

## THE DUTIES OF A GOVERNESS.

### PART I.



"I HAVE passed the Higher Local Examinations of Cambridge (or Oxford), I can teach good English, French, German, Italian, music, and mathematics; and I have received a certificate for model and freehand drawing," etc., or, "I have passed the Junior Local Exams," etc., "What salary may I ask as a governess, aged twenty?" or even, "Age eighteen."

Such queries as the foregoing are perpetually put to the Editor, and our readers may see the same reply as often repeated. Certainly the young lady just emerged from the schoolroom, and barely of an age to be introduced into society, is quite at liberty to ask what salary her acquirements might lead her to expect. But the worth of the raw material—so to say—of a good intellectual education, and its value to those who hire the governess, are two very different questions. Thus the personal attainments of the latter may justly be appraised at a far lower standard than she may at first sight calculate.

Having in view, likewise, the ever increasing competition amongst aspirants to this department of work, supposing them to be duly qualified in every respect, and their services worthy of the highest remuneration, must reduce the rate of salary to a certain market value rather than one of intrinsic merit.

Granting, however, that the young governess could command the remuneration to which such a list of varied acquirements might lay just claim, I would beg her to take a comprehensive view of the grave responsibilities she is about to undertake.

As a mere "visiting" or "daily governess," a thorough acquaintance with her several subjects, a good method of teaching, with a considerable amount of patience and a pleasing address, she is fully qualified for her work, and nothing more could be expected of her. She is not hired as a caretaker and trainer of youth, nor as an example of manners and morals, and her responsibilities cease with the lesson she gives.

As a resident governess, her qualifications are by no means restricted to her scholastic attainments and method of imparting them to her pupils. Over and above these, her obligations are of a two-fold character—*i.e.*, first, the due regulation of her own character and general deportment towards her employer, as well as towards the children entrusted to her; secondly, the moral and physical training of the latter. I mean to say, she must be qualified to teach by example as well as by precept; otherwise, she is incompetent to fulfil the duties which she has undertaken.

This point established, and judging from the restriction of the qualifications enumerated to classical, scientific, or artistic attainments, it would seem that no others had

entered into their calculations. Their own moral training, good breeding, brightness of disposition, acquaintance with the usages of society, together with experience in the management of children, their diversities of character, mental capacity, and physical peculiarities—all such valuable items essential to the making-up of the sum total of general efficiency are completely left out of their reckoning.

But over and above the most deplorable deficiencies which young girls of eighteen or twenty may exhibit, as trainers of the children entrusted to them (however "certificated" and respectable they may be), it is to be feared that disqualification of a mere negative character is not all of which an employer might have to complain. A large proportion of the students in our colleges for women have earned an unenviable notoriety by throwing off the delicacy and refinement of their sex—those attractive feminine characteristics which are perfectly compatible with the highest attainments in literature or scientific culture. These poor misguided girls give themselves silly supercilious airs, or affect the ungainly swagger of a low-bred man.

Is all that is purely "womanly" so utterly contemptible that we must remodel ourselves into weak and puny imitations of a different sex? Believe me (if any such admirers of a mongrel type of the human species should read this paper), no "cramming" with problems and "ologies," no regiment of initial letters after your surname will compensate for deficiency in womanly refinement and commonsense to those who seek a governess for their children.

The men and women possessed of the highest type of intellect are the most unassuming, and are keenly alive to their own deficiencies. Mere "prigs" are perfectly self-satisfied, give themselves airs of superiority over others, and make themselves obnoxiously ridiculous. And people who have not had the advantages of the "higher education of women," have "mother-wit" and experience enough to appraise the inferior quality of such petty minds at their true value, be their boasted scholarship what it may.

