



Emma Willard

EDUCATIONAL SERVICES OF MRS. EMMA WILLARD.

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Mrs. WILLARD was born Feb. 23d, 1787, in the Worthington parish of Berlin, Connecticut. She is of pure English blood, of the good old Puritan stock. Her father, SAMUEL HART, was descended from Thomas Hooker, one of the founders of Connecticut. Her mother was Lydia Hinsdale, of a family of marked ability and excellence.

Samuel Hart, Mrs. Willard's father, being an only son, was designed for a liberal profession, and was nearly fitted for college when his father died, and left the care of his mother, sisters, and the farm upon his young shoulders. He bravely undertook the burden and bore it manfully; indeed, with such success that its weight seemed to his strong nature to bear too lightly, and to need at the age of nineteen the addition of a wife.

At the age of thirty-three, he was left a widower with six children, and he had lost one in its infancy. He had already become a light in the church and a pillar in the State. In a little more than a year he was married to the mother of Mrs. Willard, ten years younger than himself, who bore him ten children. Of the seventeen, thirteen reached mature life.

The father and mother resembled each other in their puritan piety, honesty and sincerity, which knew no guile,—and in their Christian benevolence, which seemed to discern no difference among the needy creatures of the one Father; and thus they passed their many days in an unbroken harmony, which the stern pressure of incessant labors could not chafe, nor increasing cares, nor sickness, nor bending years, do aught but strengthen. Yet they were in leading characteristics strikingly different, and theirs was the happy union of opposites, which round out the complete one. She was practical, quietly executive, severely but unwaveringly industrious; and although well educated for her day, and tenderly reared, and excelling in all the delicate fabrics of the needle, she had in full perfection the New-England trait of making much out of little, and a little out of nothing. She had the true economy, not of selfish hoarding, but of industriously producing, carefully preserving and wisely distributing. As an instance, on sorting the wool, as was the women's part, after the shearing in

the spring—when the best portion had been laid aside as material for the father's clothes, the second best selected for other "men's wear," the third best for the "women's wear," then family flannel and blanketing were to be provided for, and afterwards coarse remnants laid aside for mops. There yet remained scattered tags and burred clippings;—to be burnt? No, not so. They were gathered by themselves, and her little girls, "Nancy and Emma," were quietly told by their mother that they might take their baskets, when their work was done, and carry it to the pasture field (where they loved to go), and scatter it upon the bushes which grew around the pond, so that the birds might find it to build their nests with. Thoughtful loving woman!—sublime in that charity which embraces all the creatures of God. "Gather up the fragments that nothing be lost," she had read as the words of her loved Master, and in imitation of Him, she "considered the fowls of the air which your Heavenly Father feedeth." And it is this same wise bestowal of the fragments, in imitation of the mother by the daughter, which has made the Troy Seminary a source of daily support and comfort, through many years, to outside poor, numbering at times many families.*

And it was this true economy which enabled the mother, in spite of the smallness of an income whose limits were inversely proportioned to the size of her family, always to exercise with cordial welcome and in unrestricted measure, the sacred rites of a New-England hospitality; and besides, always to have one or more old persons in the home to be cared for, nursed and cheered, and sometimes to be supported; at one time her husband's mother, then her own parents, afterwards a brother, poor and diseased, and once a disabled soldier. Hospitality is a pleasant luxury when one's bell-call is answered by trained servants, when the house purse is never lean, and the keys always turn upon a bounteous larder; but when the mistress of the home (assisted perhaps indeed by her daughters), is not only the entertainer, but also her own cook, baker, dairy-maid, and laundress; nay more, the carder of the wool for her husband's clothes, the hatcheler of the flax for the table linen, the motive power of the wheel which spins, and of the loom which weaves—then hospitality rises out of a pleasant luxury into a Christian virtue, almost sublime.

The father's tastes were always literary and scientific. The brief life in boyhood had quickened in him an earnest love of

* "That Seminary will never burn," said once a faithful Irish domestic. "Too much good has been done from it to the poor."

knowledge, and his inquiring spirit was ever seeking its appropriate life in the midst of books and writing. In the winter's evening he was in the habit of gathering with wife and daughters around the ample fire-place, and reading to them—history, travels, metaphysics—even Locke and Berkley; poetry—Milton, Thompson, Young; some fiction of the best—their pleasure only surpassed by his; reading, interspersed with curious questions, anecdotes, lively discussions, and happy repartee; for independent opinions, and their brave maintenance, was the order of the household.

It was well for the father that he and his family were happy at home, for he had cut himself and them from sources of wealth and honor, which his talents might have obtained. Soon after his second marriage, Captain Hart had been compelled to sacrifice influence and worldly prospects to his honest defence, against what he esteemed bigotry and persecution. Two of his neighbors, Gideon Williams and Nathaniel Cole, could not conscientiously pay for the preaching of the place, and became "separatists." At that time the tax for the support of the minister was assessed and collected like the tax for the support of the officers of the state, and the refusal of those men to pay resulted in their imprisonment in the Hartford jail. Captain Hart was troubled at this severe exercise of power, especially as he was the church treasurer, and the warrants for arrest were issued in his name.

He therefore called a society meeting, advocated toleration, but was sustained in his views by only one vote besides his own. He immediately resigned his office, withdrew from the church, paid the taxes and charges against Williams and Cole, although he could ill afford to do it, and released them from prison. Manifolds were the dealings, private and public, to restore the protesting offender to the bosom of the church. Pathetic appeals alternated with threats. One of the prominent men in one of these conversations with Captain Hart, said, "You must not leave us. We cannot spare you. Without your abilities to direct us, what can we do?" "Mr. Webster," replied he, "there are two things in religion which I despise; the one is force, and the other flattery."

Desirable offices were forthwith resigned, or barred. He had represented the town; and perhaps there was no man of his age in the State, more in the high road to preferment.

It was the independence of character thus acquired, the love of knowledge thus imparted by the father, united to this energetic economy, thus enforced by the mother, which has given the daughter a capacity to establish and perfect an institution, whose success depended equally upon self-reliance, intellectual inspiration, and

executive ability. To these should be added another element of success—physical health, and a firm constitution, which Mrs. Willard and her sister, Mrs. Phelps, inherited from their parents as the best of legacies.

EARLY EDUCATION.

An account of Mrs. Willard's early education, we are able to present from a sketch by herself:—

“In my childhood I attended the district school, but mostly from causes already related, none of my teachers so understood me as to awaken my powers or gain much influence over me. My father, happily for his children, left to his own family, used to teach us of evenings, and read aloud to us; and in this way I became interested in books and a voracious reader. A village library supplied me with such books as Plutarch's Lives, Rollins' Ancient History, Gibbon's Rome, many books of travels, and the most celebrated of the British poets and essayists.

Near the close of my fifteenth year, a new academy was opened about three-quarters of a mile from my father's house, of which Thomas Miner, a graduate, and once a tutor of Yale College, was the Principal, afterwards well known as an eminent physician president of the State Medical Society, and one of the most learned men of our country. Before the opening of the Academy, my mother's children had each received a small dividend from the estate of a deceased brother. My sister Nancy* determined, as our parents approved, to spend this in being taught at the new school; but having at that time a special desire to make a visit among my married brothers and sisters in Kensington, (whose children were of my own age), I stood one evening, candle in hand, and made to my parents, who had retired for the night, what they considered a most sensible oration, on the folly of people's seeking to be educated above their means and prescribed duties in life. So Nancy went to school, and I to Kensington. A fortnight after, one Friday evening, I returned. Nancy showed

‡ Mrs. Almira Lincoln Phelps is the younger sister of Mrs. Willard, the seventeenth and last child of Samuel Hart. She is widely known as the author of Mrs. Lincoln's Botany, and of Mrs. Phelps's Chemistry, and she was also the Principal of the Patapsco Female Institute, of Maryland, which, under her presidency, was a younger relative and harmonious competitor of the Troy Seminary; the system modified, however, by the commanding talents of the Principal, as times and circumstances required. Mrs. Phelps is a woman of remarkable energies and accomplishments, and has been greatly successful both as an author and teacher.

* The late Mrs. Nancy Simmons, of New Philadelphia, Ohio.

me her books and told me of her lessons. 'Mother,' said I, 'I am going to school to-morrow.' 'Why, I thought you had made up your mind not to be educated, and besides, your clothes are not in order, and it will appear odd for you to enter school Saturday.' But Saturday morning I went, and received my lessons in Webster's Grammar and Morse's Geography. Mr. Miner was to hear me recite by myself until I overtook the class, in which were a dozen fine girls, including my elder sister. Monday, Mr. Miner called on me to recite. He began with Webster's Grammar, went on and on, and still as he questioned received from me a ready answer, until he said, 'I will hear the remainder of your lesson to-morrow.' The same thing occurred with the Geography lesson. I was pleased, and thought, 'you never shall get to the end of my lesson.' That hard chapter on the planets, with their diameters, distances, and periodic revolutions, was among the first of Morse's Geography. The evening I wished to learn it, my sister Lydia* had a party. The house was full of bustle, and above all rose the song-singing, which always fascinated me. The moon was at the full, and snow was on the ground. I wrapt my cloak around me, and out of doors of a cold winter evening, seated on a horse-block, I learned that lesson. Lessons so learnt are not easily forgotten. The third day Mr. Miner admitted me to my sister's class. He used to require daily compositions. I never failed, the only one of my class who did not; but I also improved the opportunities which these afforded, to pay him off for any criticism by which he had (intentionally though indirectly) hit me,—with some parody or rhyme, at which, though sometimes pointed enough, Mr. Miner would heartily laugh,—never forgetting, however, at some time or other, to retort with interest. Thus my mind was stimulated, and my progress rapid. For two successive years, 1802-3, I enjoyed the advantages of Dr. Miner's school, and I believe that no better instruction was given to girls in any school, at that time, in our country.

My life at this time was much influenced by an attachment I formed with Mrs. Peck, a lady of forty, although I was only fifteen. When we were first thrown together, it was for several days, and she treated me not as a child, but an equal—confiding to me much of that secret history which every heart sacredly cherishes; and I, on my part, opened to her my whole inner life, my secret feelings, anxieties and aspirations. Early in the spring of 1804, when I had just passed seventeen, Mrs. Peck proposed

*Afterwards Mrs. Elisha Treat.

that a children's school in the village, should be put into my hands.

The school-house was situated in Worthington street, on the great Hartford and New Haven turnpike; and was surrounded on the other three sides by a mulberry grove, towards which the windows were in summer kept open.

