

would teach the pupils to beat time, also to assist them in private practice.

I should like also to speak of my method of teaching the different keys

in which the scale occurs, but I fear I have already taken up too much of your time. So thanking you for the kind and patient hearing you have accorded me, I shall close.

## EDUCATION OF WOMEN.

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AT a time when the question of a woman's education is so widely discussed, when concessions to traditional standards are no longer accorded, it seems to us quite proper to enter the rank of theorists and advisers upon the subject, and to ask whether the solution of this problem is to be found in the co-education of the sexes, or even in identical education.

In a human being the body first develops, then the semi-rational, or moral, and finally, the reasoning, or scientific, faculties. Taking up the possible objections, then, to identical education, we begin naturally with those affecting the physical condition. A woman's organization seems, in a great measure, to decide her sphere; her strength is ascertained in her development. Allowing that in the primitive state the two systems, nutritive and nervous, are the same in the sexes, the third, or reproductive, is totally dissimilar. As the girl's organization develops, her nervous system becomes excited by the peculiar physical changes that occur, and the brain, which is distinctly the seat of nerve force, is directly to be considered. If this be overtaxed, the strength needed to support blood, muscle, and nerve is diverted from its healthy and proper channel. Whatever is enforced or opposed to nature can only be harmful in its result, and if the normal course of the functions be disturbed, traces of such dis-

turbance must ultimately appear. We should also consider the short time allowed for the period of a girl's development as compared with that of a boy, and acknowledge the fact that in the primary schools, high schools, and colleges, the studies and regimen have been arranged solely in reference to the male organization, the female organization adapting itself accordingly. In our opinion, therefore, the quality, and not the quantity, of study constitutes the physical tax.

As regards the second step in education, the semi-rational, or moral, we cannot but agree with Montaigne that "too much learning stifles the soul, just as plants are stifled by too much moisture, and lamps by too much oil." The importance of a healthy, vigorous physique is realized when one appreciates how it sounds the keynote of the moral and emotional faculties, and in a state of weakness or disease transposes them to the minor. Contact with the beautiful and true in nature, intimacy with all that is noblest in art, literature, and science, tend to fortify and elevate the emotions so that the character can be purified thereby. In Plato's educational theory he believes that music, the spirit and foundation of the higher life, is to have a threefold use. First, for education proper, then for the training of the affections, and finally for a rational employment of leisure. In the wider sense, music as understood by the ancients was held