

interest of the teacher. The sympathies of parents are aroused instantly by the complaint of a child, and although it is often acknowledged that home teaching did not answer, with the unlimited authority of a father and mother to hear upon it, yet the only power frequently delegated to a stranger to achieve the difficult work, is permission to bring on the pupil rapidly, without one disagreeable or unwilling effort on her part. I have heard mothers own that their daughters have been at school from childhood, and yet are not half educated, and wonder over the cause, seeking remote reasons in the idiosyncrasies of their children's dispositions, certain mental characteristics, their high spirit or volatility: no doubt there are favorable and unfavorable combinations in the faculties of different children, but the one great abyss that separates the ill educated from the highly cultivated, where the advantages have been similar, is want of submission to proper authority. I do not mean mere physical obedience; there are few children that would refuse that; but submission of the heart and will, a *desire* to meet the teacher's requirements. This is one of the lessons that must be taught by parents or left untaught. A teacher can often gain the same end by working on other feelings or exciting other emotions, such as shame and emulation, but the labor is tedious, much precious time is lost, and the moral effect often injurious. It has been well said, that "the first and most important lesson in life is submission." A child's submission to its parents, and to those entrusted by its parents with its control, should be entire. To teach this submission is not a matter of taste, or choice: it is a holy and imperative duty. The anger of God follows the undutiful child. Oh! what a cruel inheritance for a parent to bequeath.

It would be well that no one, under any circumstances, should be employed in the capacity of teacher who is not entirely deserving of confidence; that the most careful inquiry should be made into qualification and character; and all human foresight used to insure a wise selection. But the choice once made, perfect control should be given over the pupil, until good and sufficient reason was offered for the contrary, and when such reason did occur an immediate change should be made, and not a languid fault finding, frequently carried on in the presence of the pupil, and her opinion and criticism taken into consideration, with attendance continued, of course utterly without any beneficial result. Let parents be plain spoken to teachers, and be quite sure that they never condemn them for doing their duty faithfully. The most indulgent mother would be dissatisfied if, after months of supposed study, her darling showed no improvement, and yet she may have been ready to censure any course to ensure that improvement, which proved unpalatable to the pupil. None know, but those who have tried it, the time that is lost in alluring and coaxing a reluctant or self-willed child over a mental difficulty, that might be conquered at one sitting, if prompt submission were a habit, and she knew home discipline would support school training. This is one reason of the necessity for long school hours. If pupils wasted no time in smothered rebellion, indolence, and idle conversation, their work would be achieved successfully in half the space that is usually allotted for it. But if, with the ordinary five or six hours in school, we count the allowance for the practice of music, and for preparatory study, the period taken up in undutiful parleying, in unwilling obedience to the letter and utter disobedience to the spirit of the parental commands, we have a day of discontent, unhappiness, and sin, the sight of which would make the angels weep, as portraying the life of those who should be Christ's little ones, the lambs of His fold, the sheep of His flock.

This is not the place to enter upon the technicalities of intellectual training; my design is to present a broad and general view of the subject; particular views and systems of teaching are only interesting to the profession. I will merely remark, however, that I think memory should never be cultivated at the expense of the judgment, and no forward step should be taken until the present position is perfectly mastered. It is not enough to be able to do or say a thing, it must be understood and applied. It is too much the fashion to press on to the higher branches of study, while the preliminary ones are neglected—another consequence of beginning to learn late, for grown girls do not like to be toiling at work that should have been accomplished years previously: and thus, we often hear of young ladies pursuing Algebra and Latin who cannot write a dozen pages of good English, or read with correct pronunciation and proper emphasis. I am of Lord Littleton's opinion, who, in a speech delivered as President of a Mechanics' Institute, regretted that the old fashioned accomplishments of fine reading and correct orthography were falling into disrepute among their more high sounding and brilliant rivals. I do not mean by this that children should be restricted to rudimentary studies, but that the chief part of their time should be given to a thorough grounding in fundamental principles, until mastered. One great difficulty of a teacher is to secure the hearty