

dangers and drawbacks attending co-education in the earlier than in the later years of study, and one serious drawback is the laying down of a uniform plan of study for boys and girls. This is a coercive measure, practically, while the admission to University privileges is simply the removal of a restriction, and coerces no one. But in all places, except large cities and towns, girls must take the common school education as now arranged, or go without. And this system of education does not make the faintest attempt at any provision for fitting girls for the special duties of womanhood. Not a single womanly art is taught in our common schools, not even the most necessary and important one of plain needlework, which old-fashioned girls' schools taught, as a matter of course, and which no woman—married or single—can afford to dispense with. Not only is there no provision made for it, but there is no time given, under the present ' cramming ' system, to allow them to learn this or any other household art during the very years when it can be most easily and most thoroughly acquired ; and the natural result of this is that the neat, thorough ' plain sewing ' and darning of our mothers and grandmothers, is fast becoming a lost art. Dressmakers, who receive pupils fresh from the common schools, complain grievously that they can hardly find one who can accomplish respectably the simplest seam. Girls, of course, generally manage to pick up some ' fancy work ' when their school days are over, and many of them cultivate ' crewel work ' extensively, in place of the old-fashioned ottomans and slippers. But under the present *régime*, an accomplished plain needlewoman will soon be a rarer phenomenon than a good female mathematician, and one wonders where the women are to come from who are to patch, and darn, and ' gar auld claes look a'maist as weel as th' new,' for a future generation? Not, apparently, from our common schools.

Had ladies some voice in arranging the system of education for their own sex, as seems only natural, this deficiency would hardly have been allowed to exist so long ; though doubtless in country schools where there can be but one teacher—and that a man—there might be a good deal of practical difficulty in providing for it. But one thing might be done even there, to obviate the evil. While we should not like to see the elementary studies of girls less thorough than those of boys, a smaller number of studies might be made compulsory in their case, and certainly a much smaller number of ' ologies ' might be made compulsory for female teachers. It is of much more consequence that a woman should have the gift of imparting knowledge, and should be able to teach girls to read, write, cipher and sew well, than that she should be able to give them a smattering of many things which in most cases they never will follow up. '*Multum non multa*' should be the motto, instead of the reverse. Yet we often see inexperienced girls promoted over teachers of tried efficiency simply because they can pass a higher examination in branches quite superfluous to a good elementary female education. By lessening the number of studies that girls have to learn at school, time might be given them to learn needlework and housewifery at home, and if plain sewing could not be taught by the teacher, as it used to be by all female teachers, prizes offered for proficiency might at least encourage the cultivation of this most necessary art.

The health question ought to come in here also. The excessive study enforced under the present system on girls under sixteen, is far more injurious than overstudy in the later years when growth has ceased and the physical powers are comparatively matured. Young women at least, *know better* than to endanger their health by overstudy. Growing girls of twelve and thirteen *do not*. It is here that