At nine o'clock, on that first morning, I seated myself among the children to begin a profession which I little thought was to last with slight interruption for forty years. That morning was the longest of my life. I began my work by trying to discover the several capacities and degrees of advancement of the children, so as to arrange them in classes; but they having been, under my predecessor, accustomed to the greatest license, would, at their option, go to the street door to look at a passing carriage, or stepping on to a bench in the rear, dash out of a window, and take a lively turn in the mulberry grove. Talking did no good. Reasoning and pathetic appeals were alike unavailing. Thus the morning slowly wore away. At noon I explained this first great perplexity of my teacher-life to my friend Mrs. Peck, who decidedly advised sound and summary chastisement. 'I cannot,' I replied; 'I never struck a child in my life.' 'It is,' she said, 'the only way, and you must.' I left her for the afternoon school with a heavy heart, still hoping I might find some way of avoiding what I could not deliberately resolve to do. I found the school a scene of uproar and confusion, which I vainly endeavored to quell. Just then, Jesse Peck, my friend's little son, entered with a bundle of five nice rods. As he laid them on the table before me, my courage rose; and, in the temporary silence which ensued, I laid down a few laws, the breaking of which would be followed with immediate chastisement. For a few moments the children were silent; but they had been used to threatening, and soon a boy rose from his seat, and, as he was stepping to the door, I took one of the sticks and gave him a moderate flogging; then with a grip upon his arm which made him feel that I was in earnest, put him into his seat. Hoping to make this chastisement answer for the whole school, I then told them in the most endearing manner I could command, that I was there to do them good—to make them such fine boys and girls that their parents and friends would be delighted with them, and they be growing up happy and useful; but in order to this I must and would have their obedience. If I had occasion to punish again it would be more and more severely, until they yielded, and were trying to be

good. But the children still lacked faith in my words, and if my recollection serves me, I spent most of the afternoon in alternate whippings and exhortations, the former always increasing in intensity, until at last, finding the difference between capricious anger and steadfast determination, they submitted. This was the first and last of corporeal punishment in that school. The next morning, and ever after, I had docile and orderly scholars. I was careful duly to send them out for recreation, to make their studies pleasant and interesting, and to praise them when they did well, and mention to their parents their good behavior.

Our school was soon the admiration of the neighborhood. Some of the literati of the region heard of the marvelous progress the children made, and of classes formed* and instruction given in higher branches; and coming to visit us, they encouraged me in my school, and gave me valuable commendation.

At the close of this summer school, I determined to seek abroad advantages, especially in drawing and painting, with reference to future teaching. The two only remaining sons of my mother had become merchants in Petersburg, Virginia, and were able and willing to furnish assistance to their younger sisters, and also to relieve our parents from the dread of indebtedness, which at one time their utmost exertions could scarcely keep from crossing the domestic threshold."

The way was thus opened for Miss Hart's attendance upon a school at Hartford. The few following years of alternate teaching and attending the schools of Mrs. Royce and the Misses Patens of Hartford, we have not now time to note minutely. They were characterized by unforeseen difficulties overcome, unsuspected energies developed, and highly prized friendships created; Providence as usual helping the self-helpful.

The solicitation to take charge of the Berlin school, where school days had been enjoyed under Dr. Miner, was a gratifying circumstance, and the successful management of that school for a year and a half, no less so. It was while in charge of this school, in the spring of 1807, just after she had passed her twentieth birthday, that Miss Hart was invited to teach in three other states. Westfield, Massachusetts; Middlebury, Vermont, and Hudson, New York. Each proposal was a good one. The proximity of Westfield to home was the deciding attraction.

Here Miss Hart found herself very pleasantly situated, as female assistant in the academy which has so long sustained so good a

* In one of these was Mrs. Willard's youngest sister, now Mrs. Phelps.

reputation,—and soon won the esteem and affection of her pupils and the excellent inhabitants of Westfield. But her labors were hardly equal to her capacity or ambition, and therefore she accepted a second call to Middlebury, to take the entire charge of its female school. The trustees of Westfield academy reluctantly gave their consent to her leaving.* In the summer of 1807, Miss Hart commenced her labors at Middlebury. For one year the school was a brilliant success, when some denominational jealousy, spiced perhaps by some personal envy, bore fruit in a combination to break down the school. The effort marred for a while without permanently injuring; while it caused a good deal of personal suffering, it insured the vigorous support of strong friends,—and especially rallied to her defense a gentleman of leading position, hitherto unknown to her, who not many months after persuaded the successful schoolmistress, at the age of twenty-two, to become the presiding genius of his home and heart. Dr. John Willard was at that time a prominent politician of the Republican party, being marshall of the state of Vermont, under Jefferson's administration, and supervisor of the direct tax at that time laid by the general government. Not only his personal character but also his profession and his politics attracted, for she had always a taste for the study of physiology, and had improved by the society of eminent physicians of Connecticut; † and she was from a child noted for interesting herself in the politics of the day, being strongly allied by sympathy and association with the Republican party, who were opposed to her father's persecutors and opponents. The connection proved a happy one. She was ever the devoted and honoring wife, and he the considerate, faithful, and proud husband. He was always thoroughly interested in his wife's educational enterprises, and also in her scientific investigations, and materially aided her by his practical good sense and wide experience. Nothing was undertaken by her without his approbation, and while he lived he was the entire manager of the financial concerns of the family and school.

* The ensuing spring the trustees requested her to return to Westfield, saying she might as to salary make her own terms.

† Besides her teacher, Dr. Miner, with whom she corresponded, and who felt great pride in her school at Troy, which he visited, (telling on one occasion most facetiously what the old sexton said when the dean's sermon was praised, "but you must remember 'twas I that rung the bell,")—Dr. Sylvester Wells, of Hartford, her first cousin, the firm friend of her youth,—Dr. Wadsworth, of Southington, the father of Nancy Wadsworth, her most intimate school friend; and Dr. Todd,—between whom and herself there existed a friendship which lasted until his death.

THE EDUCATIONAL LIFE OF MRS. WILLARD.

Soon after the marriage, Dr. Willard met with unexpected but severe financial reverses, which determined Mrs. Willard, with his consent, to undertake again the teacher's profession; and in 1814 she opened a boarding school. And now we come to what constitutes distinctively the educational life of Mrs. Willard.

Previous experiences, experiments, efforts, trials, and successes, had been but the training for this life, not the life itself. Her teaching at Berlin, Westfield, Middlebury, were like the society debates of the student, only preparation to the real debates in the Court House or the Capitol. She had tested her powers; she had determined and remedied some of her deficiencies; she had made choice of principles and methods, and modes, which seemed best adapted to develop, control, discipline, encourage. She had entered upon spheres of acquisition; she had originated some new schemes for instruction, and had, to some extent, experimented and experimented with success; and she had felt the first glow of that enthusiasm in education, which has now to pervade her being and mould her life. The creative genius had already been at work, but it was only fitful and tentative; now it has to labor steadily, undeviatingly, successfully. The day of experiments and of training, gives place to the day of results and of triumphs;—a great cause inspires effort, and consecration is the forming power of her life—consecration to the great cause of female education.

It is a pleasure to be able to present a sketch of the development of Mrs. Willard's educational life in her own words, taken from a record made for a friend, in 1841.

“When I began my boarding school in Middlebury, in 1814, my leading motive was to relieve my husband from financial difficulties. I had also the further object of keeping a better school than those about me; but it was not until a year or two after, that I formed the design of effecting an important change in education, by the introduction of a grade of schools for women, higher than any heretofore known. My neighborhood to Middlebury College, made me bitterly feel the disparity in educational facilities between the two sexes; and I hoped that if the matter was once set before the men as legislators, they would be ready to correct the error. The idea that such a thing might possibly be effected by my means, seemed so presumptuous that I hesitated to entertain it, and for a short time concealed it even from my husband, although I knew that he sympathized in my general views. I began to write (be-

cause I could thus best arrange my ideas.) 'an address to the—— Legislature, proposing a plan for improving Female Education.' It was not till two years after that I filled up the blank. No one knew of my writing it, except my husband, until a year after it was completed, (1816) for I knew that I should be regarded as visionary, almost to insanity, should I utter the expectations which I secretly entertained in connection with it. But it was not merely on the strength of my arguments that I relied. I determined to inform myself, and increase my personal influence and fame as a teacher; calculating that in this way I might be sought for in other places, where influential men would carry my project before some legislature, for the sake of obtaining a good school.

My exertions meanwhile, became unremitting and intense. My school grew to seventy pupils. I spent from ten to twelve hours a day in teaching, and on extraordinary occasions, as preparing for examination, fifteen; besides, always having under investigation some one new subject which, as I studied, I simultaneously taught to a class of my ablest pupils. Hence every new term some new study was introduced; and in all their studies, my pupils were very thoroughly trained. In classing my school for the term of study, which was then about three months, I gave to each her course, (being careful not to give too much) with the certain expectation, that she must be examined on it at the close of the term. Then I was wont to consider that my first duty as a teacher, required of me that I should labor to make my pupils by explanation and illustration *understand* their subject, and get them warmed into it, by making them see its beauties and its advantages. During this first part of the process, I talked much more than the pupils were required to do, keeping their attention awake by frequent questions, requiring short answers from the whole class,—for it was ever my maxim, if attention fails, the teacher fails. Then in the *second* stage of my teaching, I made each scholar recite, in order that she might *remember*—paying special attention to the meaning of words, and to discern whether the subject was indeed understood without mistake. Then the *third* process was to make the pupil capable of *communicating*.* And doing this in

* This threefold process, in some studies, as the Philosophy of the Mind, of which an entire view should be taken, requires the whole term; in others, as in geography and history, parts may be taken, and the pupils made thorough in each as they go along. In mathematics the three steps of the process are to be gone through with, as the teacher proceeds with every distinct proposition. But still, there will, in every well-instructed class, be this three-fold order prevailing, and

a right manner, was to prepare her for examination. At this time I personally examined all my classes.

This thorough teaching added rapidly to my reputation. Another important feature of a system, thus requiring careful drill and correct enunciation, was manifested by the examinations. The pupils, there acquired character and confidence. Scholars thus instructed were soon capable of teaching; and here were now forming my future teachers; and some were soon capable of aiding me in arranging the new studies, which I was constantly engaged in introducing.

Here I began a series of improvements in geography—separating and first teaching what could be learned from maps—then treating the various subjects of population, extent, length of rivers, &c., by comparing country with country, river with river, and city with city,—making out with the assistance of my pupils, those tables which afterwards appeared in Woodbridge and Willard's Geographies. Here also began improvements in educational history. Moral Philosophy came next, with Paley for the author, and Miss Hemingway for the first scholar; and then the Philosophy of the Mind—Locke the author, and the first scholars, Eliza Henshaw, Katharine Battey, and Minerva Shipherd.

The professors of the college attended my examinations; although I was by the President advised, that it would not be becoming in me, nor be a safe precedent, if I should attend theirs. So, as I had no teacher in learning my new studies, I had no model in teaching, or examining them. But I had full faith in the clear conclusions of my own mind. I knew that nothing could be truer than truth; and hence I fearlessly brought to examination, before the learned, the classes, to which had been taught the studies I had just acquired.

I soon began to have invitations to go from Middlebury. Gov. VanNess, wishing me to go to Burlington, I opened my views to him. The college buildings were then nearly vacant, and some steps were taken towards using them for a Female Seminary, of which I was to be Principal, but the negotiations failed. In the spring of 1818, I had five pupils from Waterford, of the best families. On looking over the map of the United States, to see where would be the best geographical location for the projected institu-

during the term, requiring a beginning, a middle, and an end; the first of the term being mostly devoted to teaching, and the middle to reciting, and the last to acquiring a correct manner of communicating.

tion, I had fixed my mind on the State of New York, and thought, that the best place would be somewhere in the vicinity of the head of navigation on the Hudson. Hence, the coming of the Waterford pupils I regarded as an important event. I presented my views to Gen. Van Schornhoven, the father (by adoption,) of one of my pupils,—who was interested, and proposed to show my manuscript to the Hon. J. Cramer, of Waterford, and to De Witt Clinton, then Governor of New York; and if they approved it, then the “Plan” might go before the legislature with some chance of success. Thereupon I copied the manuscript with due regard to manner and chirography; having already rewritten it some seven times, and thrown out about three quarters of what it first contained—then sent it to Gov. Clinton with the following letter:*

To his Excellency, De Witt Clinton,—

Sir,—Mr. Southwick will present to you a manuscript, containing a plan for improving the education of females, by instituting public seminaries for their use. Its authoress has presumed to offer it to your Excellency, because she believed you would consider the subject as worthy of your attention, and because she wished to submit her scheme to those exalted characters, whose guide is reason, and whose objects are the happiness and improvement of mankind; and among these characters where can plans to promote those objects hope for countenance, if not from Mr. Clinton.

