

# THE WESTERN CAROLINIAN.

PUBLISHED EVERY SATURDAY MORNING—ASHBEL SMITH AND JOSEPH W. HAMPTON—EDITORS AND PROPRIETORS.

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SALISBURY, NORTH-CAROLINA, JANUARY 16, 1836.

Number from beginning 815.

## The Western Carolinian.

BY ASHBEL SMITH & JOSEPH W. HAMPTON

### TERMS OF PUBLICATION.

1. The Western Carolinian is published every Saturday, at Two Dollars per annum if paid in advance, or Two Dollars and Fifty Cents if not paid before the expiration of three months.

2. No paper will be discontinued until all arrears are paid, unless at the discretion of the Editors.

3. Subscriptions will not be received for a less time than one year; and a failure to notify the Editors of a wish to discontinue, at the end of a year, will be considered as a new engagement.

4. Any person who will procure six subscribers to the Carolinian, and take the trouble to collect and transmit their subscription-money to the Editors, shall have a paper gratis during their continuance.

5. Persons indebted to the Editors, may transmit to them a check on the Mail, at their risk—provided they get the acknowledgment of any respectable person to prove that such remittance was regularly made.

### TERMS OF ADVERTISING.

1. Advertisements will be conspicuously and correctly inserted, at 50 cents per square for the first insertion, and 33 cents for each continuance; but, where an advertisement is ordered to go in only twice, 50 cts. will be charged for each insertion. If ordered for one insertion only, 50 cts. will in all cases be charged.

2. Persons who desire to engage by the year, will be accommodated by a reasonable deduction from the above charges for transient custom.

### TO CORRESPONDENTS.

1. To insure prompt attention to Letters addressed to the Editors, the postage should in all cases be paid.

## FEMALE ACADEMY.

MRS. SUSAN D. NYE HUTCHISON, HAVING removed from Raleigh to Salisbury, will open her school at the Academy on the 1st inst.

### Terms of Admission as follows:

FIRST CLASS.—Reading, Writing, Arithmetic, Geography, English Grammar and Composition. Per Session (of five months) \$10 00 Contingent fund, 50

SECOND CLASS.—Mrs. Phelps' Geography, Barritt's Geography of the Heavens, History, ancient and modern, Mythology, Botany, Algebra, Geometry, Newton's Rhetoric, Kaim's Elements of Criticism, Hedge's Logic, Conversations on Chemistry and Natural Philosophy, Paley's Moral Philosophy, Natural Theology, and Evidence of Christianity, and Stuart's Mental Philosophy. Per Session, \$15 00 Contingent fund per Session, 50

### EXTRA CHARGES.

Oriental Tinting, per course \$5 00  
Chinese and Bronze, do \$5 00  
Drawing and painting—water colors, per Session, \$5 00  
French, do, \$10 00  
Ornamental needle work in all its varieties, do, \$5 00

## THE GOVERNMENT OF THE SCHOOL.

will be strictly maintained; and it will be conducted on the principles laid down in Mrs. Hutchison's view of Female Education already before the public. The mode of instruction, now practised by the most extensively useful schools in our country, will be adopted so far as shall be deemed practicable, and every effort used to promote the improvement of the pupils whether in a moral, personal or mental point of view.

Parents and Guardians are respectfully requested to send their daughters and wards with great pleasure, and to state what church they wish them to attend.

Board of highly respectable families may be obtained at \$20 per session.

Music will be taught as soon as a competent teacher can be obtained.  
Salisbury, Jan. 4, 1836.

## New, cheap, and Desirable GOODS!

## BOARD & BELLS

HAVE just received, and are now opening, at this Store at the North-west corner of the Courthouse square, in the building occupied by the Messrs. Hurd, a large and splendid assortment of

## Fall and Winter Goods;

embracing almost every article in the line of Dry-Goods, Hardware, Cutlery, Crockery, Glass-ware, Hats, Shoes, Medicines, Groceries, &c. &c. &c.

