

in the high school is to induce in the pupils such dispositions that they can be relied on in school and out of school, and after they leave school, to decide wisely and act rightly. It remains for the teacher definitely to

apprehend the steps by which this elevated plane of living can be reached. Exhaustive treatment of the matter is out of place in this paper, but a few plain details ought to be given.

(To be continued.)

WOMEN'S EDUCATION.*

BY THE HEADMASTER OF CLIFTON COLLEGE.

IS it necessary to say anything to you about the value of education? I think it is; because so many of the processes of education seem at the time to be drudgery, that any glimpses and reminders of the noble results attained by all this drudgery are cheering and encouraging. The reason why it is worth your while to get the best possible education you can, to continue it as long as you can, to make the very most of it by using all your intelligence and industry and vivacity, and by resolving to enjoy every detail of it, and indeed of all your school life, is that it will make you—*you yourself*—so much more of a person. More—as being more pleasant to others, more useful to others, in an ever-widening sphere of influence, but also more as attaining a higher development of your own nature.

Let us look at two or three ways in which, as you may easily see, education helps to do some of these things. Education increases your interest in everything; in art, in history, in politics, in literature, in novels, in scenery, in character, in travel, in your relation to friends, to servants, to everybody. And it is *interest* in these things that is the never-failing charm in a companion. Who could bear to live with a thoroughly uneducated woman?—a coun-

try milk-maid, for instance, or an uneducated milliner's girl. She would bore one to death in a week. Now, just so far as girls of your class approach to the type of the milk-maid or the milliner, so far they are sure to be eventually mere gossips and bores to friends, family, and acquaintance, in spite of amiabilities of all sorts. Many-sided and ever-growing interests, a life and aims capable of expansion—the fruits of a trained and active mind—are the durable charms and wholesome influences in all society. These are among the results of a really liberal education. Education does something to overcome the prejudices of mere ignorance. Of all sorts of massive, impenetrable obstacles, the most hopeless and immovable is the prejudice of a thoroughly ignorant and narrow-minded woman of a certain social position. It forms solid wall which bars all progress. Argument, authority, proof, experience avail nought. And remember, that the prejudices of ignorance are responsible for far more evils in this world than ill-nature or even vice. Ill-nature and vice are not very common, at any rate in the rank of ladies; they are discountenanced by society; but the prejudices of ignorance—I am sure you wish me to tell you the truth—these are not rare.

Think, moreover, for a moment how much the cultivated intelligence of a few does to render the society in

* An Address given to the mistresses and girls of the High School, Clifton, on the occasion of the distribution of certificates.