

necessary information than the retirement of home. She can there compare her mental powers and standing with others of her age ; she discovers her moral shortcomings ; she cannot help finding out that she is peevish or passionate, and that the respect and love of her schoolfellows depend on overcoming her failings. In spite of the foolishness of youth, she will see that the popular and best liked are the truthful and independent ; and if a high moral tone pervades the establishment, there will be the pressure of public opinion on a small scale, which will work very beneficially on the character of the children. There is an atmosphere of impartiality about a school that is almost unattainable at home, which is admirably adapted to dissipate any false impression of superiority : the young pupil will not be blinded to her deficiencies because mamma and papa tenderly appreciate her lukewarm efforts ; she knows well enough *that* will not advance her in her class, or help her to excel her schoolfellows ; and her happy confidence in the criticism of indulgent parents gives way to a consciousness that actual merit is the only test, and industry and perseverance the only paths to eminence. There is no doubt that submission and discipline might be taught at home, as well as at school ; but are they, generally ? It is good for a child to be so many hours of a day under control ; she learns to govern her temper, and be forbearing ; she has not the same inducements to idleness and disobedience, for all are busy and all obey ; and youth cannot help moulding itself on the model offered for imitation. Now, this training is not to be arrived at in private tuition. The child has no opportunity of comparing herself with her superiors : she has no gauge by which to estimate her powers, and will grow up conceited and overbearing, or run into the opposite extreme of excessive diffidence, according to the peculiar disposition : but either fault would be obviated by intercourse with others, the shy and modest learn to value themselves more correctly, while the self-sufficient have their proud front lowered. Few parents are firm enough to adhere to their own rules : it is hard to withstand the pleadings of a pet child, even when the request is to its own injury ; and domestic duties, sickness, visitors, in fact the most ordinary events of life, are so many obstacles to regularity. A child reared altogether under the paternal roof is somewhat similarly situated to a young Prince, in danger of never hearing the truth ; it is the interest of those surrounding her to keep her self-satisfied ; she is quite aware that her relations have a high opinion of her capacity and progress, she feels that she is an object of anxiety to her family : her efforts are magnified, her talents praised, and every step appreciated. The result of such a course must be disappointment.

So much in favor of schools. But school teaching often proves a miserable failure. Granted that the system of study is admirable, what is the cause of this failure ? One of the most obvious reasons is the late age at which children are sent to school. They form low tastes, for dress and exciting amusements for instance ; and not unfrequently, except in well regulated families, become disobedient as a rule, unless obedience is pleasing. After a while, at ten, twelve, thirteen, or even later, as the case may be, one parent, perhaps both, become aware that their little girl, who is the object of their tenderest affection, is growing up unmanageable and ignorant, and she is sent to school without one hour's preparatory discipline. Dislike for study is the consequence, and before the pupil's mind has had a chance of development, her