Finally kept at Mercantile establishments, which will be for sale, LOW for cash, or on credit to the trade.

At all kinds of Country Produce taken in payment, and the highest prices will be given.

Salisbury, Nov. 29, 1835.

## GENUINE CONCERN

## GOING AHEAD!

THE Western Carolinian, and all others who may desire to procure Copies from Charlotte to this place, are informed that the undersigned has opened in this County an establishment of a Branch of the Western Carolinian, and Additional Numbers, either by Mail, or by the Stage—so that all who may desire to procure it, may be assured of receiving prompt attention for the same to come. B. B. BOYD & Co. Salisbury, N. C. January 8, 1836.

## REARNS.

A large assortment of BLANKS of every kind and size, printed in the press, but constantly on hand.

## NOTICE.

THE Subscriber, having taken out special letters of Administration on the estate of Joseph Cowan, deceased, will sell, at public Sale, at his late dwelling house, on Monday, the 11th day of January next, nearly all the personal property of said estate, (except the negroes,) consisting of

Horses; Cattle; Hogs;

Four or five Hundred Bushels of Corn; Three or four thousand pounds of SEED COTTON;

Oats; Hay; Fodder; Two WAGONS and Harness;

Farming Utensils; Household and Kitchen Furniture;

And many other articles not herein mentioned.

Also, TWO LIKELY NEGROE MEN to be hired.

A reasonable credit will be given, and other particulars made known on the day of Sale.

ROBERT N. FLEMING, Adm'r.  
December 22, 1835.

## FALL & WINTER FASHIONS, FOR 1835.

HORACE H. BEARD, Tailor, BEGGS leave to inform his friends, and the public in general, that orders in his line will always be thankfully received by him, and executed in the most Neat, Fashionable, and Durable manner—on terms as reasonable as any in this section of country. H. H. B. hopes, from his long practice of his business, (a number of years of which time he resided in the city of Philadelphia,) and from the general satisfaction he has heretofore given to his numerous respectable and fashionable customers, to merit and receive a portion of the patronage of the public in general.

He flatters himself that his CUTTING is really superior to any done in this State, as may be testified by the unadvised elegance of fit which attends garments made in his establishment. He is in the regular receipt of the Reports of the Fashion as they change both in the large cities of this country and of Europe—so that gentlemen may be satisfied that their orders will always be executed in the very latest style.

Orders from a distance will be attended to with the same punctuality and care as if the customer were present in person.

Salisbury, September 19, 1835.—1y.

## VALUABLE REAL ESTATE FOR SALE.

WISHING to decline the business of selling Goods after the 1st of June next, I offer for sale that large and commodious store now in the occupancy of Lee-Ste & McKay. Attached to the store, and in one enclosure are four lots, together measuring 300 feet on Front Street, and 400 feet on Kershaw St. There are on the lot, a large ware-house, smoke house, and a cotton-bald 200 feet long. The property will be sold together, or the lots will be divided as it may suit purchasers. For the country business, it is well known as one of the best, and safest stands in this town. To an approved purchaser, a long credit will be given, if required.

AUGUSTUS P. LACOSTE.  
Cheese, Jan. 4, 1836.

## Ten-Cents Reward.

RANAWAY from the subscriber on the 27th of December last, a bound girl by the name of PATSEY WINKLER. She had on when she left my house, a checked Frock and Calico Bonnet; and is about 16 years and six-months of age, five feet high and dark complexioned. All persons are forbidden against employing or harboring said girl, as I am determined to enforce the law against any person or persons so doing.

WILLIAM STOUT.  
Devotion Co., Jan. 9, 1836.

