I

PIONEERING FOR SOUTHERN WOMEN

"I am finishing college in June, and, like most college graduates, I am at a loss as to what I am best fitted to do or can do. I have hazy notions of having some lovely position, seeing a great deal of the world, and in the mean time, making enough money to live quite comfortably, etc. Please remem-ber that I want to begin work as soon as col-lege closes."

The need of some one to answer just such inquiries, and the determination to do whatever she could to better educational conditions for the southern girl inspired Dr. Orie Latham Hatcher to found in Richmond, Virginia, in 1914 what was then known as The Virginia Bureau of Vocations. It acted as "an information center, through which young women might obtain any type of advice—vocational or otherwise—in regard to education, and where they could be helped in every practical way to secure instruction and technical training for which they are best fitted."

Since the year 1914 this work has greatly expanded and developed. As to the ex-tent of the development, one need only glance at the statistical report of the year 1920. During this year seventy-seven schol-arships were secured from institutions rang-ing from Louisiana to Massachusetts; one thousand four hundred and seventy-six per-sons were provided individually with infor-mation; and high schools, colleges, business women's clubs, etc., totalling audiences of twelve thousand five hundred, were address-ed by vocational experts provided by the

1Mary G. Armstrong—South Awake to College Women's Opportunities.—New York Evening Post, July 2, 1921.

Bureau of Vocations through its Speakers' Bureau.

From the very beginning, calls for aid came not only from Virginia, in which state the office was located, but from all parts of the South. It is now claimed for the Alliance that "it is serving every southern state today, and honors every request from any part of the South". With the extension of its service the old name proved misleading, and it was deemed wise to change the name to The Southern Woman's Educational Alliance which was more expressive of the breadth of purpose of the Society, although the nature of the work has changed very little.

As now constituted, The Southern Woman's Educational Alliance carries on its work by means of four departments:

1. The Department of Research.
2. The Department of Educational In-formation and Guidance, including Vocational Information and Guid ance.
3. The Department in Co-operation to provide more Technical Training for Women in the South.
4. The Department of Loans and Scholarships.

The Alliance is directed by Miss Hatcher, President, and the following boards:

EXECUTIVE BOARD: Orie Latham Hatch-er, Chairman; Rachel E. Gregg, Secretary; Mrs. J. K. Bowman, Treasurer; President D. R. Anderson, Randolph-Macon Woman's College; Mrs. John A. Barker; Mrs. Robert W. Claiborne; Mrs. G. Harvey Clarke; Dean Ada Comstock, Smith College; Mrs. A. F. Cook; President William P. Few, Trinity College; President F. E. Gaines, Agnes Scott College; Miss Mary S. Gam-mon; Mrs. Charles Dana Gibson; Dr. Haidie Weeks Guthrie; Dr. H. H. Hibbs, Jr.; Dean May L. Keller, Westhampton College; Mrs. Edith Shatto King; Miss Helen Kues; Mrs. William P. Kriehoff; Dr. Margaret
P. Kurk; President H. N. MacCracken, Vassar College; Miss Helen P. McCormick; Dr. S. C. Mitchell, Richmond College; Miss Lena Madeson Phillips; Mrs. Dexter Otey; Dean Florence M. Purington, Mount Holyoke College; Dr. W. Carson Ryan, Jr.; Miss Leslie A. Strode; Miss Eugenia Wallace; Mrs. Channing M. Ward.

Board of Advisors: Miss Ella Agnew; Miss Kate H. Armistead; Mrs. Thomas H. Bigger; Mrs. Kate Langley Bosher; Mrs. C. B. Buchanan; Mrs. Fereba B. Croxton; Mrs. C. L. DeMott; Mrs. Roy K. Flannagan; Mrs. R. E. Gaines; Dr. S. M. Lough; Mrs. B. B. Munford; Miss Mary D. Schaill; Dr. E. C. Runyon; Miss Louise E. Stephan; Miss Marian G. Ryland; Mrs. Robert M. Woodson.

The Department of Research

The Department of Research is designed to study the educational, vocational and economic opportunities for women in the North and South so that as much helpful information as possible may be obtained for young people seeking education and all other phases of work.

