

boys' department, and girls only have attended ever since. The first academy founded for girls alone was Adams Academy, of Derry, N.H., incorporated in 1823; the first in Massachusetts was Ipswich Academy, 1828, and Abbott Academy, in Andover, followed in 1829.

Before this, however, there had been schools for girls, designed exclusively for instruction in branches not taught in the common school, the first it is said, having been an evening school conducted by William Woodbridge, who on graduating from Yale in 1780 read a theme on "Improvement in Female Education." He reduced his theories to practice by giving his evenings, after his daily occupation, to the instruction of girls in grammar, geography and the art of composition. He was considered a visionary mortal by public sentiment, which asked who would cook and mend if girls were to be taught philosophy and astronomy. The efforts of Emma Willard at Burlington and Troy, of Miss Catherine Fiske in Keene, N.H., and Miss Catherine Beecher in Hartford, all tended to educate public opinion up to an appreciation of the necessity for a higher education for women. Many other schools for girls sprang up and flourished for a time, but because of a lack of a sound financial basis of endowment, the expenses at these schools were so high that, according to Rev. Mark Hopkins, D.D., "in some cases the expenses of sustaining a young lady in school for a year was more than double what was required to give a young man the advantages of a college course." Besides being expensive, many of these schools gave instruction in accomplishments and the more ornamental branches only, and it is not strange, therefore, that many of them died after a short existence.

Rev. Joseph Emerson was one of the first to perceive the need of a

thorough as well as a broad education for women, and to work for that end. He was the first pastor of the Dane Street Church, in Beverly, Mass., but was a writer, lecturer and teacher, as well as establishing schools in various places. He had the training of many teachers, and the fact that Miss Grant, of Ipswich (afterward Mrs. Bannister), and Mary Lyon were his pupils, would alone be a sufficient guarantee of the worth and excellence of his work. From the teachings of himself and his pupils sprang the idea of training young women for "Christ and the Church," as young men had been trained. Then came the period of endowed schools, two of the most notable of these being Wheaton Seminary, established at Norton, Mass., in 1835, by Judge Laban Wheaton, in memory of his daughter, and Mt. Holyoke Seminary, incorporated in 1837, from the semi-centennial history of which many of these facts are drawn. Volumes have been filled with the work of Mary Lyon and her contemporaries. The instruction given by these schools was thorough, broad, deep, forming the character and cultivating the mind of those who came under their influence.

The appreciation of good work creates a demand for more, and as a consequence other schools similar to these sprang up as if by magic. Colleges were demanded for still higher opportunities, and established institutions opened their doors, or new ones were formed, till now volumes would be required to tell all that is being done in the way of the higher education of women. But when such names as Wellesley, Smith and Vassar, Oberlin, Cornell and Antioch, the Massachusetts Institute of Technology, Boston University, the Harvard Annex, and Newnham and Girton Colleges are named, volumes are expressed, and the whole story is told.—*New England Journal of Education.*