

argues that as woman's intellect is not inferior to man's she is entitled to the same rights in society, law, the state and the church. We think her conclusion is altogether unwarrantable, and while we have no desire at present to discuss the subject of "Woman's Rights," we would say that the question is not one of relative mental capacity at all. The fencework between the positions of men and women is not an arbitrary or legal one but one of nature's making, and which in the nature and fitness of things cannot be broken down. If we do so, where are we to replace it? If not at all; then Boadiceas and Joans, equipped with swords and bucklers, may again take the tented field and Penthisileas again lead on their bands of Amazons to battle.

A thorough knowledge of the ordinary branches of an English education, we consider a necessary substratum of a subsequent knowledge of the higher branches. As it will be our work to train the unfolding powers of the mind from almost the first dawning of thought to the full development of intellectual vigor, our mode of disciplining those powers and imparting knowledge, must be skillfully adapted to the various stages of progress. This we will endeavour to accomplish by arrangements such that the pupils will rise, step by step, from one department to another, as they may be found qualified. A certain standard of attainment will be required in order to gain admission to each department above the primary, and the test examinations will be held at the close of each term, when those who come up to the required standard will be admitted, and those who fail to do so turned back.

A regular and fixed course of study, extending over a number of years, will be pursued. Students in good standing on completing this course, and passing the required examinations satisfactorily, will be entitled to receive suitable diplomas. This arrangement, we feel assured, will stimulate the students in every department to the greatest industry.

We anticipate the cordial support and coöperation of parents and guardians. This can be evinced by assisting in various ways to carry our different arrangements into effect. Nothing serves better to stimulate a pupil to industry in his work, than the frequent visits of his parents and friends to his school, and their witnessing his appearance in his classes. We shall expect parents and guar-