

THE

LITCHFIELD FEMALE ACADEMY

Was incorporated in 1827 by an act of the Assembly. The Trustees elected by a vote of the stockholders were—

HON. FREDERICK WOLCOTT,
HON. SETH P. BEERS,
HON. JABEZ W. HUNTINGTON,
DANIEL SHELDON, M. D.
WILLIAM BUEL, M. D.

HON. PHINEHAS MINER,
JOHN R. LANDON, Esq.
TRUMAN SMITH, Esq.
MR. LEONARD GOODWIN,
MR. JOHN P. BRACE.

President—Hon. FREDERICK WOLCOTT.

Treasurer—Dr. WILLIAM BUEL.

Secretary—Mr. JOHN P. BRACE.

The object of this Incorporation was to render permanent an institution for the education of females, which had long existed in the village of Litchfield, and which had, for years, enjoyed a distinguished reputation for excellence.

The following is an extract from an address to the public, made by order of the Trustees, in March, 1828, when they took the concerns of the institution into their hands :

The Trustees of the Female Academy at Litchfield deem it proper to acquaint the public with the present situation and prospects of the institution, of which they have the general superintendence. This School has been established more than thirty-five years. It was founded by the exertions of an individual lady, (Miss SARAH PIERCE,) aided by a few friends. It has been under her immediate direction from its first establishment, and for several years she has been assisted by JOHN P. BRACE, Esq. a gentleman of distinguished

literary and scientific attainments, whose time and talents are assiduously devoted to the improvement of the pupils under his charge. While many similar institutions have, during this period, arisen, flourished for a time, and then ceased to exist, this school has continued to receive, as it is believed it has always richly deserved, a great share of public patronage. It has obtained public notice and favor, by the force of its own merits. Constant and unremitting exertions on the part of the instructors, combined with long experience and a thorough acquaintance with all the branches of education which are taught, has given this school a character which has drawn forth the commendations of many of the distinguished men of our country. Young Ladies from every part of the United States have been members of it, and great numbers have received its highest honors. The whole number of pupils, since it was first opened, exceeds two thousand.

During the last year, it has been considered an act of duty to that community, by whom it has been so long patronized, to provide more extensive accommodations for those who seek to participate in the advantages it affords. With this view, a large and commodious building has been erected, with suitable apartments for every branch of study appropriate to such an institution, and for the apparatus connected with the different branches of science.

The location of this academy is in the centre of a pleasant village, remarkably healthy, free from vice, and the temptations to the commission of it, and possessing every facility of communication with other places, by stage coaches and mails, which arrive and leave it daily.

The Trustees confidently believe, that with the additional advantages which this institution now possesses, it will receive the increased patronage of the public, and that it will continue to be, as it hertofore eminently has been, distinguished as a seminary, where the different branches of female education are faithfully and successfully taught.

By order of the Board of Trustees,

FREDERICK WOLCOTT, *President.*

Litchfield, Conn. March 28, 1828.

The instructors of this Academy feel grateful to the public, for the extensive patronage their Institution has received. They now feel it to be their duty to give as extended a circulation as possible to the regulations of the Seminary; the rules to which the pupils are subjected; the course of instruction pursued, and the motives and incentives to action spread before them.



It has always been our belief, that the female intellect was as susceptible of as high and extensive cultivation as that of man; though, from her different destination in society, and her various employments, a different education must be pursued. It is not now necessary to enter into a discussion of the question whether the abilities of the sexes are naturally equal; it is sufficient to notice, that the circumstances of life require a varied exercise of those abilities. The employments of man and woman are so dissimilar that no one will pretend to say that an education for these employments must be conducted upon the same plan: but the discipline of the mind, the formation of those intellectual habits which are necessary to one sex, are equally so to the other. The difference in their employments requires a diversity of personal qualifications, but not a difference of intellectual exertions. It is equally important to both sexes, that the memory should be stored with facts; that the imagination should be chastened and confined within its due and regular limits; that habits of false judgment, the result of prejudice, ignorance or error, should be destroyed or counteracted; that the reasoning faculty should be trained to nice discrimination, and powerful and rapid research. It has, therefore, been our endeavor to fling into that course of study and employments which may be considered peculiar to woman, as many of the mental avocations of the other sex, as were necessary to all that developement of intellectual energy, which woman, in her situation, may require.

