

minds have no limit to their united excursions, and in which their mutual dependence and regard become the stronger when lower and more carnal bonds lose their efficiency. The united life should show itself in all things, and not find any path where separation is a necessity." The petty gossip that now obtains in too many homes would have been replaced by profitable and intellectual converse, had the mother been educated. Thus it is that in the companionship and inspiration of her husband, in the instruction and training of her children, as well as in the more public spheres of duty open to her, there is need of the higher education for woman. From what field, then, would you shut out her inquisitive mind? From the natural sciences? No—for God's revelation through nature is as much to woman and for woman as for man. Would you close from her gaze the instructive pages of history, biography, and literature? For all of these woman admittedly has special taste and aptitude. While classics should always be studied under the guidance of a discriminating teacher, like mathematics, it is of too great value as an instrument of intellectual development to be discarded. In fact the whole circle of studies that has been found best adapted to the intellectual discipline of men will be found equally potent and valuable in woman's education.

The last instrument of the higher culture we shall mention is a thorough course of physical training for the body and a systematic plan of instruction and culture for the religious nature. Religious truth, the revealed truth of God's Word, is an indispensable instrument of religious culture. The Bible ought to be on every College curriculum as a text book, first because of its literary value; secondly as a practical guide to success in life; thirdly, because revealed truth furnishes the true interpretation to nature and hence alone gives proper inspiration and interest to all the sciences; fourthly, on account of its powerful and salutary effects upon the mind and heart. In addition to religious truth there must be wise, skilful and systematic efforts to call into exercise the religious faculties of the students, and build them up into Christian character. This work is the highest committed to mortal hands.

Let us in conclusion glance at the leading methods and principles of this culture. First we note the employment of thoroughly qualified teachers, of skill and experience, who are in themselves models of the exalted characters they aim to produce. An institution professing to impart a religious culture to its pupils, owes it to them and to the Christian public that its teachers should be not only moral but religious—not alone negatively good but positively pious. Thrown as teachers are into daily and almost hourly contact with their pupils, their lives should be living epistles, bearing the great truths of Christianity home to the hearts of all, by the simple yet powerful eloquence of example. Religious experience, sound education, skill in teaching, good taste and sound judgment, energy of character, coupled with enthusiasm in one's own work, are some of the indispensable requisites of the teachers required in this great work. The second principle in the higher education of women is that it should be along the line of her special tastes and talents. It is simply frightful to contemplate the amount of human life wasted by compelling women to pursue accomplishments for which they have no taste or capacity, through long years of dreary dullness. Let the Ladies' College lay down as a fundamental and necessary introduction to all its graduating courses, a certain uniform and thorough education in the common branches of study. Let no candidate be admitted to the