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REV. C. VAN RENSSELAER'S

ADDRESS ON

FEMALE EDUCATION.

C. SHERMAN, PRINTER,

19 St. James Street.



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Book...V2.....

Acc..565196.....



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Printed
in USA

Female Education; its Principles and Field.

AN ADDRESS

DELIVERED AT

THE BLAIRSVILLE FEMALE SEMINARY, PA.

SEPTEMBER 27th, 1853,

BY

CORTLANDT VAN RENSSELAER, D.D.

CORRESPONDING SECRETARY OF THE BOARD OF EDUCATION.

PHILADELPHIA:

1853.

YTHODVBLU THAIB
AND TO
YHABSL

TO
MRS. PAMELIA H. SHEPLEY,
ASSISTANT PRINCIPAL IN THE BLAIRSVILLE FEMALE SEMINARY,
THIS ADDRESS
WHICH, IN ITS EXTEMPORANEOUS AND RUDER FORM,
RECEIVED HER COURTEOUS APPROBATION,
IS NOW
IN A MORE FITTING STATE [AS IS HOPED],
MOST RESPECTFULLY
DEDICATED,
BY
HER FRIEND, AN ADMIRER OF FEMALE CULTIVATION,
C. V. R.

Educ.
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LADIES AND GENTLEMEN:

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In walking to the academy to night, I saw a beautiful star on the edge of the mountain. It was Venus retiring in her glory, and smiling a farewell on the world at the close of another day. Young ladies, it was your own star, emblematic, I trust, of the bright end of another academic term. May rays of light always cheer the departure to your homes on either side of the mountains; and may the glowing skies of God ever remind you of the home, eternal in the heavens!

There is nothing in the firmament, or in all external nature, like the human form lighted up with immortal mind. God's six day's work was perfected in our mother Eve. Woman was given to man as his companion and friend, starting into life—not like Venus, from the unknown deep—but from his own divinely formed body, flesh from his flesh, and immortal with a nature like his own. Sister, daughter, wife, mother, are four words of humanity which, above the language of angels, speak to us of happiness and love.

A training place for daughters, like this seminary, is worthy the enterprise and the care of Christianity. I honour him whose mind and heart projected this undertaking. A seminary, dedicated to God, has hopes and results which circle beyond this world and the ages of its habitation, and passing beyond stars and systems, concentrate in the person of the Son of Man.

Ladies and gentlemen, I have come by invitation to partake in the ceremonies that terminate the summer session of the academy, and to speak to you on some appropriate theme. I have selected one, whose very height, like your mountains, has inspired me to look upon it, and yet which fills me with dread at the thought of ascending it. The subject is both elementary and general. It is, THE TRUE PRINCIPLES OF FEMALE EDUCATION, AND OUR COUNTRY AS A FIELD FOR THEIR APPLICATION. Of course, nothing more than a few brief hints can be given within the limits of this address.

I. The true principles of female education may be briefly analyzed, without exhausting the subject, into a few prominent particulars.

First. The mental faculties of the sex claim development, development in harmony, and development in extent equal to the varieties of providential demand. The day has gone by, that has held woman in mental subjection. As society has emerged from barbarism, and especially as Christianity has sent forth its benignant and reforming influences, the sex has arisen to the possession of its rights and to the reception of the homage due to its co-equal and congenial nature. Mind, wherever found, is capable of enlightenment and discipline, and therefore should receive it. Without deciding details, it may be laid down as a general principle that the faculties of the female mind possess capabilities of growth, which it would be tyranny to repress.