Our most distinguished women retained the distinctive characteristics of their sex; women who not only learned from the works and discoveries of others, but were acknowledged authorities, discoverers, and originators themselves. And could you picture to yourself the great and yet most motherly and well-bred Mary Somerville, or Elizabeth Browning, with a so-called "weed" in her mouth, a shirt-front, and a "billycock" hat; her hands in her coat-pockets, strutting about and affecting the air of a very second-rate London clerk? Neither they, nor Mrs. Jamieson, Angelica Kaufmann, and Florence Nightingale were ashamed of their gentle sex; none weakly coveted that pitiable style of appearance which, if not womanly, is certainly far from that of a man worth the copying—being unquestionably vulgar and effeminate.

Multitudes, however, of our would-be governesses are perfectly free from any taint of masculine proclivities, and desire rather to adorn their position than to change it. Yet, fresh from college and utterly inexperienced, having only known the companionship of equally uninitiated schoolmates, she is, so far as the habits of society or the extensively comprehensive duties of a governess are concerned, very far indeed from satisfactory or efficient for the work selected. And thus one is reminded of the apt observation of the Prophet—

"Vain man would be wise, though man be born like a wild ass's colt."

We will now put our young aspirants to a closer test of personal efficiency. I said that

her obligations, in the first place, had reference to the regulation of her own manners and moral training. Does she know how to bear herself towards her employer? To maintain that "happy medium" between a due deference of manner towards her superior (in office, if not in scholastic lore), and a never-forgetting self-respect? Has she acquired a habit of self-control in her words and expression of countenance? Can she speak gently, move quietly about, and avoid all appearance of "huffiness" at (possible) slights, for which governesses are too apt to look, and imagine when they do not exist.

She should accept as a foregone conclusion the fact that her employer and herself are friends, united by a common interest, and her whole demeanour will then be conciliatory rather than antagonistic, and there will be no distrust to mar their intercourse. Unfortunately, a surly, sulky expression is frequently substituted for that of modest, unobtrusive dignity, by which her manner should be distinguished. Of course, no one is attracted by a continual grin; but a grave expression should always be relaxed, and a smile should meet the regard of all who may address her. I repeat, that although in some respects they may be viewed from a different standpoint, the difficulties, anxieties, hopes, and triumphs of the employer and her assistant must be, more or less, identical. As fellow-workers, with the same noble end in view, make it a matter of conscience not to mar that work by petty jealousies, and unworthy, selfish considerations.

Yet it is not too much to say that many otherwise worthy young women enter a new home with all their bristles out, so to say, "like the fretful porcupine," expecting affronts and ready to meet them half way. "I am just as good as you are; my father was a—one thing, and my grandmother was another (something extra remarkable, no doubt!), and my education is superior to yours, and I am younger, too, and better looking" (perhaps). In the "Palace of Truth" she would thus address the mistress of the home that has received her into its sacred privacy and confidence. How silly to measure her status in society with that of her hostess; how unprofitable! If your father had been a Great Mogul and your mother a Begum it would not alter your relative positions one iota. Your employer is the mistress of the household, and by divine decree she is to "guide the house," to rule her children, her servants, and all her paid assistants beneath its roof; and, whether she be a well-bred gracious woman, or a vulgar, over-bearing, unappreciative one, your position, however honourable, is that of submission and obedience—but hers of rule. You accepted yours of your own free will. Fulfil your obligations like a God-fearing woman. If the rule prove intolerable, or the children beyond your control, give the usual three months' notice; but look, speak, and act like a "lady" in the truest sense of the term, relaxing in no dutiful service, giving no sour looks, uttering no unseemly words so long as you eat her bread and avail yourself of the shelter of her home.

But human infirmities are to be met with in every household; difficulties and disappointments in every undertaking. You cannot expect to escape them, my young friend, even in the happiest of external circumstances. Shut your eyes to petty vexations, and your ears to little unguarded words.

"Your lot is the common lot of all," and the present existence is only designed to be a "trial state" after all. But over and above this important consideration, and looking at the matter in a purely commercial point of view, I must remind you that your market value as a "resident governess" is depreciated each time that you change your situation.