## LIST OF LETTERS REMAINING IN THE POST OFFICE AT LEXINGTON, N. C., ON THE FIRST DAY OF JANUARY, 1836.

- A. John Adams, Miss Polly Adams.
  - B. Wiley Bellings, Frederick Balford, J. G. Brunely.
  - C. William Cox, Tompkins City.
  - D. James Duret.
  - E. James Ewers.
  - F. James Hutton, David Hynes, James Huse, George Hedrick, Reuben Howerton.
  - G. John Jacob, William J. Johnson.
  - H. John Keeler, Daniel Keyser.
  - I. Jacob Lomas, Daniel Leonard, Hannah M. Lacy.
  - M. Alexander Miller, Edward Maccaria, Reverend Thomas McDonald, James McQuire, Philip Myers.
  - P. William Phillips.
  - R. Catherine Reidel.
  - S. Alfred Smith, Conrad Sechrist, George Scott, Sarah or William Scott.
  - W. Henry Walter, Jacob Wolfe, Claton Wright.
- M. ROUSSEVILLE, P. M.  
January 9, 1836.

## TO TEACHERS OF YOUTH.

A TEACHER who can come well recommended will find Salisbury an advantageous situation for a school. The applicant should be a good Greek and Latin scholar, and capable of preparing a paper for the Sophomore Class of the State University.

For further enquiries can be made of the Editors of either newspaper at this place, and letters post-paid will be promptly attended to.  
Salisbury, N. C., Dec. 12, 1835

## WARANTEE DEEDS FOR SALE HERE.

## EDUCATION.

From the Southern Literary Journal. FEMALE EDUCATION.

We have read this address, delivered before a literary society on a highly interesting subject, with much pleasure. It is a worthy tribute to female genius. The Hon. Mr. Bettsen paid the orator the distinguished compliment of having acquitted himself in a "splendid manner," and upon the motion of that eminent statesman, five thousand copies of the Address were ordered to be printed—a proof of the high estimation in which the production was held by those whom we may suppose well qualified to judge of its merits;—an evidence, too, that the Georgians, who, in reference to such a subject, could act with so much liberality and enthusiasm are a gallant people, appreciating not only what is due to literary merit, but also to the varied and paramount claim to respectful consideration of the gentler sex.

The object of all education is well stated, and its distribution under two great heads is just and philosophical, and worthy of notice:

"The object of education is twofold. In the first place—to cultivate the principles of our nature, as to bring them to the greatest possible perfection,—and in the second place, to manage and control the impressions and associations of early life, in such a manner, as to secure them against the mischiefs of error, and the dangers of a false philosophy. If the principles of the mind, the affections of the heart, and the aspirations of the soul, be judiciously developed, controlled, and directed, one great object, in juvenile instruction, will be accomplished,—and then, if habits of mental exertion are acquired, impressions of a moral nature are made, associations of a proper character are formed, and a taste for intellectual enjoyments has been cultivated and confirmed—the great business of human education, will be consummated. To accomplish objects of such great importance, it is necessary that the agent, by whose instrumentality this work is to be commenced and perfected, should have a correct knowledge of the principles of human nature, and of the laws which regulate their operations—a due conception of the capabilities of the mind, and of its sources of enjoyment."

