in the various useful branches of Learning. During the last winter, in order to extend its usefulness, and give to it a more comprehensive and permanent character, it was by act of the General Assembly of the Common-

wealth, erected into a College proper, and vested with all the privileges of the most favoured universities, including legal authority to grant Diplomas, and confer upon its pupils Degrees in Literature and the Liberal Arts.

"The Board of Trust, created by the act of the Legislature, and charged with the management of the general interests of the institution, are happy in being able thus early to announce to the public, that the new organization in accordance with the provisions of their Charter, has been completed, and the Establishment is now in successful operation as a regular College.

"To its former friends and patrons the Board need only state that the Institution will continue, as heretofore, under the supervision and direction of Mr. Sunderland, assisted by a full and efficient Board of Instruction, and will be conducted on the same judicious and liberal principles that formerly characterized his administration of its affairs.

"The primary object with the projectors and friends of this enterprise has been, to build up in our midst a Seminary of the highest grade, where the citizens of Pennsylvania, and the adjoining states, might obtain for their daughters an education as thorough and comprehensive as can be had in the best establishments of the country; and yet, at an expense so moderate as to bring it within reach of those of limited resources.

"It is an axiom in the theory of Republicanism, that every child should be educated; and it would seem from the liberal provision made in most of the states for free schools, and from the numerous seminaries of a higher grade established by public and private munificence, that there could be no lack of educational facilities in our land; yet it is a lamentable fact that the benefits of these are confined almost exclusively to one of the sexes, while the other is left without any adequate provision for thorough systematic culture.

"Of the multitudes of private seminaries for the education of young ladies, that set up claims to public patronage, some can hardly be said to educate in *any sense* of that term; while others that are really meritorious, are so *expensive* as to be inaccessible to many who would be glad to avail themselves of their advantages.

"It is a desideratum, then, to provide educational establishments where the daughters of the less affluent, in common with those of the wealthy, can enjoy the means necessary to the full expansion and development of their powers. In projecting this institution, we have endeavored to attain this end—to combine economy in expense with thoroughness in mental training and comprehensiveness in attainments. How far we have succeeded, the public must examine and judge for themselves.

"If the favour already extended us is to be taken as their verdict, we have no reason to be discouraged. Though our Halls were first opened for the reception of pupils as recently as the 27th of October, 1851, we have since had in attendance about two hundred Ladies, from different sections of the country; and we trust that we have put an impress upon some of these minds that will speak well for thorough systematic training, and demonstrate the practicability of elevating the standard of intellectual culture among Females.

"We are among those who believe that the female mind is endowed with powers and capabilities quite equal to those of the other sex; and no sufficient reason can be assigned why they should not be as fully developed and carefully cultivated. It will, therefore, be a primary object with us, to arouse public attention to the importance of a more practical and liberal education for *woman*—to impress upon parents the necessity of providing for their daughters that kind and amount of instruction and training, mental, moral, and physical, that will more fully qualify them for the efficient discharge of the duties of life.

"Our plan contemplates a two-fold object. First, to provide correct and thorough instruction in the ordinary branches of learning, at so cheap a rate as to bring it within the reach of all; second, to afford to such young ladies as may desire to pursue a more extensive course in the sciences and liberal arts, an opportunity of

doing so, under circumstances as favorable as those enjoyed by the other sex at our most respectable Colleges.

"Accordingly the Seminary comprises a PREPARATORY SCHOOL, and the COLLEGE PROPER.

"In the former, girls will be accurately taught all the indispensable, with many of the useful and ornamental branches of education; in the latter, a liberal, yet practical course of study has been laid out, comprising a due proportion of the Exact and Physical Sciences, with the Languages, Belles Lettres, and the Ornamental Branches, contemplating for its accomplishment a period of three years" (later, four), "for which competent Instructors, the necessary apparatus, Libraries, etc., are already provided in part, and will be increased as occasion may require.

"Any young lady completing this course, and sustaining satisfactory examinations on the same, shall receive an appropriate Diploma; and will be entitled to a *Laureate* as significant and valuable as that conferred on young men at institutions of a corresponding grade.

"In both departments, the course of instruction and discipline will have reference not only to the development of the intellectual powers, but to the education of the physical system, and the culture of the heart. The healthy action of the body is considered as essential to mental vigor and correct moral sentiment, as it is indispensable to personal comfort and happiness.

"In the construction of the College Edifice, therefore and in the projection and improvement of the surrounding grounds, as well as in the selection of the site itself, such regard has been had to the great laws of health which relate to air, exercise, and water, as, it is believed, will secure to pupils the full enjoyment of that inestimable blessing, so far as it depends on the due attention to these.

"The site occupies a beautiful eminence on the banks of 'the beautiful Perkioming', overlooking that romantic stream spanned with its noble Bridge, and meandering through one of the most charming vales imaginable. The main edifice is a handsome structure of stone, forty feet by seventy-five, four stories high, and calculated to accommodate one hundred pupils. The arrangements, both for domestic and school purposes, are perfect in their adaptation to their appropriate ends. The Study Halls, Lecture Rooms, Dormitories, and Refectory, are spacious and airy, and furnished with every requisite for the health, comfort and convenience of the pupil. The establishment is bountifully supplied with pure water, and is provided with warm, cold, and shower baths; to which under proper regulation, all the pupils have access."

It is apparent from the above that Dr. Sunderland had in mind the more extensive higher education of women, than was prevalent; on the other hand, it cannot be entirely inferred from the above that he believed that he was projecting a type or grade of institution that was non-existent elsewhere. It is obvious that the higher education of women was not common practice. It is also clear that he believed that woman was capable of education on an equal basis with man. While he at last states that the college will provide facilities and curricula equal to those of men's colleges, he does not unequivocally make that statement until 1873, when he states that graduation at this college means the same as graduation from colleges for the other sex. In any case, it is clear that Dr. Sunderland was not following a beaten track, and that he was doing real pioneer work in the higher education of women.

Note—Many have expressed surprise at reference to shower-baths as a part of the school equipment in 1853, in view of the introduction of the bath-tub about this time. Old graduates of the college who have been questioned, do not recall that there were such baths. The term probably bore a different significance than that which it now bears.

In a day when sectarian institutions of higher learning were the rule, it is notable that Pennsylvania Female College was non-sectarian. In the catalogue for 1853 the following statement as to the religious character of the institution occurs:

"It is the settled purpose of the managers of this College, that its usefulness shall not be circumscribed by giving to it a Sectarian character; and they pledge themselves, that no undue influence shall be permitted to bias the religious sentiments of those committed to their charge. Yet, believing it is a duty incumbent on every Literary institution, to recognize the obligations of religion, and to inculcate the exalted virtues and pure precepts of morality taught by the great Founder of Christianity, they feel that their attainments would be seriously defective without some provision for domestic worship. To give the school, therefore, as much as possible, the character of a well-ordered Christian household, devotional exercises, consisting of prayer and the reading of appropriate portions of the Scripture, will be regularly observed. Each pupil will also be expected to attend public worship on the Sabbath, at such church—there being several in the neighborhood—as she or her parents may designate.

"When the weather is unfavourable to going out, Sabbath exercises will be had at the College."

The aim of the institution varied little throughout its history. The following statement of principles in the catalogue for 1873, twenty years after its chartering, enunciates more definitely perhaps the original aim.

"This college was projected in 1851. The object was to provide better facilities for the liberal education of women than were to be met with in the Female Seminaries of that day.

"Starting upon the theory that all whose means and circumstances will admit, ought to be educated, intellectually, morally, and physically, to the full measure of their capabilities without regard to any particular vocation in after life or any peculiar sphere of sex, we undertook to provide adequate means for such young women as might choose to avail themselves of them, for the practical application of this idea. A curriculum of studies embracing all branches from the rudiments up to the highest departments of the liberal arts and sciences was marked out, and arrangements made to supply competent Tuition in each as might be needed.

"An inspection of these courses of study will show them to be ample, varied and complete, and skilfully adapted to the highest improvement of both intellect and character. Our methods of instruction combine acquisition with development, the accumulation of useful knowledge with the thorough training of the faculties. Of course it is not expected that every girl who enters our College, will complete the entire curriculum of studies, nor even that portion of it prescribed for graduation. Parents can select the particular branches they desire their daughters to pursue, and give such general direction to their course of education as in their judgment since calculated best to accomplish the purposes in view. Yet, we most decidedly recommend all whose means and circumstances will permit, to pursue the Regular Course to graduation, and thus secure that thorough mental discipline and culture that will be found so indispensable to the coming women in the discharge of the duties and responsibilities of life."

