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THE LADIES' COLLEGE AND ITS PLACE IN OUR EDUCATIONAL SYSTEM.

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IT is, I believe, only about a quarter of a century since girls were admitted into our High Schools. The question of the education of women in its modern aspect was then emerging. Several of our leading ladies' colleges sprang into existence about that time. They were founded by their promoters to fill a very pressing want. When the doors of the High Schools were thrown open to girls the pressure was in a great measure relieved. Still the ladies' college was felt to be a necessity, supplying a style of education that could not be furnished by High Schools and a culture that could scarcely be given where the schools were mixed and open to everybody.

The enfranchisement of woman and the enlargement of her influence in recent years is one of the greatest movements of the age. Her right to be all that God would have her be, her right to the development of all the powers bestowed upon her is now recognized in a way that would have surprised our forefathers. This enlargement of woman's sphere calls for a corresponding enlargement of her education.

The true education of woman for the sphere that is now open to her

covers a curriculum vast and varied. The demand is but partially met by the curriculum of the Public School, High School and University. The young ladies' school comes in not as a rival to High Schools and Collegiate Institutes in Academic studies, but rather to give an education that will better fit woman for the sphere in which she has to move. Its aim is to give an education and training which for all practical purposes in preparing woman to fill her destined place in home and society shall be more effective than that given in either High School or University.

The trend of modern education is toward selective courses and special training. What will fit the boy or girl for their life work, is the question. Technical education is making rapid advances. An educational revolution is apparently at hand, in which, whether for good or ill, the mechanical and practical will receive pre-eminent attention in the system of education. We have only to look at the direction of recent University developments to see how strongly marked this feature is.

In this connection we believe it will be more and more appreciated that education for our girls must be