Thus it appears that the important work of education does not depend wholly upon the teacher, but that the learner should be, in a great degree, his own instructor, and the progress of education be a thorough course of self-instruction. It is, in a word, the partial application to children in a state of pupillage of the very maxims which, in a free country, we address to our fellow-citizens, such as "think for themselves," "follow your own judgment," "let the people slope," &c. &c. maxims, which if judiciously followed out, according to circumstances, in the education of children, would make men and useful men of them much sooner, than teaching them to rely implicitly on the instructions of others. It is, in fact, the kind of education best adapted to the genius and institutions of a free people. We are accustomed, in our miserable systems, to lord it over children too long, and to force the mind by threats and castigation, when all that it requires for the highest progress is to be led gently and tenderly forward. We forget that children are thinking and reasoning creatures, and that in wit and wisdom, they often surpass their masters. We forget that the mind grows like the body, and that all which the faculties require for their health and increase, is wholesome and well prepared food. We forget that the chief object of education is, to teach the mind how to "go alone." We act as if we expected it always to go in leading-strings, and like a good child, to do mamma's bidding. We curb and fret and enslave it by hard words and harder blows, and then wonder that it does not soar and shine like Newton's. We cripple, maim, and fetter it, and then are surprised that it does not move forward with a firm and proud step, and exult in its own liberty. The consequence is that for all the purposes of knowledge and manly acquisition, children often remain children to the end of their lives, and never know what is meant by second childhood. It is true, that in some few instances, nature is stronger than education, and that when the child arrives at the long wished-for years, when it becomes a free being according to law, the native energies of the mind assert the mastery, and rise above the errors and follies of early instruction. But in nine examples out of ten, this is not the case. The old system exerts its despotic influence—the mind is manufactured into a mere fool, and the man never rises to the position for which God and his own powers designed him. And in the expected cases, who shall say that the moral and intellectual progress of the individual would not have been far greater if his mind had received a proper impulse and a just direction at the proper period, that is, at the beginning of the course?

We Americans of the present generation are verily guilty in reference to this matter, and our ill-contrived methods of developing, informing, and nurturing the minds of children, stand greatly in need of reconsideration and thorough reform—as much so, in fact, as do the rotten monarchies of Europe. The truth is, we begin wrong with our children from the very outset, and we go on ruinously in the work of their training (as we call it) to the end of the chapter. We teach them simply to mind what their forebears say, and to receive with deep reverence the opinions of their instructors. Well, so they should. Far be it from us to encourage a spirit of insubordination and misuse in children, or to intimate that a proper respect should not always be manifested by youth towards age—by ignorance towards superior wisdom. The lesson is a good one, but while we inculcate it stren-

uously, we are apt to pretermit one of no less, and probably of greater magnitude, which is, that children should learn to think for themselves, should form their own opinions, should grapple with the difficulties of science by the aid of their own powers, as soon as is possible in the nature of the case, should become their own masters, and, in a word, should regard liberty and power as their own noble birthright—not the liberty to think and act wrong, for man has no such liberty in any stage of his being, but the liberty to think and act right; in other words, the liberty to think and to act in conformity with the laws of Providence, which are the laws of the mud, and the power to do whatever is necessary in promotion of this high aim. We think we shall have to remodel our systems of moral and intellectual instruction in some such way, because the spirit of the age calls for it; and when it shall become an offence in a civilized country to force, drive, and mortify the mind—the free mind of a child by inflicting blows upon his body—an offence subjecting its perpetrator to the wholesome retribution of the law, then and not till then, we say, will the alteration be what it should be.

But what! it is said, this is a bold innovation! Does not Solomon say, "spare the rod and spoil the child?" and did not the great Dr. Johnson, who was not much less wise than the Hebrew monarch, affirm, that "no severity is too great which obstinacy renders necessary?" Will you banish corporal punishment from the schools altogether? We reply, yes, in nearly, if not in all cases. We believe it can very seldom, or never, be employed to advantage, and that there are punishments, which if we must punish, are far better. True it would be an innovation upon the old system, but the old system is corrupt, and going fast to pieces, and must be supplanted by a new system. Good innovations are not dangerous, but only bad ones, and, if they were never ventured upon, the world could not go forward. It is no good reason because we got the little learning that we now have under the bodily fear of punishment, that we should bring up our children under the practical operation of such slavish maxims. Solomon was doubtless a very wise man for the times he lived in, but his rules of school discipline are no more applicable to the children who are now growing up, than is the Levitical law of the Jewish priesthood to the Protestant Christian ministry of the nineteenth century. And although the Levitical law of English literature was certainly a sage in most things, and thoroughly understood the king's English, yet it was a foolish idea of his, that a stubborn boy could be brought to his bearings by severe treatment. An obstinate temper must be dealt with in a very different way. It will yield much to persuasion, but nothing to force. We think it high time that birchen rods and flogging caps should be banished from the schools altogether, and their place be supplied by reason and good usage. We may depend upon it, such a change would be found to be very consistent with the spirit of civilization, and the natural progress of the mind towards maturity. We know at least one city in our country—a city where education is certainly carried to a higher degree of perfection than in any other in the United States—we mean Boston, where the alteration has been introduced much to the satisfaction of both parents and pupils, and greatly to the advancement of the interests of science. If the body, for the sake of the soul's health, is to be duly exercised, and we do not deny it, the circulation of the blood will be much better promoted by the exercise of the gymnasium, than by the application of the rod to the back, or of the ferule to the fingers.

