

burden of supporting ill-ordered and spendthrift households. Mothers sometimes retain too tenaciously the reins of domestic government; if they would devolve some of their duties on their grown-up daughters, it would prove beneficial to both. A few errors must be overlooked at first; a few failures in marketing, a foolish investment now and then in shopping, must be expected, and cheerfully endured; but a little practice soon enables the tyro to choose and purchase with almost the success of her elders, while her mother has the happy consciousness that when the time comes for them to part, it is not as an inexperienced child she sends her away to learn her lesson in bitterness and alone, but hopeful and confident of the future.

It now remains for us to enquire what are the best means within our reach of providing this education for our daughters. Many persons, who estimate education highly, entertain a deep-rooted distrust, if not an aversion to schools. Much could be said on both sides of the question; and arguments in favour of home training, or school discipline, can be furnished in abundance by the advocates for either system: theoretically, I think, perhaps the admirers of home education have the best of it; but I believe the discipline of schools to have been crowned with the most practical success.

It is a beautiful picture that of a young girl reared in the pure atmosphere of the domestic circle, accustomed to live in the sunshine of parental love; to hear nothing but the refined conversation of her mother's select society, no reproof severer than her gentle admonitions, no word or sentiment but approved by her anxious censorship. With an amiable disposition, fair talents, and intellectual and refined parents, one can imagine a young girl bred up to womanhood in artless ignorance of all that is wicked and deceitful in the world, a charming study for those who are versed in its wiles, a creature to love and cherish, to watch and guide. This were well if such care were sure to be hers always; if her duty in life were simply to follow somebody's lead; to listen and obey: but since the most highly favored in circumstances cannot secure a future made to order for the most precious of children, surely the object of education should be, not merely to produce a type of character that is fascinating and loveable, but also to supply a knowledge of life as it is, and of human nature as we find it; that will not leave honest principles and religious teachings at the mercy of the first assaults of temptation. Many and fatal are the errors committed through ignorance; quite as fatal, and quite as many as those committed wilfully. The maiden that has never had an opportunity of comparing her mental and moral qualifications with those of others, is sure to enter life with false views, is likely to mistake specious vice for genuine virtue, and could never detect the gloss of superficial elegance from real worth. It might be asked, "How is this experience to be gained at school?" I would answer, that wisdom consists very much in forming a proper estimate of self, considered both absolutely and relatively, and in the power of applying that knowledge with discrimination to the various positions in which we may be placed; and that a school, from its very constitution, its numbers, and mixed character, affords a better opportunity for attaining the