(3)

Harmonious development is one of the principal aims of a sound education. The faculties of neither sex will endure the influences of unequal cultivation ; and inasmuch as the organization of woman is more refined and delicate than that of man, her mind is perhaps more readily affected by unskilful training. As the perfection of a rose, or camellia, consists in the even unfolding of its flowers and leaves, so the harmony of woman's intellectual development is essential to the beauty and glory of her nature. The perversity of a one-sided education leaves its mark of woe upon character for life. There is scarcely any thing against which the Christian teacher should more contend with all the appliances of his noble art, than against the unequal unfolding of faculties which God created in a sisterhood of equality. If the reasoning power be unduly cultivated, for example, what a shade of gloom might it cast over the bright graces of social life ; or if the imagination receive an undue proportion of excitement, how it might disqualify the mind for the sober realities of life and introduce alienation in the household circle of the soul ! Harmonious culture is nature's culture, is true educational culture.

To what extent the female faculties should be developed is a question which cannot be settled by a general rule, unless it be "the more the better." The tendency is rather to cultivate on too low than on too high a scale. A complete education in all branches of learning is not, indeed, demanded for all the girls in the country ; but, on the other hand, a goodly number are entitled by their condition of life and the circumstances of society to the benefit of an enlarged course of studies. The education of either sex should disparage the social worth of the other. Sound public opinion will commonly regulate the institutions of learning in such a manner as that those of both sexes shall preserve the relation of mutual adaptation. The progress of society requires, at this time, a higher grade of female education than was in vogue at previous periods. Providence is making demands upon the daughters and mothers of the land, which justify special effort for the fullest intellectual discipline and advancement. Whilst "one star differeth from another star in glory," it can never be wrong to provide institutions of learning, specially suited to prepare for the highest spheres of usefulness in life. The common school, the academy and the college constitute forms of educational training required for the wants of both sexes. Order is Heaven's law ; and order in variety. The academy is no disparagement of the common school ; but on the contrary, it is its kindred and its natural associate. The different grades of schools, academies, seminaries and colleges promote the general advantage of the sex and of society ; just as the fragrance, beauty and usefulness of a garden depend upon the variety of its flowers, vegetables and fruits. One of the first principles, then, to determine the true course of female education is, mental development of the right kind ; development in harmony, and in the proportions of attainment indicated by an ever ruling Providence.

2. Another principle is, that the good, old-fashioned course of education is applicable to females as well as males.

There is no essential difference between the faculties of the two sexes. As there are shades in the same colour, which even a woman's eye, however skilful, can sometimes scarcely detect, so the two distinct physical organizations may originate slight varieties more or less undiscernible. On the whole, it is clear that the difference between the male and female intellect is not sufficiently great to warrant any substantial variation in the mode of education. The boys of any one class in school or college will exhibit more variety of intellectual character than exists between boys and girls in general. The same appliances, therefore, may ordinarily be used in the education of the whole human family.

The "good, old-fashioned course" implies, among other things, the use of the classics, mathematics and general literature. If it be true that the classics are better adapted to strengthen and improve the mind than any other studies, as tested by long experience, then no good reason can be assigned why females should not be subjected to the same thorough, disciplinary processes. By rejecting such studies from our female seminaries, we either dishonour these ancient means of exercising the intellect, or we dishonour the sex from which we withhold them. Observation shows that girls have quite an aptitude in the acquisition of language. There is, therefore, nothing in the nature of the case to justify the exclusion of the classics. On the contrary, our confidence in them, as intellectual agents, imposes the obligation to make them a part of every thorough course.* Girls should begin to learn the Latin, when young. No period of life is so advantageous for discipline and improvement as the period of youth. In New England, the principal female academies incorporate the classics in their system of instruction. Algebra, Kame's elements of Criticism, Butler's Analogy, Mental and Moral Philosophy, Natural History, and similar studies of high degree, may be profitably used in the class room. The examination we have witnessed to day in the Blairsville Seminary, shows that a thorough discipline of the faculties is both desirable and practicable. The old-fashioned course of training is the best one by which to promote the intellectual elevation of our daughters.

* "Lady Jane Grey's fame as a scholar if we look to the age in which she lived, cannot be too highly extolled or too loudly applauded. The letter she addressed to her sister, in the Greek language, the night before her execution, the purport of which was, to exhort her to live and die in the Christian faith, is equal proof of her uncommon proficiency in classical learning and her presence of mind upon that trying occasion.

