

reading which can be satisfied in a library like this in which we are seated, and which will, I am convinced—and I speak from no narrow personal experience, but from a knowledge of what many have felt in all generations of mankind—prove a source of satisfaction which will not fail them in times of care or trouble, which is independent of seasons,

which is independent of the favour or disfavour of mankind, and which is, perhaps, the most precious heritage which has been given to mankind by the invention of printing. It is my duty now, in obedience to the command of the mayor, to declare this building, established to celebrate the jubilee of Her Majesty's reign, open to the public.

THE TECHNICAL EDUCATION OF WOMEN.

BY H.R.H. PRINCESS CHRISTIAN.

I WAS asked some months ago to write something for this paper, and I have been thinking a great deal about what I should write. It has struck me that a few words about women's technical education would not be out of place. It is a subject, I am glad to find, which is beginning to occupy a good deal of attention. Far be it from my intention to say one word in disparagement of the higher education of women, which must raise the tone of women's minds and develop their mental faculties; but I do feel that there is a tendency to carry such education too far, and to think no knowledge worth having which does not vie with that of men. I have always held that there is a great danger in this, first of all because I think it is a short-sighted policy. Those women who are forced by circumstances to earn their daily bread, seem to think that there is no field open to them but in competing with men on their own ground, with the disastrous effect of adding to the overcrowded market, and thereby necessarily lowering the rate of remuneration. Secondly, I feel most strongly all that we women lose by attempting rivalry with men. We lose sight of all we might be, and of the very high position we could and should hold in this world, by struggling to be a

weaker imitation of them. Exceptions only prove the rule. That small section of women whose minds are pre-eminently adapted for classical and mathematical learning, to them every facility ought to be given to train their best faculties, and enable them to reap their due reward.

There is a view of technical education which I should like to mention, as I think it is often overlooked, that is, the reason why home teaching, which in former days used to be handed down from mother to daughter, can now be taught to so much greater advantage in schools. Knowledge has so much increased, and the art of imparting it, that experts are needed to teach it accurately and well. For example, hygiene has become a modern science, absolutely necessary for every woman to study, in order that her house may be a healthy habitation. Gastronomy in its widest sense is a science. The choice and preparation of food suitable to climates and seasons, ages and constitutions, should be carefully studied and known. These subjects were but very imperfectly, if at all, understood by our ancestors. Much domestic work which was formerly learnt and practised at home is now handed over to special workers, and has come to be considered as a sepa-