To this course of discipline and improvement, we have endeavored uniformly to adhere, with no more

variations than were necessary to keep pace with the changing state of many of the sciences, with the gradual improvement of our country, and the rapid "march of mind" in the present century. During the forty years of the existence of this Seminary, other similar schools have arisen and fallen; have had their day of reputation, and have ceased their operations. Fashion has led, during this long period, at one time, to place an undue stress on external accomplishments; at another, on the study, exclusively, of intellectual philosophy; at another, on the physical sciences;—while we have endeavored to mingle all that was useful in the existent fashion, with that regular course of education so long pursued.

STUDIES.

It is desirable that those young ladies who intend joining our Institution, should be well grounded in all the branches of a common school education, Reading, writing and spelling, to be perfectly attained, should be acquired in very early life. Though we endeavor to pay attention to each of these important branches, yet we receive our pupils, ordinarily, at too advanced a period to conquer bad habits in either of those fundamental principles of education. The common course of our instructions commences with Geography. In this science, we use *Woodbridge's School Geography* and *Atlas*. We have seen no work on this important subject, that combines so many excellencies with so few defects. Similar principles of classification and thorough investigation of the maps have been practised in this institution about twenty years. To children and

youth, it is of more importance to possess an acquaintance with the relative situations of places and the grand outlines of physical Geography, than to have their minds burdened with political speculation and statistical tables, which they cannot comprehend, and which they will find difficult to remember. To older pupils we have occasionally given Woodbridge's larger work, though a difficult study to commit to memory. Our advice would be, that the larger work should be read, in connection with the recitation of the smaller one. As a geography of manners and customs, we use Goldsmith's book, though carelessly arranged, and dependent, often, on the assertions of prejudiced travellers.

In *Arithmetic*, our great object is to combine, in the operations of the pupil, accuracy and despatch; and to induce them to reduce to actual practice those important rules on which the science is founded. Our text book is *Daboll*; but any work, in that science, can be brought by the scholar; for we do not confine ourselves to any one set of examples.

Murray's English Grammar is still used as the standard of reference in this institution, with such additions and modifications as a thorough philosophical knowledge of our language requires. Of late, too much effort has been made to simplify grammar, as it is called, and too much stress laid upon its importance. Granting that some "royal road" can be made to this science, by which the parts of speech may be reduced, and the elementary principles rendered easier of access to children, we still doubt the utility of such simplifications, or rather abbreviations, to pupils, at the age of those who attend this acade-

my. It has long been our object to select some science, less abstruse than intellectual philosophy, in which all our pupils, of all ages, could be taught to make nice distinctions, and, in this way, to exercise the faculties of the mind. No science has seemed so adapted to this object as grammar ; founded on simple definitions and principles easy to be understood by the youngest, it can be carried to almost any extent into the regions of philology. Hence, although there will not, probably, much practical benefit arise from the minute distinctions we lay down in parsing, and oblige our pupils to form themselves, yet the habit of accurate and nice discrimination, which they thus acquire, is of great advantage in the discipline of the mind.

In *History*, our object has been, not merely to give a faint outline, but to make our pupils acquainted with the moral lessons to be derived from the fall of individuals as well as nations. For that reason, we do not confine ourselves to those skeletons of history so much in fashion, believing that there must be enough displayed of the character and life of historical personages to interest the feelings and affect the heart. Nor do we confine ourselves to lessons which tend chiefly to improve the understanding ; we wish, from every event, to bring something that will exert an influence on the temper ; and carefully note that a hero, who “conquers his own spirit, is greater, than he who taketh a city.” In pursuance of this feeling, a *Compilation of Ancient History*, in four volumes, has been made by the Instructress of this academy, and is used by our pupils.