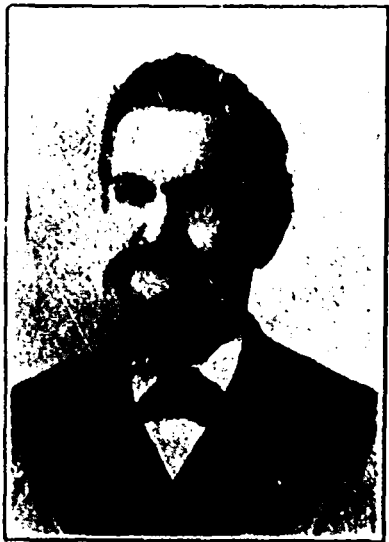
In the catalogue of the same year, the following statement regarding graduation appears:

"And here it may be proper to remark that GRADUATION at this College means the same as it does at the regular colleges for the other sex. We hold legal authority, by charter from the Commonwealth, to confer Degrees and award Diplomas, which is the fact with but very few Seminaries for Ladies, notwithstanding most

of them, even down to those of very humble pretensions, profess to 'graduate' their pupils. We stand pledged to the Republic of Letters that these honors shall represent in our Graduates at least the average amount of attainment required in American colleges."

It is certain that the curriculum laid down compared most favorably with that of Vassar and Yale, during the later years of the college.

The success of the new undertaking seems to have amply proved its wisdom. In the three decades of the college's life, more than twenty-five hundred young women enjoyed its liberal training according to the estimates of Mrs. J. W. Sunderland and Miss May Field McKean, Honorary President of the Glenwood Association of the Pennsylvania Female College, an alumnae body, who wrote a brief sketch of the college in 1917. Many of these students were registered as academic or preparatory, rather than as college students. Miss McKean estimates that one hundred and five young women received the Bachelor's degree upon the completion of the course. They came from a number of states and scattered out into almost every part of the country. They were particularly in demand as teachers in Seminaries. Dr. Lewis Harley points out that "during the first three years of its existence, teachers were furnished for schools and colleges in ten different states." Some of these graduates found their way into the state normal schools as teachers; some became public lecturers and elocutionists, while some took up the practice of medicine.



JOSIAH P. SHERMAN, A. M.
SECOND PRESIDENT, PENNSYLVANIA
FEMALE COLLEGE

Because of Dr. Sunderland's advancing years and ill-health, the College came under the direction of Professor Josiah P. Sherman in 1868. Prof. Sherman was born at Newcastle, Maine in 1823, and was educated at Newcastle Academy and Bowdoin College. For five years he was a teacher at Phoenixville, Pa., and for the fifteen subsequent years was Superintendent of Schools at Pottsville, Pa. For five years he directed the affairs of the college, resigning to attach himself to Tuscarora Seminary. When he removed to the latter institution, some of his pupils followed him there. At the age of sixty Dr. Sunderland again assumed leadership of the School and continued it through the years of its decline until 1880, when he closed its doors. The enrollment suffered as a result of the Civil War which resulted in the withdrawal of all young women from the Southern States. The chief cause of its decline is attributed to the rise of the state normal school in Pennsylv-

vania, whose growth was greatly stimulated by the fostering of the State. This college passed out of existence along with the

academies and other seminaries which lacked the substantial endowments necessary to their continued progress, and whose place was taken by the high school in the secondary field, and by the more highly endowed women's colleges in the field of higher education. This was also the period of the beginning of coeducation in the colleges of Pennsylvania.

Mrs. Sunderland, second, and widow of Dr. Sunderland in an address before the Montgomery County Historical Society, September 14, 1898, said:

"The question so often asked, viz. why should the institution so unexpectedly abandon its well-doing, has yet, I believe never been answered authoritatively and perhaps ought to be explained before the last opportunity for doing so shall have passed away The State Government has monopolized the secular business of training school teachers for their profession by instituting normal schools throughout its jurisdiction, and by subsidizing their graduates to cooperate in accomplishing its peculiar purposes."

Mrs. Sunderland then complains of the opposition of the State Superintendent of Public Instruction, of the county superintendents, local directors, and of the "improved teachers" who "appear to have entered into a kind of closed corporation determined to manipulate and manage the entire business of the public school system, and all the Normal and High Schools of the Commonwealth

"We are simply trying to show why the Pennsylvania Female College after twenty-five years of scholastic work, thought it prudent to retire from the educational arena. We could not hope to successfully compete with the enormous power and resources of the State. All the circumstances then existing served to indicate that our useful work was finished, and the mission of the institution fulfilled."

All estimates of Dr. Sunderland's personality and character agree in emphasis upon his kindly, fatherly manner. He has been described by his pupils as a well-nigh ideal instructor. During the early years of his service to the college, his complexion was very dark, and at one time during the Civil War when feeling ran high among the girls, he was characterized by a young woman student whose sympathies were with the South, as a "low black Republican", to which upon hearing the cause of the excitement Dr. Sunderland replied that he hoped the girls would not make him blacker than he was. Dr. Sunderland is still the patron saint of the old graduates who come annually to Collegeville for their reunion.

ORGANIZATION

The organization of the Board or Corporation authorized by the charter has already been described. Wright A. Bringham, Esq., served as its first President; Matthias Haldeman, Esq., as Secretary, with William B. Hahn, M. D., John R. Grigg, M. D., J. Warrenne Sunderland, LL. D., and I. Daniel Rupp, Esq., the other members. All were local residents. Dr. Grigg resided in Evansburg, one mile distant, and later (1863-66) became Prothonotary of Montgomery County. He also served as attending physician at the college, and as lecturer on Physiology and the Laws of Health.

The catalogue for 1857 lists two additions to the membership of the corporation—namely, Jacob Weidle, Esq., of Lebanon and J. Breitenbach,

M. D., of Myerstown. In 1861 we find the membership unchanged except that Dr. Sunderland now acts as its Secretary.

In 1864 we no longer find Mr. Haldeman, Mr. Rupp, Mr. Weidle, or Dr. Breitenbach on the corporation. A number of new names appear: Samuel Gross Fry, Esq., Philadelphia; Rev. William Magee, Philadelphia; Frank M. Hobson, Esq., Freeland (later treasurer of Ursinus College); Capt. T. W. Bean, U. S. A., Jeffersonville; H. F. Sellers, M. D., Philadelphia; Rev. Henry A. Hunsicker, Freeland, Principal of Freeland Seminary; Rev. Abram Hunsicker, Freeland, joint founder and benefactor; Abraham Hendricks, Esq., Freeland, and David Nyce, Esq., of Chester County. The catalogue for 1868 gives the same personnel with the addition of the Hon. Horace Royer, of Freeland.

The catalogue for 1871, the third year of Professor Sherman's presidency, gives no statement of a corporation. The catalogue is content to name the original board of 1853 under the title CORPORATORS, with the notation that Mr. Haldeman is deceased. This is again done in the catalogue for 1873, the last issue available, but there has been added (or substituted) an Alumnae Committee of Counsel consisting in most cases of the wives of former members of the Corporation. Its membership included Mrs. H. U. P. Lafferty, Phoenixville; Mrs. T. W. Bean, Norristown; Mrs. F. M. Hobson, Freeland; Mrs. S. Gross Fry, Philadelphia; Mrs. Rev. William T. Magee, Chester County; Mrs. M. A. P. Caveny, Phoenixville; and Mrs. D. Nyce, Norristown.

The list of Officers of Management is interesting by way of comparison with the administrative officers of a college today. The President was known as the Rector. There was a prefect of discipline; an Intendant of the Household; a Registrar and Accountant; a Matron; a Librarian; and a Physician. There was also a Steward. All of these administrative officers also served as members of the board of instruction or faculty.

THE FACULTY

By piecing together the data given by the Reports of the United States Commissioner of Education which began in 1870, with the catalogues available, we find that the institution had a faculty which varied in number as follows, exclusive of distinctly administrative officers and librarian.

| | | |
|---------|----------|---------|
| 1851— 5 | 1864— 7 | 1876— 9 |
| 1853— 9 | 1868— 5 | 1877— 8 |
| 1854— 8 | 1871— 6 | 1878— 6 |
| 1856—10 | 1873—13* | 1880— 7 |
| 1861— 9 | 1874—14* | |

Regarding sex, members of the faculty included both men and women. The 1853 faculty included four men and five women; the 1864 faculty, two men and five women; and at the time of its close, the same number.

Note— * Part time teachers or lecturers probably included in Reports to Commissioner.

As to degrees held by members of the faculty: In the 1853 faculty only Dr. Sunderland held a Doctor's degree (LL. D.), except for Dr. Grigg (M. D.); two held the Bachelor of Arts degree, but were graduates of the previous year's class. The 1863-4 faculty had one LL. D., one A. M., three A. B.'s; the only two without degrees were the Professor of Music, the Teacher of Drawing, Painting, and Fancy Work. The 1873 faculty had one LL. D., five A. M.'s, one A. B., and two without degrees—the teachers of Drawing and Fancy Work. Four part-time instructors in Music, Law and Telegraphy were also without degrees.