The manuscript is addressed to a legislature, although not intended for present publication. The authoress believed she could communicate her ideas with less circumlocution in this than in any other manner; and, besides, should the approbation of distinguished citizens, in any of the larger and wealthier states, give hopes that such an application would be attended with success, a publication might then be proper, and the manuscript would need less alteration.

Possibly your Excellency may consider this plan as better deserving your attention, to know that its authoress is not a visionary enthusiast, who has speculated in solitude without practical knowledge of her subject. For ten years she has been intimately conversant with female schools, and nearly all of that time she has herself been a preceptress. Nor has she written for the sake of writing, but merely to communicate a plan of which she fully believes that it is practicable; that, if realized, it would form a new and happy era in the history of her sex, and if of her sex, why not of her country, and of mankind? Nor would she shrink from any trial of this faith; for such is her conviction of the utility of her scheme, that could its execution be forwarded, by any exertion or any sacrifice of her own, neither the love of domestic ease, or the dread of responsibility, would prevent her embarking her reputation on its success.

If Mr. Clinton should not view this plan as its authoress hopes he may, but should think the time devoted to its perusal was sacrificed, let him not consider its presentation to him as the intrusion of an individual ignorant of the worth of his time, and the importance of his high avocations, but as the enthusiasm of a projector, misjudging of her project, and overrating its value.

With sentiments of the deepest respect, I am, Sir,

Your Obedient Servant,

MIDDLEBURY, VT., February 5, 1818.

EMMA WILLARD.

* We would observe, at this point, that the chirography of Mrs. Willard's letter, a copy of which now lies before us, is exquisitely neat, and boldly distinct. One element in her success, has been, no doubt, her beautiful penmanship, inherited from her father and carefully cultivated, as important to her educational objects.

"This treatise," says Mrs. Willard, "is in reality the foundation of the Troy seminary. It will not be thought surprising that I awaited with intense feeling Gov. Clinton's reply. It came before I expected it, expressing his accordance with my views in his happiest manner. His message to the legislature soon followed, in which, referring to my "Plan," (though not by its title or author's name,) he recommended legislative action in behalf of a cause heretofore wholly neglected. The Waterford gentlemen had made Gov. Clinton's opinion their guiding light. They were to present my "Plan" to the legislature; and advised that Dr. Willard and myself should spend a few weeks in Albany during the session, which we did. The Governor and many of his friends called on us; and I read my manuscript several times by special request to different influential members; and once to a considerable assemblage. The affair would have gone off by acclamation, could immediate action have been had. As it was, an act was passed incorporating the institution at Waterford; and another, to give to female academies a share of the literature fund. This law, the first whose sole object was to improve female education, is in force, and is the same by which female academies in the state now receive public money.

In the spring of 1819, the removal of the school to Waterford was effected, with all the teachers and part of the boarding pupils; thus preserving the identity of the school, which had only an ordinary vacation between its close at Middlebury and its commencement at Waterford. The "Plan," meanwhile, was published under the title of "An Address to the Public, particularly to the Legislature of New York, proposing a Plan for Improving Female Education."

THE PLAN.

This address is introduced by a compact statement of the importance of a thorough education of women, and an appeal to the legislature to found and endow a seminary for their use, since this cannot be effected by individual exertion. Then comes the declaration of what have ever been Mrs. Willard's views on the different duties and destination of the two sexes; and consequently that each should have their different and distinct systems of education; as follows:

The idea of a college for males, will naturally be associated with that of a seminary, instituted and endowed by the public; and the absurdity of sending ladies to college, may, at first thought, strike every one, to whom this subject shall be proposed. I therefore hasten to observe, that the sem-

Neither would I be understood to mean, that our sex should not seek to make themselves agreeable to the other. The error complained of is, that the taste of men, whatever it might happen to be, has been made a standard for the formation of the female character. In whatever we do, it is of the utmost importance that the rule by which we work be perfect. For if otherwise, what is it but to err upon principle? A system of education which leads one class of human beings to consider the approbation of another as their highest object, teaches that the rule of their conduct should be the will of beings imperfect and erring like themselves, rather than the will of God, which is the only standard of perfection.

The essentials of a female seminary are stated to be—

1. A building, with commodious rooms for lodging and recitation, apartments for the reception of apparatus, and for the accommodation of the domestic department.

2. A library, containing books on the various subjects in which the pupils were to receive instruction, musical instruments, some good paintings to form the taste and serve as models for the execution of those who were to be instructed in that art, maps, globes, and a small collection of philosophical apparatus.

3. A judicious board of trust.

4. Suitable instruction; first, moral and religious; second, literary; third, domestic; and fourth, ornamental.

In this part of the address the importance of education in natural, mental, and moral philosophy, is forcibly put.—Of systematic instruction in housewifery, Mrs. Willard says;—

It is believed that housewifery might be greatly improved by being taught, not only in practice, but in theory. Why may it not be reduced to a system as well as other arts? There are right ways of performing its various operations, and there are reasons why those ways are right; and why may not rules be formed, their reasons collected, and the whole be digested into a system to guide the learner's practice?

It is obvious that theory alone can never make a good artist; and it is equally obvious that practice, unaided by theory, can never correct errors, but must establish them. If I should perform anything in a wrong manner all my life, and teach my children to perform it in the same manner, still, through my life and theirs, it would be wrong. Without alteration there can be no improvement; but how are we to alter so as to improve, if we are ignorant of the principles of our art, with which we should compare our practice, and by which we should regulate it?

4. The **ORNAMENTAL** branches, which I should recommend for a female seminary, are drawing and painting, elegant penmanship, music, and the grace of motion. Needle-work is not here mentioned. The best style of useful needle-work should either be taught in the domestic department, or made a qualification for entrance.

Under this head we call the attention of parents to the following admirable statement in regard to the fine arts:—

“It has been doubted, whether painting and music should be taught to young ladies, because much time is requisite to bring them to any considerable degree of perfection, and they are not immediately useful. Though these objections have weight, yet they are founded on too limited a view of the objects of education. They leave out the important consideration of forming

the character. I should not consider it an essential point, that the music of a lady's piano should rival that of her master's; or that her drawing room should be decorated with her own paintings, rather than those of others; but it is the intrinsic advantage, which she might derive from the refinement of herself, that would induce me to recommend to her, an attention to these elegant pursuits. The harmony of sound, has a tendency to produce a correspondent harmony of soul; and that art, which obliges us to study nature, in order to imitate her, often enkindles the latent spark of taste—of sensibility for her beauties, till it glows to adoration for their author, and a refined love of all his works.

5. There would be needed, for a female, as well as for a male seminary, a system of laws and regulations, so arranged, that both the instructors and pupils would know their duty; and thus, the whole business, move with regularity and uniformity.

The direct rewards or honors, used to stimulate the ambition of students in colleges, are first, the certificate or diploma, which each receives, who passes successfully through the term allotted to his collegiate studies; and secondly, the appointments to perform certain parts in public exhibitions, which are bestowed by the faculty, as rewards for superior scholarship. The first of these modes is admissible into a female seminary; the second is not; as public speaking forms no part of female education. The want of this mode, might, however, be supplied by examinations judiciously conducted. The leisure and inclination of both instructors and scholars, would combine to produce a thorough preparation for these; for neither would have any other public test of the success of their labors. Persons of both sexes would attend. The less entertaining parts, might be enlivened by interludes, when the pupils in painting and music, would display their several improvements. Such examinations, would stimulate the instructors to give their scholars more attention, by which the leading facts and principles of their studies, would be more clearly understood, and better remembered. The ambition excited among the pupils, would operate, without placing the instructors under the necessity of making distinctions among them, which are so apt to be considered as invidious; and which are, in our male seminaries, such fruitful sources of disaffection.

When Mrs. Willard introduced the following views on woman's mission as teacher, we are told that they were regarded with no small surprize. Now, that they have been so far wrought out, they may seem common place,—but always just.

Such seminaries would constitute a grade of public education, superior to any yet known in the history of our sex; and through them the lower grades of female instruction might be controlled. The influence of public seminaries, over these, would operate in two ways; first, by requiring certain qualifications for entrance; and secondly, by furnishing instructresses, initiated in their modes of teaching, and imbued with their maxims.

Female seminaries might be expected to have important and happy effects, on common schools in general; and in the manner of operating on these, would probably place the business of teaching children, in hands now nearly useless to society; and take it from those, whose services the state wants in many other ways.

That nature designed for our sex the care of children, she has made manifest, by mental as well as physical indications. She has given us, in a greater degree than men, the gentle arts of insinuation, to soften their minds, and fit them to receive impressions; a greater quickness of invention to vary modes of teaching to different dispositions; and more patience to make repeated efforts. There are many females of ability, to whom the business of instructing children is highly acceptable; and who would devote all their faculties to their occupation. They would have no higher pecuniary object to engage their attention, and their reputation as instructors they would consider as important; whereas, when able and enterprising men, engage in this business,

they too often consider it, merely as a temporary employment, to further some other object, to the attainment of which, their best thoughts and calculations are all directed. If then women were properly fitted by instruction, they would be likely to teach children better than the other sex; they could afford to do it cheaper; and those men who would otherwise be engaged in this employment, might be at liberty to add to the wealth of the nation, by any of those thousand occupations, from which women are necessarily debarred.

Any one, who has turned his attention to this subject, must be aware, that there is great room for improvement in the common schools,—both as to the mode of teaching, and the things taught; and what method could be devised so likely to effect this improvement, as to prepare by instruction, a class of individuals, whose interest, leisure, and natural talents, would combine to make them pursue it with ardor."

This passage shows the wide scope of Mrs. Willard's desires, to promote improvement by education; and it foreshadows the part she afterwards took in working out her favorite problem, that children's education is the business of women.

Our design, is next to show by what means she established a Female Seminary according to "The Plan."

LEGISLATIVE EXPERIENCES.—REMOVAL TO TROY.

In the winter of 1819, as we have seen, that the "Plan," of which an abstract has just been given, was presented to the members of the Legislature of New York.

They manifested their approbation by an act of incorporation of the school at Waterford, placing it on the list of academies, and granting it a share of the literature fund; and on a petition, further to encourage the projected improvement, the committee to whom it was referred, reported in its favor the sum of \$5,000. But this was so near the close of the session, that the bill failed to pass. Yet so strong were the hopes of the petitioners, from the favorable indications of the past year, that the removal from Middlebury was made in the spring. A large house was rented for two years, and the school was enlarged—in its number of teachers, in its scope and expense. That venerable divine, the Rev. Samuel Blachford, was president of the trustees.

