

it ought to be "paternal" to the extent of obliging possible or intending daupers to be able to feed themselves. The root difficulty in all this matter is the indisposition of parents and other constituted authorities to make serious business of laying substantial foundations in the early years of our young people, boys and girls. One of the chief sources of misery among the working classes is the wife's ignorance of the duties that belong to her. She is ignorant of them because she has never been compelled to learn them. If we could split half of our pianos

into kindling wood and pluck the strings out of three-quarters of our harps and banjos, and set our young girls to the practical task of becoming proficient in a self-sustaining way upon some line or other of remunerative industry, it would be a great benison to society in general. In whatever direction we look and whatever improvement we seek to effect, we come back to it again and again that the end is determined by the beginning, and that the foundations of all public betterment have to be laid in the children.—

NOTES FOR TEACHERS.

MIXED SCHOOLS. — There are many things in the Commissioners' Report with which all teachers will agree, and many about which they will differ, but there is one which simply amazes me, and runs so counter to all my experience of the facts, that I desire to call attention to it in your columns. On page 676 your account of the report says, under the head of Co education, that the evidence in favour of educating boys and girls together is overwhelming, and that "mixed schools or dual schools are strongly recommended." I have had nearly ten years' experience as headmaster of mixed or dual schools for secondary education, and my experience is so utterly opposed to this statement that I cannot help wondering what evidence the Commissioners took on the subject, and who were the witnesses on whose evidence they relied. I am almost driven to conclude that the evidence must have been that of teachers and others belonging to mixed schools. If so, I must say that such evidence should be taken *cum grano*. To the shoe-

maker there is "nothing like leather" and "it is an ill bird that fouls its own nest;" so it would be too much to expect teachers in mixed schools to decry such institutions. I do not, of course, mean that they would intentionally misrepresent them, but they naturally are prejudiced in favour of them. What would have been of more value would have been the opinion of those who had been in mixed schools but had passed to separate schools. I once asked the opinion of the headmaster of a very large endowed school in which the mixed system had been abolished, and I have never forgotten his reply: "In my opinion boys and girls should never be taught together in a secondary school."

My own experience leads me to the very same opinion. I could give many reasons for this view—reasons of discipline, *esprit de corps*, etc., but I shall confine myself to one all-important reason. As teachers of girls men are much inferior to women; but for the teaching of boys the inferiority of women to men is