It is well known that Elizabeth was intimately acquainted with the Greek and Latin classics, nor was her knowledge of the French and Spanish languages less profound. Roger Ascham her preceptor, says, "Yea, I believe, that besides her perfect readiness in Latin, Italian, French, and Spanish, she readeth here now at Windsor, more Greek every day, than some prebendary of this church doth Latin in a whole week!

Harrison who published a book in 1577, says 'The stranger that entereth the court of England upon the sudden, shall rather imagine himself come into some public school of the University, where many give ear to one that readeth unto them, than into a prince's palace, if you compare this with those of other nations.' The hours now bestowed at the glass (or at tea) and the toilet, were then passed in studying the writings of the ancients."

Let it be distinctly understood that an extended course of study does not necessarily imply a superficial attention to the great elementary branches of a good English education. Exactly the reverse. The best foundation to build upon is our native language of solid rudiments and strong simplicity. There is a modern fashion of "accomplishing" young ladies in French, piano music, dancing, and sundry "extra" superfluities, which is at the expense of spelling, writing, and common sense. This neglect at the foundations is sure to open cracks in the ill-built walls, however decorated and gilded inside. An enlarged course of studies demands thorough elementary preparation. It is this unseemly superficiality which has tended, more than any thing else, to bring female education into disrepute. The old method of uniting varied and extensive acquisition with early drilling in first principles is the only security of success. As thus explained, the studies which enable so many young men to rise to high attainments and influence, should be used to draw out the intellect of the other sex also.

3. *Religion* should be recognised as an essential and prominent element in female education.

Religion always pertains to training every where. It is as natural a part of it, as fruit is of a tree, or fragrance of a flower. But are there any special reasons why religion should never be dissevered from the female course? Certainly there are; as for example, the *female susceptibility to religious impressions*. Without explaining the nature or causes of this susceptibility, I content myself with relying upon the fact of its existence. Providence clearly discloses it. Two-thirds of the communicants of our churches are of that sex, to which belonged the mother of our Lord. Of the 220,000 communicants in the Presbyterian Church, about 140,000 are females. What is this but the encouragement of God to those who are charged with female education, to mingle religion with their instructions? Whilst no class may be lawfully omitted, let the girls be the last to be neglected!

Woman, too, has less to fall back upon in the cares and trials of life. She particularly needs the supports of her God amidst the vicissitudes of providence. Man may go forth into the world and breast its storms; he may find relief in the very industry and enterprise which surround him, and of which he himself forms a part; he may employ public reliances, however delusive, to withdraw his mind from inward contemplations. But woman! lonely woman, sorrowing at home and left to herself, needs in a peculiar manner divine consolations. Compassionate educators of the sex, should you not endeavour, with God's blessing, to lead daughters and sisters to the enjoyment of His favour?

Let it not be forgotten that woman has the training of immortal mind. To her belongs in a peculiar manner the formation of human character. The influences which spring from her early instructions go far towards the perpetuation of religion in the world. Mother! Thou didst help to mould my heart, to restrain my passions, to establish me with holy truth, to win by example my youthful thoughts, and

commend Christ by a love prompted and enlarged by His own! How the annals of providence, which even in this world are not of obscure decyphering, will be unfolded to the honouring of Christian mothers, saved by grace and saved with their children in Jesus Christ!

And how peculiarly is religion an ornament of female character! A young girl, with the light of heaven upon her brow, is almost as an angel of God. Even a worldly person is compelled to do homage to her loveliness. There is a sacredness in her presence, whose voiceless utterance is to the heart. Nor is this gracious power seen only in youth. It strengthens, as years mature the character. It increases, like the light of early morning going up to noon-day height; and in the glory of the sunset of age, its last rays are brilliant with colours unknown even to noon. Girl, mother, grandmother; Christianity hails thee as the servant of the Lord, wherever thou art in age, or station, or place, or clime! Education must employ its intensest energies to imbue its course of learning with religion. Whatever may be the training of men—and other than religious may it never be!—let female training, here and every where, now and forever, be unto Christ.

