

agents to be employed, and the quality of the material presented with which that aim is to be achieved, and upon which the methods and the skill which one can control may be brought to bear. It is also important for those who have in their hearts high hopes to achieve, and who would venture their time, energies, and fortune to secure this purpose, to count the cost and weigh the chances of success against those of failure.

In matters that depend not upon material or physical wants, but upon the wills and dispositions of the people in the community, a close analysis must be made as to the quality of that people and the motives which sway their wills and dispositions.

The selection of teachers, and the bringing of various talents, qualifications and dispositions into one organization, guided by one motive power, and quickened by one energy, has caused me more solicitude, more earnest prayer for right judgment than any other duty. The head of the school stands sponsor for posterity; and the consequence of a false step here cannot be calculated. Unsound principles, careless habits, incorrect language, or personal peculiarities in a teacher will be transmitted to remote generations.

Higher class work can always be assigned to university men, but the numberless applicants who present themselves for the routine work of a girl's school may be divided into two classes. To one belong those who, having from youth looked forward to that occupation, have fitted themselves in public or in normal schools, or in colleges admitting women, and who, though professionally equipped with good knowledge of the subject which they intend to teach, have revolved in a limited, and perhaps not exalted sphere, and often lack that inherent refinement and breadth of culture which aid so largely in the education

of the young. In the other class are included those who come into the profession by other routes, those who, when compelled to depend on their own exertions for a support, bring into requisition for that purpose their educational attainments and personal accomplishments.

As special qualifications are more easily acquired than high breeding and refinement of character, I have often found this class of teachers more available for my purpose. They often bring to their work a singleness of heart, and a devotion and fidelity which come only from a high sense of vocation. In estimating the value of a teacher, mere information is too often mistaken for ability or mental power. The memory may be filled with facts, like an encyclopædia; choice bits of knowledge may be laid up, labelled as in a cabinet; but to educate requires something more than the mere possession of knowledge. The number of qualified teachers bears no proportion to the demand, especially for the training of young children. The few who are qualified scorn to take that most important work of all, the primary department of the school.

I have always felt the most intense interest in the trials and joys of children. Childhood should be gay and happy, free to turn its tendrils whithersoever it will, and to catch every gleam of sunshine from every source of love.

Years ago my imagination was so depressed by a painting of the massacre of the Holy Innocents, and by Mrs. Browning's "Cry of the Children," that ever after they were to me like memories of some terrible experience. The thought of the army of children pattering along the streets and highways at five o'clock in the morning to the mines and factories of England, and back again at nine o'clock at night to their wretched hovels, sick and faint, to die—without