

failures and errors, or perhaps to despise her as ignorant of what they must learn. Truly the art and profession of a mother is the noblest and most far-reaching of all, and she who would worthily discharge its duties must be content with no mean preparation. It is perhaps worth while also to say here that these duties and responsibilities in the future are not to be measured altogether by those of the past. The young ladies of to-day will have greater demands made on their knowledge than those which were made on their predecessors. I saw this amusingly illustrated lately in a collection of nursery rhymes of the future, which, if my memory serves me, ran in this wise:—

"Twinkle twinkle solar star,  
Now we've found out what you are,  
When unto the noon-day sky,  
We the spectroscope apply,"

and so on. Or again.

Little Jack Horner, of Latin no scorner,  
In the second declension did spy,  
How of nouns there are some  
That ending in "um."  
Do not form the plural in "i."

Under these little bits of nonsense lies the grave truth that the boys and girls of the future will know more and learn more, and for that very reason will require more wise and enlightened management than their predecessors.

#### OTHER USES OF EDUCATION.

But the question has still other aspects. A woman may be destined to dwell apart—to see the guides and friends of youth disappearing one by one, or entering on new relations that separate them from her, and with this isolation may come the hard necessity to earn bread. How many thus situated must sink into an unhappy and unloved dependence? How much better to be able to take some useful place in the world, and to gain an honourable subsistence. But to do so, there must be a foundation of early culture, and this of a sound and serviceable kind. Or take another picture. Imagine a woman possessing abundance of this world's goods, and free from engrossing cares. If idle and ignorant, she must either retire into an unworthy insignificance or must expose herself to be the derision of the shrewd and clever, and the companion of fools. Perhaps, worse than this, she may be a mere leader in thoughtless gaiety, a snare and trap to the unwary, a leader of unsuspicious youth into the ways of dissipation. On the other hand, she may aspire to be a wise steward of the goods bestowed on her, a centre of influence, aid and counsel in every good work, a shelter and support to the falling and despairing, a helper and encourager of the useful and active; and she may be all this and more in a manner which no man, however able or gifted, can fully or effectually imitate. But to secure such fruits as these, she must have sown abundantly the good seed of mental and moral discipline in the sunny spring time of youth. Lastly, with reference to this branch of the subject, it may be maintained that liberal culture will fit a woman better even for the ordinary toils and responsibilities of household life. Even a domestic servant is of more value to her employer if sufficiently intelligent to understand the use and meaning of her work, to observe and reason about the best modes of arranging and managing it, to be thoughtful and careful with reference to the things committed to her charge. How much more does this apply to the head of the house, who in the daily provisioning and clothing of her little household army, the care of their health, comfort, occupations and amusements, the due and orderly subordination of the duties and interests of servants, children and friends, and the arrangement of the thousand difficulties and interferences that occur in these relations, has surely much need of system, tact, information and clearness of thought. We realize the demands of her position only when we consider that she has to deal with all interests from the commonest to the highest, with all classes of minds, from the youngest and most untutored to the most cultivated; and that she may be required at a moment's notice to divert her thoughts from the gravest and most serious concerns to the most trifling details, or to emerge from the practical performance of the most commonplace duties into the atmosphere of refined and cultivated society. But it would be altogether unfair to omit the consideration of still another aspect of this matter. Woman has surely the right to be happy as well as to be useful, and should have fully opened to her that exalted pleasure which arises from the development of the mind, from the exploration of new regions of thought, and from an enlarged acquaintance with the works and ways of God. The man who has enjoyed the gratification of exercising

his mental powers in the fields of Scientific investigation or literary study—of gathering their flowers and gems, and of breathing their pure and bracing atmosphere, would surely not close the avenues to such high enjoyment against woman. The desire to do so would be an evidence of sheer pedantry or moral obliquity of which any man should be ashamed. On the contrary every educated man and woman should in this respect be an educational missionary, most desirous that others should enjoy these pleasures and privileges, both as a means of happiness and as a most effectual preventive of low and pernicious tastes and pursuits.

#### OBJECTIONS AND EXPLANATIONS.

But, objects Paterfamilias, I have attended to all this. I have sent my daughters to the best schools I can find, and have paid for many masters besides; and just as I take their brothers from school and put them to the desk, I take my daughters also from school with their education finished, and hand them over to their mamma to be "brought out." What can I do more for them? The answer to this question opens the whole subject of the higher education, and as there is just as much misunderstanding in the case of boys as in the case of girls, I am not sorry to ask your attention to it for a few moments. What is our idea of a college as distinguished from a school? Many think that it is merely a higher kind of school adding a few more years to the schoolboy's drudgery. Some think it a place of social improvement, where a man by idling a few years in a literary atmosphere may absorb a sort of aroma of learning, as his garments would absorb that of tobacco in a smoking-room. Some think it a place to prepare young men for certain learned professions. All are wrong or only partly right. The college differs essentially from the school, inasmuch as the schoolboy becomes a student, that is, he is to take an active and not merely a passive part in his own education. He must begin to put away childish things, and become a man of independent effort, while still submitting himself to the guidance of more mature minds. He must now learn habits of self-reliance, study, and thought, must have the caterpillar growth of the school-room exchanged for the winged intellectual life which is to lead him forth into the world. The college further differs from the school in the fact that it uses the school elements on a basis whereon to build a superstructure of literature and science, attainable only by the more matured mind of the student. The school boy has certain foundation walls laid; but his education is roofed in and finished only by the farther discipline of the College, and without this it is likely to become a ruin without ever being inhabited. The College further differs from the school in that it attracts to itself for teachers, specialists in many departments of useful knowledge—men who have devoted themselves to these special branches, and have perhaps been original workers therein; and thus it brings the school boy within reach of a new educational experience, and introduces him into those workshops of literature and science where the products exhibited to him in the school-room have actually been made. In short, the school-boy who leaves school directly for the business of life, is usually permanently fixed in an immature mental condition. He remains intellectually what he would be physically if we could arrest his growth at the age of fifteen or sixteen, and never allow him to attain any further development. This fate unhappily befalls a large proportion of young men, even of those in whose case this arrest of development is not excused by the want of means to do better. It is almost universal in women, in whose case also there is not that hardening of the stunted mental constitution which even uneducated men acquire in the business of life; and so the prevalent tone of the feminine mind has come to be proverbially feeble. Men smile at women's logic, and think it quite out of place to discuss any of the graver or deeper questions of practical science or business in her presence, and a woman of any power and culture is pointed at as a strong-minded woman, or a blue-stocking, even by the poor fools who feel their own inferiority or who cannot appreciate the value of pursuits which they do not understand. It is time that such false notions were at an end, and the effort which is now being inaugurated will, I hope, tend directly to this so far as Montreal is concerned.

#### OUR POSITION AND PROSPECTS.

We cannot as yet boast of a Ladies' College; but our classes for the present session will provide for substantial instruction on the structure and literature of the two most important languages in this country, and for an introduction to that great department of science which relates to inorganic nature. I think we have reason to congratulate ourselves on the nature of the course and to be hopeful of the results. It is further to be noticed in this connection that the efforts of the committee and especially of the Honorary Secretary have been most zealous and untiring, and have been conducted with