FOURTHLY. Female education should have *some special adaptation to the sex*. Whilst the general plan of conducting it may substantially resemble that which experience has proved to be the best for all, it is wise to accommodate it, in some of its details, to the demands and tastes of actual life.

Music, for example, has an acknowledged home in the temple of female organization. Its strains, especially its sacred strains, should be welcomed within the portals. I by no means advocate an excessive attention to this fascinating art. A girl, all music, is less accomplished than with none. There may be, and there often is, a sinful waste of time in pursuing musical lessons. But music, properly regulated, ought always to be somewhat prominent in female education. It is so sweet in itself, so congenial in its influences, so pleasant as a resort, so suited to home, so useful in praise!

Sewing, embroidery, &c., are arts not to be neglected. The highest educated woman should never be ashamed of her needle. It is a household implement whose use becomes the sex. A plain thimble is a greater ornament to the fingers than a diamond ring. That education is defective, at home or in the academy, which gives no instruction in the powers of the needle. The Bible says: "Let her lay her hands to the spindle; let her hands hold the distaff."

Painting has a special claim upon refined taste and delicate manipulation. It is fairly entitled to cultivation, as beautiful, innocent, pleasing, harmonizing with nature and useful. Painting is commonly regarded as the sister of music; but lest the strong sisterly affections might detach the two from life's realities, I have placed the educated seamstress between them, to whisper to music that there is sewing as well as singing to do, and to admonish painting that the brush and the needle ought each to have their turn.

The household arts, how I shall speak of them so as not to impair

their dignity? Can female education be complete without them? Some attention ought to be occasionally, if not regularly, given, at least in boarding schools, to the department of household affairs. The minutia of its training may be wisely left to those who better understand it; but I will only add that, in the judgment of many, every woman ought to have some insight into the management of every day matters. Of a wise woman, it has been said: "She looketh well to the ways of her household, and eateth not the bread of idleness."

Botany is a pretty science for the female mind. Girls naturally love flowers. They love to plant them, to look at them, to smell them, to pluck them, to arrange them, to water them, to admire them, and to wear them. Therefore girls ought to understand something about them. Botany is useful as a study as well as pleasing as a science. It promotes habits of observation, strengthens the memory, contributes interesting knowledge, and leads the thoughts to God.

Other studies* might be included among those we have been contemplating, but enough has been said to illustrate the principle involved.

The general principles, by which to regulate a course of study in a female academy, as now exhibited, are left to the decision of candid judgment. These principles are mental development of a high order; according to the methods of approved discipline; with a marked attention to religion as a controlling power; and with some adaptation to the peculiar tastes and circumstances of the sex.

Let us now consider the other branch of our subject.

II. OUR OWN COUNTRY, AS A FIELD FOR THE APPLICATION OF THESE PRINCIPLES OF FEMALE EDUCATION, presents some encouraging aspects.

In the first place, there is no country where the *social equality of the sexes is more openly acknowledged*. Woman is here upheld in the possession of her sacred rights. Our domestic condition is eminently conducive to her intellectual activity. The very principles of our republican government inculcate, both directly and by natural inference, respect for her claims. The rights of woman are not extorted in formal declarations, but are freely tendered by the general spirit of American liberty and law. Even strangers are impressed with the universal homage rendered to woman by all classes in our country. Such being the state of public opinion, female education has rare and inviting opportunities for its successful prosecution. Instead of jealousy to counteract measures for the social advancement of the sex, every encouragement exists for the furtherance of efforts in behalf of institutions of learning. Not only are the com-

* The study of the French language seems to be regarded by many as peculiarly befitting females. In this sentiment the writer does not at all concur. There are very few French books which girls would be likely to read with much profit; and the general characteristics of the literature of the language are repulsive in the extreme. Where any special call exists for the acquisition of French, it may not be rejected on these grounds.