This wide range of information is necessary in order to answer the various and sundry appeals of which the following are typical:

"My daughter is finishing high school this year. We would like for her to get a college education but we have very limited funds. Where do you think is the best place we could send her at the lowest possible cost?"

"I have just finished business school and am ready to start into business. Where do you think I will be in the best surroundings?"

"I have a great desire to get a musical education in order to become a concert pianist. What conservatory do you advise me to enter?"

Thus it is apparent that the Alliance must not only keep in close touch with prevailing conditions in schools and colleges and with just what they are offering, but also with standards in both academic and technical schools.

A very important survey which is being carried on today by this department is a study of the extra-catalog expenses connected with the cost of education in representative colleges and technical schools. This has been found desirable because catalog statements of school expenses are so often misleading. More real education is usually gotten from outside school activities carried on by the students themselves than is obtained in the classroom. Thus it is very important for prospective students to know the real cost of an average amount of what might be called "social" training. No girl wants to enter a school and then find that she cannot, because of limited finances, associate with the type of girls she finds most congenial. To my mind, this is one reason why a great many girls become dissatisfied after entering college.

Another survey of interest is the Vocational Survey, which was carried on in thirteen southern colleges. This survey was prompted by "the increasing unrest among college students lest they were not being prepared to meet life in a practical way, and by the need of emphasizing to them the vocational need of liberal culture." Then too, it put before the South just what the girls in our southern colleges are doing and the vocations they are preparing to enter. The colleges represented in the survey were Agnes Scott and Wesleyan Colleges in Georgia, Florida State College, North Carolina and Greensboro Colleges for Women in North Carolina, Winthrop Normal and Industrial College in South Carolina, and Randolph-Macon Woman's College, William and Mary, Westhampton, Hollins and Sweet Briar in Virginia. The number of students that reported was 1,762, and out of this number 1,226 indicated at least a tentative choice of vocations. It is interesting to note that of this number only one-third set down teaching as a choice of vocation, whereas in former days this was regarded as the only vocation which women could with propriety enter. Vocations other than teaching, which were indicated by two-thirds of the students, included religious and social work, music, business, applied sciences, home economics, medicine, art, journalism and law.

The Department of Educational Information and Guidance

As Miss Hatcher has said, in starting this work she found herself confronted with the problem of providing the necessary training for women to enter certain vocations and

3 Southern Woman's Educational Alliance—Report, 1921.
then of persuading them to take it. So in order to put before the southern girl the real situation a number of speakers are provided, some who are interested in general education and some who are experts in important fields of work open to women. For instance, the subjects covered in 1920 are reported to have been: education for store service, magazine writing, business opportunities, law as a profession for women, callings connected with magazine work, vocations for business and professional women, food as a profession, banking, social work, and public health nursing. Thus, about 11,800 girls were reached and given some idea as to the enlarging field of service which is being opened up to the southern girl.

As far as possible individual information and guidance is also arranged for. For instance, a great deal of time is given to consultations with girls in regard to incidents and circumstances which are influencing their lives and which are preventing their fitting themselves for the life work they have planned. This personal side of the work may be seen in the following excerpts from correspondence between Miss Hatcher and a girl who sought her help.

First letter to Miss Hatcher: "Will you please send me information regarding the securing of scholarships and other aid from the various colleges in the country? I expect to graduate this spring from the High School and have a desire to continue school in a higher degree if possible."

Extract from Miss Hatcher's reply: "I am always delighted to help girls get the best education possible; but so many things enter into the question of which education is best and where it should be had, that I want always to try to help a girl avoid mistakes in her decision. I cannot judge from your letter whether the financial difficulty figures with you or not, but we can talk all that out too, and meanwhile let me tell you my conviction that lack of money need not hold any girl back today from getting an education if she has energy, grey matter, and a sturdy determination. I am suspecting that your possession of these very qualities has led you to ask information about how to get more education."