The principal business of the instructor is to operate, not upon the body, but the mind. The mind is susceptible of impressions. It greatly requires light, and being destitute of the aids which experience ministers, is utterly unable, at once, to strike out for itself a wise and safe course. It requires help, and happily, assistance is at hand. Minds brought together in collision will act upon each other. It is impossible that it should be otherwise. The instructor's mind will act upon the child's and the child's act upon the instructor's. But although the mind is thus susceptible, it is not like (what Locke says it is like) a piece of blank white paper, upon which you may make whatever impressions you please. It is more like the active moving machinery by which the paper is itself manufactured. It is a living, controlling power, endowed with surprising tendencies, and capable often even in the infant, who can scarcely lip a syllable, of producing strange sensations. It should be guided and encouraged—this is the sole prerogative of the instructor—and after that is done, it should be left at liberty to pursue its own course. It should never be forgotten that the child's mind is his own mind, and not the property of his parents; and the parent should learn to respect it as such, and to watch over it with the deepest solicitude. The precept of the ancient sage never, no never, for a moment, be out of his mind, or alien from his heart—*recerentia debetur patribus—the highest respect is due to boys*, and we will add to girls also—at least so seems to think the author of this Address, and we have certainly no disposition to differ from him.

We beg pardon, however, of our readers, and more especially of Mr. Chandler and the ladies for this digression. We seem almost to have forgotten that his Address is mainly upon the subject of Female Education. Mr. Chandler first endeavors to establish the fact that women are endowed with high moral and intellectual powers—a very fair, sensible, and safe position, and admirably sustained by appeals to history—that part of it particularly which records the achievements of female genius. Having thus established the 'capabilities of the female mind,' he proceeds next to consider the importance of this branch of the subject in several aspects, first in 'reference to females themselves'; secondly, in reference to 'effects upon the feelings, pursuits, and happiness of the other sex'; thirdly, in respect to 'effects upon the hopes, character, and prospects of the rising generation'; fourthly, in its intimate bearing upon 'elegant and classical literature, its influence upon public opinion, and its con-

nection with the prosperity and perpetuity of our Government.' All these topics are treated of judiciously, and at length, by the orator, who speaks out earnestly 'thoughts that breath' in 'words that burn.' It is true the style is sometimes florid and diffuse—faulty, very faulty characteristics in printed composition, but apparently intended for effect, and skillfully enough employed where the object is simply to make lively impressions upon the minds of persons composing a mixed assembly—the traits in a word, of an eloquence better fitted to be spoken than to be read. We make the following extract—a favorable specimen of the Address—which develops some singular facts in reference to this interesting subject:

"I will," says Mr. Chandler, "in the conclusion of my remarks, exhibit for your consideration a few data, that will show the necessity of adopting in our country, and particularly in our State, an enlightened and systematic course of Female Education. There are in the United States 2,000,000 of mothers—spread over its surface, mingling with its society, and rearing up the future defenders of our liberty, and supporters of our institutions—and of this number, what proportion is qualified to fashion and direct a mind, 'formed in the finest mould and wrought for immortality'? How may it be that we are now engaged, in giving their children the advantages of a preparatory education? How many in our State, where the light of education is not so generally diffused, are affording the young and inquisitive mind, the full and lasting benefits of inductive education? Had I the means of ascertaining with certainty the exact number, the bare statement of the fact would produce a revulsion of feeling upon the mind of scepticism itself, and a conviction of the necessity of attending to the intellectual improvement of the female sex.