mon schools impartially open to girls, but academies and even colleges are established for their intellectual culture on a scale that aims at meeting every demand. Other countries do not seem so fully to appreciate the importance of woman's training, or to present the same motives to it in the circumstances of their social state. America, it is believed, offers a favourable and unrivalled field for female education in every stage. Our female seminaries, becoming more and more numerous, are the joy and the honour of the land. They are the keystone in the arch of general cultivation, bridging the separation of the two sexes and admitting all to privileges of equal intercourse in the great journey of life. I rejoice that, my native land, with all the good things which belong to its heritage, magnifies the choice things of home; that here our daughters may receive an education suited to their wants and inspirations, and have free opportunity to glorify God with cultivated intellects and enlarged understandings.

SECONDLY. *The peculiar energy of American mind requires the directing and restraining power of female cultivation.* Whilst our country offers special opportunities, its peculiar state requires that these opportunities be embraced with all vigor. The tendency in American society is too much in the direction of outward activity. Merchandize, agriculture, the arts, are all-engrossing objects of pursuit. The material is the idol of this worldly generation. What enterprise, what energy, what intellect are put forth, in the acquisition of wealth and in the execution of plans of personal aggrandizement! Society suffers from this over-doing of the eager love of gain. Like a magnificent ocean steamer, racked by the too powerful working of splendid machinery, it is shaken to the very centre by the tremendous energy of business high-pressure. Fortunately, there are providential arrangements to moderate these excesses of social life. Among these, is the influence of woman, mediating in favour of relaxation and home. The business talent, employed in counting-room, field and shop, can be best restrained by a superior cultivation in the family circle. God has given to woman a power of moulding character, which though quiet as household retirement, is strong as sovereign law. The influence of the wife, daughter, mother, is felt on every farm in the country, and in every store of the city. It belongs to woman to check undue aspirings, to soothe with genial intercourse, to repress the tendencies to worldliness, to allure by the charms of home, to unite in pleasant conversation, to conciliate and influence by equal and superior cultivation. It is impossible to estimate the compensations of her presence in the stern realities of the world. No country needs the interposition of these domestic safeguards more than our own. There is, therefore, a peculiar demand for female education. Woman's functions, as intervener between worldly ambition and domestic peace, cannot be performed without a cultivation capable of securing homage. Education in the common school and in the academy thus becomes all important in its relation to the business activities characteristic of American mind.

THIRDLY. *The rare openings for female service in our country makes it an interesting field for the application of the right principles of education. There are at least three departments which offer peculiar inducements to the energies of female character.*

1. The department of public instruction comes peculiarly within woman's province. The office of teacher in institutions of learning demands a large number of highly gifted and well-trained females. It is universally admitted that female teachers are altogether the best for young children. There is an adaptation to the wants of the little ones, a kind appreciation of their character, a condescension to their difficulties and trials, a loving sympathy with their feelings in study hours and at play time, which mark out the gentler sex as their natural instructors. Hence the common schools in many parts of the country, especially in New England, greatly prefer females as teachers. The higher seminaries for the sex, of course, look chiefly for their instructors to ladies of richly cultivated minds. So that there is very great encouragement to females to qualify themselves for the work of instructors by means of a thorough and liberal education. And what office is there of higher aim than that of teacher? There is none that so comes in contact with the human soul and is able so to mould it intellectually and religiously. The office of the ministry is higher in official authority, and has a greater range of influence. But ministers do not generally possess the same amount of influence over an equal number in their congregations as a teacher does in her school. Never can there be a more congenial theatre for the exercise of her faculties than in the training of the young. How beautiful the spectacle to behold a lady of cultivated mind, of pious, devotional spirit, of pleasant utterance, of graceful condescending manners, at the head of her class, inculcating knowledge secular and divine! No country presents stronger pleas than ours for female teachers. Would that more in the upper circles of life were willing to receive the dignity and honours of this great profession!

