

conversationally, more as dead than living languages. This is a mistake if we wish girls to grow into women of mind and refinement, to adorn and give a good tone to their surroundings. If a girl on leaving school spend a holiday on the continent and should have the opportunity of going into society there, she would prove of little interest to others and feel extremely chagrined herself if unable to converse in the language or the country and find herself quite ignorant of its literature and history. The power of talking well in at least two or three languages is difficult, but a good education should provide sufficient for a good commencement.

Lastly I can only just refer to what may do harm to girls though in a quite opposite direction; this is that pleasure and games are, in some cases, made the prominent feature—constant theatricals, cricket and tennis matches foster the modern craving for excitement and lead girls to dislike a quiet, healthful life.

I will now pass on to the pleasanter part of my task and speak of the good points of modern education. Amongst these the best is undoubtedly the fact that the education of the average has been much raised, the schools, methods of teaching have been vastly improved, and the girls are rendered fitter for mental work because they have more physical exercise of various kinds.

Girls are also taught many more subjects, which allows the various powers of their intellect to expand simultaneously and gives them an opportunity of discovering which branch of learning they like best and could adopt as their special study if they proceeded to college or continued their studies at home. Elocution and recitation are receiving much attention now and are invaluable as a means of training girls to have a clear and distinct enunciation and to read with sense and expression.

This wider education in which many so-called "boys' subjects" are included, though it should not be to the exclusion of the useful "girls' subjects," is giving girls a totally new and infinitely higher position in the eyes of their male relatives and friends, who are now bound to confess that girls are capable of other things as well as playing scales and hemming dusters. Sisters and brothers are able to mutually help and encourage each other in their studies, and girls who have received a good modern, all-round education gain in self-respect and dignity by feeling that they stand on a footing of equality and can grasp and sustain an intelligent conversation with thoughtful, well-read men.

But perhaps the greatest innovation within the purview of girls' modern education is the opening to them of the Universities and the consequent establishment of women's colleges where they reside for the same time, receive the same tuition, and enter for the same examinations as men. It is much debated whether a college education is to be advocated for girls of mediocre ability, and who will in all probability have to spend their future lives mostly at home and occupy themselves with the ordinary duties of mother or daughter, or whether it is only advisable for those who display exceptional ability in some particular branch of learning and are likely to come out well in an examination.

"Is it not likely to make them too independent and dissatisfied with their home-life afterwards?" is also a question frequently asked and variously answered. The latter is difficult to answer, as it depends so much upon the character of the individual girl and on the home-training she has received whether she will profit by the advantages now offered to her and realize what an inestimable boon