Most of the faculty members were graduates of the institution. At first breath one is inclined to be critical of this practice. But when it is considered how general the practice is in our best institutions of higher learning today, the more lenient is one inclined to be in his judgment.

The distribution of chairs was as follows:

In 1853—One professor of Moral, Mental, and Physical Science; one teacher of the Ornamental Branches; one Professor of Vocal and Instrumental Music; one teacher in the sciences; one teacher in Mathematics; one teacher in the preparatory department; one lecturer on Physiology and the Laws of Health; one Professor of Plain and Ornamental Penmanship, and an Assistant in the latter department. In 1864—One professor of Mental, Moral, and Physical Science; one teacher of Drawing, Painting, and Fancy Work; one teacher of the Sciences and Belles Lettres; one teacher of Mathematics, Drawing, and Penmanship; one teacher of Botany; one Professor of Music; one teacher of Latin, French, and Greek languages. In 1873—One professor of Mental, Moral, and Physical Sciences; two professors of Music—one instrumental, one vocal; one instructor in Languages and Belles Lettres; one in Mathematics and Penmanship; two in English branches; one in Botany; one in Drawing and Painting; one in Fancy Work; one in Telegraphy, and two lecturers—one on Physiology and Health; the other on Law as related to the rights of women.

BUILDINGS AND GROUNDS

The college building has been described elsewhere in this account. The large four-story building was surmounted by an observatory for astronomical purposes. The building contained study rooms, lecture rooms, dormitory rooms, and the refectory. It occupied an eminence overlooking the Perkiomen Creek or River from the rear or east. The approach was from the west, from the Reading Turnpike, (now the William Penn Highway), which, before the building of the Philadelphia and Reading Railway, was the route of the stage-coaches between the two above cities.

The avenue leading from the turnpike to the college building was an eighth of a mile long, lined with trees and marble statuary. A visitor to the college in 1868 would see the Athenai or Literary Society Hall on his left as he entered the driveway, with lawns upon his right. Half way up the avenue he would pass pear and apple orchards on his left, and flower gardens on his right. As he stood before the building at the end of the

avenue he would find himself flanked on the left by the plum orchard and the raspberry garden, on the right by the labyrinth grove, the paddock, the strawberry garden, the grape yard and the storage cave. Directly in the rear of the building was the kitchen garden, and on its left the poultry yard. To the right of the kitchen garden was the dwarf pear orchard and the warren. Between the warren and the kitchen garden there was a path leading into a large grove of five acres; part of it was known as the Junior Grove and the other part as the Senior Grove. The grove ended on an abrupt cliff overlooking the railroad and the Perkiomen. It was here that young ladies would exchange clandestine notes with the boys of Freeland Seminary and later Ursinus College. The rocky embankment provided ideal mail-boxes.

In addition to these features a map of the school grounds reveals that in 1868 the college had a fifty acre farm, with a farmer's residence or lodge upon it, to the east of the college. There was also a small pond or lake facing the pike, a maple grove, and what was known as the spring grove. The present day attractiveness of the surroundings is apparently only a small indication of their original beauty. Their valuation at \$50,000 during the last decade of the college, judged by valuations of fifty years ago, gives some idea of the extent and attractiveness of the college plant.

THE COLLEGE YEAR

The school year was originally composed of four quarters of eleven weeks each. Until 1854 the institution opened early in August and closed about the middle of June. Commencement was held at the close of the college year. This was then changed to two terms of five months each, the first term beginning about November 1, and the second, May 1. The terms were known as the winter and summer sessions. About 1869 the opening of the first term was changed to September 6, and the opening of the second term to February 1, but the year remained at 44 weeks. In 1875 the length of the school year was reported to the United States Commissioner of Education as 40 weeks, remaining the same until the close of the college.

Forty weeks was the prevailing length of the school year in colleges for women about 1880. Only five colleges reported a longer term—all of them Catholic institutions. About one quarter of the colleges had a shorter term than forty weeks.

ADMISSION REQUIREMENTS

No printed admission requirements appear in the catalogues in terms of subject. Pupils were taken at any stage of their training and were classified in either the academic or college departments on the basis of their previous educational accomplishment. Those students desiring training in the fine arts or ornamental branches were classified separately and were not considered candidates for a degree. The justification of the indefiniteness of requirements for admission is to be found in "the system,

or lack of system, prevailing among the Educational Establishments for females in our country." It is clear that in a period in which there were no well-graded elementary and secondary school systems, it was necessary to have a school for the common branches in connection with most of the colleges, and that girls should be admitted at any stage of their development into the proper classification. No restrictions of religious denomination were made. "Respectability, suitable age, and a willingness to comply with the regulations" were the only tests of eligibility to admission.

CURRICULUM

The curriculum of the college proper was divided into programs of work for three years, from 1851 to 1856. In 1857 a fourth year was added. Taylor's inference that a Sophomore year was inserted in 1857 is incorrect. The names of the classes before 1857 were Mathean, Junior, and Senior. After 1857 Mathean, Sophomore, Junior, and Senior. However, it was the class designations which changed; what had been Junior work was now Sophomore; and what had been Senior was now Junior.

The catalogues which the writer has examined lay down a definite program of studies for each year until 1871, after which no program by years is printed, but a list of studies required for the Bachelor's degree is substituted. This was probably done because of the decrease in patronage about this time, making it necessary to combine classes without regard to year in college.

The program is a rather pretentious one for the times.

For the Mathean class, the program of 1851 called for History—Ancient and Modern, Algebra, Arithmetic, Natural Philosophy, Geography—Ancient and Modern, English Grammar, Elocution and Rhetorical Reading, Spelling and Defining. In 1854 the last two subjects were dropped from the college program and Latin was begun. The 1857 catalogue increased the Latin program for this year to Latin Grammar, Latin Reader, and Caesar. Physical Geography was offered after 1861. This program remained virtually constant up to 1873 when division of program into years ceased.

For the Second Year class in 1851 there was offered Rhetoric and Composition, Logic, Chemistry, Botany, Physiology, Astronomy, Geometry, Trigonometry, and Mensuration; in 1854 there were added Algebra, completed, a second year of Natural Philosophy, and a second year of

Latin. Mensuration disappears from the list. 1857 sees Latin described as Vergil and Livy, and the addition of Greek Grammar. Zoology apparently for second year students appears in 1873. Astronomy became a Senior subject in 1857.

For the third year class in 1851 there was offered Mental Philosophy, Moral Philosophy, Natural Theology, Evidences of Christianity, Natural History, Geology, Constitution of the United States, Political Economy, Criticism and Taste, and Theme writing. By 1857 the latter two subjects and Evidences of Christianity have been shifted to the fourth or Senior year. For three years, beginning in 1854, Astronomy was taught in this year. The 1857 catalogue offered for the first time Horace and Greek Reader. Isoperimentary was offered in this year from 1854 to 1864. Conic sections was offered from 1854 on.

The fourth year program first offered in 1857 included Astronomy, Criticism, Analytical Geometry, Differential and Integral Calculus, Latin—Tacitus, Greek—Xenophon's Anabasis and six books of Homer, Political Economy, and Evidences of Christianity. Fifteen years later, we find added to this list—Latin—Agricola, and Manners of the Germans, and in Greek—Cyropedia, Aeschines and Demosthenes de Corona, Select Tragedies, and Selections from the Gospel, all in Greek.

It is interesting to note that while modern languages might be substituted for Greek or any part of Greek to obtain the A. B. degree, such languages do not appear in the program of studies leading to a degree, but are listed as ornamental branches with drawing, wax-work, and embroidery.

How this program of studies compared with Vassar and Yale in 1873 is made possible by a table appearing in a book entitled "The Liberal Education of Women" by Professor James Orton Lowe, A. M. of Vassar College, a copy of which is in the collection remaining from the library of Pennsylvania Female College. Mr. Lowe gives a table of subjects offered both at Yale and Vassar in an attempt to show that the Vassar program is more ambitious than that of Yale. It has been impossible to secure the time allotments for each subject offered at P. F. C. In the table which follows the quotation from Mr. Lowe below, the P. F. C. figures which I give must be interpreted as meaning that the subject mentioned was offered *during* the number of years mentioned, not necessarily being taught throughout the entire college year. Mr. Lowe says:

"Comparing Vassar and Yale, we find the following relative amount of time which *can* be given to the several collegiate branches, combining the prescribed and elective. This is exclusive of rhetoric, criticism and elocution which are taught similarly in both colleges. Political Economy and Art are also omitted from the list. History is at present taught only incidentally" (at Vassar?), "but it is intended to give due prominence to this important study.

| | "VASSAR | YALE" | P. F. C. |
|--------------------------------|---------|-------------|----------|
| Latin | 3 years | 2 2/3 years | 4 years |
| Greek | 2 1/2 | 2 2/3 | 3 |
| English | 1/2 | 1/3 | 0 |
| French | 2 1/2 | 2/3 | ? |
| German | 2 1/2 | 1 | ? |
| Mathematics | 2 | 2 2/3 | 4 |
| Physics | 1 | 3/4 | 0 |
| Astronomy | 1 1/2 | 2/3 | 1 |
| Natural History | 1 3/4 | 1/2 | 1 |
| Chemistry | 1 | 1/4 | 1 |
| Anatomy-Physiol. | 1 | 1/42 | 1 |
| Mental and Moral Philosophy | 1 | 2/3 | 1 |
| Logic | 1/2 | 1/3 | 1 |

Although such a comparison is necessarily inconclusive as to the content of the subjects mentioned, it is evident that the program of studies offered at P. F. C. compares to advantage with that offered in "the best colleges for women" and "members of the other sex," as was claimed.