2. Another department, making a demand upon educated female talent in our country is that of philanthropy and religion. A great work is to be done for the cause of truth and morals by active female influence. Our sabbath schools require a far better educated and more competent set of teachers, of the unprofessional class, than is commonly found in them. Our female benevolent societies, tract distribution, prayer meetings, call for educated and capable ladies to superintend and give interest to them. The temperance reformation in like manner has great faith in the power of woman to advance its aims. It is impossible to read the salutation of Paul to the females in Rome, who "bestowed much labour" on him, who "laboured in the Lord," who "laboured much in the Lord," without feeling that the power of the sex in promoting religion should be used by every wise "master-builder." In short, the cause of religion and philanthropy, much as it has always depended upon the co-operation of woman, might acquire a great accession of strength by the increased educational privileges of the sex.

3. *Literature* is another department, standing wide open with garlands upon its gates for the admission of educated ladies. The female pen has done no mean service already in the propagation and defence of truth, and in the pleasant entertainment of the public mind through general literature and the genial effusions of poetry. A large number of Sunday-school and other religious books have come fresh from the female heart to make their unending impressions. There is far too little conscience on the part of highly cultivated ladies in using the press as the vehicle of the influence which providence and grace have given them. No country was ever more inviting to female writers than our own. Our monthly and weekly periodicals might be made far more interesting by a large addition of their contributions; and our general literature be graced with many valuable publications of well qualified authoresses.

The three departments of public instruction, philanthropy and literature are eminently favourable to the cultivation of female intellect in our country. The proud world may indeed despise the modest, unobtrusive worth of woman in any of these occupations; and fashionable circles may imagine that the highest end of creation is adornment of person, dissipation of time, and vain display of wealth and of trivial accomplishment. But the great aim of Christian woman is to do good, in whatever station God may have placed her, and with whatever gifts endowed her. Let her take courage and go forward in unambitious but earnest effort.

“ With the mild light, some unambitious star
 Illumes her pathway through the heavenly blue—
 So unobtrusive that the careless view
 Scarce notes her where her haughtier sisters are—
 So ran thy life. Perhaps, from those afar,
 Thy gentle radiance little wonder drew,
 And all their praise was for the brighter few.
 Yet mortal vision is a grievous bar
 To weigh true worth, For were the distance riven,
 Our eyes might find that star so faintly shone,
 Because it journeyed through a higher zone,
 Had more majestic sway and duties given,
 Far loftier station on the heights of heaven,
 Was next to God, and circled round his throne.”*

FOURTHLY. Another aspect of our subject comes before us. *The great moral destiny of this republic demands the highest order of woman.* Our country is undoubtedly destined to exert a powerful influence in the affairs of the world. Its greatness already towers aloft amidst the glory of kingdoms and the monuments of national achievement. The little colonies of our early history have been consolidated into a nation, whose territory counts its parallels of latitude by a score, and whose circles of longitude expand from 10 East of Washington to 45 West. Within this magnificent domain, bounded by the two great oceans of the world, lives a people whose general

* G. H. Boker.

ingredient of sturdy Anglo Saxon is healthfully diversified by the traits of all nations. With resources unlimited, with population rapidly increasing, with a position commanding eastwardly, westwardly, or southerly, with a self-reliance nurtured by Providence and never yet thwarted by the power of man, and with a religious character hopeful in its ultimate development, our country must needs take an influential part in future history. As God has led on the world to its present condition of civilization and progress by selecting particular nations to be prominent actors of His plans, so there is every reason to believe that the United States are at least one of the modern nations, predestined to assist the marshalling of events in all future ages. The English language, that of our country in common with Great Britain, is the language of Christianity. This fact alone guarantees predominating weight. Religion is the great civilizing, all-conquering element. The signs of the times not obscurely foretell the national greatness of this Anglo Saxon, Christian land. Our "manifest destiny" is to propagate civil liberty and religious freedom throughout the world; to advance civilization and the cause of Christ on every continent.