In *Modern History*, Russel’s *Modern Europe*,

with a chronological table, in addition, from the peace of Paris, in 1763, to the present time, and Mrs. Willard's American History, are our text books.

The pupils of this academy, as it regards their studies, are practically divided into three classes according to their capacities and previous acquirements, together with a class of those who have finished their regular course.

Geography, Grammar, the commencement of Arithmetic, History, and Letter Writing, constitute the studies of the third or younger class.

In addition to the historical course continued, which includes the close of ancient history, the history of Modern Europe and America, the pursuits of the second class are *Blair's Rhetoric*, abridged; *Conversations on Natural Philosophy*, and *Conversations on Chemistry*.

The first or upper class complete their historical studies, and pursue *Paley's Moral Philosophy*, *Hedge's Logic*, and *Alison on Taste*.

The studies of those who have finished their regular course, and still continue in the academy, are *Algebra* and *Geometry*; *Campbell's Philosophy of Rhetoric*; *Mason on Self-knowledge*; and *Stewart's* or *Brown's Intellectual Philosophy*; connected with a course of more minute historical reading, though not of recitation.

In addition to this regular course, the Latin and Greek languages, Botany, and Mineralogy are occasionally taught. A very extensive herbarium of five thousand species, and a small but well selected cabinet of minerals, are connected with the institution. In Botany, Mrs. Lincoln's very valuable and

useful Introduction is put into the hands of the pupils for recitation ; while Torrey's Compend, and Eaton's Manual are recommended as books of reference. In this subject the pupils have access to the works of Pursh, Elliott, Torrey, and other writers on American Botany.

In connection with the Academy, are taught, by very excellent and accomplished instructors, *Music, French, Drawing, and Painting* ; and every encouragement given by the rewards of the seminary, and the orderly management of time, to induce the pupils to make rapid progress in these accomplishments.

RULES OF GOVERNMENT.

A teacher of a large and promiscuously collected school is obliged to act upon other principles, in the motives and incentives placed before the mind, than if he were conducting the education of a solitary individual, or a single family. Early discipline ; the course pursued by parents ; the difference of original constitution ; the diversity of prejudices and feelings, occasion such a contrariety of character among his pupils, that he can find but few motives that will operate alike upon all. Were human nature perfect ; did all act up to the light they have received ; did the great principles of the divine law, "thou shalt love thy neighbor as thyself," operate on the heart, the teacher would have an easy task, a delightful labor. In the ruined state of the human heart, where the holiest motives are unknown, he is obliged to seize upon the best that remain to accomplish the great object of public instruction. He has the

stupid to arouse ; the sluggish to excite ; the idle to lead or drive into a life of industry ; the irregular to habituate to a life of method. To accomplish these important objects, and to induce our pupils to make the greatest possible improvement of the time and advantages allowed them, we have adopted a system of rewards and punishments founded on the principle of an emulation to excel. Our object is to show to the scholar and her parents her definite standing in school where her talents and industry have placed her. This system of rewards and punishments does not operate to produce rivalry, except in a few instances. The rewards are holidays and pleasant seats in school ; but, particularly, certain mottos or certificates of merit, for the attainment of certain stations, or the accurate performance of certain duties ; to which all can attain, and which all can perform. The prizes, dependent on rivalry, are few in number, and generally beyond the reach of any but the oldest and best informed pupils, who may be supposed to have more firmness and principle than the young, the giddy, and the idle. By these last, the other rewards mentioned are attainable, and they produce rather motives to industry and exertion, than incentives to emulation and rivalry.

Every pupil can obtain all these certificates, and show to her parents, in a definite manner, how far her exertions have been aroused to excellence, and how far her conduct has met the approbation of her teachers. No motive is so commonly placed before the mind as the favor of parents and the gratification of their wishes.

