Governor or Lieutenant-Governor of those Provinces, with the advice, or with the advice and consent of the respective Executive Councils thereof, or in con junction with those councils or with any member or members thereof, or by those Governors or Lieutenant-Governors individually, shall, as far as the same are capable of being exercised after the Union in relation to the Government of Ontario and Quebec, respectively, be vested in, and shall or may be exercised by the Lieutenant-Governor of Ontario and Quebec, respectively, with the advice, or with the advice and consent of, or in conjunction with the respective Execu-tive Councils, or any members thereof, or by the Lieutenant-Governor, individually, as the case requires, subject, nevertheless, (except with respect to such as exist under Acts of the Parliament of Great Britain or of the Parliament of the United Kingdom) to be abolished or altered by the respective Legislatures of Ontario and Quebec.'

But Sir Francis has overlooked the important qualification which we have The powers conveyed by this clause are statutory powers not Indeed the clause we have italicised shows plainly that the marked in italics. powers of the new Lieutenant-Governors are to be all the powers of the old ones prerogative powers. minus the prerogative powers flowing by commission from the Crown. And this must be so for, if Sir Francis be correct, the powers of pardon with all other civil and military prerogatives formerly exercised by the old Governors would have been passed over by statute to the new Lieutenant-Governors; but we know, from Earl Carnarvon's letter, quoted above, that they did not so pass, therefore the clause in question has no bearing upon the prerogative powers exercised alone by commission from Her Majesty.

In considering this question it must be borne in mind that the men who planned the scheme of Confederation desired to depart as little as possible from a Legislative Union and not to create a federation of separate states. jealousies of Ontario and Quebec had rendered legislative union intolerable any longer, still, in separating these provinces, they designed them to be more of the nature of large municipal corporations than of independent states. It is not in reason to suppose that the Dominion Government of the day could sit in judgment upon an officer who possesses the prerogatives of the Crown and represents Her Majesty—that they should judge him even in the exercise of these prerogatives and censure or dismiss him. It is no business of English Conservatives, at any rate, to exalt these local governments. It is not their duty to values, at any rate, to exalt these local governments. It is not their duty to create new prerogatives or exaggerate the powers of local governors. Let the *Liberals* call out "privilege" when a Royal Governor follows the advice of his Ministry and "prerogative" when a Dominion officer refuses to do it. Let them throw the mysterious halo of royal prerogative around those whom Lord Car-narvon styles "important local functionaries." If M. DeBoucherville and his friends have infringed the British North America Act, let them suffer, but it is confusing and misleading to import the Crown into the discussion excepting by the most distant analogy. OUIS.

EDUCATION OF CANADIAN GIRLS.

(Continued.)

We closed our last article under this caption with a promise, which we now proceed to fulfil, a promise to describe what we conceive to be the ideal education for a Canadian girl of the nineteenth century.

