

committee, after working alone so long and so successfully. At first there must surely have been rubs. But the letters Miss Ridley publishes contain very few complaints; one we must quote as a warning to inconsiderate members of Councils. "They ask me for information that it takes me hours to work out, and when I have found it they no longer want it." In another letter, written while her school was her private property, she gives some amusing advice to a friend who is trying to form an educational committee: "I advise you not to allow two committees, one of gentlemen for money matters, and one of ladies for internal arrangements. They always clash sooner or later. The mistress disagrees with the ladies, the gentlemen interfere, and the usual result is that the ladies resign in a body."

Men and women to govern, but only women to teach, seems to have been Miss Buss's rule, a principle which has been adopted by nearly all the public day-schools. If the aim of the girls' school is to give the best training possible to the greatest number, we think the day-schools are right. Given a man and a woman of equal ability as teachers, the woman will undoubtedly raise the average standard of a large class to a higher level than the man, who, disregarding the slow and inattentive, will teach the few clever girls all that they can learn, touching lightly in individual cases on any part of his subject where a special difficulty has been found. The woman, on the other hand, will expend nearly all her force in trying to turn the class inside out, and haul the bottom up to the top: then she will be conscientious even with the cleverest, and not let them follow too exclusively their own bent. The result, we think, is that clever girls like to be taught by a man, and attain to most scholarship by his help; but

the large body of anxious parents who want to do their best by average children prefer that they should be taught by a woman. Men-teachers will never quite lose the feeling that knowledge is only for the few women. A girl may learn if she likes, a boy must learn if he can. Of course one great reason (we gather it to have been Miss Buss's chief reason) for keeping high-school teaching for women is that it preserves for them one-half of a good profession, a profession for which a training is easily obtained, and in favour of which there is a prejudice in the public mind. Types of youth altar. Every ten years there is some change. We are interested to find that Miss Buss thought the most marked difference between the girl of the last decade and her mother is a great increase of reserve. We wonder if their growing independence is answerable for this, or if it is merely the effect of living among a great number of people, many of whom may be antipathetic to each individual. Is this the reason for the schoolboy's reserve? Picking and choosing, in other words, suspicion and proving of companions, begins for little high-school girls as early as for boys. Whether or no this masculine power of standing alone is an unmixed good for all women it is difficult to say. Certainly that increasing number of educated women who must stand alone, are able to do so more happily than their mothers, or, rather, than their maiden aunts ever were. To quote a clever pupil of Miss Buss's: Britannia has now so many middle-class daughters that,

"As all of them possibly cannot be wed,

She must give them a good education instead."

Miss Ridley points out how strongly Miss Buss felt about the necessity for physical training for girls, and how firmly she set her face against