CONSTANT OPPORTUNITIES AWAIT WOMEN IN THE COMMUNITY

From the Inaugural Address of
President Katharine Blunt

Women have had the suffrage for ten years, but I do not believe that colleges as a whole have quite grasped that fact. Yet the political activity of women is by no means negligible. Connecticut in 1929 had 632 women in public office, including 20 members of the state legislature. The United States Senate will probably soon have its first woman senator, who has won her way very definitely through her own brains and energy. The House at present has eight women. Have political science departments in women's colleges shifted their point of view so that they are clearly teaching possible future participants in the political game, not just observers? Are they analyzing for themselves and their classes the accomplishments of women in political life so far and the best opportunities for women's service? This is by no means an easy thing to do in the present rather embryonic condition of women's contribution. Mrs. Ruth Hanna McCormick herself says that she believes we are entering upon a new era of politics, not a man's era, nor a woman's, but an era of informed politics for all, and that women will never effectively enter public life as women. The moral of her career seems to be that it is the informed woman who understands politics through education and experience who will have power.

The college need not urge direct running for office as the only method of approach, but can interest its students, for example, in the effective work in political education of the League of Women Voters. Many well-trained young college graduates going as volunteers or paid workers into that organization could use their best energies most effectively.

Definite training can also well be given in college for all sorts of other community interests which the young women will probably have after college if not during their undergraduate life. This is or should be given from the point of view of the future worker, paid or volunteer, or as a pre-professional course which may be a good introduction to further work as a graduate. Courses in economics and sociology with both theoretical and practical emphasis, perhaps even concrete elementary courses in social work with supervised practice for field work, can do much to free the future boards managing the united charities and the child welfare society, for example, from an amateur viewpoint. One can see the public schools, gaining smaller classes, better trained teachers, more effective teaching when the educated women of the community demand these things. One can see fresh attack on all sorts of difficult questions, ranging from penology to international relations, by the graduates of women's colleges whose training has given them information and power to think along sociological lines.

My economists friends tell me that most textbooks in economics are written from the point of view of business, that they consider the individual the consumer, very little. Problems of price fluctuation, for example, of control of public utilities, of taxes and their distribution, of the economic value of household labor are all of great importance to women as individuals and as managers of their homes. Much research is needed and much of economics could well be rewritten emphasizing these and similar questions. A woman's college has an unique opportunity in research in the social sciences with a woman's slant, along lines which have been so far underemphasized, in both present conditions and history of the past.

To find more of what women's life has been and may be and to stimulate the young women students today to further contribution there are delightful opportunities open to women's colleges in America and in England as well.

1930 Joins Alumnae

At a meeting of the graduating class of 1930 the following plans of interest to the Alumnae were voted upon. The class as a whole joined the Alumnae Association, including the first year's dues with their graduation dues. It was voted to discontinue the Class Baby Fund adopted by other four classes and to contribute instead to an endowment fund for daughters of Alumnae who need and deserve aid. If this same scheme is followed by succeeding classes, a large fund will arise, the interest of which alone will be used for scholarships.