

3. Religious Culture. This higher education embraces, thirdly, culture of the moral and religious nature. High intellectual culture, without a corresponding moral development, can never form a true system of education—for intellectual strength, without religious character to guide and use it, results in individual and national ruin. The present system of culture in our Common and High Schools is lamentably deficient in moral and religious elements. Not till parents and teachers come to realize more fully the importance of moral principle and religious character, will our system of culture become symmetrical and perfect. Why should it be considered so very important in our educational work that reason and memory be perfected, and of so little importance that the conscience and moral powers be developed? In the individual and national life are not honesty, sobriety, justice, mercy, truth and purity of as much value as strong intellectual endowments? In the perfected system of culture that shall obtain in the future, the educated conscience and the benevolent heart will count for more than bodily strength and mental power.

Having glanced at the main features of the higher education, let us now look briefly at its instruments, methods and principles. First among the instruments we note a *suitable building* of commensurate size, with the best possible arrangements for the health, comfort and convenience of its students. Such building must embody all the late improvements as to lighting, heating and ventilation, and be constructed upon the soundest sanitary principles. It should, in every feature, meet the demand of the public eye for beauty, and thus be capable of appealing to and developing the æsthetic nature of its students. Dormitories, class rooms, lecture halls and chapel ought all to be models of neatness, order, cleanliness, cheerfulness and beauty. Especially should its Fine Art department, in its arrangements and furnishings, be made a silent yet powerful educator of the public taste. Here should be collected a number of models in all departments a selection from the works of masters, to give their constant inspiration toward excellence in Art. It need hardly be said that the instruction given in a building in which every object pleases the eye and appeals to the finer nature is immeasurably more beneficial than that given in a rude, dull or dreary structure.

The second great instrument is a thoroughly equipped *gymnasium*. The pursuit of severe and protracted courses of study, without accompanying physical culture, is, in the present state of women's health, a dangerous experiment. Without a suitable gymnasium, it may be doubted if satisfactory progress in physical culture is possible. Halls for exercise are as necessary as class rooms for study. Clubs and ropes and apparatus for the gymnasium are as essential to the higher culture as books and maps and the apparatus of the laboratory.

The next great instrument is the *Library and Reading Room*. In this age, when works of reference in all branches of science and art are so numerous, because the field of knowledge has so broadened as to forbid a complete mastery of any subject, and to necessitate the multiplying of lexicons and encyclopædias, no College can be esteemed well equipped that does not place a fair selection of them within easy reach of all its students.

The next great instrument in the higher culture is a thorough curriculum of studies in every course mapped out—such as shall demand the application of