In this vast and sublime work, educated woman has a prominent allotment. Nothing great has ever been achieved, and made permanent in the history of human progress, without the help rendered through the social elevation and influence of the female sex. There have been prowess of arms, enterprise of commerce, high cultivation of the arts, attainments of literature, accumulations of wealth; but no nation has ever yet prospered that rejected woman's elevation from among the powers of social life. The progress of our country eminently requires the conservatism, the holy zeal, the purity, the energy of Christian womanhood. The sex should be educated to perform the part of a high destiny. Education alone can give the qualifications demanded for a day of national eminence in the ingathering of the nations unto God.

YOUNG LADIES OF THE ACADEMY!

I turn from my subject to you. It is pleasant to pass from the abstract to the living embodiment, from glimpses of principles to glances of sight, from the truths of discussion to the existences of nature blooming with hope and joy. Now is the time, ladies, to act your part in the grand scenes of Providence to which the world is advancing. Each has a good and great work to do, if each is faithful to God, to the sex, to the race. Education, the object of your daily effort, is only the means to the end; and the end is to serve God through the gifts and privileges of His goodness. Shrink not with faint-hearted timidity from the thought of present and future duty. The Creator had high objects in placing Eve by the side of Adam in Paradise; and all of Eve's daughters must perform the obligations of their sex in winning back the world from the tempter's power to the true authority of the "seed of the woman." Bitterly knowing the difference between "good and evil," it is yours to aid

the triumphs of Redemption throughout the earth. If you would be useful, young ladies, you must add to your knowledge, religion.

Permit me, as a plea in behalf of personal religion, to remind you of the special obligations of the sex to Christianity. Whatever religion has done for man, it has relatively done more for woman. The blessed Master, instead of despising the sex, as the philosophers had done, selected them as his companions and friends. "He went throughout every city and village, preaching and showing the glad tidings of the kingdom of God, and the twelve were with him;" but not they alone. No, the company was enlarged by the loving companionship of Mary, and Joanna, and Susanna and "many others" who "ministered unto him of their substance." Our Lord, in thus associating females with his holy band of disciples, left to all ages the authority of his example in behalf of woman's social elevation and influence. Christianity is pre-eminently woman's friend. Its progress is the acknowledgment of her equal rights, of her domestic power, of her mental cultivation, of her reign of love. Oh ye, who are indebted to the gospel of Christ for all the privileges of home, education and life, come to your Saviour. Come to Him, who died for you, uniting in His glorious person the sonship of Mary with the Sonship of God!

BLAIRSVILLE FEMALE SEMINARY.

LOCATION AND BUILDING.

THIS Seminary is situated in Blairsville, Indiana County, Pa. Few towns combine greater advantages for the location of such an Institution. The turnpike road from Pittsburgh to Hollidaysburgh, and the Pennsylvania Canal, pass through it; the Central Pennsylvania Rail Road also passes within two miles and a half, a branch from which is now completed to this village, and the cars unite regularly with those of the main line. The building is a commodious and beautiful structure, 80 feet in length by 44 in breadth, and three stories high, affording all necessary accommodations for the various operations of the family and school. Its situation is sufficiently retired, commanding a view of the town and of surrounding scenery of unsurpassed beauty. Wide halls extend through the whole length of the building, affording free circulation of air, and ample opportunity for ventilation of the rooms appropriated to the pupils. These rooms are very pleasant, and furnished in a manner to promote the comfort of the occupants, by whom it is expected they will be kept in a neat and orderly manner. There is provision made for warming them in winter, if desired. The Seminary grounds embrace three acres, furnishing ample space for exercise, and for gardens, useful and ornamental.

PLAN OF OPERATIONS.