"Again—There are in the United States, 5,000,000 of females, and in Georgia 145,000—and of this number, how many have contributed to the elegant literature of the day—the rich poetry of the age—the bewitching fictions that amuse—and the sober dissertations that instruct? A Sigourney and a Sedgwick have sent from their glowing minds, the bright scintillations of an 'ethereal fire,' and a few other gifted spirits have struck their harps of poetry, and sung its quiet tunes to the 'sleeping woods'—but we have looked in vain for that bright constellation of 'eternal stars,' which light the heavens of literature with their sparkling radiation, and attract the eyes of the world by their dazzling brilliancy. We have seen a meteor flash its light, and pass in blazing glory through the world—but seldom has the bright orb of science burst with its splendors from the sky, and cast upon the female mind its glittering beams. Our country has produced but few distinguished females, who have presumed to dispute the dominion of authorship with the aspiring minds of the other sex.—Why is this the case? Why have not the pages of our literature been enriched with the names of a Carter and a Smith, a More and a Barbauld, a Duclair and a D'Arbly, a De Staël and a Hemans, an Edgeworth and a Radcliffe? We have the materials in rich abundance. Diamonds lie buried in our intellectual mines. They shine through the rubbish and neglect of ages. Polish them by the hand of culture, and they will sparkle in the coronet of fame, and glitter in the crown of immortality.

"As a further illustration of the necessity of an enlightened system of female education, I would state that the number of females in the United States, between the ages of 15 and 20 years, may safely be estimated at 500,000, and in the state of Georgia at 15,000. They are in the bloom of youth and the loveliness of beauty: They mingle in our society, contribute to our social enjoyment, and spread the witchery of their charms over the youthful feeling and matured reflection. And of this number—so captivating by their personal attractions, and winning by their native delicacy of sentiment—how many have had the privilege of conversing with the mighty dead of other days; of holding communion with the master-spirits of Grecian and Roman fame; of walking with Philosophy in its brilliant discoveries, or keeping pace with Science in its progressive improvement? How many of them have enjoyed the inestimable benefits of an enlightened education? Are they familiar with general and natural History—with natural and moral Philosophy—with Chemistry, Geometry, and practical Mathematics—with Chronology, Belles-Lettres, and Rhetoric? How many of them have never heard of Newton's Principia or Bacon's Organum? And how few of them understand the philosophy of the human mind and the laws of its operations—the science of Theology and the sublimity of its truths? These questions come home to our feelings and interests, and could satisfactory answers be obtained, they might awaken the public mind to the consideration of the most important subject, that has ever engaged its attention.

"Again—There are in the United States, at least 2,000,000 of females, under the age of 15 years—and in the State of Georgia, not less than 75,000. What proportion of this number, embracing the promise and beauty of the land, is reaping the fruits of instruction, or enjoying the pleasures of knowledge? Upon many of their minds, the first ray of science has never shot its sacred light—and the few who seek the consolations of intellectual instruction, repair to temples erected for other worshippers, and kneel before altars consecrated by a stranger's blessing. In our country, there are sixty-one colleges, containing extensive philosophical and chemical apparatus, valuable cabinets of minerals, and libraries that embrace more than 300,000 volumes—and to the disgrace of the nation be it spoken, not one is dedicated to the cause of female education."

