

nature of cause and effect,—know the efficacy of teaching by example, as well as by precept, and feel sustained in her deep responsibility by intelligent views in relation to her duties.

We do not advocate neglect of household duties. We would not abate a tithe of that delicate attention to neatness and order, which go so far to render home cheerful; we could not admire those attainments which have been gained at the expense of family comfort, or apologise for the burned meats, and muddy coffee, that often make their appearance without higher excuse than neglect. We believe in activity,—in the earnest urging forward of something worthy of sentient beings. We believe in thorough house-keeping, but think that is not all. A lady can, and ought to be a much better housekeeper if she has a good education. And she will be much better fitted to train her children and sympathise with her husband. We would wish to see Canadian females, as a class, receive a more complete and thorough education. Not to go to school, as they have done, too generally, awhile, then stay at home long enough to forget what they have learned, and on returning have the same ground to go over again. The young need to have truths presented to their minds in a kind of natural order. When they have accomplished one step in the difficult ascent of the hill of science, they are prepared to attempt another, and so step by step, they should be urged onward, until lured by the beautiful prospect, and enchanted with the flowers that begin to line their pathway, they press on to gain the summit. Our daughters can enjoy the noble expanse, spread out beyond, with as much zest as our sons. The melody of “the spheres” or the flowers of poesy will not charm them more, than the exact proportions of the temple of learning, whose severe, yet pure style of architecture they are just as capable of rearing, as their brothers. It may be said by some that they cannot afford to send their daughters regularly to school, or allow them to study long enough, to complete a course of school labor. That may be true, in some instances, and to such we would say, be sure and send your children long enough to get a good foundation laid, and a correct knowledge of the primary branches at least. Have them *really* know what they profess to study. Then if they must leave school, they can build upon this, a superstructure of no mean appearance, they can read and study at home