

the present period, when women are novices at their work. Remember, many things which appear incontrovertible, are such for their age only, and must yield to others which, in their age, are equally so.

More important is your objection that women are not sufficiently accurate, nor do they possess nerve enough to enable them to succeed in the medical profession. The want of nerve, and the inaccuracy you complain of, I believe to be chiefly due to the education they receive, and to the inherited effects of generations passed under circumstances carefully calculated to prevent habits of self-control and strength of nerve.

Girls in boarding-schools are never taught method in any way; none of their studies lead them to be exact. They are taught routine as essential to the education of a properly brought up young lady, but in such a way that they abhor it, and come home intensely relieved to be able to throw it aside with their atlases, histories, and grammars. Moreover, they mix up routine with method, and think that a systematic person must lead the life of a mill-horse, eternally the same thing at the same time. As long as Euclid, Algebra, and Logic are excluded from the finishing-school repertory—as long as young ladies are not expected to be reasonable any more than a master-cook is expected to dance well—so long will they find it painfully difficult to fit themselves to be clerks or architects, or to fill any other position that requires business-like habits and nice calculation.

With regard to nerve, we cannot expect women to attain to any great control of themselves till little girls are encouraged to lead the same outdoor life as little boys, to take the same interest in beetles and dormice, tame rabbits, and guinea pigs. A child who has been accustomed to feed and care for numerous pets, to

whom the habits and ways of insects and reptiles are explained, will never scream at the sight of a mouse or faint on account of a bat. "Punch" tells us woman's sphere (fear) consists of rats, black beetles, toads, worms, spiders, and such like things, but that would not be true if girls were made to take as much interest in the colours and markings of a frog, a snail, or a caterpillar as they are in those of a flower.

If it were not taken for granted in society that young ladies *must* be frightened at such things, they would learn to exercise some control over their nerves, and not scream at the pulling of a bon-bon, or cry out when a pistol is fired.

I do not want such rough teaching as some young girls had at a school a few years ago, where a lady lecturer vivisected a rabbit and a lobster in their presence. This is perfectly needless cruelty to the animals, and outrageous to the feelings of the girls. Teachers and parents might however do very much for their pupils and children by looking upon every foolish display of excitement as a fault, and thus teach them self-management at a comparatively early age.

Every one knows how most women are worse than utterly useless at an accident of any kind; how they fly about aimlessly, faint and shriek, and how much calmness and steadiness on the part of a woman may do not only directly but also by way of example to others. But we must not expect our women to be ready for great emergencies when they cannot sit unmoved when a door is slammed or a dog barks suddenly. Truly it has been said that "there must be more vigour and strength in the bearer than in the burden, and the great thing we want now is a sounder education for our girls. We can afford to give up many of the "coxcombries of education," which will be far better replaced