

securing their attention to their books; and fewer complaints from parents and teachers about the want of application in young girls. These girls are expected to remain in the school-room till a suitable age to enter society; and to that period they look forward with delight, as too many instances show them that to mingle in fashionable society needs but little attention to the prosy studies imposed upon them by their masters: a little French, a little music, a glance into the current novels and—but you have heard this a hundred times before. The subject is miserably threadbare; and is it any wonder? People talk and sermonize about young ladies giving so much attention to fashion and fancy; but never do they raise a finger to lighten the burdens of their suffering sisterhood; or point them to a land of freedom from this bondage as they are pleased to call it. How do these eloquent moralists expect them to act differently? Does the archer select his arrow and draw his bow without first seeing the bird at which he aims? Will the hound run all day without once having seen, heard or scented the track of the deer? Does the teacher struggle on with those twenty-six tiresome characters till the urchin has learned them every one, without one thought that this is to enable the child to read? If such labor can be accomplished without an end in view, we will admit that it is possible for a young girl to willingly toil through years of uninteresting study without having some object higher than that of perishable fame as a prize winner, or the pleasing though painful excitement of a public examination, resulting in little more than the exclamation, “very good for a *girl*!” or perhaps a kind friend expresses the hope that she may go to the States and finish her education at Holyoke or Vassar (why have we not a Holyoke or Vassar?); but in the same breath adds, “O you’ll never get through though. Before your course is half finished you will be content to give up those musty fusty studies, and open the book of life at the interesting chapter of matrimony. Such is life, my dear.” Poor dear! Why do you leave her under the impression that if she does not take a college course and settle down as her mother and grandmother have done before her, she has missed the standard of true womanhood? Why do you not encourage her studies till she has acquired a thorough education which shall be of incalculable service to her in whatever sphere she may move? Show her that if she has talents it is her *duty* to improve them. Let this be the object in her life, and see if she will fail to attain to it. Reader,

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