

CONTRIBUTED ARTICLES.

EDUCATED WOMANHOOD.

BY SOPHIE C. HART, M.A.

A CURIOUS social phenomenon is taking place in America unparalleled in human history before. The desire of the average American lad "to get a job and earn money" and so become independent is so keen that in an enormously large number of American families, the son will finish his education in the high school. The daughters in the *same* families are very likely to go on to college. It is considered a social asset for girls to go to college, and the girl is as bent on a college education as her brother is to go to work. I am speaking now of families in which the son could go to college if the allurements of making money did not prove a stronger counter-attraction. The result of this is a phenomenon on which Sociologists are commenting with interest: in America more women are having the higher education than men. In the world's history, nothing like this has ever happened before. Foreigners who come to study conditions in America remark that American life is feminized; that the cultivation of the arts, of the intellectual amenities, the patronage of concerts, of exhibitions of pictures, of lectures is too exclusively feminine to be wholesome. Men have not the leisure for these things because of their too single-minded devotion to their god—Business.

Certain explanatory facts must be understood to make clear how this state of affairs could have come about. Beyond the Atlantic seaboard, which is more like the Old World, lies the larger part of the American States, each one of which has its own state university, supported by taxes and often by the income from land which was once public domain. These state universities crown the free educational system of the states. There are absolutely no fees in kindergarten, primary, grammar, or high schools. In many cities even the text books are supplied free, so that indigent children shall not feel the stigma of asking for text books. Well-to-do, rich and poor children are all supplied alike without any request being made, just as they are supplied with desks and seats and chalk and ink. In the state universities, too, there are no fees or merely nominal fees, but text books are never supplied.

The fact, then, that higher education, university education, is free, or practically free, in most of the States of America makes it accessible to any ambitious or mentally curious woman. There is no tradition in the mid-Western and far Western States against her going to college. The girl goes on from high school to college, if she cares to, quite as a matter of course, so that girls from social groups that in England would never in the wildest dream think of going to an university, go in America without a thought on anybody's part. As in Scotland for boys, so in America for girls, higher education is within the grasp of the poorest farmers or the poorest artisan's child. The unfortunate aspect of it in America is that it is the girl rather than the boy who not only wants to go but insists on going to college.

A second fact which makes higher education so accessible to both sexes is that it is not *infra dig.* to work one's way through college by some part-time occupation. It is estimated that at the University of California where there are twelve thousand students, over forty per cent. earn their own expenses for board, room, books, and incidentals in whole or part, either by work in term time or by work in vacations, even manual labour. The writer recalls a brilliant young man of twenty-six with brawny muscles whose delight on a graduate course at the University of Michigan in the Aesthetic Theory of Kant and Hegel was so intense as to be fairly termed passionate, who worked in the lumber camps of northern Michigan at the hardest manual labour. Girls take on all sorts of occupations, such as work in fruit canneries, in a country in which, as in Western America, there is no stigma or loss of caste attaching to honest labour.

A third fact which may enter into the larger number of women going to college in America is that the women students attain higher academic standing in the co-educational institutions. This statement needs careful qualification, of course, but it is true in general, that because women are more conscientious, more industrious, less distracted by the craze for athletic competition than men in college, they rank higher in academic work in a startlingly large number of cases. In some universities, admission to the Phi Beta Kappa Society, which consists of about the first tenth of a class in scholarship rank, is restricted by the proviso that a certain per cent. of the tenth admitted to membership shall be men; otherwise nearly all the places would have to be filled by women! Our critics add that while women on an average attain higher grades than men students, they never do work of such distinction and originality as do the best men students. The former's industry, assert these critics, gives them a pedestrian advantage! This consciousness of success in their studies may stimulate the desire to go to college on the part of many girls who have already outranked boys in the co-educational high schools.

The separate women's colleges are crowded to the doors and bombarded with more applicants than can be received. The largest, Smith College, has 2,200 women working for the A.B. degree with at least one classical language required for admission to all these separate women's colleges. Wellesley College has over 1,500 women students, Vassar College has 1,100 or 1,200, Mt. Holyoke College has 900, Bryn Mawr College has 600, Radcliffe and Barnard Colleges 600 each, and the state universities from 600 to 1,200 women, more or less, in thirty odd states. At the meeting of the International Association of University Women in Paris last summer, it was estimated that there are 100,000 women in America who are graduates of colleges, who hold the A.B. degree or some close equivalent.

The social results of this phenomenon—of an excess of educated women over men—offer a marvellous field for conjectures as to the future. Some results are already apparent. It is to be regretted that the gamble of business and money-making is so fascinating to the American man that he leaves it to his wife and daughters to support concerts, art exhibitions, lectures, and the liberal culture of life generally. The arts and the humanities should be the preoccupation of both sexes equally. The profession of school teaching is too

exclusively in the hands of women, say our critics. Foreign artists coming to America protest now and then that the demands and tastes of a too feminine audience impose restrictions which are narrowing. But there is the question, too, what will this body of educated womanhood mean in the next generation, in the impress it puts upon its children, in the standards of moral and civic living it will maintain? The sentiment of American women, who now have the vote, for Prohibition and for the outlawry of war is a fact to be reckoned with, a sentiment which the educated woman is especially potent in maintaining. This situation in one country of an excess of educated women over men, opens wide vistas of thought and hope for the future.

KALA AZAR.

BY MISS PETTIGREW.

(Read at the Nursing Conference in Madras.)

Kala-azar is one of the most prevalent diseases in Bengal and Assam, affecting mostly small insanitary rural communities. Although there was no clinical record of the disease it can be traced back as far as 150 years. Reports of it come from different countries—China, Russia, Africa and Italy. Until a few years ago it went under the name of chronic malaria, and unhappily in some districts it is masquerading under that name still. It shows itself both in epidemic and endemic forms. As regards India, the whole of Bengal is endemic, but in Assam and Madras it takes the form of an epidemic.

On the whole there seems to be a decided tendency of this disease to attack children and young people. The highest percentage has been recorded between the ages of 10 and 20. Both sexes are equally susceptible.

There is some difference of opinion as regards the incubation period. But the generally accepted idea is six weeks to three months. It is common to find that several members of one family have suffered, though not necessarily consecutively, as in the ordinary infectious diseases. To eradicate this disease from an infected village it is necessary to remove and segregate the inhabitants.

The organism was discovered almost simultaneously by Leishman and Donovan in 1903, and hence it gets its name, the Leishman-Donovan body. The carrier of the disease however is still indefinite, but the bed and plant bugs are the two suspected insects. It is possible that the disease may be transmitted by the excreta and secretions of those infected.

Emaciation and weakness are the typical symptoms of a patient suffering, let us say, for six months: the hair is dry, dull and scanty; the skin tight with increased pigmentation, especially round the mouth and temples. This blackening of the skin is the origin of the name Kala-azar, *i.e.*, black fever. Visible pulsation of the carotids may be marked, while the pulsation of the heart may be observed through the thin chest wall.

The spleen and liver are invariably enlarged, the former in many cases extending down to the symphysis, the latter in Kala-azar is soft as compared with the hard and knotty malarial liver.

The initial fever is often acute and resembles enteric, and the history given is that the patient has had enteric, has recovered but is still having fever.