THE ORNAMENTAL BRANCHES

In accordance with the custom of the women's seminaries and many of the colleges following the Civil War, a program of studies not leading to a degree and for which an extra fee was charged, was offered. This program was referred to as the Ornamental Branches. In the words of the 1868 catalogue, "Though the first importance is given to the solid branches, and studies of an *Educational* character, yet ample provision is made for the cultivation of the *Accomplishments*."

The following list of "ornamental branches" runs consistently through the complete history of the college: Modern languages, Instrumental Music, Drawing, Painting in water colors, Crayon-work, Mezzo-tint, Monochromatic and colored pastel, Painting in Oil-Landscape and Portrait, Miniature Painting on Ivory, Wax-work Fruit, Statuary, and Flowers, and in later years, Autumn Leaves; Embroidery, and Ornamental Needlework, Zephyrwork; Papier-mache Work; Chinese, Oriental and Antique Painting. For shorter periods there was offered Potichomania, Pellis work, Stylographic card mounting, Ornamental Hair-work, Choral singing, and Vocal Culture including operatic and ballad singing.

LECTURES AND SPECIAL INSTRUCTION

In addition to the regular curriculum and the ornamental branches, occasional lectures on various topics were announced in the catalogue. Subjects listed included lectures on Natural Philosophy, Botany, Physiology and Health, Astronomy, Geology, and Mineralogy; Habits, Manners, and Customs; Mental Discipline, The Duties and Relationships of Life, Chemistry, Common and Statute Law, and Topics of Public Interest.

Most of the catalogues refer to the fact that considerable number of the graduates were entering the field of teaching, and that normal instruction was provided for the preparation of these future teachers. However, there is no outline of work in the catalogues which would indicate what the character of these studies was, nor was there apparently any special instructor provided for the work.

That this institution was not averse to offering vocational as well as academic subjects is illustrated not only by its announcement of work for the preparation of teachers, but by the offering of work in 1873 in telegraphy, which probably held much the same interest at that time which radio holds today. The announcement reads:

"This new art opens to Ladies an inviting field for the exercise of their abilities. Numbers of competent young women have already found genteel and profitable employment in it, and the demand for such is rapidly increasing. We have now effected arrangements by which members of the College can receive thorough practical instruction in all that pertains to the business. It requires about three months to become fitted to take charge of an office, and the Fee for instruction is \$25."

DEGREES CONFERRED

The degrees conferred were Bachelor of Arts and Master of Arts. The former was conferred upon those students who completed the four year college course (three years, 1853-1856). According to the catalogue for 1873, the candidate for a degree must be seventeen years of age, and must have established an average rank of 80 in the following studies: Elocution and Rhetorical Reading, English Grammar with critical analysis, Geology, Higher Arithmetic, Algebra, Geometry—Plane and Spherical, Natural Philosophy, Chemistry, Physical Geography, Botany, Zoology, Geology, Higher Arithmetic, Algebra, Geometry—Plane and Spherical,

Trigonometry—Plane and Spherical, Mensuration-Superfices, Solids, Heights, and Distances; Conic sections and Analytical Geometry; Calculus—Differential and Integral, Astronomy, Mental Philosophy, Moral Philosophy, Political Economy, Rhetoric, Logic, Criticism, Latin—Caesar, two books; Aeneid—six books; Horace—Odes, Satires, and Ars Poetica, Livy—Selections; Tacitus-Agricola and the Manners of the Germans; Greek—Xenophon's Anabasis, and Cyropaedia; the Gospels in Greek—Selections; Homer—six books; Select Greek tragedies; Aeschines and Demosthenes de Corona. Equivalents from other authors in Latin and Greek could be substituted. The student desiring to omit Greek could substitute a modern language for all or part of it. Truly there were few electives in P. F. C.'s graduation requirements.

The Master of Arts degree was conferred on those who spent one year's residence in study at the college after receiving the first degree. Time was divided among the Sciences, Classics, and General Literature. The degree was also conferred honorarily upon graduates of five years standing who applied for same and submitted evidence that they had been engaged in successful teaching or other literary pursuit.

ACADEMIC HONORS

Membership in the honorary society of Phi Theta Delta was conferred upon Masters, and upon Bachelors whose scholarship and literary attainments excelled that of two thirds of their class or their predecessors. It was customary to confer the "jewel of the order" publicly at each commencement. There were prizes of money or of medals offered for proficiency in Ancient Languages, Mathematics, Science, and Belles Lettres; for highest scholarship ever attained in the college; for deportment. The last named medal was awarded to a young lady who at the end of the school year had had the fewest deductions made from her perfect record of 100. There was also a medal for proficiency in piano.

COMMENCEMENTS

The first commencement was held in 1853 in the M. E. Church at Evansburg, about a mile distant from the college. The second commencement was held at Trappe, one mile to the west, in St. Luke's Reformed Church. It was held thereafter in the Trinity Christian Church (now Reformed) at Freeland, which had recently been built.

It will be noticed that since there were only two graduates that year, each spoke twice. H. M. Lewis, A. B., is none other than the Miss Lewis on the same program, who by the time of her second address, has received her degree. Old graduates tell us that it was customary in conferring the degrees to place a wreath of laurel on the head of the graduate. In her reminiscences of Pennsylvania Female College, written in 1910 for the Pennsylvania-German, S. Emma Snyder, then living in Swandyke, Colorado, tells of the thrills attendant to the commencement of her class in 1867. The girls were commissioned to secure permission for the use of the Christian Meeting House, and to buy the ribbon for their own diplomas. She tells of their long search for blue mantua or silk ribbon, and their final success. Miss Price's commencement oration was on the subject "The Nobility and Responsibility of the Teacher's Profession." Following her graduation, her parents considered that she was too young to teach; even after she joined the faculty at P. F. C. several years later, she complains that she was always being taken for one of the students by strangers.

EQUIPMENT FOR INSTRUCTION

The college was not elaborately equipped for instruction as judged by present-day standards. It must be remembered that laboratories were not common, and that science teaching was new even in colleges for men. In the year that this college opened, the Towne Scientific School of the University of Pennsylvania had only thirteen students, and there were few laboratories in any science. As late as 1871 Harvard had no physics apparatus. Science was usually taught by text-book, and later by demonstration.

In 1853 the P. F. C. catalogue reports that the college possesses "a very respectable Chemical and Philosophical Apparatus, quite adequate for purposes of illustration." There was a cabinet of Natural History and Curiosities, described as quite extensive, comprising "many valuable specimens in Geology, Mineralogy, Conchology, and Botany." The library had several hundred volumes in 1853, and the collection had grown to two thousand five hundred by 1872.

The catalogue for 1873 reports no additions to the chemical, philosophical, or natural history equipment, and it is fair to assume that there had been little addition to it since the early days of the college. The phraseology describing it is almost the same as twenty years before, even to the sentence "Additions, however, will be made from time to time as our means will allow."

A liberal supply of diagrams, charts maps, globes, etc., was reported.

OUTFIT

The outfit which the young woman was to bring with her is of interest in comparison with the needs of the young lady of today who is going away to college. She was to bring one travelling trunk, seasonable clothing for every-day wear, including overshoes and wraps; one dress "suitable for

attendance at a plain country church;" one pair of cotton sheets and pillow cases (her room-mate brought the other pair!) towels and other toilet articles for her chamber; a knife, a fork, a teaspoon, napkins and napkin-ring. She was advised to leave jewels and costly apparel at home. Old graduates tell of taking extra blankets with them, for when they arose before seven o'clock on cold wintry mornings, their rooms were so cold that they had to break the ice in the water-pitchers before they could bathe.

RULES GOVERNING STUDENTS

The regulations printed in the various catalogues give us a picture of student life at P. F. C. Concerning government, an early catalogue states:

"The government is strictly parental, and encourages that kind and familiar intercourse between pupil and teacher, which invites to an unreserved confidence on the part of the pupil, while it gives to the latter an opportunity of becoming more intimately acquainted with her peculiar mental character and disposition, without which all attempts at improving the mind, or the heart, must prove comparatively unavailing.

