

co-operation of young pupils, even when well trained and disposed to learn. Perhaps no means of doing so is more successful than opening out to them, from time to time, glimpses of that world of knowledge which will be theirs, if they persevere to the end. Children *will* weary occasionally over the drudgery of rudimentary learning; they do not see the aim of many of their studies, and even when explained to them, such aims are frequently beyond their present ambition. Dr. Brown says, a child's world is only three feet high, meaning that the objects that interest children are near ones. History, Grammar, and Geography, unless taught by those who have thoroughly explored the secret avenues to the young mind, are lessons merely to be cast off and forgotten, when the school hours are over; there is no connection with them and anything in their existence; life would be quite as enjoyable without them; they need to recognize a connecting link between their studies and every day experience; they want the apparent antagonism of school studies and life's interests to be reconciled. Children's perceptions are keen. It is generally the child of the house that discovers the first ripe apple or cherry of the season, the first violet or rose in the flower garden, the new bird's nest in the tree. Wandering through wood and vale, by mountain stream or ocean shore, they will examine with lively curiosity every little flowering weed or buzzing insect; they will collect a precious store of stones and shells, dead butterflies and bird's eggs. Now, a half hour spent occasionally upon these subjects reveals to them the relation that science bears to the trifles that amuse and please them: they learn with delight that their little treasures are not despicable, and only fit for children, but sources of contemplation or curiosity to the greatest intellects. This love of the natural world, and inquisitiveness after the causes of phenomena, often die out early in the young mind, and I believe from want of sympathy and cultivation. It seems to me, that comparatively fresh as the young are from the Creator's hand, they enjoy the study of *His* works more than the arts invented by man, or the histories of his varied and eventful career. If the chief end of education is to foster a love of knowledge, surely the time is not lost that awakens ambition of discovery and acquisition in her ample field, and that unites the school and the teacher with the World of Nature. Girls particularly require the cultivation of this taste, for since the greater part of their lives is spent within doors, narrow aims and petty cares absorb the energies and dwarf the brain. I am not looking to the actual information gained, but to the enlarging and liberalizing influence of a general view of great subjects. I would rather a child, in gazing into the starry sky, was penetrated with awe at the stupendous vastness of the Creator's works, than to be able to name each particular star. The latter might be acquired by industry, without any comprehension of the magnificent scheme of Deity, of worlds beyond worlds, systems beyond systems, until finite minds sink appalled at the contemplation. One acquirement might have the effect of exciting self-conceit; the other could not fail to inspire humility. Thus intellectual cultivation may progress hand in hand with moral and religious advancement; and the effect on the character is scarcely less perceptible than the effect on the mind.

Before closing, I must reiterate my deep sense of incompetency to do justice even to my own limited conception of the magnitude and importance of the subject. I have broken the ice: I leave the plunge to bolder swimmers. But as the widow's mite was accepted by the Lord of all, so I trust my small offering towards attracting attention to the deficiencies of girls' education may be received indulgently by parents and friends.

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