

but beyond a certain age, and that by no means an advanced one, the inexpediency, to say the least, of such a system is extensively felt. To say that it improves both, is to assert what requires proof. It may in some degree mitigate the rudeness of the boy, but it by no means enhances the delicacy or refinement of the girl. A wise and watchful teacher may do a great deal, by skillful arrangements and rules, to keep the relationship correct; but, do the best he can, he cannot altogether prevent much that is objectionable.

It is not a question of ability on the part of the girls intellectually to compete with boys in any department of study—the ability is readily conceded. The difference comes out when we take into account their physical powers. If an average group of boys be taken, and a similar one of girls, it will be found that the advantage, in the long run, in the matter of study, will fall to the boys. When the mental and physical elements in each case are correlated, as they ought to be, it is obvious that the girls have not an equal chance in the educational race when pitted against the boys, and are far more likely to be injured in health, it may be irreparably, by protracted mental strain. While the female mind lacks nothing of faculty or capacity as compared with the male, it must yet be said that it has not as the agent of its power the same robust physical frame.

It comes thus to be a question of total nature and not of mind only; what suits the nature of the one is not equally good for that of the other. There are doubtless exceptional cases, in which some girls are, in every respect, equal to some boys; but in all ages and countries such instances have been exceptional: it is so now, and will likely be so to the end. To meet such exceptions it is only just that the secondary schools and university colleges, with all their privileges, honors and prizes, should be as free to the girls as to the boys. The difference of the two sexes, however, suggests, if it does not demand, a separate treatment and training for each, especially in the more advanced stages of education when the difference reaches a maximum.

The same conclusion seems to follow when we take into account the different positions in life which the two are respectively to occupy. The higher education of boys has in view not simply a liberal culture, but specially a preparation for some one or other of the learned professions, such as the teacher, clergyman, lawyer or physician. For these ends the University and High School curricula are purposely adapted, and are the stepping stones to a position which secures subsistence and promises wealth and honor. But to the girl these professions are, for the most part, forbidden. Why should she, therefore, be required to pursue courses of study which offer little or no reward, and are not adapted to her special wants? Her proper sphere is social and family life; not, however, the narrow domestic life sometimes assigned her, but one that is wider far, and touches a great variety of human interests. For these ends a wider range of acquirement and accomplishment is needful than that which any special profession demands. To meet this want the lady requires a college for herself, in which such liberal learning as is requisite for the highest mental culture is provided, and such æsthetic accomplishments as shall refine as well as inform. The Ladies' College provides these things, and claims further that only such an institution can adequately supply them. In working up to its ideal, the College has no doubt to contend with many adverse influences. It was begun in inexperience, and its best friends often failed to form a just estimate of its proper place and aims; often too they blundered its management, and by injudicious meddling marred its operations and retarded its progress. But most colleges at their outset have these things to endure. Time and experience will cure them, as it has already largely done in Canada.

It is cheering to the promoters of Ladies' Colleges to note the growing sympathy of parents with their method of separate instruction. It is also gratifying to find that the great advance which has been made in female education, during the last thirty years, is distinctly marked by the rise of Ladies' Colleges in all the best educated countries of Europe and America. Although in some places national colleges are offering their privileges and rewards to women, yet, withal, there appears no tendency to an increase in the co-education of the sexes—the almost universal form of this advance is that of the Ladies' College. It is so in Cambridge with its Newnham and Girton Colleges, in Oxford, with its Somerville; in Edinburgh, with its richly endowed and prosperous "Merchants Colleges;" and in Glasgow and Dublin it is the same. In the United States, even, where united education finds most favor, the colleges in which both sexes are taught together are not to be compared either as to number or attendance with those that have lately sprung up exclusively for ladies.

So far yet the Ladies' Colleges have had a fair share of public recognition. They have given an education otherwise unattainable to hundreds of young ladies, and their graduates may be found in every part of the country commending their respective alma maters to the rising generation. Were these colleges only on a par with the rising generation, they would be very soon obvious to the most inveterate of their opponents.

The friends of the Ladies' College have no jealous feeling at the growth and improvement of the secondary schools; on the contrary, they are well pleased to see them becoming what they ought to be, and that they are equally open to girls as to boys. They are not rivals of the colleges; each has its own place. The one cannot do the work or fill the place of the other. If they stimulate to a healthy emulation they will help each other. In those branches which they teach in common, the best Ladies' Colleges are fully abreast of the best High Schools. They have as highly qualified teachers, as good text books, and, if not so unreasonably frequent, as thorough examinations.

The Ladies' College has besides a curriculum in advance of the High School and commensurate with that of the University. It leads its students into the highest departments of philosophy, literature, natural sciences, music and painting. They are debarred from no branch of learning, are reckoned equal to the mastery of any, have means and opportunities of study which suit them, and are free from the distractions inseparable from any system of co-education.

The Ladies' College further provides that which is not, in the measure required, expected from either the Secondary Schools or National Colleges, namely, those refined and refining accomplishments which are an essential part of the true lady's education, and without which the best literary culture loses much of its value in social life. Some reproach may perhaps be associated with the term "accomplishments" in connection with the education of ladies, from the circumstance that little else used to be taught in ladies' schools. True as this may be, it is nevertheless also true that accomplishments cannot be dispensed with in the education of ladies, and will often be preferred to the solid acquirements when these can only be secured by the sacrifice of the other. It is the merit of the college that it offers a liberal share of both; each is made to minister to the other, neither is dissociated from the other: the college that neglects either cannot justify its own existence.

The Ladies' Colleges are also Christian institutions, and to this special characteristic they attach the highest importance. They are all directly connected with and under the guardianship of one or other of the Christian Churches of the land. The Bible is one of their text books; its leading truths are freely taught and its precepts enjoined. While disavowing anything that can be called sectarian, and freely admitting all to their privileges, they are yet distinctively Christian Colleges. This feature has a peculiar value in the estimation of most parents. It is felt to be the best safeguard for the welfare of their daughters, and a vital element in the formation of their characters.

The culture which the College thus provides leaves nothing needful or desirable out of account or to chance; its deliberate aim is the harmonious development of every power of mind and grace of character.

That shortcomings may be discovered by critical eyes in the means used to attain these ends is not surprising. It requires no great acuteness to observe these in all our schools, high and low, public and private. But it should be remembered that the College is but in its infancy, and that time is needful to mature and perfect its plans. Most of the flourishing Colleges of this country, as well as of other lands, have taken decades of years to reach their present efficiency. Unfriendly critics who take offence at the Ladies' College should bear in mind that the Schools and Colleges which they represent, and for which they make such lofty claims, were but lately much poorer affairs than any Ladies' College in Canada has ever been. Not so long ago it was only here and there that a High School could be found worthy of the name. We are all glad that there has been a great change for the better. Even our admired University Colleges were, scarcely a generation since, very poor seats of learning, and we might in those days have carped and sneered with some show of reason at these humble handmaids of letters. But wise and generous men do not act in such ways; discerning in them the germs of noble institutions which if cherished would become the glory of our country, they rather lend a helping hand to raise them to their present eminence. In view of these things, and of others that might easily be noted, it is scarcely con-