

taste ; and so with many others of the various callings and professions.

Then how far should this mental difference, and the result to be obtained, influence our work in the school room ? The course of study prescribed for our public and high schools seems as well adapted to, and effective for the girls as the boys. The girls may not, as a rule, distinguish themselves in the higher mathematics, nor take to them as kindly as the boys do ; yet the mental discipline, that the study of these branches entails, must be of lasting benefit to them. But there is little in any of the prescribed studies, with the exception of literature, to develop domestic tastes, or give that variety of knowledge that girls require to have. I speak of girls particularly, for the boys, I think, have a much straighter and more favourable road than the girls have, over which to travel to grown-up land. And there is no subject on the list that could be prudently left out, as each forms an important factor in an evenly balanced education ; even if another could be substituted to answer the purpose ; for this knowledge the girls specially require is mostly of a nature not gained from books. There is one practicable way, and only one. I think, in which we can, in the school room, aid the girls in this respect ; and it seems a pity they should not have the benefit of it. Every teacher knows that apart from the list of subjects taught, there is a strong educating force at work emanating from the teacher's own character and opinions ; and here would appear the opportunity to point the way, at least, and encourage the girls to make efforts on their own behalf. A proper appreciation of the worth and nobility of domestic knowledge could be instilled into their minds ; they could be led to see what a blessing and influence there are in a well ordered

home ; and also led to see the counterpart of the picture, what vices, what crimes even, are engendered in an ill-regulated household, where the mistress is ignorant or neglectful, extravagant or unsystematic. Thoughtful and judicious teachers would doubtless find many opportunities for doing this without detriment to the branches more directly under their tuition. I remember a short address given by our headmaster once, at the opening of the new year term at High School, in which this subject was touched on in a very happy and effective manner. While speaking to us in a wholesome practical and energetic strain, calculated to rouse the laziest of us to renewed efforts, he expressed the hope that while the girls would make proper advancement, during the new year, in the subjects taught in the school room, they would at the same time be equally attentive to that subject taught in their homes—domestic economy. It is incredible with what dignity this subject was suddenly invested, when we met it thus, in the company of, and on equal terms with, such aristocrats as Latin, euclid and chemistry.

The boys, too, could receive in a similar way many kindly encouragements to manliness, worthy purposes, settled methods, firm endeavours ; together with various aids to make the most of their capacities and opportunities.

There is one paragraph in Miss Stewart's paper, to which I would take exception :—"It matters not how much a woman may have at stake in the country ; how ardently she may desire to see rights maintained, to see wrongs redressed—she may be intelligent, cultured, refined—all this counts for nothing in this land of which the highest ruler is a woman whose administrative abilities have been unquestioned : a man may be ignorant, uneducated, illiterate—