"The Rector and his Lady, with their assistants, reside in the College, and take their meals at the common table; and by the constant supervision of their pupils, and a scrupulous regard to their manners and habits, endeavor to inculcate those principles of propriety and good breeding, that should characterize the deportment of every young lady.

"In their recreations, the younger pupils are attended by their teachers, both to encourage healthful exercise and to guard against accident. As the grounds are ample and delightfully diversified with 'hill and dale and shady grove,' and so improved and ornamented as to render them pleasant, and in every respect adapted to the purposes of recreation, there is little occasion for leaving the premises; and none will be permitted to do so, except by special permission, and then accompanied by proper attendants.

"Nor will any young lady be permitted to receive calls, except from family friends; or to accept invitations to walk, or ride; or to attend social parties, without the consent of her parents, first communicated to the Rector in writing."

Although there was no sectarian teaching, morning devotions consisting of the reading of the Scriptures, Singing, and Prayer, were held daily in the College chapel, and attendance except by excuse was compulsory; pupils were encouraged to participate in these services. There were also Bible classes on Sunday, but no religious study, pursued as such, was compulsory for any student. Pupils were expected to attend a church of their own or parents' choice in the neighborhood each Sunday in good weather. A block of pews was reserved for the college girls in the Christian church. Miss Snyder tells us that it was not customary for the girls to place any money on the offering plate. Later embarrassment over this custom caused the girls to raise a purse of money for the pastor, the Rev. Joseph Hendricks.

Correspondence with parents was unrestricted; beyond this, students could correspond or receive correspondence only with those with whom parents were willing that their daughters should correspond.

Boxes of eatables were contraband. To quote:

"The College Refectory provides a satisfactory bill of fare and parents need not fear that their daughters will suffer under the wholesome diet and regular hours of College regime. Surfeiting the stomach with pies, cakes, and sweet meats between meals, neither conduces to the health of girls at school nor to progress in their studies. Remittances of domestic fruits would not be so objectionable; but in ordinary seasons the College Orchards yield these in great abundance and variety, and they are supplied without stint to all who wish."

Borrowing, lending, buying, and selling of clothes, books, jewelry, or other articles was strictly prohibited among students, and they were not allowed to make presents to their teachers.

STUDENT ACTIVITIES

The manifold activities which characterize student life today in our colleges both for men and for women are a recent development, and are not to be looked for in any great variety in the female colleges of this period.

Throughout the history of the college, there was a literary society known as "The Athenai," which was an association of undergraduates for mutual improvement in Composition, Elocution, and Discussion. Weekly meetings were held and a Literary Magazine called the Glenwood Bouquet was published. All pupils were eligible for membership in the society, which had its own hall, described as "commodious and elegantly furnished" and which had in 1873 begun its own library.

OTHER ORGANIZATIONS

The only other organizations were the Alumnae Association and the order of Phi-Theta-Delta, an honorary society described elsewhere in this account.

The Alumnae Association, comprising all the graduates of the institution, had as its object "Mutual Benefit; the promotion of the interests of our Alma Mater; the encouragement of learning among our sex; and the perpetuation of the attachments and friendships of college life." The association held its anniversary meeting on the evening before Commencement, and an oration and a poem were delivered before the association.

How long the association continued after the close of the college is uncertain. This part of our account must not be closed, however, without recording the work of the newer Association, The Glenwood Association of the Pennsylvania Female College. * "Glenwood" was a familiar name applied to the college very generally, but never officially used because of the pre-emption of the name by the founder of another seminary. This Glenwood Association was organized on the occasion of the visit of a few of the "old girls" to the former college building, which stood until 1918. A happy group of thirty made this pilgrimage to Collegeville, and promptly organized themselves into this new association. It has met every year since 1907 with attendance of the "girls" ranging from thirty to ninety-six in number. Although the living graduates and students are scattered from Massachusetts to California, the reunion brings them from many sections. As an expression of their interest in the higher edu-

* See appendix.

cation of young women, they have placed a fund in the hands of the directors of Ursinus College, the income of which fund is to be used annually to make it possible for some worthy girl to secure a college education, who might otherwise not have the opportunity. * In 1919, at the thirteenth reunion, the Association attempted to purchase the old school property from Francis J. Clamer, but effort in this direction was abandoned when the Association felt unable to secure the \$20,000 asked for the property.

EXPENSES

Pennsylvania Female College was not endowed, and was largely dependent upon student fees for support. The following table of students' fees has been prepared from figures given in the catalogues, and in the reports of the United States Commissioner of Education.

TABLE OF EXPENSE AT PENNSYLVANIA FEMALE COLLEGE
(College Department only)

| | 1853 | 1857 | 1864 | 1868 | 1871 | 1873 | 1880 |
|--------------------------|------------|------------|-------|-------|-------|-------|-------|
| Board per year | \$80 | \$88 | \$100 | \$130 | \$130 | \$200 | \$200 |
| Lights for evening study | \$ 1 | \$ 2 | \$ 2 | \$ 2 | \$ 2 | | |
| Washing per dozen | .30 | .36 | .36 | .36 | .48 | | |
| Fuel for public room | | | \$ 2 | \$ 2 | \$ 2 | | |
| Tuition in College | \$20 | \$24 | \$ 40 | \$ 40 | \$ 40 | \$ 50 | \$ 50 |
| | to \$28 | to \$32 | | | | | |

The above table gives the announced rates for board (which included room), lights, washing, fuel, and tuition. The increase in rates throughout the history of the college is marked except just before the close of the institution when there was a sharp drop in the board. From 1853 to 1873 living expenses at the college jumped from approximately \$93 to \$200 for the year, and tuition from an average fee of \$24 to \$50. The range in the tuition rate for the earlier years is due to the increase of \$2 per year as the student progressed. The total fixed charge for 1853 was therefore approximately \$100; in 1873, \$250. These rates are interesting compared with present day rates in women's colleges, where \$600 is about the lowest fee charged in a standard institution. The difference is the more striking when it is considered that present day colleges for women are endowed, or a still higher fee would need to be asked. Pennsylvania Female College had no endowment.

Yet the catalogue for 1873 carried an announcement regarding expenses which is virtually an apology for the increased rates announced in that issue:

"Our desire is to make these (expenses) as moderate as consistent with financial safety, in order to bring the advantages of the Institution within reach of those who would otherwise be deprived of them; and accordingly the charges are put at figures

* See appendix.

allowing but the narrowest margin for profits. Certainly no school of equal grade offers corresponding accommodations and educational facilities for less money. We have as yet no endowments or funded resources to enable us to cheapen tuition or living. This College was started and has been successfully managed for nearly a quarter of a century without receiving or asking a dollar except for full value given. And yet it claims to be a public benefactor, and we think deserves the sympathies and patronage of at least those who have at heart a 'higher education for woman.' It has already sent out scores of liberally educated women who are today useful members of society and ornaments to their sex—and hundreds of others, of more limited attainments, who are the better, and have made others the better and happier, for having enjoyed for awhile its literary advantages.

"As none concerned in its management heretofore have been enriched from its reverencies, so for the future, all its earnings over and above working expenses, if any, will be sacredly devoted to the improvement and extension of its means of doing good."

CHARGES FOR ORNAMENTAL BRANCHES

There were additional charges for all of the ornamental branches. In 1853 modern languages might be learned for \$16 a year; instrumental music might be studied for \$32 per annum plus \$8 for the use of an instrument; drawing, \$20, watercolor, the same; oil landscape, oil portrait, and miniature painting on ivory, \$40 each; wax-work, \$8 to \$12; embroidery and zephyrwork, \$8. By 1873 the rates for some of these subjects had doubled, but the rate was fairly constant for the entire history of the college.

Parents were advised not to provide their daughters with much money, since there was no need for other expense than a "very small allowance for stationery and text-books."

ENROLLMENT

Complete enrollment figures by years are not available. A fairly complete picture of the enrollment may be obtained from the figures in available catalogues and by reports of the United States Commissioner of Education beginning in 1873.

TABLE OF ENROLLMENT—PENNSYLVANIA FEMALE COLLEGE

| | Under Graduates | Prepar. Students | Special "Ornamental" | Total Enrollment |
|------|--------------------|---------------------|-------------------------|---------------------|
| 1853 | 77 | 55 | 5 | 140* |
| 1854 | 100 | 43 | 5 | 148 |
| 1861 | | | | 166 |
| 1864 | | | | 129 |
| 1868 | | | | 77 |
| 1871 | | | | 64 |
| 1875 | 50 | 30 | 20 | 100 |
| 1876 | | | | 60 |
| 1878 | 30 | 35 | 3 | 68 |
| 1880 | 56 | 32 | | 88 |

* Total includes three graduates of that year.