There has certainly been too much apathy manifested heretofore in reference to this matter.—Something ought to be done to improve, or entirely to remodel the present deficient system of female education. We are glad to see the subject taken

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tion with the prosperity and perpetuity of our Government.' All these topics are treated of judiciously, and at length, by the orator, who speaks out earnestly 'thoughts that breath' in 'words that burn.' It is true the style is sometimes florid and diffuse—faulty, very faulty characteristics in printed composition, but apparently intended for effect, and skillfully enough employed where the object is simply to make lively impressions upon the minds of persons composing a mixed assembly—the traits in a word, of an eloquence better fitted to be spoken than to be read. We make the following extract—a favorable specimen of the Address—which develops some singular facts in reference to this interesting subject:

"I will," says Mr. Chandler, "in the conclusion of my remarks, exhibit for your consideration a few data, that will show the necessity of adopting in our country, and particularly in our State, an enlightened and systematic course of Female Education. There are in the United States 2,000,000 of mothers—spread over its surface, mingling with its society, and rearing up the future defenders of our liberty, and supporters of our institutions—and of this number, what proportion is qualified to fashion and direct a mind, 'formed in the finest mould and wrought for immortality'? How may it be that we are now engaged, in giving their children the advantages of a preparatory education? How many in our State, where the light of education is not so generally diffused, are affording the young and inquisitive mind, the full and lasting benefits of inductive education? Had I the means of ascertaining with certainty the exact number, the bare statement of the fact would produce a revulsion of feeling upon the mind of scepticism itself, and a conviction of the necessity of attending to the intellectual improvement of the female sex.

"Again—There are in the United States, 5,000,000 of females, and in Georgia 145,000—and of this number, how many have contributed to the elegant literature of the day—the rich poetry of the age—the bewitching fictions that amuse—and the sober dissertations that instruct? A Sigourney and a Sedgwick have sent from their glowing minds, the bright scintillations of an 'ethereal fire,' and a few other gifted spirits have struck their harps of poetry, and sung its quiet tunes to the 'sleeping woods'—but we have looked in vain for that bright constellation of 'eternal stars,' which light the heavens of literature with their sparkling radiation, and attract the eyes of the world by their dazzling brilliancy. We have seen a meteor flash its light, and pass in blazing glory through the world—but seldom has the bright orb of science burst with its splendors from the sky, and cast upon the female mind its glittering beams. Our country has produced but few distinguished females, who have presumed to dispute the dominion of authorship with the aspiring minds of the other sex.—Why is this the case? Why have not the pages of our literature been enriched with the names of a Carter and a Smith, a More and a Barbauld, a Duclair and a D'Arbly, a De Staël and a Hemans, an Edgeworth and a Radcliffe? We have the materials in rich abundance. Diamonds lie buried in our intellectual mines. They shine through the rubbish and neglect of ages. Polish them by the hand of culture, and they will sparkle in the coronet of fame, and glitter in the crown of immortality.

"As a further illustration of the necessity of an enlightened system of female education, I would state that the number of females in the United States, between the ages of 15 and 20 years, may safely be estimated at 500,000, and in the state of Georgia at 15,000. They are in the bloom of youth and the loveliness of beauty: They mingle in our society, contribute to our social enjoyment, and spread the witchery of their charms over the youthful feeling and matured reflection. And of this number—so captivating by their personal attractions, and winning by their native delicacy of sentiment—how many have had the privilege of conversing with the mighty dead of other days; of holding communion with the master-spirits of Grecian and Roman fame; of walking with Philosophy in its brilliant discoveries, or keeping pace with Science in its progressive improvement? How many of them have enjoyed the inestimable benefits of an enlightened education? Are they familiar with general and natural History—with natural and moral Philosophy—with Chemistry, Geometry, and practical Mathematics—with Chronology, Belles-Lettres, and Rhetoric? How many of them have never heard of Newton's Principia or Bacon's Organum? And how few of them understand the philosophy of the human mind and the laws of its operations—the science of Theology and the sublimity of its truths? These questions come home to our feelings and interests, and could satisfactory answers be obtained, they might awaken the public mind to the consideration of the most important subject, that has ever engaged its attention.