To those who accomplish the whole course of studies prescribed in this academy, an appropriate testimonial is presented. The ordinary time occupied in finishing this course is two years, and to obtain this testimonial, the pupil must have deserved, during the last term of her residence with us, most of the mottos mentioned above.

It would be impossible, in these few pages, to give a detailed account of the various regulations for the government of the pupils. A concise abstract of these rules is all that can be presented to the public.

Our pupils are required to rise before a certain hour, and to exercise at stated times; never to trouble the families where they reside by absence from meals or family prayers; and to retire to rest and to rise in the morning when requested. They are required to attend public worship at some of the churches of the village. No restraint is laid upon them, either by command or influence, to select one denomination in preference to another; but we do think, in this Christian community, and with all the light religion flings around us, that every young person, in health and in good weather, should be present every Sabbath, at some place of public worship. A grave and decent deportment in the house of God is demanded of all; and a strict attention that the remainder of the Sabbath be not spent in sloth, frivolous conversation, or light reading. During the hours of regular school time, every moment must be fully occupied; no reading is allowed unconnected with academical duties; no talking or moving is permitted; no writing of billets, or

communication of any kind with each other; and every employment subject to the cognizance of the teachers. In addition to their stated exercises, at least two hours each day must be devoted to close study, and the effect is to produce, in most, a strict, regular, and constant employment of all their time, not occupied in sleep and exercise. We are careful, at all times, to require the strictest adherence to truth in all our pupils. So much is left to their own probity, in giving in their daily and weekly accounts; we are obliged to place such implicit confidence in their integrity and honor, that the least departure from uprightness is punished severely. As each scholar's station, and, of course, her rewards, depend upon her own intellect and industry, hence the necessity of forbidding all assistance to each other while reciting, and of considering all surreptitious aid as contrary to the principles of fair and open honesty.

Particular attention is paid to propriety of manners, and a graceful and lady-like deportment, whether in public or in their private intercourse with each other.

Every effort is made to recommend economy to them in their expenses, and to enforce its observance. Scholars will be forbidden to open accounts at any shop, without the consent of their parents; and it is earnestly requested of parents, that they would rather supply them with money, for the purchase of articles which they need, than to allow a liberty which is often abused by thoughtless and giddy children.

The subject of public amusements and public company is one of the greatest difficulty. The feelings of parents, and the anterior habits of young ladies are so diverse that our task is, by no means, an easy one. It is our general rule that no young lady partakes of public amusements until she is of the age of sixteen, except by the consent of parents. But the application of the rule to many individual cases is exceedingly difficult. Some daughters are sent here, as early as fourteen, to mix with the polished and intelligent society of both sexes which characterize this village : others, at a more advanced age, are to be strictly guarded against the dissipations of society. To some, of well regulated minds, the society of the other sex will produce improvement of manners and conversational powers and knowledge of the world, and furnish no interruption to their studies. To others, it will give pertness and boldness, where modesty and diffidence would be more becoming ; it will crowd out of the mind all desire for progress in science, and industry in scholastic duties, and will be the means of counteracting all the exertions that parents and teachers can make for their benefit. It is most earnestly requested of parents to decide this point for us ; and to give us directions how far their daughters shall be restrained from society, or allowed to enter it.

Each day in the week has its own particular duties and employments ; and such are the method and regularity of these employments, that every one can tell what will be their occupation, at a given hour, for months in advance.

Our object has been not to make learned ladies, or skilful, metaphysical reasoners, or deep read scholars in physical science : there is a more useful though less exalted and less brilliant station that woman must occupy ; there are duties of incalculable importance that she must perform : that station is home ; those duties are the alleviation of the trials of her parents ; the soothing of the labors and fatigues of her partner ; and the education for time and eternity of the next generation of immortal beings. Our design has been to give our pupils enough of science to conduct the early education of their children, and to relish the conversation of the scientific around them. Our greater aim has been, however, to cultivate the judgment and improve the taste, to produce a relish for reading, and, especially, to create a correct and elegant style in conversation and letters, where alone, with few exceptions, women can manifest the extent of their information. More attention has been, therefore, paid in the progress of our institution, to the subject of composition than to almost any other. Themes are given out for the exercise of the pupils, and remarks made at great length upon the subject proposed, and directions given for the regular and systematic construction of a dissertation. It is the duty of the scholars to write frequent letters, and ample rewards are bestowed upon those who excel in this part of their education.

