

cess of intellectual incubation, and has no doubt of her ability to fly. She can generally understand the French phrases in the last society novel, and so she has finished the modern languages. She can play a dozen set pieces on the piano, if she has her notes and is not out of practice, so she has finished her musical education. She has brought home in her trunk half a dozen crayon copies from pictures given her by her master, and after he has gone over them and touched them up they present a very respectable appearance; so she is a finished artist. She has read the first book of Milton's "Paradise Lost," and parsed most of it, so she has finished English literature. She can rattle off the names of the crowned heads of England, and knows that William the Conqueror won the battle of Hastings, that Henry VIII was not a model husband, and that Charles I. was beheaded by Cromwell, so she has finished English history. She has committed to memory the greater part of Butler's "Analogy," and recited it; so she is finished in Moral Philosophy. Finished! Poor girl! Infinity is about her, eternity is before her, and the germ of divinity is within her, and she knows it not. Finished! Alas! she does not know as much as poor Joe of Tom-all-alone's, for he knew well enough to say, "I don't know nothink." A musician who can tell you nothing about the schools of music or the great musicians—the passionate vehemence of Wagner, the intellectual depth of Schumann, the artistic perfection of Mendelssohn, the spiritual fervor of Beethoven! An artist who has never learned either to read nature or to interpret it, to whom the daisy is only a common weed, and the tree is useful only because it keeps one who hides beneath its shade from being frightfully sunburnt! A scholar who cannot tell you the difference between an idyl and an epic, between Milton and Pope, between Walter Scott and George Eliot! She does not even know how to walk, but goes along the sidewalk with a mincing gait almost as excruciating to the beholder as it must be to her; nor how to breathe for she has tortured her beautiful form into the semblance of an hour-glass, through which the sands of life are running fast. Her expensive education has given her absolutely nothing but "accomplishments"—an ironical term used to signify the possessions of a girl who has incapacitated herself for accomplishing anything.

When a girl has "finished her education," she is spoiled, and a lifetime can hardly undo the mischief. Superficiality has developed nothing but self-conceit; and even a husband and children will hardly suffice to take that out of her. But, for the sake of girls yet unspoiled, we warn paterfamilias against the fashionable boarding-school that finishes education for its unfortunate victims. There are plenty of good girls' schools in America; no need any more to send to these finishing shops, which are all veneer and varnish. The true girls' school condemns the high-heeled shoe and the torturing corset, and gives a free, firm step, a graceful carriage, and a well-developed frame. It gives a love for music, not a mere mechanical skill at piano playing; a love for books, not a mere memorized list of authors and their works; a comprehension of the evolution of the race, not a mere table of dates and events; a love of nature, not a mere school-girl's crayon imitation of copies set. There are plenty of such schools in America—schools that, in lieu of accomplishments, endow with capacity for achievement. We are far from thinking that man's studies furnish the best material for woman's education. But our girls' colleges have had a hard task before them to establish the fact that girls can be educated, that they are capable of real development. That task is done. The capacity of woman for the highest self-development and her right to the highest self-development are no longer open to question. The ominous combination of "women, infants, and idiots" is relegated to the past. What is the best curriculum for the development of womanly character we have, perhaps, yet to learn. The male intellect cannot solve that problem by profound meditation in the study on "the sphere of woman." We must evolve the true intellectual gymnasium for girls, as we have evolved the intellectual gymnasium for boys, out of actual experiment. Meanwhile, with

Vassar, Smith, Wellesley and Bryn Mawr, with South, Hadley, Norton, Bradford, and Lasell, and with the innumerable fitting schools to which these and kindred institutions have given rise, presided over by women who are scholars and Christians, whose schools are not a chrysalis, and whose graduates are not butterflies, it is an unpardonable sin to send a poor rich girl to a fashionable school, where she learns to dress, but not to live; to talk, but not to think; and to pretend, but not to be.—*Christian Union*.

Question Drawer.

QUESTIONS.

(1.) What is the most approved text-book on Grammar for pupils just entering the Fourth Class? (2.) Has any new text-book on this subject been authorized lately, or is Miller's (Swinton's) Language Lessons still the one most recommended? C. B. Moneriff.

(1.) Where can I find the regulations respecting the Intermediate Examination for 1886? (2.) Will there be any changes in the subjects for Third Class as published in JOURNAL, February 12th? (3.) Is it obligatory to write for the Intermediate before writing for Third Class? (4.) What is the best authorized English Grammar? A SUBSCRIBER.

Please tell me what text-book or books you consider best adapted for the use of students in preparing the Physics for Second Class and University physics examinations? A. B. C.

Please inform me through your "Question Drawer" to whom I should write to get a remittance of half what I have paid into the Superannuated Teachers' Fund. W. J. West Lorne.

Please insert the following questions in the Question Drawer:—

1. Analyze.—
(a) I am sorry that he said so.
(b) Whether he is a genius or not, he is considered so.
2. Bisect a triangle by a line drawn parallel to one of its sides (By the First Book of Geometry). A. A.

1. Is the term at Normal School to be lengthened after this year; if so, to what extent? 2. About what time will the first term after Jan. 1st, 1886, begin? 3. What steps must I take in order to enter a Normal School at the beginning of that term? 4. Where can the Drawing books required by candidates for Entrance to High Schools be obtained, and what is the price? INQUIRER.

Where can a copy of the Consolidated School Law be purchased, and what is the price? Please answer in next issue of CANADA SCHOOL JOURNAL. Yours, &c., W. J. M.

ANSWERS.

C. B. 1. Miller's Swinton's Language Lessons. 2. No new text-book on Grammar has been authorized. See above.

A SUBSCRIBER. — 1. In CANADA SCHOOL JOURNAL of the 10th inst. 2. See JOURNAL of the 13th inst. "New Regulations" for Teachers' Certificates. 3. No, certainly not. 4. See answer to "C. B." above.

A. B. C. — The Dynamics and Statics will be covered by Gage's Physics, text-book used in the Normal School, Magnus' "Lessons in Elementary Mechanics," and the Hydrostatics by Hamblin Smith's "Elementary Statics." There is no one text-book which fairly covers the whole ground. Wormell's "Elementary Natural Philosophy" comes nearer to it than any other work with which we are acquainted, and in the hands of a good teacher may be made to answer the purpose fairly well.

W. J. — Write to the Secretary of the Education Department, Toronto, for a blank form of application.

INQUIRER. — 1. No. 2. The third Tuesday in January. 3. Make application to the Secretary of the Education Department. 4. At the EDUCATIONAL EXPOSITION, 423 Yonge St., Toronto, or of any educational bookseller. Price 10 cents each.

W. J. M. The Consolidated School Law, and the new Regulations are being bound together in one volume and will shortly be sent gratuitously by the Department to all School Trustees. Whether the Department will make provision for selling them and at what prices we have been unable to learn.