Second letter to Miss Hatcher: "Your very kind letter was received several days ago and I should have answered before now, but I was deciding. I sincerely thank you for your interest and preferred help, but I have decided for the present at least that it is best not to try a four year course in college work, or any college work at all. . . . . . You see if I go to summer school and teach next winter, I shall have enough money to go the following summer. Don't you think that is so much better than college, as Daddy has two more children to finish educating? I do.

"Then if after that I think it profitable to go to college it will not be too late as I am only seventeen now."

In this instance Miss Hatcher encouraged this ambitious girl to borrow a little money and aided her in getting a scholarship to a Virginia college, where she is now making a phenomenal record in mathematics, and is earning a large proportion of her expenses. If the girl had carried out the plans she at first suggested for herself, her future would certainly have been limited.

Another very important aspect of this work lies in the fact that after aid is given, all connections with the individual are not broken but the relationship is continued. Her successes and failures are followed up and her welfare is looked after. If a girl is advised to go to a certain place to enter boarding school the friends of the Alliance in that community are advised of the young woman's presence, so that they may visit her and give her a bit of home life.

Not only is help given to individuals but also to groups. When high school teachers wish to help their pupils to choose a vocation they may seek advice from the Alliance. Research centers may obtain information regarding the number of women in certain professions in the South. High school clubs may get material for debates, or speakers to take part in their programs. And schools, too, may obtain help in regard to publicity. The Alliance has always been found willing to give any type of information which it has at hand. And if it does not have the information, in most cases, it can refer the applicant to the proper sources.

DEPARTMENT TO INCREASE OPPORTUNITIES FOR TRAINING IN THE SOUTH

The 1921 Report says: "Help has also been given in opening to women types of training which have for some time existed in
the South but have until recently been open only to men. It would be idle to attempt precise measurement of the part which the Alliance has had in each of such recent advantages, when so many world forces, and local ones as well, were combining to enlarge woman's opportunity.

"Certainly no specific credit should be claimed for the opening of the professional schools of the University of Virginia to women, but as regards the extension of new opportunities in professional schools elsewhere in the state, it would probably be recognized as the organization constituting the largest contributing force outside the institution involved. During the six and a half years of its existence the Medical College of Virginia has admitted women to the schools of Medicine and Dentistry, as well as to that of Pharmacy, and has received the co-operation of the Alliance in making these opportunities known. Richmond College has admitted women to its Law School, and, in a more restricted way, to its School of Business Administration; also the Virginia Legislature has admitted women to the practice of law."

A Directory of Business and Professional Women in Richmond was published early in 1921. This Directory gave further evidence of a contention that Miss Hatcher has held, that an increasingly large number of opportunities are opening up for professional women. For less than half of the one thousand women listed were found to be engaged in the four traditional vocations for women, namely: school teaching, stenography, music teaching, and trained nursing. The others were engaged in ninety different vocations and professions, including such a variety as law, advertising, manager of a paper bag company, and automobile agent.

In forwarding this work and in widening opportunities for training, the Alliance has made use of public conferences for directing the attention of the people to these opportunities. "In a general sense it may be said that the public educational conference has been the frequent and unfailingly helpful adjunct to the other phases of the work, and in many instances the forerunner."4

4Southern Women's Educational Alliance—Report, 1921.

The Department of Loans and Scholarships
Perhaps the lack of funds is the greatest drawback that most girls experience in getting a good education. And in order to help overcome this barrier the organization offers aid in "securing a number of supplementary loans and opportunities for self-help on the part of students while in college." In all of our normal schools in Virginia and in a number of colleges in the South it is possible for ambitious students to earn their board and also, by a certain amount of service daily, to secure funds to help defray other expenses. In addition to this work, the Alliance has at its disposal tuition scholarships from the following institutions:

Mount Holyoke College, South Hadley, Mass.
Hollins College, Hollins, Va.
Sweet Briar College, Sweet Briar, Va.
Virginia College, Roanoke, Va.
School of Social Work and Public Health, Richmond, Va. (Affiliated with William and Mary College.)
New York School of Social Work.
Pennsylvania Academy of Fine Arts, Philadelphia.
New York School of Fine and Applied Arts.
Princeton School of Education for Store Service, Boston. (Affiliated with Harvard University.)
Katherine M. Gibbs' School of Secretarial and Executive Training, New York City.
Blee's Business College, Charleston, S. C.
Bowen-Macfee Business College, Columbia, S. C.

