

by a more solid form of mental nourishment ; by a food which will strengthen and elevate the brain, and fit the student for other positions of life than those now allowed to her.

It surely cannot be necessary to teach every girl music and singing whether she have or have not a taste for it, and certainly much pain would be spared musical persons if young girls were not set to play "Rippling Rills" and "Cascades" very indifferently in every drawing-room, or encouraged to disturb air-currents by appeals to rivers to bear them far away, or laments about weary hearts and sad longings after yesterday. Also, why should they be taught drawing, unless they show a decided preference for it? Who does not shudder over a school-drawing, and who cannot see in fancy the tower, very black, with a perpetual flock of birds hovering over it, the water-fall very chalky, a few heart-shaped leaves in the foreground, no aerial perspective, and very little middle distance, so that objects have to be described in these manufactures as—that mountain on the right, or the clouds, trees and brick wall on the left.

When a girl has left school she generally frames one drawing—the best—the one with the blackest trees and chalkiest sky ; and the rest are put away in a portfolio, never more to be disturbed in their smudgy abode till she have children of her own who are amused at what Mamma did when she was young.

Then again, are German and Italian always absolutely necessary acquirements? Many girls never see Germany and Italy, and if they did, going once or twice through 'Otto' or 'Ahn' will not have helped them much in making themselves intelligible to the natives.

If you could carry on a conversation with a German or Italian by ask-

ing them—"Where is the hat of your cousin?" or "Have you seen the pen-knife of my neighbour?" the knowledge of modern languages that is acquired at an ordinary school would be most useful. But unfortunately foreigners have not the craving to know about "the watch of the mother," or "the dog of your brother" that grammars and conversation books would lead one to expect.

If some of these accomplishments (a very bad name, by-the-bye, for nothing is accomplished by them) were left out, there would then be plenty of time for the study of the more exact sciences, which—and this position I think no one will dispute—are more likely to come in useful in the everyday life of an individual than a little music, a little drawing, and a little smattering of several languages.

Dear Clyte, in your letter you speak of Woman's Mission ; may I ask you what you mean by that term? The word mission is very much abused in our everyday talk, and people generally have an extremely vague idea of its true meaning. I take it to signify the express thing a person is sent to do, the actual end of their living and being.

This reminds me of a picture exhibited some few years ago in London, which bore the title mentioned above. It was evidently very highly thought of, as it was well hung, and a small crowd of admirers was always to be seen in front of it.

I must describe it to you. It was divided into three compartments, in order to define very clearly the duties of woman as a daughter, wife and mother. In the first, a young girl was bending over a very infirm and much-decayed old man who reclined in a huge arm-chair. She was paying him some small attention, such as picking up his handkerchief, opening his snuff-