The distribution of these partial figures of enrollment would indicate that the institution enjoyed its greatest patronage during the first decade

of its existence; that its patronage was greatly diminished during the latter part of the Civil War and the period immediately following, during the Presidency of President Sherman. There was probably only one year after 1873, when Dr. Sunderland again took charge, in which the enrollment was larger than the low figures of the college's second decade. Practically all patronage from the South ceased as a result of the war, and the normal school movement is blamed for other losses in enrollment.

The success of these early years of the college must, however, not be dimmed by the poorer patronage of the later years. It is of course hard to determine in many cases how much of a total enrollment was collegiate and what part preparatory. Some records were also lost in a fire in 1875. The following summary is of interest; printed in the 1868 catalogue, it covers a sixteen year period, and undoubtedly refers to collegiate and preparatory students alike. It, however, gives us a picture of what has been a successful institution:

| | |
|---|-----|
| Whole number of students who have been connected with the College | 935 |
| Whole number from abroad (i. e. probably boarding students) | 715 |
| Number admitted to the Baccalaureate degree | 88 |
| Number admitted to the A. M. degree | 30 |
| Number admitted to the A. M. degree honorary | 1 |
| Number who have been elected to the Phi Theta Delta | 24 |
| Whole number in the Classical Department | 260 |
| Higher Scientific and Mathematical Department | 780 |
| In Modern Languages | 130 |

Whatever the significance of the latter three figures, it will be further noted that science and mathematics claimed the attention of a relatively large number of students.

COMPARISON OF ENROLLMENT FIGURES

An enrollment of 30 to 100 students in the college proper seems small to us today, but it must be judged in comparison with enrollments in the college departments of similar institutions of that day. The first figures available are to be found in the Reports of the United States Commissioner of Education for 1872. In that year Vassar had 211 college students; Wesleyan Female College, Macon, Ga., had 136; Cincinnati Wesleyan College had 106; Mary Sharp in Tennessee had 92; Wilson, a competitor in Pennsylvania, had 45; Wells had 40; Hillsborough had 39; Elmira had 51--and these were representative colleges for women of that time. It would appear that P. F. C. had an enrollment favorable in size to that in other colleges for women.

NUMBER OF GRADUATES

The number of students upon whom was conferred the degree of Bachelor of Arts, by years as far as possible, will give an idea of the distribution of the estimated number of one hundred and twenty-five graduates:

| | | | |
|------------|------------|------------|------------|
| 1853.....3 | 1858.....3 | 1863.....2 | 1875.....3 |
| 1854.....9 | 1859.....6 | 1864.....3 | 1876.....5 |
| 1855.....7 | 1860.....6 | 1865.....8 | |
| 1856.....8 | 1861.....6 | 1866.....8 | |
| 1857.....3 | 1862.....7 | 1867.....8 | |

These figures do not include students who remained for an additional year for the degree of A. M.

DISTRIBUTION OF ENROLLMENT

In order to determine the extent of the institution's influence, an analysis of the residence of the student body by states was made. It has been possible to do this for a few years only because of the limited number of student lists available. It has not been possible to separate college and preparatory students.

DISTRIBUTION OF STUDENTS FROM OUTSIDE PENNSYLVANIA ATTENDING PENNSYLVANIA FEMALE COLLEGE IN CERTAIN YEARS

| | 1853 | 1854 | 1861 | 1864 | 1868 |
|-------------------------|------|------|------|------|------|
| Wisconsin | 2 | 1 | | | |
| New Jersey | 1 | 2 | 20 | 13 | 11 |
| Maryland | 1 | 1 | 3 | 4 | 2 |
| Massachusetts | 1 | 1 | | | |
| ENGLAND | 1 | 1 | | | |
| C. W.? | 1 | | | | |
| New York | | 2 | 2 | | |
| Maine | | 1 | | | |
| Delaware | | | 3 | 1 | |
| Ohio | | | 1 | 1 | |
| Virginia | | | 1 | 2 | |
| VIENNA, AUSTRIA | | | | | |
| Dist. of Columbia | | | | 1 | 1 |

While the college drew most of its students from Pennsylvania, the experiment seems to have drawn a few students from other states and a few foreign countries. A complete table would probably list many other states not listed here. It is however obvious that by 1868 the institution has become almost completely local in character.

DISTRIBUTION OF GRADUATES

The catalogue for 1868 gives a complete list of graduates and their addresses from the founding of the college until that date. The number of graduates to that date was ninety-two. More than a third of this number was scattered through eleven states other than Pennsylvania, New Jersey, New York, Maryland, Delaware, District of Columbia, Massachusetts, Illinois, Ohio, California, South Carolina, Tennessee, and Kansas. Slightly over a quarter had married. Some of the names in the '64 catalogue have notations indicating positions held. They include preceptresses and teachers in female seminaries, principals of academies, seminaries, and high

schools for girls. One is principal of a Friends' Grammar School. Others are teachers in public schools.

The influence of the institution in the brief span of its existence seems to have been great.

THE QUESTION OF PRIORITY

The claim is made for Pennsylvania Female College that it was the first female college in the United States. Another writer claims for it the following:

"In 1851 (Mr. Sunderland) founded at Collegeville the first institution in the world to offer collegiate advantages to women."

This was printed during the lifetime of Mr. Sunderland.

The claim of priority in the United States is also made by many living graduates, of which the following quotation from an historical sketch of the college published by Miss May Field McKean, alumnus and honorary President of the Glenwood Association, is typical:

"The claim of priority for the Pennsylvania Female College has not always been accepted without challenge. Because of this I have carefully gathered from many sources the following facts." She then cites P. F. C.'s priority to Mary Lyon's Seminary, which did not become a degree granting college (Mt. Holyoke) until 1888; to Matthew Vassar's "novel" enterprise in 1858. She also cites the fact that Smith, Wellesley, and Bryn Mawr were all antedated by P. F. C.

Graduates of the college also assure me that Dr. Sunderland believed in the priority of his college for women in the entire United States.

There are, however, earlier claimants than Pennsylvania Female College whose case must be considered.

In the first place, it must be recognized that we have no accurate way of determining what institution constituted the first college for women in America without making some arbitrary definition. The merging of the hundreds of female seminaries into so-called or real degree-granting colleges for women was so gradual, and the work offered so widely spread over what we now consider the distinct fields of elementary, secondary, and higher education alike, that it is difficult to state with any degree of authority in what year many given institutions became colleges in the sense of institutions of higher learning, providing instruction beyond the secondary school. There were seminaries for women which had much higher standards of scholarship and curriculum than many institutions which were called colleges, and which were chartered as colleges. The bare fact that an institution had conferred upon it by the state the right to grant degrees does not place it in a different category from those seminaries which did the same or higher type and quality of work without conferring degrees.

A comparison of curricula would not lead us to any universally accepted conclusion regarding priority, because of widely varying standards. Let us therefore limit treatment to the claims of priority from the standpoint of date of charter granting right to confer degrees, and the date of conferring said degrees in institutions exclusively for women.

It is clear that there were co-educational seminaries and colleges comparing favorably with the opportunities of the chartering of P. F. C. Mrs. J. M. E. Blandin's "History of Higher Education of Women in the South prior to 1860," quoted by Taylor in his "Before Vassar Opened," cites numerous seminaries in Alabama and other Southern states which conferred honors and diplomas, but with no mention of degrees. Some of these antedate P. F. C. Blount College, Tennessee, Elizabeth Academy, Mississippi, chartered as a college in 1819, conferring a degree of *Domina Scientiarum*; Mississippi College founded 1830, claiming to have given degrees to two women in 1832; Greensboro College for Women (North Carolina) opening in 1847, but no records of its curriculum known to exist; Johnson Female University of South Carolina known to have had degree conferring powers but from what date not recorded—these are a few of the female or coeducational colleges or seminaries which might be considered prior to P. F. C. in point of time in the higher education of women, or in some cases, prior in the granting of degrees to women. But records are either so fragmentary or entirely missing that full discussion of their claims is not possible here. Some of these institutions lost their records in the Civil War, through fire.

In the North, Oberlin College, Ohio, had a separate female department as early as 1834, and graduated three women in 1841, whether with degrees or not, Taylor does not state. At any rate the instruction was in the same classes with men, which classifies the institution as co-educational. Antioch College, Ohio, opened as a co-educational college in 1853, the date of the chartering of P. F. C. Otterbein and Heidelberg were co-educational before P. F. C. opened. Ohio Wesleyan Female College was founded at Cincinnati in the same year as the year of P. F. C.'s chartering; Illinois Liberal Institute, a co-educational school later called Lombard University, opened in 1851. Knox College was also coeducational. Milwaukee College, chartered in 1853, exclusively for women, graduated two students in 1853, but no degree seems to have been granted. Hillsdale College, Michigan, gave a B. S. degree to a woman in 1851, and an A. B. in 1852, but was co-educational. Elmira College, one of the strongest claimants to priority as a woman's college, did not open until 1855.

