

of the child on the activities of life—hence the great importance of such subjects as English, civics and history, geography, singing, and a study of nature not only in the primary, but in the secondary schools and in the universities. If all curricula gave due recognition to subjects of real human interest and value, many forms of study inflicted on pupils by mere tradition would give way to something better; and the proportion of time given to remaining subjects would be drastically revised. For instance, recent events show the necessity for a more general knowledge of physiology, temperance, and home nursing.

In this connection, special mention might be made of the teaching of science in secondary schools. At present chemistry, physics, or sections of physics, agriculture, botany, home science, and other science subjects are taken up. Though in connection with these subjects there is more experimental work done than formerly, there is still a great amount of formal or abstract teaching of science, and even the experimental work is often of a very mechanical character. Unless the study of these sciences is carried beyond the ordinary secondary-school stage to the University, the pupils can be said to have taken only elementary science, and for this purpose as well as for real educational purposes the study of general elementary science would serve equally well. In fact, University professors generally declare that they would distinctly prefer that students had completed a course of general experimental science rather than that they should attempt to specialize in the secondary school in light and heat, or chemistry, or botany.

This seems to indicate that all secondary pupils should for at least three years take general elementary experimental science, which is the necessary foundation for any later specialization. This general course should in the case of boys' schools find the material for experiment largely in connection with agriculture. In the case of girls' schools, the material for experiment should be taken largely from home or domestic courses. In these ways, without attempting at the outset a definite course in either agriculture or domestic science, boys and girls would in the first place receive a sound training in the methods of science, and in the second place would apply those methods to something possessing a definite human value and interest. Further, it may be pointed out that, without in any way prejudicing the intellectual opportunities of girls as compared with boys, the above method would provide for all girls an intelligent study of home and domestic affairs, without which the women of the future cannot meet the imperative need of the future for a better management of the home and of all women's work, on which the welfare of the race so greatly depends.

#### EDUCATION OF GIRLS.

While on this subject of physical development of pupils, it is of special importance that we should give more attention to the development of health and vigour in our girls. It should be our aim to secure for them sound minds in sound bodies, the development of large lungs, clear heads, warm hearts, well-formed frames, and good nerves.

The value of sunlight, fresh air, exercises, wholesome food, and adequate rest cannot be too strongly emphasized in their interests. A number of girls by reason of their close study and other conditions are getting their higher education at the expense of their health.

The moral and physical welfare of a country depends primarily on the training and healthy upbringing of its children. This is the special work which nature and custom has assigned to women, and we must therefore provide our girls with that type of education which will enable them to discharge those duties efficiently.

The duties incidental to managing a home and rearing children can no longer be left to intuition, but are matters upon which girls should receive instruction. Much has been done for the encouragement of girls to learn domestic science, and the value of this aspect of the education of girls cannot be overestimated.

When we consider the influence exercised by a mother in forming the character and disposition of our young people, it is necessary that our girls should be given an all-round training in order that they may become good wives and good mothers.