Something must be amiss in the state of society when governesses can only retain a situation for such very brief periods. Much blame lies at the door of the employers—of which I know many disgraceful examples. In one case a lady was engaged, on my own recommendation, to teach two children, one “a little lame girl,” so I was told. On reaching her somewhat distant destination my governess found that she was required to act as a hospital nurse to a perfectly helpless, paralysed child, and to keep a number of unruly schoolboys and their companions in order during all their holidays, in addition to the duties for which she had been engaged. In other cases the governess is required to drive out with her employer and to appear at large entertainments, and, in some houses, to dine with the family—yet this upon a pittance totally inadequate to provide her with suitable dress. In such cases, it is the duty of the mistress of the house to assist her with presents, from time to time, of articles of clothing, or else to increase her salary, in view of expenses for which no agreement had previously been made.

But as situations are as often taken by ill-qualified young women, the duration of their engagements could not be otherwise than brief; if not speedily discharged for their own unsuitability, they meet with some annoyance and recklessly give up the home obtained. Is there not “a crook in every lot,” and how, otherwise, should “patience have her perfect work?”

Alas! the relations between the hiring and the hired have experienced a change within the last half century, and, assuredly, not for the better. It is so as regards both manual and intellectual labour. The accomplished lady who undertook the training and education of my own mother never left her until it was completed; it commenced when the latter was three or four years old and ceased when she married. Another, equally gifted and efficient, took charge of a family of nine children (inclusive of three boys, for a certain period), and, their education completed, remained to be the friend and companion of their mother for a period of thirty-five or forty years.

I may do well to suggest that one fruitful cause of disagreement between the governess and the lady who employs her is the omission of making a very unequivocal agreement in the first instance as to the taking of holidays, where they must be spent, when taken, and how long to last. Multitudes of young women, especially amongst foreigners, have no available home to go to, and compulsory absence from their employer's house becomes a serious difficulty. Lodging-house keepers greatly object to receiving unmarried women, and if that difficulty be overcome, the heavy expense of both board and lodging, with perhaps the cost of a journey, induces the poor lonely creature to hire cheap ones, and possibly of equivocal respectability.

Another difficulty which may result in shortening her term of engagement is the well-known antagonism existing between governesses and domestic servants, on which point a few words may be desirable. The regulation of your conduct towards the latter, my young friend, is a very important consideration. Why should there be any rivalry or jealousy that would make discomfort between you and them? As the best educated, the chief fault must be chargeable to you. The roughest and most ill-trained amongst servants are sensitive to any politeness shown them, any consideration of their feelings, or bodily comfort, such as a kindly word or a sparing of unnecessary fatigue. “We generally reap what we have sown,” and “do not gather figs of thistles.” To use a homely phrase, the governess is too often “on her high

horse.” Expecting some slight, she meets her phantom foe with an overbearing style of address, her expression is forbidding, she gives peremptory orders, and thinks thus to assert some degree of superiority over her less favoured sisters of the same household. Take a hint from the old fable of the trial of strength between the sun and the rude and boisterous wind to accomplish the removal of a traveller's cloak. The rough treatment of the latter only made him wrap it the closer around him, but the genial glow of the smiling sunshine effected the desired surrender at once. You have no right to order servants whom you do not pay, whom you neither engage nor can dismiss, and they know it, and that your own work is like theirs, performed for hire. Act as a guest, a privileged guest, holding a very responsible office. Ask the servants kindly to do so and so, changing the form of address to “Would you bring me—if you please?” and look pleasantly when you speak to them. You will meet with all due respect in return for politeness, while avoiding unseemly familiarity and gossiping.

Perhaps, however, the most serious of the difficulties with which the young governess may be met exists in the intercourse between her and sons of the house. In reference to them she could not be too much on her guard. Flippant jesting and child's-play should be avoided; exchanges of looks and private understandings communicated in dumb-show; and lingering alone with them when her *élèves* have walked on, or left the room. Her position of trust in the family circle should be sacredly maintained, and her every thought and act above suspicion.

