

feminine mind, as it too often presents itself, after the usual fashionable routine of education has been completed.

Another cause of failure is the want of interest shown by parents in the education of their children. Many think they have done their duty when a teacher or school is selected, and the bills paid. Not so. A child is the reflex of its parents; what is prized by them must be valuable, not otherwise. If no anxiety is felt at home about its progress, there will be comparatively little shown by the child; the parental standard of education will be its standard. If cultivation of the higher faculties be esteemed lightly by the parent, then the teacher may look in vain for any energy and earnestness on the part of the pupil to surmount the difficulties in the way of her intellectual progress. People are so indifferent sometimes to the importance of education, that they will employ inefficient teachers, because they sympathise with their circumstances; or perhaps the individual in question may be a relative, and must be supported. Unfortunately, there is no profession where so much imposition may be practised; and teaching is often taken up as a last resource by persons incapable of doing anything else. Better sacrifice any thing, rather than a child's education: no influence nor motive should sway the choice of a teacher, but a desire for its good; and if charity must be done, let it be done disinterestedly, or at least without inflicting injury on our children. Masters are not permitted to assume the tutorship of boys without some proof of their fitness—perhaps College honors, or a Normal School certificate. Grammar Schools and Common Schools are taught by teachers tested by carefully selected judges; but in girls' education any destitute lady-like woman, or orphan daughter of respectability, assumes to be competent to the task, and entire fitness is never called in question, or success made the test. I mean by success, success in developing the faculties of the pupil, and producing something worthy of the name of *education*; not, certainly, *success* in securing large attendance of pupils, the only test which too many persons ever think of applying. The qualifications already enumerated as indispensable in forming the lady, indicate, so far as they go, the qualifications essential to the teacher. If scholarship were the test alone, then the important elements of elegance and feminine accomplishments might be neglected, while one who excelled only in the latter would be in danger of overrating their importance in the eyes of the pupils. A mind equally balanced, appreciating each development justly, and keeping in view the perfect whole, is the most desirable for such a position. In any special department the services of competent masters can be had; but as every one is liable to value too highly his peculiar art or science, it is the especial duty of the Principal to estimate correctly the relative importance of each branch, and impress such estimate on the pupil's mind. Some kind of provision might be made, possibly, for determining the fitness of lady teachers. The public provision that already exists comprehends only a course of study in certain English branches, which, alone, will never recommend itself to the polished circles of aristocratic society; hence the demand for private schools, to meet the main requirements of that class, viz., the accomplishments, and a certain polish of manners: if more of the intellectual could be added, it would surely be an improvement, and I believe would be welcomed.

A thorough understanding and co-operation between parents and teachers is absolutely necessary for success. Young people naturally dislike hard work, and yet there is no reward in the field of learning without toil. There *must* be times when the daily exaction of study is irksome, and the duties of school are antagonistic to the inclinations. In such cases the teacher has two alternatives, to let the fault pass unnoticed if the conscience will permit, and which in many cases will please parents as well as children, or to show displeasure by censure or punishment, as the fault may require. The latter course appears the only one open to common sense and common honesty, and yet it is perilous to the