In May, 1821, Dr. and Mrs. Willard (the lease of their buildings at Waterford having expired,) accepted a proposal to remove the school to Troy; the corporation stipulating to provide for its accommodation, the building, which was the beginning of the one it now occupies. The expense of this part of the building, and the ground on which it stands, was \$5,865; of this sum the common-council contributed \$4,000, and the balance was loaned by individuals. They also appropriated to the use of the school, a plat of ground valued at over \$2,000; on all which an annual rent of \$400

was paid. This rent, as it accrued, was expended under the direction of the able men who became the trustees of the seminary—and to whom it is much indebted—in the payment of the loan, and in repairs of the building. This was the line of policy afterwards pursued.* As fast as rent became due, it was taken, and sometimes it was anticipated, to add to the convenience, and value of the premises occupied, and when they were thus enlarged, the rent was increased. The fathers of Troy were men of high business capacity, and they gave Mrs. Willard great credit for that element of her character; but generally, they did not much sympathize with her enthusiasm in the cause of her sex. Perhaps they did not believe in it, but erroneously thought if her school gave her fame, and brought her money, she would be satisfied; which the business prosperity of the place, and the cordial good will which always existed between them and her, induced them to wish she might be; and inclined them to do from time to time as much as might be necessary to that object. Some generous spirits there were, however, who appreciated her motives, believed in her work, and aided her in the spirit of her calling. On no occasion was she ever backward to declare her true objects, and to say, that not for wealth or fame, or any selfish advantage, would she thus enslave herself. Indeed her powers could not, for such objects, be brought into such intense action. If the people of Troy would aid her in forming a permanent institution, she could labor among them, and with faith,—but not otherwise.

In 1820, the second year of Mrs. Willard's residence in Waterford, Gov. Clinton, ever true to his pledges and his convictions, recommended, in his message to the legislature, the infant institution in the following language: "While on this important subject of instruction, I cannot omit to call your attention to the Academy for Female Education, which was incorporated last session, at Waterford, and which, under the superintendence of distinguished teachers, has already attained great usefulness and prosperity. As this is the only attempt, ever made in this country, to promote the education of the female sex by the patronage of government; as our first and our best impressions are derived from maternal affec-

* A rage now prevails, of making for education, great and expensive buildings, without much regard to convenience. Mrs. Willard was moderate. She told the trustees, on her arrival at Troy, "I want you to make me a building which will suit my trade; and then I will not complain provided you finish it so that we do not get splinters into our fingers, from rough boards. I expect the life of the school will be in the inside, and not on the out; and when the school wants to grow, you must enlarge its shell."

tion; and as the elevation of the female character is inseparably connected with happiness at home, and respectability abroad, I trust that you will not be deterred by common-place ridicule, from extending your munificence to this meritorious institution."

A bill passed the Senate, granting \$2,000, but failed in the House. More than this, the Regents of the University decided that no part of the literature fund could go to the school. This was the more trying, because its expenses, at its outset, were exceeding its income to an alarming degree. Dr. and Mrs. Willard were disappointed, but not discouraged. The "Plan" circulated in different parts of the Union, and every where met the approbation of the wise and the good.* It was also widely circulated in Europe. George Combe, at the height of his fame, published it entire in his Phrenological Journal, and Dr. Dick and others, approved and quoted it. The elder John Adams, Thomas Jefferson, and other distinguished men, expressed their interest in kind and flattering letters to Mrs. Willard; while among those who advocated the claims of the institution before the legislature, appear the names of Livingston, Plummer, Van Buren, Spencer, Sharpe, Ullshoeffler, Powell, Irving and Williams.

In 1821, the trustees of the Academy at Waterford, again petitioned for funds, but in vain; in consequence perhaps of the fact that Gov. Clinton's name was approvingly put forward in the petition, which led some members, in their political animosity, to oppose it.

Therefore, in January, 1823, Dr. and Mrs. Willard presented a second earnest memorial to the legislature for endowment, giving a brief history of the rise and progress of the institution, from its birth at Middlebury, to its maturity at Troy. This memorial again brought the seminary before the public,—its statements aid in understanding its history;—otherwise it was of no avail. Its final rejection was one of the severest trials of Mrs. Willard's life. Her sense of the moral importance of the subject, her fear of financial disaster and personal disgrace in case of failure, her

* The present Judge Campbell, of the U. S. Supreme Court, remembers, says Mrs. Willard, that when his father, the eminent Duncan Campbell, of Georgia, was a member of the State Legislature, he accidentally found a copy of the "Plan" in his office, left there by his clerk, Elijah Burritt, of Connecticut. He was so struck by its justice, and his mind so enkindled by its enthusiasm, that he forthwith presented, and successfully advocated its principles in the legislature of Georgia; in which state a female college has been made. It was, however, placed solely under male superintendence, which greatly marred its usefulness.

sanguine hopes of success, and her zeal in the cause—all served to render rejection an evil almost too heavy to be borne.

Mrs. Willard once wrote about her experience in the following words:—

To have had it decently rejected, would have given me comparatively little pain, but its consideration was delayed and delayed, till finally the session passed away. The malice of open enemies, the advice of false friends, and the neglect of others, placed me in a situation, mortifying in the extreme. I felt it almost to phrenzy,—and even now, though the dream is long past, I cannot recall it without agitation. Could I have died a martyr in the cause, and thus ensured its success, I could have blessed the faggot and hugged the stake. Once I had almost determined to seek permission to go in person before the legislature, and plead at their bar with the living voice, believing that I could throw forth my whole soul in the effort for my sex, and then sink down and die; and thus my death might effect what my life had failed to accomplish. Had the legislature been composed of such men as filled my fancy when I wrote my "Plan," I could have thus hoped in pleading publicly for woman. Yet had such been its character, I should have had no necessity.

It was by the loss of respect for others, that I gained tranquility for myself. Once I was fond of speaking of the legislature as the 'fathers of the state.' Perhaps a vision of a Roman Senate played about my fancy, and mingled with the enthusiastic respect in which I hold the institutions of my country. I knew nothing of the manoeuvres of politicians. That winter served to disenchant me. My present impression is that my cause is better rested with the people than with their rulers. I do not regret bringing it before the legislature, because in no other way could it have come so fairly before the public. But when the people shall have become convinced of the justice and expediency of placing the sexes more nearly on an equality, with respect to privileges of education, then legislators will find it their interest to make the proper provision.

THE TROY SEMINARY.

Mrs. Willard, by common consent, now receives the title of "the Founder of the Troy Seminary." But even with her hopeful temperament, she did not believe when she wrote the "Plan," that such a school as she there contemplated, could (as expressed in the first paragraph,) by any possibility, be made by individual exertion. And for its benefits becoming extended, she relied mainly on its excellencies being observed by those who became acquainted with its character and its happy effects upon its pupils. Whoever will take the pains to examine the "Plan" in comparison with the Troy seminary as it exists at this day, will see that it presents advantages for a complete education for women, far superior to those therein contemplated;* and the educational history of the times will show that by means then unthought of, its

* The present condition of the Troy seminary comprises the many improvements made by the present principals, Mr. and Mrs. John H. Willard, as well as those inaugurated by Mrs. Willard, who thinks they should be regarded as joint founders of the institution.

modes of teaching and principles of action, took a spread,* rapid beyond any conception which she at that time formed. These things show the agency of a favorable Providence working with her to accomplish its own designs.

When in the spring of 1821, Mrs. Willard left her incorporated academy at Waterford, and removed to Troy, disappointed in one effort to obtain legislative patronage, but fondly clinging to the hope of what another might produce, what were the wants, which, in founding an institution, were there to be met? They were, first, a suitable building. The means to begin this were now, as we have seen, provided by the corporation of Troy,†—a corps of efficient teachers, which were already partly prepared by the previous training of Mrs. Willard at Middlebury and at Waterford, and imbued with her peculiar methods and maxims. And her first teachers at Troy, except for music, painting, and the languages, and for several years after her residence there, were taught personally by herself, and afterwards by those she instructed. It would have cost thousands to have provided an equal number of educated men to teach the branches taught in the seminary; nor would they have reached minds so little prepared for these studies, as could these teachers who had learned the methods by which Mrs. Willard had reached their own when they also were in the same measure unprepared. After removal to Troy, the process for the first years went on, of new studies learned and taught at the same time.

And here we advert to what Mrs. Willard regards as a leading epoch in female education,—the introduction of the study of the higher mathematics. She regards it as having more than any one thing been the cause of that stronger intellectual power by which the American women have now shown themselves capable of teaching, not only high subjects in the schools, but of investigating new ones, and of managing high schools, as well as those for children. And it may be remarked here, that all Mrs. Wil-

* Others were working in the field; let their biographies be written, that they also have credit for what they did.

† Mrs. Willard, during her connection with the Troy seminary, never received a cent of public money. In 1837, a portion of the literature fund was first paid to the seminary. By her repeated solicitations, the corporation of Troy then gave to the trustees sufficient of the seminary property to entitle it to go under the authority of the regents. But she gave the money to the trustees. She could then do without it. Like Columbus, she could wear the chains to the end of the journey.

lard had foreseen and expressed in her "Plan" of the advantages of a superior education given to women, as putting the business of teaching common schools into their hands, is already either accomplished or going on to its full completion—a justice to them and a blessing to the community.

What others may have done, Mrs. Willard knows not. She knows that in an enthusiasm for drawing she sought to learn perspective, and finding she could not without geometry, she commenced that study, then being in Middlebury. She said one evening to her husband's nephew, a senior of high standing in college, "John, I am studying geometry. I have gone through twenty-nine propositions of the first book of Euclid. I am delighted with the study, and I see no insurmountable difficulties; but I wish you would take the book and see whether I understand it as you do." The book was looked over, some of the more difficult points discussed, and the learner pronounced correct. And afterwards, while at Waterford, she received some three or four lessons in algebra; but on her teacher confessing that he never could understand why minus into minus produced plus, she encountered that knotty point by herself, and proceeded in the study without further assistance. She does not recollect that otherwise she had any outside help in her course of mathematics. In this independent manner she learned and afterwards taught (one class at a time,) through Euclid, including trigonometry,—Day's Algebra, conic sections, and Enfield's Institutes of Natural Philosophy.*

In teaching these studies, which she commenced by geometry at Waterford,† she considered it fair to take every measure possible to make the pupil understand.‡ In plain geometry, she cut paper triangles with her scissors; and in solids, made havoc with her

* When these acquirements are considered, and how they were made, it would not be strange if they bore some remarkable fruits. Such is Mrs. Willard's astronomy, or astronography, written when past her sixtieth year, containing an original scheme of educational astronomy, and a new theory of the tides.

† Miss Cramer, the daughter of Hon. John Cramer, was the first pupil. Her examination in geometry caused a wonderful excitement. Some said it was all a work of memory, for no woman ever did, or could, understand geometry.

‡ When, in 1864, Mrs. Willard was in London, attending the world's educational convention, Dr. Whewell, in the opening lecture, gave her much pleasure by upholding the principles upon which, regardless of sneers, she had practiced. The Dr. maintained that whatever produced in the mind conviction, was to be regarded as just proof of truth, illustrating by laying over an inclined plane an iron chain, which showed that as much shorter as the perpendicular side is than the inclined, so much may the power be less than the weight.

penknife, of the family stores of potatoes and turnips. Observing that the natural rapidity of thought should not at first, in the comparison of triangles, be retarded to recognize the three letters of each angle, she drew in each answering angle of the two correspondent triangles, three different marks, as a large dot, a cross, and a little circle. This enabled the learner to understand by a glance of the eye, what equalities she was to prove, and this aided her memory, that her mind might, unembarrassed, make the first steps in developing the logical faculty. And then in explaining the figure, she taught an intelligent movement of the pointer, with only the accompanying words, "this equals this," &c., instead of mentioning a great array of letters. When the proposition was understood, the letters of the author were used; or any other letters or figures taken, without confusing the mind of the learner. Thus she went through with her first duty to her pupils, to make them understand; in this part of the process talking much herself, but telling her pupils it would soon be their turn. After this, they were by repetition to have the study fixed in the mind, and then to learn a correct and elegant manner of communicating, and that constituted the special preparation for examination.

