

What is its meaning and its value to us? Why should we be proud of it and love it, etc., etc.

In the above I have aimed at being suggestive rather than exhaustive in any one point. A ready made lesson is of little value to any teacher compared with one on which individual time and energy have been expended. In the teaching of patriotism, as in any other subject, one must have an unwavering conviction of its value, and a definite idea of what to teach,

after that a live teacher will find ways and means of accomplishing the object. If I have succeeded in giving any new ideas, or helped to inspire any teacher with fresh enthusiasm in the teaching of patriotism, I shall be satisfied. With faith in our God and faith in our country, let us labor—

“So in the long hereafter, this Canada shall  
be  
The worthy heir of British power and British  
liberty.”

—*The Educational Record.*

## GIRLS AND MODERN EDUCATION.

BY ELIZABETH A. S.<sup>1</sup> DAWES.

THE subject “Girls and Modern Education” is so wide that it is difficult to compress it into a paper which is only to take about ten minutes in the reading; I can therefore only make a few brief and somewhat abrupt notes on the subject, which, from its deep importance, demands a wider and more serious treatment and consideration than we can bestow upon it here. It is difficult to draw a line of demarcation between the old and the modern, indeed we may say that this is impossible, for the basis of education remains the same and so does its object. The basis of education is the training of the mind to think, and, if possible, to create new ideas, the object of education is to fit children for life; the two coalesce into one and we can say the aim of education is to train the mind and character of human beings, to fit them to become useful members of society—this, of course, applies to both sexes. But demands and circumstances of life change, and thus different demands are made on the members of society, and during

the present generation much more has been required from women, and therefore the great change in their education. I myself, prefer this view to saying that the education has been the cause and the demands made on women the effect.

If it be asked how the modern education of girls differs from that of, say, fifty years ago, this can briefly be answered by saying that less time is now devoted to accomplishments; the number of subjects taught is increased; the course of studies is more nearly approximated to that of boys; the teachers are better prepared for their work; and more attention is devoted to their physical education—various outdoor games are encouraged, such as tennis, hockey, and cricket, and there are better gymnastic and drilling classes. What has, however, most tended to widen and elevate the education of girls is the opening of the Universities to them. This advantage has been made use of to such a degree that they have been able to take a high rank in all the subjects studied at our Universities, and in