

culture. Mr. M'Intyre's figures are quite misleading, and his citation from Sir William Dawson is equally so. There are at present thirteen women attending lectures in University College, only two of whom are not taking a full university course. Three of those taking the full course, and with honours, are in the fourth year, and one in the third, the others being in the second and first. I am in a position to assure Mr. M'Intyre that the attendance of women at University College will rapidly increase; and, by way of offset to Sir William Dawson, I refer him to Prof. Murray of McGill College, who has publicly expressed his conviction, that the policy of educating the sexes separately, in that institution, will, if persisted in, be fatal to it. I should add that Mr. M'Intyre has omitted Dalhousie College, from the list of those which admit women to mixed classes.

I beg leave to dissent in the most emphatic terms, from Mr. M'Intyre's theory of what a woman's education should be. "The age demands of the young lady that she should know something of music and painting." I had hoped that at least one ladies' college could be found in Ontario, which discountenances such absurdity. If a young woman is fond of music and painting, and has genius or even talent for it, let her cultivate these delightful pursuits; but to require a woman to learn music who has no sense of time or tune, or to learn painting who has no sense of form or colour is, on the part of an educationist intelligent enough to know better,

little short of criminal. The amount of misery inflicted on poor unfortunate girls, through the agency of that instrument of torture, the piano, is incalculable, and to just the theory laid down by Mr. M'Intyre, must be attributed an immense number of broken constitutions and shortened and blasted lives. For some young girls, the proper training is not artistic, but intellectual. Instead of wasting several hours a day at piano practice, they should be reading literature, under proper guidance of course, or pursuing science. Only by affording them opportunities of doing this, can we get rid of that tiresome vacuity, which is the great drawback of the social circle. The most accomplished woman is not the one that can best play a fantasia, but the one who can take her part most effectively and attractively in conversation.

By her system of local examinations, the University of Toronto furnishes a test and a standard to Ladies' Colleges as well as to High Schools. The grouping of subjects at these examinations can and probably will be improved. And when a young woman who does not care for, and could never excel in, music or painting wants to take a higher course in literature or science than she can do in her preparatory school, she may attend in University College just the course of lectures that suit her, paying only for what she takes. Any arrangement of curriculum and of lectures more favourable for women it would be hard to imagine. WM. HOUSTON.

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YOUNG pupils do not learn half as much good grammar from their text-books as they do from their teacher, if she is accurate and choice in her language. A pupil may decline the pronoun I a hundred times, and repeat the rules for the objective case as often, and yet he will say, "Susan gave the flowers to Mary and I," if his teacher uses such con-

structions. On the other hand, if his teacher says, "She gave it to Mary and me," he will say the same, though he never looked into a grammar. *Corollary 1.*—A child would never use bad grammar, if he never heard bad grammar. *Corollary 2.*—Children are, in language, much as are their models. —*Educationist.*