

The second question was taken up by H. H. Fudger, Esq. He spoke as follows:

In common with many who are interested in the education of our young women, I have wondered why we have in Toronto no ladies' school under Methodist auspices. The multiplication of ladies' schools in our city, and the increased attendance in those that have been long established, indicate a growing desire upon the part of parents to give their daughters, before school days are over, the benefit of such training and accomplishments as these schools furnish. That there is room for still another might be considered a fair inference. I have no thought of criticism of efforts to provide for the education of young women under other auspices, when I say I am not sure that I would care to see the Methodists of Toronto establish here a ladies' school, unless we believe we can do the work better in some important particulars than it is being done elsewhere. Simply to have a Methodist school would hardly be justification for duplicating. The room for improvement is a very large room. We should aim at the highest and best if we begin at all. It would be well for us to cut loose from the idea that young ladies "finish" their education at these schools. Unless they leave school with a sharpened appetite—a keener thirst for knowledge—I fear the school must be said to have failed in one of its chief functions.

In connection with a school located in Toronto, it seems to me that several subjects might be taught by means of the lectures at our university, relieving the school of the necessity of having expensive specialists in these subjects, and allowing the management larger scope for such studies as will fit the young woman to take her place in the home—to be the complement rather than the competitor of the man. I take it that young women who contemplate a professional career would not attend such a school, and that our aim would be to suitably equip those whose circle of influence would be the home circle. In larger institutions, both public and private, the teaching facilities may be good, and the student may be able to show a satisfactory report and pass a creditable examination, but there must necessarily be a lack of that most potent factor in education—the personal contact between student and teacher, with all its telling influence upon thought and character. I venture to hope that those who have in mind a project of this kind for the Methodists of Toronto and