This mathematical course of learning and teaching, was not interrupted by the removal to Troy, but went on until all the mathematical studies enumerated were introduced in the manner already stated, Mrs. Willard first studying them one after another, arranging the mode of teaching, and then giving that portion over to some of her pupils to teach, while she went on with others. She thus began studying algebra at Waterford, and continued the study at Troy, taking with her a fine class of young ladies from wealthy and fashionable families, some of whom so sympathised with her enthusiasm, that four young ladies, by consent of their parents, aided her during one season, by performing the duty of regular teachers of classes.* But as they passed away, their places were filled by those who were pleased to remain as permanent teachers. Mrs. Willard's first mathematical teachers have proved themselves women of great ability. One is her successor.

* For this important service they would accept no reward, except each a copy of Mrs. Willard's miniature. The time of her studying her daily algebraic lesson, was, while she was getting air and exercise walking the streets of Troy in the dawn of the morning, before the people of business were astir. She recollects of this fine class, that one or two of them having more time, occasionally got ahead of her in the solution of a problem.

When Mrs. Willard had taught through Enfield's Institutes of Natural Philosophy, which she found for herself a harder task than she made it for her pupils, having introduced steps of reasoning which the author had left out, and figures of illustration which he had not put in,—she thought she had gone far enough for women in the direction of mathematics; though strongly tempted to add to the course, descriptive geometry.*

While thus settling and introducing into the seminary her course of mathematics, Mrs. Willard was at the same time equally earnest in prosecuting other improvements.

In the two kindred departments of geography and history, she thus in the preface of her "Guide to the Temple of Time," explains her progress:

"When, in 1814, I commenced in Middlebury, Vermont, the school which by enlargement and removal became, in 1821, the Troy Female Seminary, the subjects of Geography and History were difficult of instruction; the books of Geography being closely confined to the order of place, and those of History, as closely to that of time; by which much repetition was made necessary, and comprehensive views of topics, by comparison and classification, were debarred. In Geography, the eye was not made the sole, or the chief medium of teaching the signs of external things, as the forms, proportion, and situation of countries, rivers, &c., for though maps existed, yet they were not required to be used; but the boundary was learned by the words of the book, and the latitude by numbers there set down—as historical dates are now commonly learned. Numbers thus presented, are hard to acquire, difficult to remember, and, standing by themselves, of little value when remembered.

Of the two subjects, although connected, yet Geography lay most directly in my way; as this, all my pupils studied; and it was less difficult to manage; for maps already existed. (The Temple of Time, I regard as a Map of History.) Geography, then, I dissected, and remodeled, according to those laws of mind concerned in acquiring and retaining knowledge. I divided it into two parts: first, that which could be acquired from maps; and second, that which could not;—and for the first, giving my pupils to study nothing but maps and questions on maps. In the remaining part of the science, being no longer bound to any order of place, for no confusion of mind could arise concerning locations after these had been first learned from maps, I was free to expatiate by topics, and give general comparative views, of population, altitude of mountains, length of rivers, &c.; and philosophic or general views could now be given of government, religion, commerce, manufactures, and productions.† Thus, since teaching Time by my Map, The Temple of Time, I have

* After becoming acquainted with the teaching and discipline at West Point, she was presented by Capt. Douglass with the original work of "Monge on Descriptive Geometry," and she received some teaching from a distinguished graduate, now Dr. Ingalls. A small class of young ladies at the Troy seminary are now pursuing this beautiful study.

† "I suppose myself to have been earlier in this division, than any person in Europe or America. Malte Brun, of France, had similar views, but they were later than my method of teaching, practised in my school in Middlebury. Of my improved method of teaching there, there are living witnesses, both of those who were my pupils and my teachers. Concerning what had been done in Germany and Switzerland, Mr. Woodbridge, who had traveled in those countries, and was the personal friend of Humboldt and other geographers, would have known; and he as well as myself, believed that we were unitedly presenting, in our joint names, in 1821, an original plan of teaching geography."

been able, as in this little book, to range freely by general subjects, without fear of the pupils losing themselves with regard to historic time.

The method described, of teaching geography, is now fully established; and has been for the last twenty-five years. The drawing of maps on the black-board, adds clearness and strength to the mind's picture; but the arrangement of the subject remains the same. The true method once found, changes are deteriorations. Books for reference, and those for the general reader, are wanted as before.

These changes in educational Geography led to some corresponding improvements in History. I devised the plan of a series of maps answering to the epochs into which that subject should be divided. This method was first described in 1822, in my "Ancient Geography;" and directions and names of places there given to enable the pupil to make for himself a set of maps corresponding to the principal epochs of ancient history.

I adapted this to American History as early as 1821; and it was the great commendation which it received, as exhibited in the examinations of my classes, and the constant requests that I would give it to the public, which first led me to writing the History of the United States. When my earliest "Republic of America" was brought forward, it was accompanied with an Atlas, containing the first series of Historic Maps ever published in this country. This was no inconsiderable step. I then applied the plan, as far as possible, to Universal History.

But I was not fully satisfied. There was as yet nothing so suitable to fix historic time in the mind, as maps are, that of Geographic place. The old Stream of Time, and Priestly's method of exhibiting nations in a chart, were of value; but both difficult to remember, and without marks to distinguish the centuries, as more or less distant. The thought then occurred of putting the Stream of Time *into perspective*, and adding light and shade, to give some idea of the civilization of the several countries. This followed out, produced the chart herein contained, which was published in 1836 or 37, in the first edition of my Universal History. My next step, was the invention of the Historic Tree, connected with my late works on American History. But the Chart containing the Perspective View of Nations seemed not fully understood. It was but as their pathway beneath the Temple of History, and its perspective character was not apprehended. The idea then arose in my mind, of actually erecting over this floor-work an imaginary Temple of Time, which would give the needed measure of centuries by pillars; and on these, and on the interior of the roof, would make places strictly according to time for the names of those great men who are to history, as cities are to geography, its luminous points. This, with great labor and much study, was accomplished four years ago. When this map of time was completed, I was then satisfied that my thirty years' work was done. The goal, to which, step by step, I had been approaching, was at length reached.

This extract shows the persevering tenacity of Mrs. Willard's mind, which could thus for years grasp and hold her subjects—until she had accomplished her designs; and also the manner in which her teaching brought forth her school books,—and they in turn aided her teaching.

For this invention of time-maps, Mrs. Willard holds a medal, and a certificate, signed by Prince Albert, given by a jury of nations, at the World's Fair, held in London, 1851. She presented not only her Temple of Time, but her Chronographer of Ancient History—made on the same principles—and also that of English History. The medal was not given on the *execution* of the Charts, for that was indifferent; but it was doubtless the verdict of the jury, that a new and a true method had been found.

While thus Mrs. Willard was teaching what had heretofore been considered masculine studies, and thus risking the displeasure of those wealthy and fashionable people, on whom, disappointed of public aid, she much depended for support; she was also testing her popularity by the steps she was taking, to induct her pupils into the duties of their sex, in regard to housekeeping; as this might be charged with a degree of vulgarity.*

As a balance to those possible causes of unpopularity, Mrs. Willard ever boldly taught—rare in those days—the principles of esthetics, as regards the sex; and made, at the same time, the most of her own personal advantages, and social standing. She ever regarded esthetics as the special province of women; and taught, from the mulberry grove onward, that it is every woman's duty to be as beautiful as God had given her the power; not for vanity, but to increase her influence, that she might glorify her Maker the better, and the more please her friends, and serve those to whom she would do good. Beauty in woman is a source of power. It is more an affair of cultivation, than had been supposed. Whatever promotes health, promotes beauty of complexion, and is cultivated by air, exercise, bathing, suitable diet, and regular hours of sleep. Proper positions and graceful movements, can, by attention, be acquired. The perfection of dress, especially for the young, is not fashionable extravagance, but elegant simplicity. Then the highest of all sublunary beauty, is beauty of expression; and that is the gleaming forth upon the countenance of what is good within—holy and amiable sensibilities, mingled with intelligence and truth.

DEATH OF DR. WILLARD.—PROGRESS OF THE SEMINARY.—TEACHERS TRAINED.

In May, 1825, Mrs. Willard and the institution met a heavy loss in the death of Dr. Willard. His last illness was long and pain-

* In general, when the graduates of the seminary develop into women of society and mistresses of families, they have been found imbued with the principles, and having acquired the habits, which lead to good housekeeping. The pupils in their small rooms, each occupied by two inmates, (carefully assorted, as one of the most delicate duties of the principal,) are provided with closets, bureaux, &c., so that everything can be used for its proper purpose, and everything kept in its proper place. And they are under a strict surveillance, as each in turn is to keep the room in perfect order. This is that their eye may become accustomed to order, so as, of itself, to detect the reverse. They are required to keep in order their own clothing, and have a set time for mending. They took their turns also with the domestic superintendent, to learn pastry cooking. Each room-mate is in turn, room-keeper for the week, and liable to a fault-mark if the monitress, in her hourly rounds, during school hours, finds any thing out of order.

ful. His wife's presence and care were essential to his comfort, and for the uninterrupted days and nights of three months she was his constant nurse.

Up to the time of his sickness, he had been the beloved physician of the seminary, the head of the family, and the sole manager of its pecuniary affairs. How much he did to sustain Mrs. Willard in the work she had undertaken, may be seen in the following extract from a letter written by her soon after his death: "The pupils I have educated are now my teachers. They, better than men, understand my views, and they cheerfully yield themselves to my influence. But the school has met with an irreparable loss in the death of Dr. Willard, my husband. He entered into the full spirit of my views, with a disinterested zeal for that sex, whom, as he believed, his own had injuriously neglected. With an affection more generous and disinterested than ever man before felt, he, in his later life, sought my elevation, indifferent to his own. Possessing, on the whole, an opinion more favorable of me than any other human being ever will have,—and thus encouraging me to dare much, he yet knew my weaknesses, and fortified me against them. But my feelings are leading me from my subject, and I have no claim to intrude my private griefs on you."

From the grave of her husband, bowed in spirit, and emaciated in form, Mrs. Willard returned to her work, to find it increased by new burdens. She loved not money for money's sake, but she knew it was the sinews of success. Determined to understand her own business, she did not take again her hours of teaching, until she had first planted herself at her office-desk, and, for a time, not only superintended, but kept her own books. She now made a new and more convenient arrangement of the school year, dividing it into two annual terms, instead of three. In other ways she systematized and simplified her school-keeping, as connected with her financial concerns. Twice a year, every debt she owed was paid.

The question will here occur: how were the means to sustain the institution, and to procure its constantly increasing facilities, commanded? We answer: from the great and extensive popularity to which Mrs. Willard's teaching, and her school-books,* had attained. Scholars flowed in from every part of the Union, and some from Canada and the West Indies.

* The geographies had an almost unparalleled success on their first issue; but afterwards, the authors were shot, by arrows winged with their own feathers.

We inquire next: what were the unexpected means by which Mrs. Willard's school became regarded as a model school,—its fame and influence rapidly extending far beyond any conception made while forming its original "Plan?" This was effected by examinations of the school, private and public; by the circulation of the "Plan," and the approbation it met from high authorities, and chiefly from a source not thought of when that was written: the normal training of teachers, and the great demand for their services, so that they were soon spread to the remotest parts of the Union.

This system was but the continuation of the same general efforts for all her pupils, by which all of sufficient ability learned to understand, remember and communicate; and without its being regarded as an object to learn to teach, this process was in reality fitting every one of the good pupils to become choice teachers. Many, who never in youth thought of teaching, have taken it up as a resource in later life, and pursued it with success.