There are several colleges whose claims must be considered in more details, since if the statements made for them hold true, they probably antedate P. F. C. in founding, charter, degree-granting power, and graduation of first class.

First may be mentioned Ohio Wesleyan Female College of Cincinnati, which according to Taylor was incorporated in 1842-43, graduated six women in 1845, and gave the degrees of M. E. L. and M. L. A.—Mistress of the English Literature, and Mistress of the Liberal Arts. The first catalogue refers to its incorporation by the state of Ohio.

Second may be mentioned Georgia Female College, now known as the Wesleyan Female College of Macon, Georgia. It was chartered in 1836 and claims to be "the oldest regularly chartered institution for conferring de-

* See footnote, page 35.

grees upon women in America, if not in the world." Its earliest records have been lost by fire and investigators have been unable to consider its claims with certainty. In a letter dated September 30, 1887, President Bass wrote, as quoted in "Education in Georgia" mentioned in the bibliography of this paper: "Oberlin in Ohio, for men and women, was chartered about the same time, or a little before perhaps, but did not confer any degrees till after the Georgia Female College had conferred degrees. The same may be said of Mount Holyoke in Massachusetts, which never bore the name of college, but obtained charter privileges to confer degrees a little prior to our college, but I think it had always been called a seminary, and has not conferred degrees or did not until after our college had done so. I think it is a well-established fact that the Georgia Female College, now Wesleyan, is the first college in the world that ever conferred a degree upon a woman." The date claimed for the first degree is 1840, when eleven graduated. Its opening was preceded by many speeches and noble sentiments similar to those of Dr. Sunderland in his early statement of the aim of his college. Part of an address by Daniel Chandler, Esq., in 1834 on Female Education, at the annual commencement of the University of Georgia, which address greatly stimulated the organization of this and other colleges, reads as follows:

"Give the female the same advantages of instruction with the male; afford her the same opportunities for improvement; and she will struggle with the boldest mind for the mastery in science and letters, and outstrip in the proud race of distinction many of the favored subjects of parental solicitude and legislative bounty."

In "Success" for September, 1903, can be found the story of the first Commencement at Georgia College as told by a Mrs. Benson, who as Miss Katherine Brewer was a member of the first graduating class. She tells of having in her possession the diploma of the college. It is quoted in the article and also by Taylor in "After Vassar Opened." The diploma reads:

"TESTIMONIAL OF GEORGIA FEMALE COLLEGE"

"The President, as the representative of the Faculty of the Georgia Female College, gives this testimonial that Miss Katherine Brewer, having passed through a regular course of study in that institution embracing all the sciences which are usually taught in the colleges of the United States, that refer and appropriately belong to female education in its most ample range, was deemed worthy of the first degree conferred by this institution, and accordingly it was conferred upon her July 18, 1840.

"In testimony of which the signatures of the President and Faculty and the seal of the College are hereto affixed.

GEORGE F. PEARCE

President.

W. H. ELLISON

Professor of Mathematics

THOMAS B. SLADE

Professor of Natural Science."

Unfortunately we are left in the dark as to what the degree was which was conferred. The claims of this college for priority must rest upon the above statements.

A third serious claimant, a college founded expressly for women, is the Mary Sharp College, of Winchester, Tennessee. This institution was

founded in 1850 or 1851 (Merriam and Taylor differing in this respect), under the name of the Tennessee and Alabama Female Institute. It started without special facilities, and operated for three years before the college building was completed and occupied. It was later named Mary Sharp College after Mrs. Mary Sharp, a widow of that vicinity, had made a special contribution toward its maintenance. This college for women granted two Bachelor of Arts degrees in 1853, and claims to be the first college for women in America which required both Latin and Greek for the degree. The following letter is self-explanatory.

Department of the Interior
Bureau of Education,
Washington, D. C., July 5, 1884

Sir: In reply to your letter of the 8th ultimo, making inquiry 'whether a diploma was ever given for a liberal education (one in which Latin and Greek were required as a *sine qua non* for the degree of A. B.) before 1853, at which time they (the trustees) conferred the degree of A. B. upon two young ladies, having completed the curriculum of the college, I beg to inform you that none of the colleges for 'females' reporting to this office required Latin and Greek as a *sine qua non* for the degree of A. B. prior to 1853.

I am your obedient servant,

JOHN EATON
U. S. Commissioner of Education.

Z. C. GRAVES,
President of Mary Sharp College,
Winchester, Tennessee.

It will be noted that this female college graduated its first class in the same year as did Pennsylvania Female College and that they received Bachelor of Arts degrees.

It seems doubtful whether P. F. C.'s priority as an institution exclusively for the higher education of women, chartered to confer degrees, can be established.

The claims of the above institutions to priority in certain respects cannot be dismissed on the grounds that their curricula were inferior. While no detailed curricula can be presented, President Ainsworth was the authority for the statement in 1910, that the original faculty of Georgia Female College had a professor of ancient languages, one of modern languages, and that the Senior class studies natural philosophy, mental and moral philosophy, astronomy, botany as connected with chemistry; physiology, geology, history, ancient and modern languages. This compares favorably with P. F. C.'s senior program in 1853 which had no Latin and Greek until the succeeding year, but which included Mental and Moral Philosophy, Natural History, Political Economy, Criticism and Taste, Theme Writing, Geology, Natural Theology, Evidences of Christianity, and the Constitution of the United States.

Likewise the curriculum of Mary Sharp was strong for its day. To quote from Taylor:

"The freshmen began algebra and Latin and geometry and Rollins' 'Ancient History'. The sophomores completed algebra, geometry and trigonometry, read Ver-

gil, commenced Greek, had history, ancient and medieval, and botany. The juniors had conic sections, Cicero, mathematical philosophy, demonstrative philosophy, modern history, Greek testament, astronomy, experimental chemistry. The seniors had Horace, the Acts in Greek, logic, mental and moral philosophy, rhetoric, United States history, elements of criticism, geology, physiology."

This program is certainly comparable with the P. F. C. program of the first decade.

It is entirely possible that Pennsylvania Female College was the first regularly chartered *non-denominational* college for women in the United States, with degree-conferring powers. Further research is desirable if this is to be definitely established. Both the Ohio Wesleyan Female College and the Georgia Female College were Methodist, and Mary Sharp was Baptist. A study of the colleges and seminaries listed by the United States Commissioner in 1873 reveals that few of the institutions of higher learning for women were non-sectarian.

Priority in the state of Pennsylvania as a regularly chartered degree-conferring college for the higher education of women exclusively also seems to be definitely established for Pennsylvania Female College insofar as the facts at the disposal of the writer indicate. The United States Commissioner of Education in 1872 listed these "institutions for the superior instruction of females" in Pennsylvania:

| | Date Chartered | Date Organized |
|---|----------------|----------------|
| Allentown College | 1867 | 1867 |
| Moravian Seminary | 1863 | 1749 |
| Wilson College | 1869 | 1870 |
| University Female Institute | 1846 | 1847 |
| Brooke Hall Female Seminary | 1856 | |
| Oakland Seminary | | 1845 |
| Chestnut Street Female Seminary | | 1850 |
| Academy of Notre Dame | | |
| Irving College ‡ | 1857 | 1856 |
| Pittsburgh Female College | 1853 | 1855 |
| Susquehanna Female College | 1858 | 1860 |
| Cottage Hill College for Young Ladies | 1868 | 1850 |
| Washington Female Seminary | 1836 | 1836 |
| ‡ Not listed until 1873 report. All dates from later reports. | | |

In the report of the same year, the Commissioner reports only four colleges for women in Pennsylvania which conferred degrees, namely Pennsylvania Female College, Wilson College, Cottage Hill College, and Pittsburgh Female College. None of these Colleges antedate P. F. C. Pittsburgh Female College was chartered in the same year as P. F. C., but was not organized until two years later. The table above indicates that there were seminaries for young women in Pennsylvania before P. F. C. was organized, but none of them appear to be degree granting institutions. In

1872 thirty-eight colleges exclusively for women were granting degrees in various parts of the United States.

The catalogues of Pennsylvania Female College do not state anywhere the claim to priority in the field of colleges exclusively for women, but both students and older residents of Collegeville assure the writer that Dr. Sunderland firmly believed that he was first in the field. It is doubtful whether he knew of Ohio Wesleyan College, Georgia Female College or Mary Sharp. News travelled slowly in those days, and communication was infrequent. Dr. Sunderland's sincerity cannot be questioned. It is furthermore true that in a conservative state like Pennsylvania, Dr. Sunderland's college for women was just as truly an experiment in higher education as though he had been definitely first in the United States.

In conclusion then, it would seem to be fairly well established that Pennsylvania Female College was Pennsylvania's first chartered degree granting institution exclusively for the higher education of women, if not in the whole Middle Atlantic and New England area.

