

descendants on the other hand, are knocking at the doors of our colleges. The signs of the times are, that woman will soon take an intellectual position, distinct it may be, but in no wise inferior to man.

It is high time that parents were alive to the facts of the case. At the common schools boys and girls have an equal chance. Reading, writing, and arithmetic, are the heritage of them both. But after the period of school life is over, for the most part how different the case. Whatever money can be spared is devoted to the education of the boys, and the girls may fare as best they can. The son if he wishes an education is sent to an academy. Here he remains, it may be for a period of two years, obtaining thorough instruction in the English branches, and a solid foundation for a college course. He then enters college, pursuing his studies for four years, enjoying the advantages of class-room lectures, reading-room, debating societies, association with his fellow students—coming in contact as he does with gifted individuals of all shades of character, the sons both of rich and poor, upon the same common level—together with all the other various aids to the development of the mind attainable in such a place; graduates an accomplished scholar, and is ready now to enter upon the more active duties which devolve upon every individual, and to act well his part in the great drama of life.

What meanwhile of his sisters chance? What has she been doing? Debarred from further intellectual progress, she enters society, where an unmeaning round of visits, parties etc., engross her time. She thus wears away a monotonous life, in aimless listless relaxing modes of both physical and intellectual abilities until about eighteen, when having taken a few music lessons and had a smattering of French, she is supposed to have completed her education, just as her brother is beginning his college course. During this period, many are desirous of breaking the chains of ignorance which surround them, and of enjoying the advantages of a higher education, but all to no purpose.

It is not pleaded that provision should be made for the liberal education of every woman, or that all should be thoroughly educated. It is not the case with men. We do not find institutions of learning for all men, they are restricted to the favored few. Neither do we find that in every family, all the sons are sent away to school.

It is only those who have the capacity, as well as the desire who go. The circumstances and turn of mind of each individual by himself, shows upon whom lies this privilege and responsibility. Thus it should be no more so, nor no

loss, in the case of every girl as well as boy.

Here may arise, the common place saying, that the true theatre of woman is the management of the household: and the stereotyped jokes about marrying and maternal duties, may be repeated. It may be asked of what use is mathematics, or French and German &c., to woman in the proper performance of these duties? Will a course of study at a boarding school add to the refinement, the delicacy and grace, the dignity and elevation of character, so essential to the ideal of womanhood? Will not such an education, especially the co-education of the sexes, give a masculine tone, and produce what is termed strong mindedness? If such an education were afforded would it not be left unused, and consequently would there not be a loss, in the expenditure of so much time, money and toil in the obtaining of it? Is it true that there is a demand for the more liberal education of woman?

In reply to the first we would ask if a knowledge of these branches would cause woman to neglect her household duties, and lessen her interest in them; how does ignorance conduce to the better management of them?

Care and solicitude for these things are not dependent upon ignorance. The chances are that the educated woman would conduct her household better than the illiterate. The proper development of the mind, heart and soul, could not but enable her to discharge better those duties, to which the Creator has appointed her.

The sense of mental superiority, an acquaintance with and an interest in general literature, the reading of the best authors, would relieve the monotony of her daily life, and enable her to hold converse with the educated. In the pursuit of a liberal education, although a rigorous training is obtainable by the proper study of all the branches of learning, we find many studies, such as French, German, Botany and English literature, peculiarly appropriate to the occupancy of woman's mind, and to the elevation of all her womanly qualities. Literature and history, would widen her range of sympathies. Music and drawing are beneficial not merely as accomplishments, but as intellectual arts. In classical studies, we have the most perfect training in the study of language. Genuine aesthetic culture has a refining influence which could ill be spared. The unfolding and informing of all the faculties, gives a knowledge of the powers of mind in possession of each individual, which cannot but be beneficial in the highest degree.

In regard to the co-education of the sexes, on which so much is said nowadays, we find that wherever it has been

tried it has as a rule proved successful, that the point of honor raised both as regard words and actions, as well as the general moral sentiment, is higher where the sexes mingle in their education, than where they do not; that the character of the one is refined, while the mind of the other is being deepened. A masculine tone, and strong mindedness, are far from being the fruit of womanly liberal culture, but are the outgrowth of the very contrary. Education has no connection whatever with these things. It is in the superficially educated, or in those who scarcely possess any at all, that they are exhibited. Helplessness, and the want of a thoroughly sound education of which so many are deprived the advantages, are not graces; but self reliance, energy, fortitude, are noble qualities in either sex.

If the delicacy and grace of womanhood are endangered by an education obtained at boarding schools in which, while the mind is being cultivated, the matronly supervision, the home comforts and tranquillities so suited and necessary to the gentler sex, are, at the same time, thrown around the instructed: they are surely imperilled, to a greater degree, by an inefficient education or by an entire lack of one.

As respects the desideratum of such a liberal education, and the use to be made of it, we would reply:—That the object of all true education is mental and moral discipline,—that its practical use to every individual is to have the intellectual and moral faculties so enlarged and strengthened, as to be able to think clearly, to have good sound judgment and the power to decide rightly. Cultivation does for woman what it does for man, intensifies every moral attribute and contributes to mental growth. The ennoblement and adorning of one's self, the proper development of character, and a liberal education, are abiding and vital possessions, which cannot be taken away; they are acquisitions which cannot rest unused. With these attainments, if woman's duties lie in the circle of home, she will find them invested with a new and moral significance.

In proportion as every true woman has felt the effects of her studies, all the relations of society will feel her greater power thus attained; and with a class of educated women sprinkled among the different communities, how great would be the improvement. There is also great need of a more liberal education for woman, as she is the chief educator of the human family. The important duty of training the tender minds of children, and of implanting the first and indelible impressions of their relations to God and man, devolves upon woman. In her hands lies the future destiny of a nation.