

many cases have distinguished themselves above their male competitors, and this even in branches which were a short time ago not considered as coming at all within the range of girls' studies; for instance, high mathematics, science, and medicine. Thus a most important revolution has slowly and surely come about which has been effective in developing the intellectual faculties of our girls and, we may hope, will make them more liberal-minded, reasonable, and sympathetic members of society.

As to the merits of this new departure, there are divided opinions; and we have scarcely had time to judge accurately of its general results though we may clearly discern it in particular instances. I may, therefore, mention what some would call its disadvantages, and then note the decided advantages of the change which has taken place in the higher teaching of girls. Some may consider that there is danger of this higher training narrowing a girl's mind by concentrating it too much on the mere subjects of examination and making the teaching consist merely in piling up data and facts for the purpose of passing brilliantly some examination but without sufficient breadth of study. It is the temptation of the day to work for results—to gain scholarships, distinctions, and to outrun others in competition, to secure some brilliant effect too often at the expense of thoroughness.

From this point of view examinations do not appear to be advisable for the majority of girls; those who intend to teach and who wish to gain good positions as teachers must necessarily prepare for and pass examinations, and I see no objection to them for girls who have a natural inclination for them and who can meet them without fear. Such examinations as the Junior and Senior Locals, which do not require more than can be

reasonably expected from any healthy girl who has enjoyed some years' good teaching, not solely devoted to the examination subjects, may be used as a help rather than a hindrance, provided always that the girls are not crammed with a view only to gaining distinctions. Even for these examinations no girl who is nervous, delicate or backward should be allowed to enter; examinations wrongly used destroy all possibility of a wide education of culture, and drive both teachers and taught into a narrow round of a certain limited set of subjects, and are destructive to the education and often to the health of the girls.

Secondly and consequently upon the first objection is the fear of too little individual attention being bestowed upon the character and powers of each separate girl—and this especially in the very large schools and those whose course is essentially determined by examination requirements. For girls who are not self-assertive or quick at book-learning often grow depressed and are overworked through their conscientious efforts to grasp and excel in subjects, which are to them most difficult and uncongenial, either from the nature of the subject or because of the way in which it is taught.

There is also a tendency to neglect subjects which are, it would seem, especially suited for girls, and subjects of a practical value, viz., needlework. Music and drawing are subjects which for a time at least should be obligatory on all girls, though one or the other or even both should be abandoned, if after a year or two of good training in them, the pupil shows no aptitude. Again literature and general reading, which alone can give breadth of view and enlarge the sympathies, are too often thrust aside, and French and German are too often taught grammatically and not