

schools have been promoted not from a desire to propagate denominational tenets, but to give a suitable education to young women under wholesome religious influences. In these institutions the lady chosen to preside is chosen for the strength of her character as well as for her scholastic attainments. The teachers must not only be able to teach but exert cultured Christian influence.

A young woman trained in such an institution may be expected to go back to her home and congregation prepared to take hold of Christian work and exert a general, inspiring Christian influence. We are speaking now, not of the fashionable boarding school, but of the school founded for the express purpose of securing a Christian culture. There are many who feel the ladies' school to be a necessity from this point of view.

If cultured Christian womanhood in the home, in society, in the Church, is the desirable end to keep in view, then we can see a very distinct place for ladies' colleges under Christian auspices in our educational system. The product desired is intelligent, strong, cultured Christian womanhood. The real womanhood is the supreme thing. Variety of attainment is a small thing compared with beauty of character. It is what she is in herself in sweet, noble, bright, holy womanhood that gives her influence, when her very presence inspires reverence, rebukes every low thought.

The education that keeps before it, not the passing of examinations, but the development of this womanhood, is the true education for our girls.

The young ladies' school in these days must be thorough in its methods or it cannot hope for long existence. We believe that the thoroughness is enhanced by the liberty

given to the teachers in these schools. Has it not been demonstrated in recent years that these schools can prepare pupils for teachers' certificates and for the University with a thoroughness which would do credit to any of our Collegiate Institutes, whilst the education is given under wholesome moral influences and supervision?

Take the case of a young woman who, to obtain such an education, has to leave home. She goes to some city or town where she may secure the requisite school advantages. She hunts up a boarding house. She may have comfort and plenty of opportunity for hard cramming, but rarely will she find herself amid refining and elevating influences. One might raise the question as to the propriety of leaving a young girl thus in a strange town or city without guidance or guardianship.

One of the chief attractions of convent schools in past days to Protestant parents was, that they knew their daughters would be under watchful supervision.

The Protestant ladies' colleges that have sprung up during the past quarter of a century have in view the providing of this guardianship with an education at once suitable and thorough.

President R. E. Jones, in *The Forum* of January, points out that the defect of American colleges is the absence of regulated residential life for young men. How much more must we acknowledge the wisdom and propriety of the guardianship and wholesome influence through refined and educated resident teachers which the boarding school secures for young women!

We cannot allow the mere passing of examinations to be our standard of education. A pupil may take very high marks and be deficient in culture — a University