First, she must receive a thorough grounding in grammar, geography arithmetic or what are usually termed the *common branches*. This is indispen-sable—a structure however exquisite reared upon a rickety foundation is so much labor lost. One word here on grammar especially, and this interests boys as well as girls. Young Canada true, we suppose, to its love of keeping power -true to the instinct that prompts it to conceal its full strengthis content to commit to memory the rules of syntax, without making practical application of them. It is hardly consistent, we think, for a grammarian to say application of mem. It is hardly consistent, we think, for a grammarian to say no matter how confidentially, "Between you and I prepositions govern the objective case." A young lady who speaks ungrammatically, it matters not how objective case." A young lady who speaks ungrammatically, it matters not how well educated she may be in some respects, is put down by the majority of cul-tivated people as knowing nothing. All then who would come up to the stand-ard of our ideal education must be well versed in the common branches. "This," you say, "is quite right. We desire for our daughter an education not superfi-yiel but there with this however is not all, we want her to be accommon between " you say, is quite right. We desire for our daughter an education not superi-cial but thorough, this, however, is not all, we want her to be accomplished." cial but thorough, this, however, is not all, we want her to be accomplished." "She must learn French, of course; music, too, is indispensable." "Drawing "She must learn French, of course; music, too, is indispensable." "Drawing and painting?" "Well yes, these things all cost a deal of money, but expense and painting?" "Well yes, these things all cost a deal of money, but expense is no consideration. We wish Mary to be second to none." "German and Italian have become very fashionable studies of late." "Very well, let her be Italian have become very fashionable studies of late." "Very well, let her be taught both." "In this day a lady ought to learn Latin and Greek—they are taught both." "In this day a lady ought to learn Latin and Greek—they are there something else of which you'd like Mary to get a smattering? You cannot there something else of which you'd like Mary to get a smattering? You cannot there something else of which you'd like Mary to get a smattering? You cannot expect her to excel in all these things; nor indeed in any one of them, if her time is divided among so many. How often we meet ladies, who have had the time is divided among so many. How often we meet ladies, who have had the reputation of being accomplished; but, who now have nothing left of said accomplishments, save a pile of sheet music in a portfolio, a shelf full of French accomplishments, save a pile of sneet music in a portiono, a sneit full of French and German books, never looked into these many years, and a few pictures— wondrous triumphs of art—done during boarding-school days. If these ladies, instead of having served a brief apprenticeship in the whole round of accom-lishments had simple to be a present we branches they would be plishments, had aimed at excellence in one or two branches, they would have plishments, had aimed at excellence in one or two branches, they would have retained through life such a knowledge of them as would have been a source of pleasure to themselves and others. You don't give your boys a hasty skirmish through all the professions; you consider a jack-of-all-trades rather a poor sort through all the professions; you consider a jack-of-all-trades rather a poor sort a fellow. In educating your boys too, after the general foundation has been of a fellow. In educating your boys too, after the general foundation has been laid, you consult their tastes and natural ability, before choosing a profession for them. Have girls not natural taste or ability worth consulting? We have seen a small fortune and an incredible amount of time squandered in the endocument a small fortune and an incredible amount of time squandered in the endeavour to make a musician of a girl, who had no ear, could hardly distinguish "Yankee Doodle" from "Old Hundred." The same girl had perhaps a talent for lan-Buages ; but this natural gift was either entirely overlooked or very little time or guages ; but this natural gift was either entirely overlooked or very little time or poportunity given her for improving it. Our ideal Canadian girl is accomplished --decidedly so--but instead of knowing a little about all accomplishments, she

excels in one or two branches, choosing, of course, those for which she has the greatest natural taste or ability.