We have always thought it the duty of instructors to sacrifice their own private ease to the arduous task they have undertaken : to do as much themselves as their time will allow, and to entrust as lit-

tle as they can to their assistants. Although we employ, in some branches of education, the system of mutual instruction, yet the constant superintendence we exercise over the leaders of our divisions, prevents any of the evils to which the monitorial system may be thought to be liable. Our experience has, likewise, shown that lectures to our scholars are of little value but as illustrations of principles already laid down in text books, and that minds, as young as our pupils usually are, receive but little profit from lecturing without daily recitations.

The formation of character; the acquisition of correct habits; the control of temper, and the restraint of appetite; the discipline of mind, that will lead to perseverance and industry, to order and system hereafter, are of more importance than the principles of science, than the refinements of manners, or the elegancies of literature. To these objects are our exertions extended. Every moral precept that can be drawn from science or literature; from the rewards and punishments of the school; from the daily occurrences of life, is applied to these great purposes. Feeling, as we do, the importance of forming the habits and the character, at such early periods, we use all our endeavors to fulfil the responsible duties devolved upon us.

There is yet one other subject of higher and holier moment that forms a part of those responsible duties, the directions to be given to our pupils to comply with the great object of their creation, and glorify their Maker. In our religious instruction bestowed often upon them, we have endeavored to

point them to that Saviour provided for them, and to impress upon them the duty of repentance and faith required in the gospel. We trust we have not done this in a sectarian spirit, and that we have equally encouraged every sect "who love our Lord Jesus Christ in sincerity and truth." But feeling, as we do, the deep wickedness of the human heart, the necessity of a change of that disposition to an entrance into the kingdom of heaven, and the agency of the Spirit of God in accomplishing that change, we must press these subjects upon our pupils, even at the reproach of sectarianism. In this belief, we feel it an imperious duty to present these subjects clearly, fully, and frequently before our pupils, and to show them their guilt, their danger, their remedy, and their duty; praying that the Spirit of God would accompany these exhortations with saving power to their hearts.

Such is the course of our instruction; such the regulations of the academy; and such the principles and motives of our long career in teaching. When we look back upon the protracted existence of this institution; upon the list of our pupils, amounting to nearly three thousand, scattered, as they now are, in every state of the union, and filling every station in society, many of them with distinguished honor to themselves, and usefulness to the world; upon the number of female instructors educated by us, who are, in their turn, perpetuating the same instruction to others; upon the many revivals of religion with which we have been blessed; upon those who are "burning and shining lights" here in the church below; and upon those whom we trust are now

enjoying the glorious rewards of eternal life; we cannot but feel that we have been successful "in our day and generation," though we hope to be pardoned for this apparent boasting, and we cannot but venture to solicit the continuance of that patronage with which the public has so long favored us.

SARAH PIERCE, } *Instructors.*
JOHN P. BRACE, }

April, 1832.



TERMS.

Tuition and school expenses, for the higher studies :

Summer term,	-	-	-	-	-	\$12 25
Winter term,	-	-	-	-	-	10 42

For the lower studies :

Summer term,	-	-	-	-	-	10 25
Winter term,	-	-	-	-	-	9 17
Music, per quarter,	-	-	-	-	-	12 00
French, do.	-	-	-	-	-	5 00
Drawing, do.	-	-	-	-	-	5 00

Board, exclusive of washing, fuel and lights, per week, 2 00

All books and stationary can be cheaply procured in this village.