In many instances these tuition scholarships have not been found sufficient for the maintenance of a student at school and have had to be supplemented in various ways. The most generally used means of doing this is known as the Student Loan Plan which is conducted on the basis of other business loans, except that there is no collateral. So far the Alliance has had no fund to draw upon for such needs and it must meet each demand by "special" and "hurried" appeals. This is a very difficult problem, for it means that when an appeal comes to them for help the funds must come from either individual gifts, loans, or part time work which may be secured for the student.

Since the foundation of the Alliance the work has been maintained by special memberships and gifts. Any one who is interested in the work and who wishes to aid the

5This scholarship does not cover entire cost of tuition.
southern girl in gaining the best equipment for life may become a member of the Alliance. The memberships range from five to twenty-five dollars a year. Every dollar subscribed is used to increase the educational advantages for the girls in the South. College clubs and alumnæ associations may also become members. At present there are a number of these clubs and associations represented:

- College Club of Norfolk, Miss Virgie A. Leggett, President.
- College Club of St. Louis, Missouri, Miss Charlotte Gerhard, Treasurer.
- San Antonio Branch, Association American University Women, Miss Pearl O. West, President.
- Raleigh Branch A. A. U. W., Miss Catherine Allen, Meredith College, President.
- Spartansburg Branch A. A. U. W, Miss Penelope W. McDuffle, Converse College, President.
- Agnes Scott Alumnae Association, Tuscumbia, Alabama.
- R. M. W. C. Alumnae Association, Mrs. Robert Woodson, President.
- Sweet Briar College Alumnae Association, Miss Mary B. Taylor, Secretary.

The 1921 Report also points out that "trained workers have given their services in the compilation of survey material, and in other phases of the work, notably in the Speakers' Bureau, where women of national reputation in their respective fields have given their services often for a week at a time, for vocational talks and personal conferences with women and girls. Such co-operation is responsible for the bulk of work accomplished."

A much larger number of assistants is needed, however, to carry on the work, and to broaden its scope. The co-operation and help of every Southerner is needed. And we Virginians must do our part. Perhaps you can think of no way in which you can help, but a number of ways are open to you.

The Alliance offers the following suggestions to persons who wish to help:

- "Become a member of the Alliance.
- "Lend your co-operation for the creation of a permanent Loan Fund for students.
- "Keep your eyes wide open for the capable girl needing more education, and help her to get it. Tell her about this phase of the work of the Alliance and help them to help her."

**Rosa Payne Heidelberg**

### II

**JEFFERSON'S GREAT TEACHER OF THE LAW**

Jefferson was wont to pay special tribute to two of his teachers, Dr. William Small and Mr. George Wythe. The former was a close friend and guide during the two years at William and Mary; then, as a parting benefaction, he commended the young man to the favor of Mr. Wythe.

Says Mr. Jefferson: "He (Dr. Small) returned to Europe in 1762, having previously filled up the measure of his goodness to me by procuring for me, from his most intimate friend, George Wythe, a reception as a student of law, under his direction. . . Mr. Wythe continued to be my faithful and beloved mentor in youth, and my most affectionate friend through life."

For five years Jefferson studied law under Wythe at Williamsburg. This does not mean, of course, that Jefferson resided at Williamsburg all the time during this period. In fact, it is plain from some of his letters, written in 1762, 1763, etc., that he was at Shadwell much of the time; but we may be sure that wherever he was he was diligently keeping up his readings in Bracton, Kames, and "tough old Coke." In 1765 the first volume of Blackstone's commentaries on the law appeared in England, and we may assume that Jefferson soon had a copy of it. He was at the same time enlarging his general culture by a study of the Anglo-Saxon language. This subject he undertook for the special purpose, it seems, of enabling him to investigate more thoroughly the ancient sources of the English common law, which had developed largely from Anglo-Saxon customs. Within this period, or soon thereafter, he also took up the study of the Italian language.