

ment; and so after long persistent, and contumacious struggle the fact gradually became accepted that higher education was essential to the happiness, mental and physical well-being of woman; and the then prevalent idea that boy's education should be of such a character as to increase and enlarge his sphere of usefulness in life; while the thought concerning girl's education was merely superficial attractiveness, has happily undergone a metamorphosis revolution; fortunately for woman, and therefore the race, these ideas have been relegated to the past. The arguments against the claims of the higher, or professional education of woman usually fell under two heads; the objections, that arose from the fancied limitations due to the erroneous idea of woman's mental and physical inferiority; and those, that were cited to the imagined dire effects that would ensue in our social structure, if woman's right to higher or professional education were conceded.

The argument that woman, because of her supposed mental inferiority should be debarred from colleges and universities, was not only fallacious but illogical. Education is the best substitute for mental or physical strength, accepted by the world. Education supplements weakness, and enables the individual to compete with strength. The world regards nothing more desirable than usefulness; nothing so displeasing as inability. The main point under review, is that the development of the ethical personality of women, secured by their