The receiving of girls expressly for education as teachers was at first accidental;—begun in a case, where orphans, left destitute, pined for education; and while their pledge was given that they would pay by teaching as soon as they were fitted, it was taken rather as quieting delicate minds, than with any real expectation on the part of Mrs. Willard,—so long seemed the time, and so many the chances of failure,—that she should ever receive remuneration. Yet in these cases, she was eventually repaid; and seeing that thus she was carrying out her object for the establishment and the spread of female education, and at the same time helping those she loved, she went on willingly in this direction, far beyond the limits of mere worldly prudence.*

But to be capable of teaching is not all that is necessary to the school-mistress. She must govern as well as teach, and there is

* Mrs. Willard's practice of educating teachers, when it became enlarged and systematized, embraced, in theory, a self-supporting scheme. To those young ladies who had not the means of meeting their expenses, either in part or in whole, she furnished at her regular prices, tuition, board, and, in some cases, an outfit of clothing and traveling expenses; and, at the end of the course, they gave a note which was to be met out of their first earnings. But the pupil was allowed a moderate sum for her wardrobe. These notes were, however, frequently collected without interest,—often canceled for less than their first value,—sometimes, when misfortune pressed, relinquished in full, and sometimes lost through extravagance, carelessness, or inefficiency. Those who paid most promptly were the most grateful. Some of them are among the most distinguished women of the country. Filial in their feelings towards their benefactress, Mrs. Willard may well regard them as her glory and crown of rejoicing.

a democratic feature in the government of the Troy seminary, by which all the good and faithful pupils, taking part in the school administration, become fitted to govern others with dignity. The officer of the day is taken in rotation from the older scholars. Her office is grave and important, and constitutes one of the most peculiar features of the Troy seminary; and none gave in its establishment a more severe test of address and perseverance, on the part of the principal.

The teachers of the seminary she assembled in "Teachers' Meeting" on Friday evening, not only to receive reports of their classes, but to debate the standing questions: what can we do to promote the good of the school—what law make—or what unmake?—when Mrs. Willard proposed to them to establish this day-officer or monitress, to be considered during the day an officer of the institution, and to visit every room once an hour and mark delinquents—the teachers declared against it, saying, as many others did, it would be useless to attempt it,—pupils could never be brought to mark their companions. But Mrs. Willard, counting on her influence, and taking great pains previously to instruct her scholars on the special nature of official duty, began the system, and carried it through; establishing honors and privileges to the faithful monitress, and making the unfaithful take the fault-mark, (or what was the same, lose one of her own credits,) for any offense knowingly passed unmarked. The system remains in the seminary to this time; though now the duties of the day require two successive monitors. To be efficient and faithful in this office, is to stand high in the school. To be capable of performing it well, is to be fitted to govern in a school or a family. The success of the teachers who go from the seminary, is in no small degree attributable to this discipline, as officer of the day at Troy.

Mrs. Willard, when she wrote the "Plan," did not at all contemplate the special training of teachers; and she never turned aside to accommodate the school to them, but rather the reverse. With a pupil-teacher of advancement and improved character, she would place in the same room, a petted, self-willed Miss of wealthy parents. This was an advantage to both parties—for while the teacher-scholar was aiding Mrs. Willard in a difficult and delicate duty, she was brought more into contact and conversation with her principal, by whom it was her special business to profit; and on the management of difficult pupils—the most critical portion of the business she was to learn.

The labor of the system and responsibilities of its founder, few can appreciate. Besides the financial risk incurred by the introduction of so many non-paying pupils into a school, whose presence required additional teachers, room, table expenses, &c., the care of providing places for them, after graduation, was immense. Watchfulness over them never ceased. Moreover, the system was so popular, that applications for instruction were quite beyond the capacity of the institution. Imploring letters, sad tales of misfortune, and urgent appeals for special favor, were an incessant tax upon the benevolent sympathies of the principal. During the fourteen months, previous to her leaving the institution, the letters in this department alone, amounted to five hundred, which had all to be read and answered, requiring, of course, the assistance of a secretary.

It was always Mrs. Willard's design to limit the number of teacher-scholars, so that the institution would not incur financial disaster by carrying too heavy a burden. And since normal schools, distinctively established and endowed, have removed the necessity of pursuing the system at the seminary, it has been for the most part abandoned; and its present pupils are generally from wealthy parents, and those whose object is to fit their daughters for private life. Its first object and mission has ever been, to make it a model-school for teaching the broad sphere of woman's duties and accomplishments.*

But so popular had the system become, that throughout the Union the simple certificate of scholarship, signed "Emma Willard," served as a passport to almost any desirable situation, notwithstanding the seminary lacked the seal of an incorporated and endowed institution.

It does not lie within the scope of this article to give a full his-

* As an evidence of the estimation in which Mrs. Willard's power as a teacher are held, we make the following extract from a *Poem on Female Education*, delivered before the Frederick (Md.) Female Seminary, at its annual commencement, July 8th, 1858, by Christopher C. Cox:

In the great art of Teaching we shall find
 Its best exponent is a female mind.
 In all that wins by manner or address,
 As in scholastic discipline no less;
 In varied knowledge, oratoric sway,
 The ready pen that knowledge to convey;
 The skill all sciences to understand,
 Grapple abstrusest problems, hand to hand;
 Our Trojan WILLARD stands aloft confest
 By all, the wisest, noblest, and the best!

tory of the Troy seminary. Its success has been unexampled. For several years the attendance of pupils has numbered about four hundred, of whom more than one-third have been boarders. Teachers and officers number nearly thirty. It sends forth about twenty-five teachers each year. Since 1839, it has been under the charge of the only son of Mrs. Willard, John H. Willard, and his wife, Sarah L. Willard; the former having been for some years her business partner, and the latter having been connected with the institution for nineteen years previous to 1838, as pupil, teacher, and vice-principal. The same methods of instruction and discipline are continued, with such modifications as larger means and added experience naturally and happily induce.

In 1846 an addition was made to the accommodation for room, by the erection of an additional building fifty feet square and five stories high, making the front of the main edifice on the Park, one hundred and eighty feet; and giving rooms for philosophical apparatus, chemical laboratory, library, and lecture room, besides an ample hall for examinations, concerts, &c.

The internal arrangements of the establishment are convenient, including the modern improvements. The entire building is warmed by steam, and lighted by gas. A good calisthenic and exercise hall, for the health of the girls, is included in the building. Thus Mrs. Willard has lived to see an institution, fully and successfully embodying the ideal of her elaborate "Plan;" where the course of study is thorough and complete, and the facilities abundant and adapted.

It is a peculiarly interesting circumstance, that Lady Franklin, whose efforts to rescue her husband from the Arctic seas, have excited a world-wide sympathy, once came to this country expressly to visit the Troy seminary, and see for herself the successful training of women in the higher branches, of which she had heard with great interest, as characteristic of this American institution. She spent some time at the seminary, with great satisfaction to herself and to the teachers.

VISIT TO EUROPE.—EDUCATION OF FOREIGN WOMEN.—SEPARATION
 FROM TROY.—MOTIVE POWERS.

Mrs. Willard went with her son to Europe in October, 1830, and returned in July, 1831. The main objects of her tour, the restoration of health, and the extension of professional knowledge, were accomplished. During her absence, the seminary was in charge of her sister, Mrs. Lincoln.

The knowledge of Mrs. Willard's labors in behalf of education, had preceded her. When Lafayette revisited this country in 1825, Mrs. Willard was honored with his friendship. He then invited her to visit France—and now received her accordingly. From this and other sources, she obtained facilities for visiting the schools, especially those most remarkable for the education of women. Marshal McDonald gave her an order, permitting her to examine the schools founded by Napoleon at St. Dennis and St. Germain-en-Laye. She had further opportunities of knowing internally their regulations, from one who had long been in them, M^{lle} De Courval, who returned with her to Troy as teacher of the French language. By Madame Belloc she was furnished with an introduction to Miss Edgeworth; from whom she received facilities for visiting the highest grade of female schools in England.

Some two or three years after the promulgation of the "Plan," Mrs. Willard becoming acquainted with M. Salazar, the Columbian Minister, he forwarded a copy of it, with a letter from the author—pleading for her sex—to the South American Liberator. A respectful answer was returned by Bolivar, through the proper department, and a female college afterwards established at Santa Fè de Bogota.

After Mrs. Willard's return from Europe in 1831, she enlisted her energies in a scheme for establishing a school in Greece for the improvement of the women of the East,—by inaugurating a school in Athens for the teaching of native teachers. By leave of the missionary board, under whom were Mr. and Mrs. Hill of Athens, this normal department was added to their school already existing. The Greek government responded to this welcome movement of the "Troy Society," (an association of benevolent ladies formed at Troy,) by passing a law to educate at this normal school a number of beneficiaries, as great as the American ladies would on their part provide for. To aid in procuring the necessary funds, Mrs. Willard agreed with the society to prepare some one volume; and at their request she wrote out her European "Journal and Letters," containing 399 pages; for the publication of which the society realized \$1,100 of the \$2,500 eventually sent to Greece by them and others acting with them. There was forwarded \$500 a year to support ten beneficiaries; until Dr. Milnor, the Protestant Episcopal Secretary of the Missionary Board, signified that, for the future, the Board preferred to have the sole control of their own agents; and they would provide, if their funds warranted, for the support of the normal department.

There is no doubt that much has been done by this normal school to elevate the women of the East.

In 1838, shortly before leaving the seminary, Mrs. Willard made out, and has left, in a pamphlet of thirty-two pages, a condensed abstract of her educational principles and practices. It was addressed as "A Letter to the Willard Association for the Mutual Improvement of Female Teachers." The pamphlet contains the names of one hundred and ninety-three members then present at the seminary, either as teachers or preparing to teach. The "Letter" is specially addressed to those whom she had already sent forth; and we cannot doubt the earnestness with which she would endeavor to lead in the right way, those on whose success depended not only the extensive spread of female education, but the repayment of the fortune she had expended, and her valued good name as a teacher.

From this pamphlet we shall presently introduce an extract, showing the true character of Mrs. Willard's religious teaching. Religion was regarded by her as the underlying and sustaining principle of all right education. It has always been a maxim with her, that no solid intellectual improvement could be expected of a pupil while she was morally wrong; and hence it has been her constant purpose to make her "daughters," (as she regarded her pupils, for her love to them was scarcely less than maternal,) first of all feel love towards God, and understand the wisdom of conforming the life to His laws. To this end, not only was Christian truth instilled with the daily school instruction, but also by direct personal conversation; and on Saturday morning, at half past eleven, when the week's work was done, a familiar, practical, Christian lecture, was given to the assembled scholars; at which the presence of each one was specially enjoined. This Saturday lecture occurred the next day after the Teacher's evening meeting, when the officer of the week, (each teacher in her turn,) presented to the Principal a Report, embodying the seven monitors bills of the day-officers, with a summary of the fault and credit marks given by them, and also those given by herself, with her own general report of the conduct of the pupils during the week. This summary was read to the school before the lecture began. Thus faults as well as improvements were reviewed, and all conduct and experiences regarded in the light of God's holy law, and of "the power of an endless life."

We commend the following extract from the address above referred to:—

But though earthly employers may not always be satisfied when you do your duty, yet, with the great Father of us all, we shall ever find justice, and that, too, tempered with mercy. First of all, then, be careful so to regulate your example and your teaching, that He, finding you faithful over a few things, shall, in His good time, make you ruler over many. Accustom yourselves to regard Him as the great Employer of your time, and final Judge and Rewarder of your virtues; and the children under your care as His, and to be trained up for Him. Though this grand principle may be modified in its exercise by the peculiar views of earthly parents, yet it is not their will, even if they are so impious as to wish it, that can set aside this primary obligation.

