

estimated, and, going to the root of the matter, we ask whether such study is conducive to quicken inquiry, to arouse the spirit of investigation, to excite research, or to stir into being independence of thought? We demand some system of education which stimulates our observation and animates our perception. Nature's truths require personal examination, and we are all of us, in Professor Huxley's simile, represented as playing with an unseen antagonist who enforces against us relentlessly every minutest rule of that hazardous game of life whether known to us or not.

For women, then, as for men, we demand a liberal education, and by this we mean a combination of studies which best contributes to the interest and purpose of life. A well-balanced mind cannot be too highly prized, and no balance is possible when the laws of nature are defied and set aside, and when the fruits of her bounty are ruthlessly uprooted and destroyed. We do not affirm that the previously

stated objections to identical education would apply to all women, for there are some undoubtedly with masculine physiques, masculine characters, and masculine minds: women who in the after career of life are to fill masculine positions, or who are to instruct in masculine branches of learning; but these women are, and always will be, in the minority. On the other hand, we contend that there are thousands whose instruction should be no less broad and complete, but who must receive it naturally. Let us examine the various systems of female education that obtain in Europe and in this country; let us offer the old world and the new a still better, deeper, and more effectual method, if such a method exist; let us content ourselves with no compromises, but, applying the result of our inquiry to her own needs, determine what is the best and most natural education for women, and place such within the reach of every earnest girl in our land.—*Education.*

ENCROACHMENTS OF THE STATE.

THE article by Dr. Shaw, in a recent number of the *Contemporary Review*, on "The American State and the American Man," has started inquiry as to the extent to which individual liberty is being encroached upon in this country by the extension of State functions. The result has been to show that, in most of the States of the Union, a rapid process is taking place of transference to the government of functions and responsibilities heretofore devolving on the private citizen. It would almost seem as if people had found a new toy—the power of legislative action—and were playing with it with a kind of greedy zest. According to the accounts furnished, there is a perfect rain, not to say deluge, of statutory regulations on every con-

ceivable subject proceeding from our State Legislatures. Acts of incorporation are granted to every body of persons who come forward and claim that it would be a public benefit if they were granted the powers and privileges of a corporation, and intrusted with the control of some particular art or profession. The general result of this legislative activity is that free competition is suppressed, and individuals are released to a large extent from all responsibility of choice as to how or through whom they shall get this thing or that thing done. The State legalizes certain schools of medicine and refuses to legalize others. It makes the taking out of its certificates obligatory on all who would engage in the profession of teaching. It provides for the inspec-