

own judgment, to be her own law-giver, to transmit the lessons of her youth, through the influence of her womanhood, from generation to generation, far beyond the limit of human calculation. Who dares sit down quietly to consider the result of his individual influence, to muse on the effect of his actions and words upon those with whom he comes in daily contact? Certainly not the teacher. He would be overwhelmed, and crushed, and tempted to throw up the business of his life in fear and despair. Rather must he take refuge in the avowal of his own insufficiency, and, closing his eyes to the world, open them to the light of Christ, that he "may perceive and know what things he ought to do, and also may have grace and power faithfully to fulfil the same."

What position in life requires a greater diversity of powers than that of the Principal of a school? He must be "all things to all men." We are told that it is impossible to please everybody, and no one disputes it; yet the schoolmistress must adapt herself to everyone, so far as she can, while, at the same time, she strives to maintain individuality and decision of character. She must endeavour to meet the wishes of parents, even though they should know nothing of practical education; she must meet also the theories of the amateur educationist, who very frequently has no knowledge of teaching at all, not even that derived from the