We are quite aware of the fact that circumstances alter cases, that the education we prescribe is not practicable in every individual case. It is, howequivalent we preserve is not practicable in every individual case. It is, now-ever, within the reach of thousands of the daughters of our land, were they but made to feel the importance of attaining it. While we are justly proud of our public school system, while the course of study it affords cannot be too highly prized, still there is necessarily much comprehended in the term "finished education" which it cannot furnish. In our opinion it is quite possible for a girl to be well versed in the mechanical drill of school life; able to work every problem in McLellan and Kirkland's Arithmetic; able to spell every word in Worcester's Unabridged Dictionary ; yes, and even able to carry off her first or second class Normal School certificate, and still not be *educated*. This seems a sweeping assertion, but is it not true nevertheless? We are reminded of a a sweeping assertion, but is it not true nevertneress? we are reminded of a case in point. Miss —, we'll call her Miss Jones, who attended the L—— High School several years ago, and who now has a first class A from the Normal School of Toronto. Her memory was prodigious. Let anything in the form of a fact, a definition, or a date once come within her range, and it need never again think of escape; there it was securely fixed awaiting examination day, when it was brought out for inspection and then carefully put back on its peg But her memory was not the most wonderful thing about Miss Jones. again. Her mathematical faculties were even more surprising. The way in which she managed those compound conglomerate interminably involved problems, in which every quantity seemed to be an unknown quantity ; the way in which she dissected them and piled their distorted limbs in regular classification, and finally, after a hasty summing up of component parts and primary constituents, she announced the answer required, we say the way in which she did all this was the sublimest of mysteries. And still, while Miss Jones shone in the school room as a star of the first magnitude, elsewhere the star seemed to be in a per-petual state of total eclipse. Her taste was entirely uncultivated; she seemed to have no idea that the knowledge gained in school could be put to any use save that of answering questions and of gaining certificates. Now do not misunderstand us; we do not say that all who receive their education at the public and normal schools are like Miss Jones. We do not say that because there are a good many like her, that this proves that the school system is to blame. It only proves our assertion that there is much comprehended in the term "finished education," which it cannot furnish. You say your circumstances are such that it is not possible for you to attend a university, academy or boarding school. We do not consider this necessary, though in instances where it is practicable it may be both beneficial and desirable. Books, the writings of standard authors, works on history, science, art, etc., etc., are within the reach of all in these days of cheap publications and public libraries. From these may be gained that acquaintance with literature, that fund of general information, that taste and refinement, which make well-read persons so distinguishable from others. There are especial reasons we think why a lady should cultivate a taste for reading, her time and attention being to a large extent devoted to trifles, there is a danger of her mind becoming warped and narrow if it is not given a flight now and then into a higher atmosphere. She is in danger of having her sympathies entirely restricted to the things immediately about her, as her opportunities for entirely restricted to the things immediately about her, as her opportunities for becoming acquainted with the different ranks and conditions of people by personal contact, are necessarily comparatively limited. Every lady is ambitious to excel in that most prized of all accomplishments, "the art of conversing," while it is true that to a great extent it is a natural gift, still the gift itself will prove a curse rather than a blessing, unless the mind is cultivated and furnished. An ignorant person endowed with a love for talking, is of all people the most to be pitied, (except those who have to listen), while one, who is naturally silent will on occasions even wax eloquent, if the mind is stored with things worth saying. Now we imagine Sir Knight that you shrug your shoulders at this point, saying. Now we imagine Sir Kinght that you sinug you shoulders at this point, a sarcastic smile curves your lips, as you lay down the SPECTATOR and shake the ashes from your cigar. You are not fond of these people that talk like books. You've seen girls, like animated editions of Magnal's Questions with all the rouve seen girls, nice annualed contons of Magnat's Questions with an the answers affixed, ready to correct a fellow if he makes a slip. You sigh drearily at the remembrance of certain encounters with these maidens, and say in the pathetic slang of the day, "Give us a rest." Sir Knight we sympathize with you. We too have met such people, and they are *not* the most delightful company, especially if one's own imagination on some points is a little vague. It is not, however, that they have too much information, but that they have not enough to tell them how to use the little they do possess. "What is it," asked a young gentleman the other day, "that makes Mrs. M—— such a charming companion? She always has something interesting to say on every topic. No matter how commonplace the conversation may be at its beginning, it always becomes delightful when she joins it. She must have received a splendid education to be so well informed on every subject." In reality Mrs. M——'s educational advantages had been below the average. She had never attended any other than the district school, and that but for a short time. Private reading, not embracing one class of books merely but many, had made her the charming and cultivated woman she is to-day. If your school training has from any cause been defective, reading will do much to supply the deficiency; if on the other hand you have gone through a pretty thorough course of study, deem not that on this account general reading can be dispensed with. Without it your on this account general reading can be dispensed with. Without it your education will make little or no impression—no *favourable* impression—on the great majority of people. As well expect them to see beauty in a triumphal arch without its decorations, or to appreciate the grandeur of one of Mozart's sonatas by showing them the written music. Too much cannot be said in urging the necessity of general reading. It is something which is too often neglected, and still we have only to mark the results in cases where it is not overlooked, to see its peerless value as an educator overlooked, to see its peerless value as an educator. And now our ideal girl stands forth in fair proportions, one touch more and

She must be versed in all the mysteries of domestic the picture is complete. She must be versed in all the mysteries of domestic affairs; able to do everything in a house, from cooking pork and beans in the affairs; able to do everything in a house, from cooking pork and beans in the affairs; able to do everything room tastefully. You say you have servants !