

rate trade; for instance, laundry work, etc.

There is no doubt the farmers' wives and daughters of to-day are quite different from those of fifty years ago; they no longer manage their own dairy and poultry, nor do they educate their daughters to take part in these domestic arts. It is the age we live in which is partly to blame for these changes; it is impossible, nor could one wish, to stem the current, the true wisdom lies in directing it wisely, and not shutting one's eyes to the attendant evils. Progress is inevitable, and therefore desirable. Let women be duly qualified, and let them choose discreetly their paths of usefulness.

This idea of sound technical training is no longer a mere dream, for a college has come under my own personal notice of which I am president, and in which I am much interested, which was founded for this purpose. I believe this is not the only instance of such an institution. This scheme was set on foot by Miss Forsyth, daughter of Sir Douglas Forsyth. She began it on a very small scale, feeling her way, and only enlarging it as she saw it succeed. Her wish has not been to revolutionize the existing systems of female education, or to supplant any of them; but, on the contrary, to supplement them intending the teaching in her school to be a course which girls should go through after they have passed the higher examinations, and the groundwork is laid for the duties of practical life. Miss Forsyth is most anxious that her school should not become a mere fashionable novelty, and her object is to give real solid training. To use her own words: "To combine thoroughness of teaching with speed in learning, and so concede as far as possible to the convenience of an economical and hurry-loving public. My original idea was to start a school

where every girl when she leaves the high or ordinary boarding school might for six months learn those things which would best fit her for her home life before she is called upon to plunge into society or a profession or marriage and where her brain would have that true recreation which exists best in change of occupation and not in mere idleness."

I quite agree with Miss Forsyth that the advocates for brain culture have rather too much faith in the power of book learning, and in the theory that a highly educated woman ought to be able to turn her hand to anything. "I am willing to grant the *ought*; but what I fail to see is that she *does*."

In addition to this technical school, in which millinery, upholstery, dress-making, cooking, household management, and fine laundry work are thoroughly taught, very efficient lectures on hygiene and finance are given; Miss Forsyth has in contemplation a further development which must prove of even greater influence. It is a training which aims at fitting women to go forth to the colonies properly qualified; so that, instead of meriting the reproach that only the useless women emigrate for whom no employment can be found here, the object is that those who go out should be capable of helping in the development of the colonies.

There are many other subjects which must be taught if this further idea is to be carried out—for instance, poultry and dairy farming, bee-keeping, type-writing, and other occupations which women can do well. This school should be in its widest sense a technical college, for it would exist for the purpose of bringing out each woman's strong point in "technical" matters. It will enable her to make her life independent of circumstances by earning better salaries if going out to earn her livelihood, or, if called