

instinct should be respected. It is liable to tint the manners and talk of the girls with a freedom and slanginess caught from the boys, rather than to teach the latter good behaviour. All the good that can be learned by boys in that regard may be gained through occasional meetings in public. Between the sexes the familiarity of class-room and college community has nothing to recommend it; and there is a multitude of objections to it which need be enlarged upon. A result of a somewhat crude civilization, such as we see in its elements at the country school, it is not calculated for the variety and pressure of life as life is to-day, nor for men and women past the callow period. The woman's college is far better. Graduates of this can pursue their studies in a native or foreign university, and at some places take degrees which are useful as warrants that they have read and studied for honours, and are by so much prepared to hold

responsible positions. There will always be a large and perhaps an increasing fraction of marriageable women who can not or will not marry, yet need employment for their minds. For them the higher education has great attractions. It gives direction to their energies and enables them to escape many of the sarcasms of the ill-natured and the advice of the foolish; it may in some instances put them in the way of becoming useful and distinguished members of society. If this seems damning with faint praise, it must be remembered that on the one hand the education of men at college and university has grave defects, and cannot in all senses be commended; but on the other that women are so strongly differentiated from men in body and mind, that even in the case of girls who are exceptionally similar to men in the quality of their brainwork, it remains a question whether they should be subjected to the same mental regimen.—*The Critic*, (N. Y.)

THE SCIENCE OF DISCIPLINE.

THERE can be no success in teaching without good discipline. A combination of all other virtues is of no avail to the teacher who cannot govern the school. The children will not learn without they are well governed.

Must this gift be born to the teacher? There are some teachers who were born to discipline any school without apparent effort. There are some men and women who would like to teach who are born to fail in the easiest class in the world. There are, however, few who do not have to learn to govern effectively, and there are fewer who may not learn to do it if they will. Some qualities must be born to the teacher; these are given

to almost every person who would aspire to teach.

There are in every school three classes of pupils: A few thoroughly vicious children, who bear about the same relation to youth in number and characteristics that the confirmed criminal bears to manhood; a generous number of uniformly good pupils, who have neither the habits, association, or disposition that tends to mischief, and a larger number, the great middle class, whose disciplinary vice or virtue depends upon circumstances, companionships, treatment, and personal conditions. In order for one to study how to discipline it is important to know and appreciate the obstacles. Home influences will