The Principals stand in the relation of parents to their pupils, kindly counsel and direct, and with unwearied solicitude watch over them individually and collectively. To a judicious classification, the discipline and general care of the family and school, the instruction of several of the classes, and to general exercises, their time and energies are devoted. No pains have been spared in obtaining good, efficient and accomplished Teachers. They reside with us, are chiefly devoted to the instruction of the various classics, but in other ways render essential aid, and exert an important influence in furthering the general interests of the School. All pupils from abroad, except in special cases, are expected to board in the Seminary. The government is designed to be that of a well regulated family, mild but firm, and enforced by appeals to *conscience* and the *Word of God*. The rules are few, and such as are deemed essential to success in their education, physical, intellectual and moral; and of course a ready compliance with them is expected and required. From daily and weekly bills of recitations, absences, delinquencies, &c., quarterly reports are rendered of the diligence, progress and conduct of each pupil.

COURSE OF STUDY.

This contemplates a thorough knowledge of all those branches of education which are pursued in the best Female Seminaries. To accomplish it requires a protracted course of study. Our motto is, "*Make haste slowly.*" It is deemed indispensable to commence with the elementary branches, dwelling upon these till they are thoroughly mastered; and as the powers of the mind are strengthened by exercise, to advance gradually and systematically to those of a higher grade, to the end of the prescribed course. The study of the Ancient and Modern Languages, Drawing and Painting, and Vocal and Instrumental Music, though not a part of the regular course, are deemed important and may be early introduced, without essentially retarding, but on the whole facilitating the attainments of the pupil in her other studies.

TERMS.

The year is divided into two sessions of five months, subdivided each into two quarters, and followed respectively by vacations in the months of April and October.

Boarders, including tuition, lights, room-rent and furniture,	
per quarter, in advance,	\$25 00
Fire in room, when required,	8 00
Washing per doz.	30
Day Scholars, higher branches,	5 00
" " common branches,	4 00

EXTRAS.

Music, instrumental,	6 00
" vocal,	1 00
Use of instrument,	1 50
Drawing and Painting,	3 00
Latin, French or Spanish,	8 00
Books and Stationery, Drawing Materials and Music, when needed, will be supplied at Bookstore prices.	

The next Session will commence on the first Monday of May. It is desirable that scholars should be present at the commencement, and continue to the close of the Session. Deductions will be made for unavoidable absence only.

Address

Rev. S. H. SHEPLEY,
Blairsville, Pa.

BLAIRSVILLE FEMALE SEMINARY.

The following statement, by the Rev. Mr. Hill, is here inserted:

Blairsville Female Seminary was commenced two years ago, under the conviction that such an institution was needed in this section of country, and was demanded by the growing public sentiment in favour of Female Education. Blairsville was believed to be in all respects an eligible location, combining, as it does, facility of access, healthfulness, beauty of natural scenery, and a high tone of morals.

It was commenced with many fears as to its success, but these have been dissipated by the history of the past two years. It is now proved beyond all question that the mind of the community was ripe for this movement; that they appreciate, and are prepared to sustain it. A propitious Providence seems to have smiled on every step of its progress. The hopes of its projectors have been fully met, and their prayers fully answered. A building, doubling in its cost and capacity anything we had anticipated being able to build, has been completed. Principals have been secured who devote their whole time and energy to the interests of the Institution; and the operations of the past session have convinced all who are acquainted with them, that the most flattering testimonials may raise no expectations which may not be more than realized.

Those who know the writer best, will be furthest from suspecting any want of candor or sincerity on his part, when he affirms, that all of qualification for their work, that he expected to find in the persons who now have control of this Seminary, he has found, and more; and that in all that he feared he has been disappointed. And he claims that no feeling of personal delicacy on their part should be allowed to prevent his discharging what he regards as a duty which he owes to the public, thus to testify his unqualified conviction of their high qualifications for the work in which they are engaged; and to assure parents that in sending their daughters to this Institution, they are placing them under the very best intellectual, moral, and religious influence.

GEORGE HILL.