

## CO-EDUCATION OF THE SEXES.

Dr. Marsh was educated at a college where young men only were allowed to pursue a thorough course, and in a region where the prevailing idea was, that young ladies, who wished to pursue collegiate studies, should do so in a separate institution. The West has, in a great measure, adopted a different plan—the education of both sexes in the same institution. At first, Dr. Marsh followed the Eastern idea, but as he worked in the West, and traveled in the East, as he put his observations and experience together, he became convinced that the other plan was the best, and in 1867, for the first time, advertised a ladies' course. His ideas on this subject are contained quite fully in the Forest Grove Monthly, for September, 1868. He says: "Although we have had from the beginning, young ladies pursuing collegiate studies, yet it was not until within three years, that we seriously contemplated the immediate organization of the ladies' department; and a year ago, for the first time, we advertised a ladies' course. This was the result of reflection on the whole subject of female education, of comparison of different theories, and observations on the working of different methods. We have decided the question in the light of principle, but sustained, as we believe, by practical experience and judgment. We believe that it is best for both sexes that they should thus be associated together. There is no sacrifice of anything valuable. The courses of study are as complete; they may even be more complete than in two distinct institutions, owing to the gain in resources from combining in one the work of two. There cannot, indeed, be a truly feminine character developed, when girls are reared in seclusion. It has a sickly, unnatural hue. And so young men grow up one-sided, unbalanced characters, when educated alone. Young men and young women come out of their respective schools, not merely ignorant of the world, but uneducated or wrongly educated, from the absence of influences, that are especially adapted during these years to subdue extravagances, and harmonize in their growth the various powers of the soul. They are never mere intellects; least of all, are they especially intellectual in youth. They must be edu-

cated in view of their natures, not in despite of them. You cannot attempt to educate mind, at the expense of the other elements of the soul's being, without a contempt for humanity, to say nothing of God's laws. Let not any one form extreme conclusions from what we say. We do not wish any undue cultivation of sentiment, or of the emotional. We only ask that the growth and education (which is only a cultivation of growth) shall be, as far as practicable, under the normal conditions of well being. We know from experience, the force of prejudice in this matter, and can excuse those who judge and sneer under its influence. But we need thinking men, not mere thinkers; cultivated women, not a refined non-descript, called an accomplished lady. If we would have these, regard must be had in education to all the conditions of growth. When educated together, young men are less mannish, and more manly; young ladies, more like young women. All feel an elevated, strengthening, purifying influence. There is nothing to interfere with, but much to favor, the utmost refinement of feminine character, and to develop the highest style of manly scholarship. The association is slight, it is true, but it imparts the influence that we all feel in the presence of those whom we respect, and whose esteem we value. Young men and young women do respect each other. The judgment of each by the other, is a most powerful stimulant in the formation of character. It is right that it should be so. Under its influence, each tries to become more deserving of respect. The woman becomes more really feminine; the man more really noble. We are certain, from our own experience, that the association of the young people in instruction, gives a tone to all the exercises. It stirs a spirit of dignity and devotion. It purifies the whole atmosphere of a college. Yet, it is plain, that the administration will be different from that employed under other circumstances: in some respects, very much easier, and in others requiring more rigid discipline and more definite rules."