

but several have convinced us that some of the popular notions above referred to have in the past had too much foundation in fact. This object, however, is the one desired by the founder of Ladies' Colleges, who wished to have a means of higher education than that afforded by the ordinary private or public school. The fact that it is only recently that any of our Universities (in Canada at any rate) have thrown open their doors with the accompanying advantages to women, prevents the asking of the question, why those who desired higher female education did not patronize the established colleges of the country, instead of founding separate institutions; but it does not prevent us from asking why, now that this step has been taken by our Universities, the Ladies' Colleges of Ontario should not at once close their doors and allow the task of higher female education to be undertaken by institutions far more richly endowed, with better appliances, and with staffs of learned and experienced professors? This question I will strive to answer, but first let us take a look at the work now being done in Ontario by our many excellent Ladies' Colleges. In those families where a collegiate education to boys is deemed necessary, a feeling has been steadily gaining strength that it would be but justice to allow the sisters of these boys also to have a higher education than the school furnished. These sisters, or cousins or other relations (we had no intention of saying aunts) of those connected with our Universities, form the staple of those who go to Ladies' Colleges to "finish their education," as it is sometimes only too truly stated. They enter these colleges at a time of life corresponding to that at which the ordinary youth, who has had continuous schooling, enters his college; usually, however, they are in years younger. But although thus apparently on an equal footing, a casual glance will betray the difference between them. Stronger physically, the boy has always had an object before him, at school his desire to enter the University, at College the thought that the training that he was now getting was that most necessary to his after-work in life. The girl, however, (we are, of course, speaking generally) is usually spurred on to extra work merely by a love of study. This we admit to be the best inducement, but it is something not very common at the time of life of which we are speaking. When she enters her college her knowledge of most subjects which she has studied is too superficial, and many important ones are often found to have been neglected to devote more time to others which she has preferred. The curriculum for new students and standard of entrance must therefore be and is lower than is found in the masculine departments. This, however, need not be a matter of regret, provided that real mental culture is obtained, and there is developed a love for higher knowledge for its own sake rather than for the sake of its utility. To obtain this mental culture and love of study, the general curriculum, at least in the first years, is very different from that to which male students are subjected. Three objects have to be kept in view—(1), That which is generally con-

sidered to be the sole object of our colleges, the acquiring of intellectual knowledge and the development of the mind; (2), It is necessary that while this is being done the powers of the body must not be impaired, either by destroying the health, or lessening—through continuous sedentary habits—that gracefulness which is supposed to belong more particularly to the feminine part of mankind. It would be well did all colleges recognize officially this necessary part of the education of either sex. For Ladies' Colleges it is a positive necessity, and one does not need to be a prophet to assert that were this second object lost sight of, and did our Ladies' Colleges commence to turn out the (now) fabled blue stocking, with consumptive and solemn visage, with short, straight hair, and awkward gait and stoop, the emptying of their halls would become a question of days, and soon

"Our old halls would change their sex and flaunt  
With prudes for proctors and dowagers for deans,  
And sweet girl graduates in their golden hair,"

for the feeling would then run in favor of those establishments where the natural tendencies are allowed more freedom, even though this special part of education is not looked after by any particular professorial chair; (3), The cultivation of what are specially considered graces of mind, is much more important than the cultivation of graces of body, though we fear, whatever may be the expressed sentiment, the real prevailing feeling is the other way. Both are, however, important, and both should receive the same attention.

Remembering that these three objects, whether expressed in words or not, are really in the minds of the framers of curricula. Let us look at the course of study followed in the ordinary Collegiate departments, taking for our guide that of two of our most prominent Ladies' Colleges in Ontario, the Ottawa Ladies' College and the Wesleyan College at Hamilton.

*(Concluded in our next.)*

### ROYAL COLLEGE.

THE students would find their work greatly simplified and would obtain clearer ideas of their studies, if some of the professors would try to classify and arrange their lectures more systematically than has hitherto been done. The great advantage of the lecture system is that the student may get a clear and concise idea of the subject under discussion. If a fair share of time is not spent by the teacher in classifying his ideas and facts, the result is to confuse rather than enlighten, and the knowledge gained consists of an accumulation of disconnected facts with which the student charges his memory, but at the close has no intelligent comprehension of the question. It is not lowering their dignity, we hope, to ask the professors to combine more of the tutorial functions with their other methods.

It is a crying shame that more interest is not taken by the professors to enlarge their Museum. Scarcely a week