FREE NATIONAL NORMAL SCHOOLS FOR 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 national defense. The passage of the "Homestead Bill" having virtually opened to the public domain 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" 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:

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

There are now more than two million children in our country destitute of the opportunity of education, demanding sixty thousand teachers to supply the demand. That is common to both educated sections, we respectfully beg to call your attention to these considerations:

1. In the Great West, California, and the wide ocean invades young men to wealth and adventure, and while the labors of the school-room offer no 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 one in ten.

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, better means could be given to educate young women gratuitously will in the total to promote a measure of wise economy; and the same time tend to render education more universal and more elevated by securing the best class of teachers in prominent positions.

4. That those most willing to teach are chiefly found in those States which have received few favors from National or State Legislatures.

5. That providing such gratuitous advantages for women in our best schools will assure 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 or the one million and a half of unoccupied national lands 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.

When the endowments of the national lands are devoted to national agricultural, manufactures 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 citizens.

NATIONAL NORMAL SCHOOLS
AND SEMINARIES OF HOUSEHOLD SCIENCE FOR WOMEN.

ANOTHER PLAN.

Congress has wisely donated public lands to every State in the Union, that would sullicit the establishment of a National College for young men. Thus our soil is to be cultivated on scientific principles. Is not science as necessary for the perfection of making good bread as is it in raising good wheat? On the right ordering of households depend the healthy growth and the improvement of every human being. Does not the lady who presides over the duties and destiny of family life require 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 those "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 so you may not only superintend the requirements of the all the occupations usually designated as womanly.

These subjects to be taught through lectures and practical lessons given by competent and intelligent instructors. The students would have to make an arrangement on the family system, to be presided over by husband and wife as co-regents. A farm or grounds that includes a farm house, a herd of cows, a flock of sheep, a garden, a flower bed, a creamery, a poultry yard, a milk house, a cow stable, a store house, and a barn, would be a part of an Educational Farm or Grounds. The accomplishments might be vocal music, dancing, callisthenics, riding on horseback, and skating. The Schools, normal and preparatory, to give the ladies a thorough education continued through the course of four years, a thorough English education. And the growing 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 there a well accomplished and accomplished in the useful, knowledge, and Sciences of Domestic and bless our land, all aiming to increase the sum of human happiness, by improving and civilizing and thus exciting the position of a woman while enlarging her power.

The statesmen and philosophers of Great Britain are tending the right direction of the enlarged intellectual culture of the educated women. British authors hold a higher relative position among men than the educated women in America has yet reached. And now, Dr. Benjamin Rush, 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 they stand 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 power of women as a man, 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 to aid in the education of men." Ruskin has, himself, been delivering lectures on Natural Science to classes of young girls.

Wittons, etc. have taught us that the greatest advantages of educated feminine talent is to be thus predominant in England whilst no public provision is made to secure the instruction on the same principle 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 do justice to the subject of education in its national aspects, and we cannot but hope that this the Fortieth Congress will show the world that this is a Republican government that will offer education, the best gift of the Republic, to its daughters as to its sons.