

some degree proportionate to those afforded to Young Gentlemen in our Colleges and seminaries.

He is also fully convinced, that Female education, properly conducted, requires the exercise of more skill and prudence than is necessary for the proper intellectual and moral training of the other sex.

It embraces more particulars ; has to contend with stronger prejudices, and requires more watchfulness and tenderness.

The Proprietors beg to add the following synopsis of their views on Female Education :—

They believe, in order to be symmetrical, and fully to answer its end, it should be Moral, Religious, Intellectual, Social and Practical.

*It should be Moral.*—No branch of knowledge is more important than to discern the two great principles—the self-seeking and the disinterested ; and the most important part of education is to depress the former and exalt the latter, or to enthrone the sense of duty within us.

*It should be Religious.*—When we look into ourselves, we discover powers which link us with the visible, ever-changing world ; and we discover a power, too, which cannot stop at what we see and handle, which seeks for the Infinite, Uncreated Cause,—which cannot rest till it ascend to the *Eternal, All-comprehending Mind*. The grandeur of this principle cannot be exaggerated by human language ; for it marks out a Being destined for higher communion than with the visible universe. To developpe this, is eminently the duty of those to whom is entrusted the education of youth.

*It should be Intellectual.*—Intellectual culture consists not chiefly in accumulating information, but in building up a force of thought which may be turned at will on any subject, on which the mind may be called to act. This force is manifested in the concentration of the attention ; in accurate, penetrating observation ; in reducing complex subjects to their elements ; in detecting the more subtle differences and resemblances of things ; in reading the future in the present ; and especially in rising from particular facts to general laws or universal truths.

*It should be Social.*—One of its great offices is to unfold and purify the affections, which spring up instinctively in the human breast ; which bind together parent and child, brother, and sister ; which bind an individual to friends and neighbors, and to the suffering wherever they belong. The culture of these is a very important part of Female education, and consists in converting them from instincts into principles, from natural into spiritual attachments,—in giving them a rational, moral, and elevated character.

Finally, Female Education, in order to be useful, *should be practical* ; that is, it should propose, as one of its chief ends, to fit the pu-