

### FREE NATIONAL NORMAL SCHOOLS FOR YOUNG WOMEN.

THE following MEMORIAL was first brought before Congress in 1853-54. It was very favorably received, and would have been acted on had not other bills, asking appropriations of public lands been defeated or vetoed. Those lands were then considered pledged for the public credit. The passage of the "Homestead Bill" having virtually opened the public domains to private settlers, there seems now no hindrance to plans that aim to raise the condition and character of those industrious pioneers, in the now unoccupied region where the American Flag is to protect the citizens of the United States. Moreover, as the bill for endowing "Agricultural Colleges" has provided aids for the pursuits of men, will not Congress furnish also facilities for the benefit of women? We trust in the wisdom and patriotism of American Statesmen to decide this important question, and submit the following in the name of the Women of the United States:—

#### MEMORIAL:

*To the Honorable Senate and House of Representatives in Congress assembled.*

There are now more than *two millions* of children in our country destitute of the opportunity of education, demanding *sixty thousand teachers* to supply them at the same ratio as is common in our best educated sections, we respectfully beg to call your attention to these considerations:—

1. That, while the Great West, California, and the wide ocean invite young men to wealth and adventure, and while the labors of the school-room offer so little recompense or honor, the sixty thousand teachers needed cannot be obtained from their ranks; and, therefore, the young women of our country must become teachers of the common schools, or these must be given up.

2. That the reports of common school education prove women are the best teachers, and that in those States where education is most prosperous the average of these teachers to that of the other sex is as *five to one*.

3. That while, as a general rule, women are not expected to support families, nor to pay from their earnings to support the State, they can afford to teach for a smaller compensation than men; and, therefore, funds bestowed to educate **YOUNG WOMEN** gratuitously will in the end prove a measure of wise economy, and at the same time will tend to render education more universal and more elevated by securing the best class of teachers at a moderate expense.

4. That those most willing to teach are chiefly found in the industrial class, which as yet has received few favors from National or State Legislatures.

5. That providing such gratuitous advantages for women to act as educators will secure a vast number of well-educated teachers, not by instituting a class of *celibates*, but by employing the unoccupied energies of thousands of young women from their school-days to the period of marriage, while, at the same time, they will thus be qualifying themselves for the most arduous duties of their future domestic relations.

In view of these considerations, your memorialists petition that **TEN MILLIONS OF ACRES OF THE PUBLIC NATIONAL DOMAINS** be set apart to endow at least one *Free National Normal School* in every State for the gratuitous education of **YOUNG WOMEN**.

These institutions could be modelled and managed in each State to suit the wishes of the inhabitants, and young ladies of every section would be trained as instructors for children in their own vicinity; this would be found of immense advantage in the States where schools have hitherto been neglected.

While such vast portions of the national domains are devoted to national aggrandizements or physical advantages, we humbly petition that a moderate share may be conferred to benefit the daughters of our Republic, and thus at the same time to provide educators for two millions of its most neglected children.

### NATIONAL NORMAL SCHOOLS AND SEMINARIES OF HOUSEHOLD SCIENCE FOR YOUNG WOMEN.

#### ANOTHER PLAN.

CONGRESS has wisely donated public lands to every State in the Union that would establish an Agricultural College for young men. Thus our soil is to be cultivated on scientific principles. Is not science as necessary in perfecting the art of making good bread as it is in raising good wheat?

On the right ordering of households depend the health and comfort, the improvement and enjoyment of every human being. Does not the lady who presides over the duties and destinies of family life require the aid of a thorough education, mentally as well as morally, in order to be capable of using her faculties to the best advantage?

The great design of these "Schools of Educational and Household Sciences" would be twofold:—

1st. To qualify young women for Teachers in Common or Free Schools.

2d. To train a competent band of young women and girls thoroughly to comprehend the nature and the requirements of all the occupations usually designated as womanly.

These subjects to be taught through lectures and practical lessons by competent and intelligent instructors, etc. The plan would require an arrangement on the family system, to be presided over by husband and wife as co-regents. A farm or grounds that allowed all the operations of *Home Life* in the country to be carried on, the dairy, cookery in all its branches, the laundry, the care of poultry, of the garden, kitchen, as well as flowers, plain sewing in all its branches, and, so far as possible, the care of the sick and whole economy of the household to be studied and understood. The accomplishments might be vocal music, dancing, calisthenics, riding on horseback, swimming, skating. The Schools, normal and preparatory, to give each scholar who continued through the course of four years, a thorough English education. And the crowning grace of these schools would be the pure Gospel principles of Christian morals and of life devoted to worthy aims and good works which the minds of these pupils would imbibe. Every young woman there trained would learn to serve God and her country, to love her home and the duties that make the beauty, the happiness, and the glory of home. She would go forth from such a seminary an accomplished teacher of this useful knowledge, and Schools of Domestic Science would soon adorn and bless our land, all aiming to increase the sum of human happiness, by improving home life, and thus exalting the position of woman while enlarging her sphere of usefulness. The statesmen and philosophers of Great Britain are taking thought and action on the enlarged intellectual culture of their educated women. British authoresses hold already a higher relative position compared with literary men than feminine genius in America has yet reached. And now, Lord Brougham, the patriarch of educational reforms, is urging that the universities should be open to women who wish to pass an examination in languages and mathematics and receive degrees if found qualified. The University of Cambridge is thus opened.

John Ruskin, in one of his educational works, places a higher estimate on the intellectual as well as the moral powers of women than of men, and says that in the education of a young lady, "all such knowledge should be given to her as may enable her to understand and even to aid the work of man." Ruskin has, himself, been delivering lectures on Natural Science to classes of young girls.

Will American statesmen allow the great advantages of educated feminine talent to be thus predominating in England whilst no public provision is made here for the instruction of young women except in the elementary forms of the common schools?

We appeal to the generosity and to the justice of Congress. The plans and suggestions above are only offered to awaken the minds of wise legislators, and induce them to consider the subject of popular education in its national aspects, and we cannot but hope that this the Fortieth Congress will show the world that the American government is as ready to offer education, the best gift of the Republic, to its daughters as to its sons.