

as pupil in his laboratory, where she is practically employed and shows advanced knowledge. *Il n'y a que le premier pas qui coûte.* If her example be followed by a dozen fair Americans, the exceptions will soon prove a rule, and Germany no longer will bear the blame of withholding education from women.

Another triumph, which I have to mention, was the arrival of Mrs. Weber, the wife of Professor Weber at the University of Tübingen, to lecture on the necessity of extending the sphere of women's duties, beyond the precincts of the family. This lady for some years has addressed ladies' societies wherever they met, but this time it was not a ladies' society in which she came to speak, but a convention of men, who came from all parts of Germany to Wiesbaden to discuss the question of the mental development of the laboring classes. In proposing to take a part in their proceedings, this lady certainly transgressed the sphere until now open to the female sex in Germany, and she not only was received and heard with politeness, but also met with such marks of approbation and encouragement that she felt quite overwhelmed by the flattering praises bestowed on her. The president of the convention, commissioned by the society, gave her a beautiful bouquet of roses, with a memorial card in gilded letters in acknowledgment of her praiseworthy proceeding in coming as a pioneer of what women of this century ought to do. It was impossible to say more. Mrs. Weber has published her essays and speeches in a volume, under the title of "Social Duties of Families," a book well worth reading, and already in its second edition. If American ladies will visit the University of Tübingen, they may be sure to find in Mrs. Weber a friend who will helpfully further their claim to admittance to the lecture-rooms.

Mrs. Howe latterly has discussed the question of women's work as competitors in the market, and it would seem as if the opening for them was limited in consequence of unfitness. In America they seem to try the pen, just as they do here, with the notion it will be easy work. But why not do earnest work? A great opening for women is painting. Wiesbaden has, for instance, a manufactory of cartoons, which sells cards painted with flowers or ornamented with bouquets of leaves, which offers employment to many ladies of the better classes. These ornamented cards go to England, to America, over the whole world, and considering the immense number of cards required for sale, the demand is greater than the supply, for want of women workers fit for the task. An eye for colors and for graceful forms must be carefully educated, and we neglect to develop the sense of the beautiful. Fröbel wished to correct this deficiency in our training, in his kindergarten; but he did not succeed, for our schools undo what the kindergarten begins. We are as far off as ever from being a nation with artistic tendencies, where the sense of the beautiful overrules everything, as was the case in Greece. American women, however, have taste by nature. If culture helped them, they could bring back the golden era for which we long. If only stress were laid on their application in that line when young, and if schools existed to develop what nature has given them freely.

—AMELY BOLTE, in *Woman's Journal*.

A LITTLE TALK TO STUDENTS.

It is no easy matter after weeks or months of vacation from text book to get one's self into the right trim for systematic and continuous study. The mind, permitted to wander from one topic to another, as fancy or circumstance impels, and without fixed or definite purposes, is unable at first to set itself to the successful accomplishment of certain intellectual tasks in a certain fixed time, and according to a certain ideal standard. But use makes everything easy. It will take two or three weeks, perhaps longer, for some students to become adjusted to the routine of study and the recitation-room so it will not be difficult for them. But what young people go to school for is to learn how to study. The acquisition of knowledge is a valuable part of schooling, but its main object is to shape and sharpen and round and smooth and develop and harmonize the various faculties of the mind, so that when the student goes out into the world he may know just how to apply his mind rightly and accessibly to the solution of the problems of life, and to the due and orderly acquisition, arrangement and digestion of its facts. In solving an arithmetical or algebraic problem he is learning how to solve far more difficult problem that will be forced upon him in the course of his future life. In mastering a chain of logic so that he can state clearly and consecutively, in their proper order, its various links, he is learning how to find his way through future labyrinths quite as perplexing as any figured in the books. In making a translation from a foreign language into his mother tongue, he is cultivating taste, discrimination, expression, force, all of which will be of service to him every time, he opens his mouth to speak or takes a pen to write. In preparing a composition, every power of his mind is, or ought to be, laid under contribution, and he shows here the possible height of his high tide mark. Uniform submission to the rules and regulations of the institution of which he is a student forms in him the habit of obedience to lawfully constituted authority and prepares him for the duties of intelligent citizenship. And so every study and every exercise has its intrinsic value in developing, educating and training his various power. If at the end of an academic or collegiate course of study he has learned how to use his mind, how to control it, how to direct it, then he has attained the object and end of preparatory study.

The student who is obliged to go over and over and over again the same lesson before he can master it often envies him who at one reading or at two reading can make the lesson his own, and with but little effort shine in the recitation-room. But what is easily learned is easily forgotten. There are minds, but they are rare, that are as wax to receive impressions and as steel to retain them. In the great majority of cases, "slow and steady wins the race." Great erudition, like great wealth, is built up by slow and steady accretion.

Prizes, marks, honors, are very well for those who need such stimuli, or who are so made that they cannot willingly take second place in the ranks of their fellows. Biography shows that the taking of these in school and college signifies little with regard to high