

bility comes upon them of deciding how this is to be done, and to whom the work is to be entrusted. The question is often settled lightly—motives of economy prevail at times—the example of friends or neighbors is followed at others; the children's own preference is frequently consulted, and again the force of circumstances sometimes leaves no choice or alternative but to accept what is offered nearest at hand. It may be granted that all parents, whether they



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have the courage to enforce their wishes or not, earnestly desire the best for their children—they are willing to make sacrifices on their own part and if they are content with less than the best the reason is generally to be found in their reluctance to thwart the fancies or overcome the resistance of the children themselves. The years of school life are the formative period—the home influence is no longer felt so directly or so perpetually, and the training of the child passes largely into the hands of those who are not connected by natural ties and whose motive is not based primarily on natural affection. The whole after history of the individual rests largely on the character of the training given, the environment in which they are spent. There is no need to press the claims of education in the ordinary acceptance of the word—people are all anxious to