Faithfulness to God, then, will comprehend whatever may be said on the extensive subject, of training the young to morality and religion. The first means to do this is, to show by your conduct the sacred estimation in which you hold these things yourself. SPEAK TRUE, and DO RIGHT, as well as to require it of them. Reverence God with devout love and fear; attend upon His public worship and sacraments; read His word for your guide, and keep near to Him in prayer. Let the holy scriptures, particularly on the Lord's day, be taught to your pupils in a manner to interest them. The practice of special instruction on moral and religious subjects at some stated season, as in our Saturday's lectures at the Seminary, is good. Daily prayer in school should be regularly attended; solemnity should prevail, but tediousness should be avoided.

So far, however, from depending on set times, for the whole discharge of the duty of training the young to piety and virtue, you are, during all your exercises, to regard it as the grand object of your labors; and while your pupils see that it is so, they will be learning to consider it their main concern also. Instead of telling them nothing more than that they must not be angry because it spoils their beauty, or they must not tell lies because it hurts their character, gravely show them that such things are displeasing to their Maker; and mention some of the Scriptures which forbid them. And when you have punished a child for a serious fault, and the penitent asks your forgiveness, remind her while you pronounce it, that she should go to God in prayer to ask it of Him as the one she has chiefly offended. Instead of pursuing the common method of making her promise a great deal to you in the way of amendment, (a practice which does but make promise-breakers,) counsel her to resolve against her fault before her Maker, and ask his grace to enable her to keep her good resolutions; as for you, you shall know her repentance to be sincere, when there is an answering change in her conduct. Take advantage of passing occurrences, as the death of friends, to impress your pupils with the shortness of the time allotted them for preparing their last account; and if an examination excites them, tell them how vain and idle it is to fear to be brought before a few worms of the dust, like themselves, to be questioned on literary matters, where they make special preparation, when the very secrets of their hearts are always known to God, and must one day be made manifest to an assembled universe.

While engaged in teaching any study; the pious instructor will find interesting occasions of leading her scholars to view the Almighty as the God of Nature, or of Providence, and thus to introduce the germs of piety into their minds along with those of science.

That "God has a life-plan for every human person," is a doctrine strongly countenanced by the life of Mrs. Willard. Looking over it as a whole, we see that her felt mission—the progress of woman—had its parts; and the time had now come, when in the department which regarded the Troy Seminary, her own peculiar work was accomplished, while other portions of her life-plan remained to be worked out. She had seen an institution founded, which already gave advantages to her sex, beyond her

conception when she wrote her "Plan." Those dearest to her were ready and fully prepared to take her place; and in the summer of 1838, she resigned to them her office in the seminary.

The next work of public interest in which Mrs. Willard engaged, was in the fall of the succeeding year, 1839. It was the reinvestigation of her long-studied hypothesis of the circulation of the blood. With the aid of her old family physician, Dr. Robbins, and Prof. Smith, then of Troy, (both believers in her theory,) she now witnessed post-mortem examinations of the heart and lungs. Being more and more confirmed in her views, she then carefully re-wrote her theory, and sent four copies of the manuscript to Europe, of which one went to the Drs. Edwards, members of the French Institute. Her correspondence with one of them, and her treatise, are both contained in her work on the "Motive Powers," published in the spring of 1846.

WORK AMONG THE COMMON SCHOOLS.

We have seen that Mrs. Willard's consecration to the cause of education, inevitably led her, in time, beyond the sphere of establishing a Female Seminary, to the still wider benevolence of educating female teachers—and for other lands as well as her own. The same consecration led her in time to feel a deep interest in the Common or Public Schools, which, in the year 1840, was providentially directed to practical results of permanent value. Mrs. Willard thus writes:—

"About three years before leaving the Troy Seminary, my mind was aroused to alarm concerning the condition of the common schools of my native State, by the representations of Miss Robbins, a zealous friend of education, who had just been making a tour of observation through these schools. Looking into the matter, I found that it was not in Connecticut only, but in New York and throughout the country; that there was a general decadence of the common schools.

Early in the winter of 1840, on a visit to Kensington, I stopped at Hartford, and there learned, much to my satisfaction, that a great impulse in favor of common schools had been given; warmth in generous hearts was enkindled; and all around were signs of life and animation. Mr. Barnard, whom I had before known as the friend of my friend, Dr. Todd, was foremost in the movement; and had received from the state an appointment, which was effectively that of State Superintendent. He had already inaugurated a system of operations; and was now going the rounds of the

state to get up an interest, and make dry bones live. He had appointed a festal meeting of the schools at Kensington, which took place about ten days after my arrival there."

Much interest was felt by the people of Kensington, and Mrs. Willard was invited to write an address for the occasion, which she did. Mr. Barnard was present, and in his Journal thus describes the jubilant scene:—

On the 18th inst., a public meeting of all the schools was held at the church, and a happy day it proved to parents, teachers, and children.

Upon the arrival of the schools at the meeting house, the music, with the banners, were stationed on the steps, and the scholars, in procession, entered under the banners, and filled the body of the church. The house was soon crowded, many being in attendance from neighboring towns; indeed it is said by the pastor, the Rev. Royal Robbins, to have been the largest congregation assembled in this place since his ordination, 22 years since. The exercises were commenced with prayer from the pastor, followed by singing from a large choir, under the direction of Mr. Hall, of Hartford. A concise and able report of the present state of the schools by the visiting committee was read. A piece was then sung, composed for the occasion by Rev. Mr. Robbins. The children were next addressed by Jesse Olney, Esq., of Southington. Music followed by the band from Worthington, who had kindly volunteered their services for the occasion. An address written for the occasion by Mrs. Willard, was then read to the meeting by Mr. Burritt, and listened to with deep and thrilling interest. This was followed by other addresses and interesting exercises.

At the close of the meeting, refreshments were passed to the children, when they separated in high glee, in the same order as they came, greatly pleased with the thought that there had been a great and high day on their account. It is believed that the interest of this occasion exceeded the highest anticipations of the old and young.

Mrs. Willard's address, and her past experience, were calculated to inspire not only interest in improving the common schools, but confidence in its author, as the best agent for carrying out the improvements she so earnestly recommended. The result was that she was immediately invited by the influential men of the place, to take the common schools in hand. In order to afford her the due authority, she was unanimously elected by the voters of the parish as Superintendent of the common schools of Kensington, "to take the oversight of them for the ensuing season." To a written notice of those proceedings, from a committee chosen for that purpose, she replied by accepting the office, with the condition that she should be unanimously supported in her arduous duties by the women, as well as the men of Kensington.

We pause upon the extraordinary nature of this transaction, to ask whether it does not inaugurate a new and correct principle of public action? Women cannot legally vote in a town or school-society meeting; but may they not be legally voted for? Had not the voters of Kensington a legal right to elect, by their votes, a woman for school-superintendent? and were they not legally

bound to sustain her acts, the same as if that office had been held by a man? If school-committees may legally employ women to teach, why may not the voters elect women to superintend?

In May, before the opening of the schools, Mrs. Willard, by request of Mr. Barnard, wrote to him a letter explaining her plans of improvement. A few extracts will best show how she intended to fulfill the duties of her novel position:—

Four schools, each with a female teacher, will have gone into operation in this society, during the week ensuing. These teachers are engaged with the expectation that they are to receive directions from me. Our first business, on the assembling of the schools, will be to select, with the consent of all parties, some of the oldest, most discreet, and best instructed girls, as assistant teachers. These will be employed with the three-fold object of promoting their own education, of making them useful in the business of the school, and of training them by actual service, as well as theoretical instruction, to become teachers in full. These assistants should be so numerous that while each shall have a part, perhaps the largest part of her time for her own improvement, the principal teacher shall be so aided in her duties, that the whole school shall be kept profitably employed. Up to a certain point, children, especially when quite young, learn in proportion to the instruction imparted, and this may often be given by a younger, as well as an older teacher.

This plan of assistant teachers, from among the best of the scholars, I tested, in the early organization of the Troy Female Seminary. A school arranged in this manner is not so good as one with a corps of highly instructed and regularly trained teachers. But *that*, on account of expense, is out of the present question; and I do believe the proposed is the best possible method of providing the needed help to the teacher of the common schools. The wife of the farmer might find it easier to be served by experienced hands, than to teach her own daughters to keep the house and tend the dairy; but after they have received the proper drill, it is her own fault if they do not become the best of assistants. And here is an important consideration; if the farmer's wife takes other help, and neglects to instruct her daughters, how is her house to be taken care of, if she is removed; or where are the young farmers to find helps meet for them? So, if the common schools do not educate their own teachers, it appears clear to me that the majority of them will not be educated.

In regard to room, we shall want for each school, besides the main apartment, one small room, where an assistant can be teaching the very young children; and another, perhaps larger, where the best instructed of the assistants can hear recitations of the oldest pupils, and most advanced classes, whose lessons require considerable time. Such scholars, who understand the general plan of study, who can, in the main, comprehend their authors, and who may, in some measure, be depended upon to govern themselves, do better with an inferior teacher, than larger classes of younger pupils, who are to be governed as well as instructed, and taught the manner of study, as well as the subject matter. Yet the classes confided to the assistants should be regularly reviewed by the principal teacher; and those in this society will be occasionally by myself.

This being the summer term, the most advanced pupils will be altogether of the female sex. I shall regard them as forming one school, divided for convenience of attendance, and for giving aid as assistant teachers; but we shall bring them together for a common examination at the close of the term. Of course, in this department, there must be uniformity in the books studied. As to modes of teaching, I shall be satisfied with the teacher who gives to her good scholars (for it is the good wax alone that takes the perfect impression,) a thorough understanding of the subject, and to other scholars in proportion; and to all a proper method of communicating what they know. It shall be my care to make the examination an actual test of this—a test at which the faithful teacher will exult.

Each school house should, we think, be provided with a clock; no matter how plain, if it do but perform its office correctly. Whatever is to be done regularly requires a *set time* as well as a fixed place; and teachers on low wages cannot afford to buy watches; nor would they serve the purpose of a perpetual memento of the coming duty of the scholar, like a clock.

We close our extracts with the view taken by Mrs. Willard of the influences of bad reading books, charged with fictitious stories.

I have collected and examined the school books used in the Kensington schools. The amount of fiction put into the hands of the children, in their daily lessons, strikes me with surprise and regret. Truth is the mother of science, and the ancient ally of virtue. Fiction may mislead, even when she intends to do good—truth, never. The mind that feeds on fiction, becomes bloated and unsound, and already inebriated, still thirsts for more. And has not so much of the mental ailment of our times been fiction, that this delirium of the mind has become an evil so pervading that we ought resolutely to shun its source, and turn now to the simple element of pure truth? Some of these books, too, contain low and vulgar language. Who would send a child among clowns to learn manners?

In general, sacred objects are the best for schools. There is even among children, an awe and quietness diffused by ideas pertaining to God and religion, which tend to good order; and shed around the true atmosphere of the soul.

For months Mrs. Willard devoted her untiring energies to the four schools of the parish. Her retired chamber was consecrated to religion, and to the consideration of her new duties in regard to the common schools,—and no books, except on these subjects—none whatever of amusement—were there admitted. On alternate Saturdays came the four teachers, and oftener came a class of nearly twenty, whom she called her normal pupils, to whom she taught history and reading,—to a few, algebra, and geometry.

