

**ADDRESSES AT THE
INAUGURATION OF
BRYN MAWR COLLEGE**

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Addresses at the inauguration of Bryn Mawr College by James E. Rhoads & D. C. Gilman

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JAMES E. RHOADS & D. C. GILMAN

**ADDRESSES AT THE
INAUGURATION OF
BRYN MAWR COLLEGE**

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INAUGURATION

OF

BRYN MAWR COLLEGE.



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ADDRESSES

AT THE INAUGURATION OF

BRYN MAWR COLLEGE,

BY

PRESIDENT RHOADS

AND

PRESIDENT D. C. GILMAN,

OF THE JOHNS HOPKINS UNIVERSITY.

Bryn Mawr, 1885.



PHILADELPHIA:

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1886.



ADDRESS OF PRESIDENT RHOADS.

To-day we rejoice in a culmination and a beginning. The long course of providential events which led to the founding of Bryn Mawr College and the patient work of preparation for it have closed, and the actual life of the College has begun. It is most fit, then, while acknowledging that every good gift is from above, that we should give just honor to Dr. Taylor, whose liberal mind and generous heart led him to design this Institution for the higher education of women, and to devote almost his entire estate to its establishment.

As the son of a physician who was a graduate of the College of New Jersey, and who studied medicine at the University of Pennsylvania, Dr. Taylor must have received from his father a bias in favor of collegiate education and a regard for intellectual pursuits. The descendant of a prosperous London merchant, who, in early colonial days, made large purchases of land in northern New Jersey, he had that aptitude for commercial transactions which wins success by honorable methods; and it is a cause of profound satisfaction that the estate which he devoted to so pure and high a purpose was gained by worthy means, and was unstained by injustice or wrong. The great West of fifty years ago, with its fresh resources, was the field for Dr. Taylor's business energy; and his example is one among very many which give evidence that our countrymen, while eagerly taking advantage of the riches which a new continent has spread before us, and stimulated by its ungarnered stores to devote themselves to material things, have not "blinded their souls with clay," nor lost sight of the nobler wants

of our nature. On the contrary, there has been, during the past generation, a noble rivalry in the munificence of the gifts made by men and women of wealth to foster education. In 1882, the private gifts for education of all grades in the United States exceeded \$7,000,000, while those for colleges and universities alone were more than \$3,500,000. Within the bounds of our own State there have occurred of recent time the founding of the Towne School of Science in the University, with large additions to its buildings and endowment; the creation of Lehigh University by Judge Packer; the strengthening of Lafayette College by Ario Pardec; the contribution of \$250,000 to rebuild Swarthmore; and the recent legacy to Haverford by Jacob P. Jones. But the most striking feature in this dedication of wealth to the promotion of learning has been the establishment of colleges for women. Prominent among benefactors to this cause are the honored names of Vassar, Durant, and Maria Smith, who have indeed done well, but have not surpassed Dr. Taylor in generous intent and deed. From his Puritan and Quaker ancestry Dr. Taylor received a conviction of the supreme claims of duty, so that although he reserved his means chiefly for a final purpose he habitually used them in wise charities, and generously responded to the claims of friendship and hospitality. Extended travel at home and abroad had increased his appreciation of a varied culture, and had prepared his mind for that disposition of his property which he ultimately made; and his connection with Haverford College for more than a quarter of a century, as one of its Board of Managers, led him to desire (as he himself expressed it), to extend "to women the opportunities for a college education which are so freely offered to young men."

Once resolved, Dr. Taylor began to form plans for his institution. He consulted with men and women foremost

for their knowledge of the whole subject of education, as well as of the special needs of women and of the wants of our time. He visited the three leading colleges for women in the north, to which Bryn Mawr is so largely indebted, and having decided upon the outlines of his design he began the erection of the buildings which now surround us. He determined to have one central building for academic purposes, and to place near it dormitories for the accommodation of students, together with laboratories and rooms for a gymnasium. By his death in 1880, the completion of these edifices and the organization of the College devolved upon the Trustees whom he had chosen. The extent and importance of his undertaking had grown upon Dr. Taylor as he became more familiar with all that was involved in his attempt to offer to women the advantages of higher learning, and the Trustees have felt assured that they were acting in accordance with his intentions by husbanding the estate placed in their hands, and by conserving its funds, as far as practicable, for the future needs of the college. This they have done with so much care that the invested property of the College now nearly equals the sum originally devised. In judging, however, of what may be expected of Bryn Mawr, it should be borne in mind that notwithstanding the munificence of its endowment, its income is scarcely one-third of the sum expended annually by some leading colleges for the maintenance of their academical departments, and that out of this income there ought to be supplied in the immediate future, additional dormitories, laboratories, illustrative collections, with halls for their accommodation, an art building, a library building and books, not to mention the necessary increase of its departments and the consequent increase of expenses for instruction. With its revenue so severely taxed, Bryn Mawr must still look to men and women, of one mind with its founder, who share

the conviction expressed by Dr. William H. Draper, "That there are many women who, without the aid of systematic training, are unable to develop their natural capacity for literature, science, and art, to some of whom the advantage of a college education is of vital importance, and who cannot rest satisfied with any instruction short of the best."

In this connection it should be clearly understood that although by the terms of Dr. Taylor's will, the Trustees are to be members of the Society of Friends, and three competitive scholarships are awarded annually to applicants for admission who are members of this Society, the devise of Dr. Taylor was, to quote his own language, "for a college or institution of learning having for its object the advanced education of women etc." Bryn Mawr College is thus devised to the community at large, which has an interest in its advantages, and a right to its benefits.

THE WORK TO BE DONE.

All discussion of the question whether women ought to share equally with men facilities for mental culture in its highest forms is obsolete. The universities of Italy have admitted women for centuries, and their annals are adorned with the names of women illustrious for their learning and virtue. In Switzerland, Holland, Denmark, Norway, and Finland, in Belgium and in France, women have more or less freedom of access to university instruction. The universities of Oxford and Cambridge in England, and Harvard in our own country, admit women to special courses of study, accord them examinations similar to those given to their male students, and grant them, not degrees, but certificates of proficiency. But the University of London,—and in the United States, Cornell University, the University of Michigan, and almost all the universities and colleges of the West, permit women