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* Since writing the above, President Lucia R. Briggs, of Milwaukee-Downer College has written to the effect that Milwaukee received its charter as a College exclusively for women with the power to grant college degrees, in 1851.

APPENDIX

The Glenwood Association *of* Pennsylvania Female College

Collegeville, Pa.
1907 - 1927



Pin Adopted 1915



THE GLENWOOD ASSOCIATION AT PERKIOMEN BRIDGE, COLLEGEVILLE, PA. MAY 1913

The Glenwood Association

The Glenwood Association of Pennsylvania Female College at Collegeville, Penna., was organized in May, 1907, at which time, by invitation of Miss May Field McKean, a number of former students gathered at the old College and renewed old friendships.

Since then, every year, on the last Thursday in May, these gatherings have been held. In 1918 the College building was torn down, and the Reunions are now held at Ursinus College, with a Pilgrimage to the old grounds, where through the courtesy of the owner, Mr. Francis J. Clamer, a pavilion is thrown open for our use, and the program for the day is concluded by singing "The Glenwood Reunion Song", composed by Miss May Field McKean.

In 1917, on the occasion of the 10th Anniversary of the formation of The Glenwood Association, Miss May Field McKean, in an historical address said:—

"And now, sister-students of the Pennsylvania Female College, as we look into each other's faces before we come to the last chapter of this history, without a word being said, we know that a sigh—almost a sob—is rising in each heart; for in 1880 the doors of the dear old College are closed as an educational factor in the world's progress. What then? Was it all lost? Was the work a failure? Nay, verily!

"At the very beginning the "*object*" of the founders was set forth to be, 'a work that would go on until woman would be fully accorded her true position in all the avenues of usefulness and honor, consistent with her possibilities, in a Republic resting upon a liberal, intelligent and Christian civilization.' Look about you! That time has now come along every line except that of politics—and is rapidly coming there. * Who shall say how *much* of the influence which has accomplished this change had its birth in our Alma Mater? More, I believe, than we will ever realize.

"The great improvement made in the Public School System, the forming of Teachers' Institutes, the popularizing of the Educational lecture platform, the opening of specialized schools and the establishment of colleges for women having large financial support back of them,—all tended to make the maintenance of such an institution as ours more difficult. But if her real work was accomplished why should we grieve?

* In August, 1920, only three years after the above was written, the 19th Amendment was added to the Constitution of the United States, giving women the right of Suffrage. And thus the prediction becomes wholly fulfilled.

“Perhaps her founders were *too far* ahead of their time to hope to realize their high ideals in their material form, but let us never cease to be thankful that we have been a part of the great foundation work of that splendid sentiment which since that day has worked itself out into all manner of good for womankind—and therefore for the world.”

At the Reunion to be held this year---1927, a great-granddaughter of one of the Founders of Pennsylvania Female College, and who is in close touch with present college life, will give a talk on “The College Girl of To-day.” As a fitting way of celebrating our 20th Anniversary, the Association is publishing a history of the College, which has been prepared by Paul Allen Mertz, A. M.



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Daughters and granddaughters are invited to join the Association. The Secretary will be glad to be kept in touch with all members and former students.

MRS. CECELIA HAMER VANDERSLICE, *Secretary*
5029 Schuyler Street, Germantown
Philadelphia, Pennsylvania



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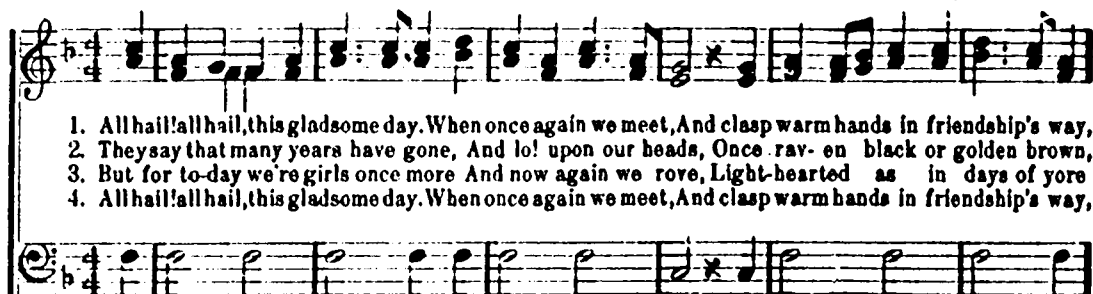
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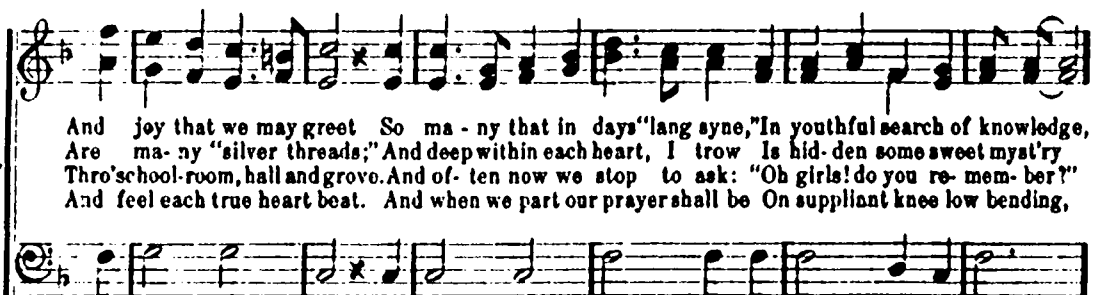
* Glenwood Reunion Song.

MAY FIELD MCKEAN.

Arr. by J. B. C.

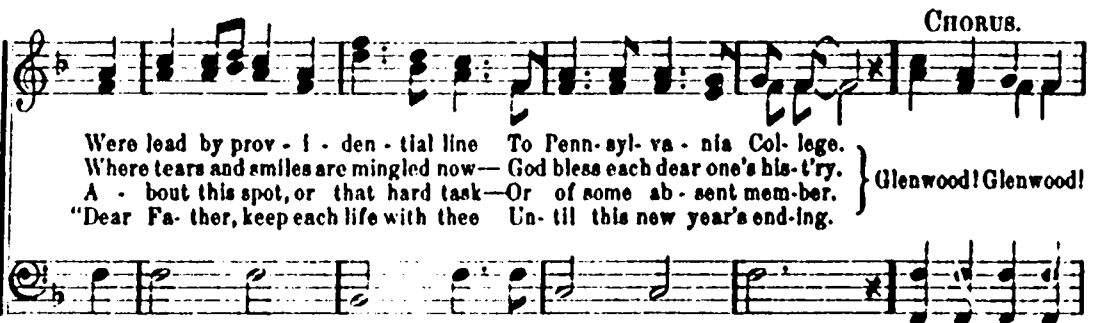


1. All hail! all hail, this glad some day. When once again we meet, And clasp warm hands in friendship's way,
 2. They say that many years have gone, And lo! upon our heads, Once raven black or golden brown,
 3. But for to-day we're girls once more And now again we rove, Light-hearted as in days of yore
 4. All hail! all hail, this glad some day. When once again we meet, And clasp warm hands in friendship's way,



And joy that we may greet So ma - ny that in days "lang syne," In youthful search of knowledge,
 Are ma - ny "silver threads;" And deep within each heart, I trow Is hid - den some sweet myst'ry
 Thro' school-room, hall and grove. And of - ten now we stop to ask: "Oh girls! do you re - mem - ber?"
 And feel each true heart beat. And when we part our prayers shall be On suppliant knees low bending,

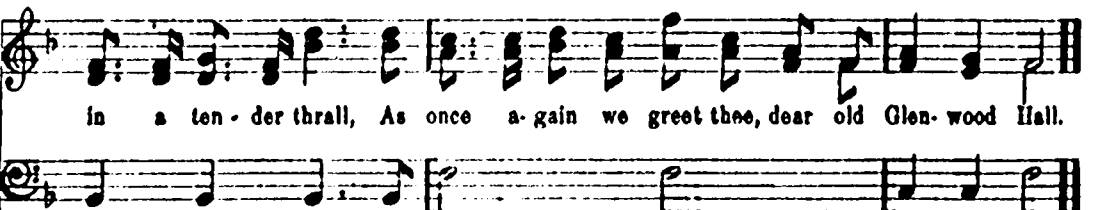
CHORUS.



Were lead by prov - i - den - tial line To Penn - syl - va - nia Col - lege.
 Where tears and smiles are mingled now — God bless each dear one's his - t'ry.
 A - bout this spot, or that hard task — Or of some ab - sent mem - ber. } Glenwood! Glenwood!
 "Dear Fa - ther, keep each life with thee Un - til this new year's end - ing.



Here a - gain we meet; Glenwood! Glenwood! Mem - o - ries so sweet Bind our hearts to - geth - er as



in a ten - der thrall, As once a - gain we greet thee, dear old Glen - wood Hall.