She organized a "Female Common School Association" of women of Kensington, with constitution, by-laws, meetings, and effective work. She counseled with the teachers, met them for special instruction at appointed times; gave minute attention to the teaching of the children of the several schools, so that everything should be done at the right time, and in regular order; she introduced her own methods of discipline and instruction, practiced at Troy; she selected school-books, established a regular system of marks, and exercised the children most successfully in reading, geography and arithmetic; made copies for their training in penmanship and drawing; dictated model letters of business and friendship, and accustomed them to compose off-hand compositions, writing on their slates accounts of passing occurrences,—and she so taught them that mistakes in spelling were rare. She directed what the children should sing all together, and what tunes the older ones should write on their black-boards, dictated to them in

musical notation. She composed a song on "Good Old Kensington," which was a rejoicing to the children, and to be sung at the examination—and a simple heart-prayer, which they recited at the close of each school, with feeling and solemnity ;—she sketched model maps, beginning with the town itself, marking the brooks and bridges, the roads, the church, the school-houses—greatly to the edification of the interested children. She talked of her improvements among the people—the men and the women—in the house and by the way ; and thus, by all possible devices, wrought out a genuine enthusiasm in fathers, mothers, and children.

In all her labors, she had the hearty coöperation of Mr. Barnard, who sometimes shared with her the labor of visiting the schools.

On the 10th of September, a public examination of the four schools was held at the church, which was crowded not only with the people of Kensington and the adjacent parishes, but also with distinguished educators of Connecticut and other states. The exercises were continued with unabated interest, from nine o'clock in the morning to half-past six in the afternoon, with one hour's intermission. The children entered into the full spirit of the occasion, and made it a proud day for their parents and for Mrs. Willard. At the close of the examination, a gentleman of Kensington, expressed, in the name of the society, public thanks for her arduous and unselfish labors ; and the State Superintendent expressed his satisfaction.

From Mr. Barnard's report to the legislature, and in the School Journal, the Kensington proceedings were copied, and went into other states. Thus, much of what was experiment there, became common practice in the schools throughout Connecticut and elsewhere. Mrs. Willard was honored for her gratuitous services in the cause ; and received numerous invitations to meet with educational and literary societies, and conventions ; and to write addresses for those at a distance ; which she often did.

Before leaving Connecticut, Mrs. Willard projected the plan of a Normal School in Berlin, which would probably have been carried into effect, but for the abolition of the Board of Commissioners of Common Schools, and the temporary suspension of Mr. Barnard's labors in Connecticut, upon whose co-operation she had relied. Her plan contemplated a well organized system of Teachers' Institutes, rather than a permanent Normal School. There were to be two sessions of not less than four weeks each, held at those periods of the year when the great mass of teachers

could attend them without interfering with their ordinary avocations. Those who joined the school were to engage to attend four successive sessions, and to go through the prescribed course of study. The union of theory and practice would thus be more thoroughly carried out than in a permanent school, and the benefits would be widely and immediately felt throughout the state.

In 1845, Mrs. Willard was invited to attend a Convention of County Superintendents of Common Schools at Syracuse. She was made an honorary member, and invited to participate in the exercises and deliberations, which she declined; but communicated a paper on the place which woman should hold in the common school system and educational movements of the day. In this paper, which was read, and favorably received, among other suggestions the author recommends the adoption of the plan of operations which she had inaugurated in respect to the Kensington schools, and especially the formation in every town of a society of women, with a constitution similar to the one adopted there. This constitution provides for the appointment of three committees, to co-operate with the regular school officers of the town—one to ascertain the condition of the children who were not at school, and to assist in getting them; a *second*, on the accommodations of the school, to see to the state of the grounds, and all those circumstances which affect the health and comfort of the pupils; and a *third*, on procuring books, and the means of illustrating the studies of the school. Mrs. Willard was treated with great respect by the convention—the members calling on her in a body at the house of her hospitable friends, Mr. and Mrs. Redfield.

This interesting and profitable meeting of superintendents, led to Mrs. Willard's being earnestly invited to assist in the exercises of several Teachers' Institutes in the ensuing autumn—which she did by traveling in her own carriage, with a female companion, through the counties of Sullivan, Broome, Tioga, Greene, and afterwards to Oneida by railroad—meeting with over six hundred teachers, and interesting a large number of parents, mothers as well as fathers, in the management of the common schools, where their children were educated.

In the spring of 1846, Mrs. Willard having published her theory of Circulation by Respiration,* set out on a tour through the

* *A Treatise on the Motive Powers, which produce the Circulation of the Blood:* New York, Wiley & Putnam, 1844. That this work contains an important discovery, is now extensively conceded. In 1861, Dr. Cartwright, of New Orleans, is claimed to have proved it, by his vivisection of alligators, made for that express

Western and Southern states, with her niece, Miss Lincoln † as a companion. Through her long journey, of over 8,000 miles, embracing all the principal cities in every state west and south of New York, except Florida and Texas, she was everywhere met by her former pupils with every demonstration of affection, and made welcome to their homes by every form of hospitality. To seminaries for the education of girls, she was received as a founder and pioneer of this class of institutions.

In the summer of 1849, she published a pamphlet of 100 pages, on "*Respiration and its Effects,—particularly as it respects Asiatic Cholera,*" as a contribution to the modes of dealing with that formidable epidemic, which threatened to renew the terrible scenes of 1832.

In 1852-3, Mrs. Willard was earnestly occupied in writing an educational work on Astronomy, to embody improvements, originated in their first conception while she was a teacher in that department. They form one of her most valuable contributions to the cause of education; and in which—in the language of Prof. Avery, of Hamilton College—"she has achieved a remarkable success in making the elements of a difficult science, easy of comprehension." The theory of the Tides, presented in this volume, is interesting, original, and simple.

In June, 1854, Mrs. Willard, again accompanied by her niece, Miss Lincoln, re-crossed the ocean to attend the World's Educational Convention, at London. By Mr. Barnard,—already there,—she was introduced to its officers, and to the most eminent foreign educators; and to some of their most interesting reunions.

After the convention, Mrs. Willard accompanied her sister, Mrs. Phelps, (just arrived from the U. S.) her son and two daughters, through France, Switzerland, Northern Italy, Germany, and Belgium. In Paris, those noble educators who have done so much for the women of France, Madame Belloc, and M'lle Montgolfier, with whom she had corresponded since 1831, met Mrs. Willard and Mrs. Phelps, as sisters meet sisters.

Her next, perhaps her last, educational labor, had for its object

purpose. In 1854, Dr. Washington, of Missouri, in the *Nashville Medical and Surgical Journal*, (upheld by Dr. Bowling, the senior Editor,) wrote down all opposition. Dr. Draper, of New York, in his late work on *Physiology*, says that Hervey's theory of the heart's power, is not correct; but the principle of Circulation by Respiration is.

† Miss Lincoln was one of the victims of the railroad disaster, at Burlington, New Jersey, August 29, 1855. In her premature and violent death, society lost a gifted and accomplished woman.

to provide such a reading book for the common schools, as when in Kensington, she saw they needed; and her impressions there had become deepened by the alarming growth of juvenile crime. She gave to the work the title of "*Morals for the Young, or Good Principles Instilling Wisdom.*" This book presents in simple, yet forcible and attractive style, the essential principles of a true Christian life, and God's Providential government; and from its avoidance of all denominationalism, is well adapted to become a text-book in public schools.

THE selection of Mrs. Emma Willard to occupy a place in this gallery of eminent American Teachers, was not, so much because of her accomplished work, immense as this has been; not because she had by unsurpassed energy established the first scientific female seminary; nor because, as an author, a million of her books were circulated; nor because she has published various addresses on the subject of education, presented by invitation before various important bodies in various parts of the country; nor because she has enlisted wide discussion and general interest, by the results of investigations in physiology; nor because she has done much disinterested work for the improvement of the public schools; nor because she initiated in her own Seminary a system for the special education of teachers; but because she is preëminently a REPRESENTATIVE WOMAN, who suitably typifies the great movement of the nineteenth century for the elevation of woman; because her life has been consecrated to the education and advancement of her sex, or rather we might say that the Christian elevation of woman has been the life itself—the heart-impulse of which the facts we sketch are the exponents. In this she is individual—note worthy. Other women establish successful seminaries, write successful books, make successful investigations, but they do what they do, either for the sake of the thing done, or for the sake of some benevolence or principle embodied and completed in the thing done. But with Mrs. Willard the thing done has been in behalf of somewhat outside and higher; and this higher end is the progress of woman. And although this has not been always, nor perhaps often, consciously, her great object; (as a great object, self-forgettingly sought, absorbs self-consciousness,) and although efforts to determine a theory of the circulation of the blood, have occupied an important part of her life, in which no one department of humanity is exclusively interested, yet even in these scientific studies we may say that the inspiration was the winning a higher consideration towards woman. In behalf of her life-purpose she has established seminaries, writ-

ten books, presented addresses, wrought out theories, superintended public schools, solicited legislatures, dispensed monies, toiled, and prayed, and wept, and thanked God; and, more than all, in her own life she has been the possibilities of woman which she preached. For this reason, we have written of her with warm impulse and willing pen.

LIST OF PUBLICATIONS, by Mrs. Emma Willard.

PLAN FOR IMPROVING FEMALE EDUCATION, addressed as a Memorial to the Legislature of New York, 1819.

THE WOODBRIDGE AND WILLARD GEOGRAPHIES AND ATLASES, comprising a Universal Geography and Atlas, a School Geography and Atlas, an Ancient Geography and Atlas, Geography for beginners, and Atlas; 1822.

HISTORY OF THE UNITED STATES, OR REPUBLIC OF AMERICA; 530 pp. Brought down in 1862; 1828, with a Historic Atlas.

JOURNAL AND LETTERS FROM EUROPE; 1833.

UNIVERSAL HISTORY IN PERSPECTIVE; 526 pages; 1837.

ABRIDGMENT OF AMERICAN HISTORY; 1843.

TEMPLE OF TIME, OR CHRONOGRAPHER OF UNIVERSAL HISTORY; 1844.

A CHRONOGRAPHER OF ENGLISH HISTORY, on a similar plan; 1845.

A CHRONOGRAPHER OF ANCIENT HISTORY; 1847.

HISTORIC GUIDE, to accompany the Temple of Time and other Charts.

A TREATISE ON THE MOTIVE POWERS WHICH PRODUCE THE CIRCULATION OF THE BLOOD; 1846.

RESPIRATION AND ITS EFFECTS, PARTICULARLY AS RESPECTS ASIATIC CHOLERA; 1849.

LAST LEAVES OF AMERICAN HISTORY, containing a History of the Mexican War, and of California; 1849.

ASTRONOMY; 1858.

MORALS FOR THE YOUNG, OR GOOD PRINCIPLES INSTILLING WISDOM; 1857.

Besides these larger works, three addresses on "Female Education in Greece," 1832; an address read at Norwich on the same subject, 1833; an address to the "Willard Association," for the mutual improvement of "Female Teachers," 1838; "Political Position of Women," 1848; "Our Father's;" "Bride Stealing;" an appeal against "Wrong and Injury," and a pamphlet and "An Answer" to Marion Wilson's "Reply;" two poems, read at the "Farmington Centennial," 1840; a poem contributed to the "Statesmen in Albany;" "Universal Peace to be introduced by a Confederacy of Nations, meeting at Jerusalem," 1820; "Will scientific education make Woman lose her sense of dependance on Man?" answered in a contribution to the "Literary Magazine," N. Y., 1821; a metaphysical article on "General Terms," published in the American Journal of Science and Arts, Vol. xxiii, No. 1, 1832; a volume of "Poems," 1830.

Besides the above, Mrs. Willard has written many other contributions to different periodicals, and numerous addresses, which have been read in different parts of the Union, to schools, to literary and educational societies, &c.