

porcupine-quills. Our parlor is ornamented with several very pretty specimens of their ingenuity in this way, which answer the purpose of note and letter-presses, flower-stands, and work-baskets.

They appear to value the useful more highly than the ornamental articles that you may exhibit to them. They are very shrewd and close in all their bargains, and exhibit a surprising degree of caution in their dealings. The men are much less difficult to trade with than the women; they display a singular pertinacity in some instances. If they have fixed their mind on any one article, they will come to you day after day, refusing any other you may offer to their notice. One of the squaws fell in love with a chintz dressing-gown belonging to my husband, and though I resolutely refused to part with it, all the squaws in the wigwam by turns came to look at "gown," which they pronounced with their peculiarly plaintive tone of voice; and when I said, "No gown to sell," they uttered a melancholy exclamation of regret, and went away.

They will seldom make any article you want on purpose for you. If you express a desire to have baskets of a particular pattern that they do not happen to have ready made by them, they give you the usual reply of "by-and-by." If the goods you offer them in exchange for theirs do not answer their expectations, they give a sullen and dogged look or reply, "car-car" (no, no,) or "carwin," which is a still more forcible negative. But when the bargain pleases them, they signify their approbation by several affirmative nods of the head, and a note not much unlike a grunt; the ducks, venison, fish, or baskets are placed beside you, and the articles of exchange transferred to the folds of their capacious blankets, or deposited in a sort of rushen wallet, not unlike those straw baskets in which English carpenters carry their tools.

The women imitate the dresses of the whites, and are rather skillful in converting their purchases. Many of the young girls can sew very neatly. I often give them bits of silk, and velvet, and braid, for which they appear very thankful.

GOVERNESSES.

PERSONS of limited income, whether derived from trade or other sources, often educate their daughters with a view to their becoming governesses, under the idea that such a course will best advance them in life. It is generally expected and supposed, that a governess should teach, or at least be able to superintend every branch of instruction, and it is consequently necessary that she should learn every thing. As soon, therefore, as she can read or write, she is placed upon a music-stool, and devotes several hours a day to the practice of the piano-forte, the harp, and singing. A French master is also engaged, and, after the lapse of two or three years, probably a dancing and an Italian master are added. Parents generally take the qualifications of the instructor upon trust; and the expence being an important consideration, when a school is chosen, it is most commonly one which gives the greatest apparent quantity of instruction for the least money. The fact that their daughter is learning French, Italian, music, drawing, and dancing, satisfies the parents;—they do not inquire how and in what degree the information on all these matters is obtained, nor how the moral and mental education proceeds; the characters and capabilities of the several teachers are never ascertained, their influence over their pupils never considered;—and the pupils, though educated expressly to instruct others, are not taught how this object may best be effected.

The early education of children mostly falls under the direction of females, and this task requires few or none of the ornamental arts of life: it calls for the exercise of a sound judgment, calm temper, steady perseverance, unrelaxed energy, warm affection, and subdued sensibility, combined with a simplicity of taste and feeling which can enter into the thoughts, actions, and dispositions of childhood. The cultivation of these qualities, then, should be the aim of those whose position in life obliges them to educate their daughters for the situation of instructors. A person so educated would rise merely from the force of her

superior character;—and she would not despise those whose honest ambition had made her what she was, nor would she be unfitted to fulfil her duties in the same sphere with them pleasantly and advantageously. The more wealthy classes, who are generally sensible of the importance of a good education, need persons who can be trusted with the early management of their children; and they daily feel and lament the small number of those who are really fitted for the task. Those, then, who are possessed of judgment, temper, and practical knowledge, will be more sought and better rewarded than the mere musician, artist, and linguist. We do not mean to exclude these arts from education; but we protest against their cultivation to the total neglect of all the higher qualities of the mind.

One language thoroughly acquired will be worth more than three partially learnt, and we therefore urge upon parents and instructors to limit their ambition to the real quality rather than to the apparent quantity of such acquirements. French is now so universally understood that it serves as a medium of conversation among all European nations;—this should be the first, and where situation prohibits greater acquirement, the only language taught; circumstances and taste must decide upon any further attainments.

Music is perhaps the most desirable accomplishment that a female can possess, and the one in which she is most likely to excel. It is altogether a domestic employment, and may form either a recreation or a study; it will confer either solitary or social pleasure, and may be made an innocent incitement to virtuous ambition and a rational source of delight. It calls for the exercise of many of the intellectual faculties, and while it addresses itself more especially to the sensibility and the imagination, it also demands the exertion of the moral habits of industry and patience. But with all these recommendations, the organic formation of the pupil must dictate the propriety of making music a study; it is worse than folly to pursue it unless nature has given the means: the time and application that are in such cases uselessly bestowed would, if wisely directed, produce valuable results in some other way.

Drawing is an art which engrosses much time, but which is seldom really acquired or properly pursued. The object in learning to draw is, or ought to be, to acquire the power of copying correctly the forms of nature or of artificial objects. Where this is not done, nothing practically useful has been accomplished.

One of the accomplishments we would wish to see cultivated among females, and which is greatly neglected or wholly overlooked, is the art of reading aloud. It is a most healthy employment when used discreetly, since exercise is as advantageous to the lungs as to all other parts of the human frame. The ability to read aloud agreeably is also a truly domestic acquirement; it will be another link in the chain which binds men to their hearths; it will amuse the young, cheer the old, and instruct the ignorant.—*Quarterly Journal of Education.*

Responsibility of the Teacher.

WHEN you bring a teacher into one of your primary schools of forty or fifty children, and put him in communication with their opening and ductile minds, what is the task which he has before him?

In the first place, what is the material upon which he is to exercise his skill; which he is to mould and fashion and polish? If it were a coarse and vulgar substance, it might go into rough hands and take its chance. But it is something infinitely more precious and ductile than the finest gold. It is the intelligent, the immortal, or rather, it is half a hundred such minds, sparkling around the teacher, and all opening to his plastic touch. It is, what shall I say? a substance of the finest mould that can be fashioned and chiselled like the Grecian Apollo! No! it is a spiritual essence fresh from the skies. It is a mysterious emanation from the infinite source of being and intelligence, an immortal mind,—ever present, though always invisible, in the school-room,—seeing, hearing, thinking, expanding; always ready to take the slightest impression for good or evil, and certain to be influenced every hour, one way or the other, by the teacher. What a responsibility! What a task!