

Taking for granted that we see clearly where lies the secret of woman's greatest power, the special talents with which she is endowed, and that we also recognize the vast importance of her influence in furthering our ideal of true progress, it only remains to examine what current we must give her education in order to achieve this highest good. It is the old problem, viewed from the high ground now taken. Should the lines of her education be along the same grooves specially cut for her brother, or should appropriate means be used to obtain the desired ends respectively? If the wise man was right in saying that with years there is increase of wisdom, of this one thing we are more deeply convinced, that great latitude should at least characterize woman's education. The subjects in the course of study should have in view the exercise of the faculties of the mind brought daily into active operation in her chosen sphere of life. It may be argued that a wiser policy would be to give special attention to those faculties in which she is deficient, and allow the naturally strong forces to look out for themselves. From such a view arises the argument in favour of having the course of study arranged according to the requirements and mental proclivities of young men. This is just the position we object to, as it is purely one-sided. I have no faith in allowing any of the forces of our moral or intellectual nature go undirected, much less those that are predominant and which must give the impulse to action. It is not too much to say that great wrong has often been done by giving no attention, or attempting to repress the remarkable forces of character exhibited in the young. How much evil is done by the routine exercises of the school-room and the home preparations, whilst no effort is put forward to give scope and direction to the innocent

romance of childhood and youth. The emotional nature of the child demands something to nourish it. Being left to starve or shift for itself, it too often breaks through the barriers raised to repress it, and clandestinely feeds upon the poison of false fiction. A foundation for this class of literature, and an impetus for a correct taste should be laid during these critical years, whilst the authority of the home and of the school is still operative. The practice of allowing young people to select their own reading matter from the libraries maintained at public expense is already proving ruinous, if not a curse to the youth of our country. How can we expect them to be able to discriminate or pass correct judgment on the phases of life presented when their education in this sphere has been at best but negative? Negative training will never satisfy the young. Positive life is the only thing to inspire confidence. Their reading should be wisely directed, and this position of confidence was the proud domain of the schoolmaster of old.

I allude to this matter merely to show that it is a false system of training which will allow the strongest propensities of our nature to go undirected.

Should any young woman have the noble ambition to undertake a full university course, similar in every particular to that taken by gentlemen, by all means, she should have the privilege. Should she desire to enter the profession of the law, or of medicine, to do service at home or in foreign mission fields, let her receive all encouragement. It may be safe to assert in this connection that her influence will largely combine with the general current of intelligence in the nation and not be marked by the strong individuality of woman. We claim that her influence is strongest, when individualized.