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Educational.

OUR CHURCH has ever been the faithful friend of the College and the School. It was so in Geneva; it has been so in Scotland; in the United States; in Canada; in the mission fields; wherever there has been an opportunity to advance the great cause. Our educative instinct is strikingly shewn in the fact that whenever our missionaries are planted, even in the midst of the most benighted heathenism, they at once set to work to reduce the language to writing, and as soon as possible print portions of the Bible, and teach the people to read and to understand what they read. Our people love their schools and colleges, and have made many sacrifices for their sake. We hope it will not be very long until all our Theological Colleges are made tolerably comfortable and independent. Their interests are identical with the interests of the church. While, therefore, it will never do to neglect them, there is another branch of work that requires more of our attention than we have yet been able to bestow upon it, namely the higher education of our daughters. Happily the public school, the high school, the academy, the university, are open to girls and young women. But this is not enough. Seminaries for women are indispensable. "Ladies Colleges" have

been tried with a fair measure of success, at Brantford, at Ottawa, and at Halifax. What we need is that the church should take a deeper and more general interest in these institutions and regard them as in effect a part of the work of the church.

The Methodist Church has been before us in this work, and the excellence of their institutions is greatly to their credit and advantage. The Roman Catholics have planted convent schools for young ladies in all sections of the country, furnishing an attractive sort of education which has led many Protestant girls captive and landed them in the church of Rome. These Conventual establishments have been a means of "perverting" large numbers of Protestants, so called. We admire their skill and their zeal; but none the less do we realize the necessity of providing for our own children so that they may be kept out of temptation, and receive a training incomparably superior to anything afforded in conventual schools.

The Roman Catholic institutions are conducted on a system that enables them to receive pupils on remarkably easy terms. Low prices are among the inducements that attract pupils. Hence our colleges lose much of their usefulness when the terms are high. Arrangements should be made by endowments to make the cost of attendance as moderate as possible, while the instruc-