There are occasions when extra work has to be done in every household; let her be ready to offer her services between school hours to her hostess, whether to gather and arrange the flowers, alter the disposition of the reception rooms, or anything else, when guests are expected, or when packing has to be done. Above all things, get rid, my readers, of that miserable idea that this or that employment can be “menial.” You may offer extra services to your employer in any and every honest and useful way without either “loss of caste,” or rendering yourself obtrusively forward. Banish the word “menial” from your vocabulary, and remember the example of Him who thought it not a menial act even to wash His disciples' feet!

Our first father was placed in a garden “to till and to dress it,” and we also, metaphorically speaking, have each our own plot of garden-ground to cultivate, from whence we may raise both flowers and fruit, “meet for the Master's use.” Apart from the daily work of culture progressing within our secret hearts, how many flowers (sweet looks and smiles), and how many fruits (of gracious words and deeds) have we laboured to cultivate around us, in the small field of our daily life and work? “None of us liveth to himself,” *i.e.*, we all influence one another. We may raise briars and thorns amongst our associates, by our chilling and ill-advised words, or selfish actions; or we may help to make our surroundings like a garden of Eden, by the sunshine of grace and goodness with which we may gladden the hearts of others. But we can do no good work for them if we neglect our own personal culture; and you, my young friend, who propose to be “a teacher of babes,” must endeavour to attain a very high standard yourself. It was said by one of old—

“They made me keeper of the vineyards;  
But mine own vineyard have I not kept!”

How has it been with you?

S. F. A. CAULFIELD.

(To be concluded.)

VARIETIES.

BRIEF EXISTENCE.

Like to the falling of a star;  
Or as the flights of eagles are;  
Or like the fresh spring's gaudy hue,  
Or silver drops of morning dew;  
Or like a wind that chafes the flood,  
Or bubbles which on water stood;  
E'en such is man, whose borrowed light  
Is straight called in, and paid to-night.  
The wind blows out, the bubble dies,  
The spring entombed in autumn lies,  
The dew dries up, the star is shot,  
The flight is past, and man forgot.

Bishop King.

AN ILL WIND.

Except wind stands as never it stood,  
It is an ill wind that turns none to good.

Tusser.

THE INFLUENCE OF MUSIC.—An excellent clergyman, possessing much knowledge of human nature, instructed his large family of daughters in the theory and practice of music. They were all observed to be singularly amiable and happy. A friend inquired if there was any secret in his mode of education. He replied, “When anything disturbs their temper, I say to them, ‘Sing;’ and if I hear them speak against any person, I call them to sing to me; and so they have sung away all causes of discontent and every disposition to scandal.” —Mrs. Sigourney.

CLOUDY SKIES.—Right thinking people lay their minds open still in hope and faith to heaven, even when heaven is no longer seen or possessed; as those flowers that unfold themselves to the sun, remain still open, even to the clouded sky.—Jean Paul.

THE RULES OF ELIZABETH FRY.

The following rules for the guidance of life are by the celebrated Mrs Fry:—

1. Never lose any time. I do not think that lost which is spent in amusement or recreation every day; but always be in the habit of being employed.
2. Never err the least in truth.
3. Never say an ill thing of a person when thou canst say a good thing of him. Not only speak charitably, but feel so.
4. Never be irritable or unkind to anybody.
5. Never indulge thyself in luxuries that are not necessary.
6. Do all things with consideration, and when thy path to act right is most difficult, put confidence in that Power alone, which is able to assist thee, and exert thine own powers as far as they go.

ON FALSEHOOD.—It is more from carelessness about truth than from intentional lying that there is so much falsehood in the world. —Dr. Johnson.

DOING THINGS BY HALVES.—I hate to see a thing done by halves. If it be right, do it boldly; if it be wrong, leave it undone.—Gilpin.

REGULATED THOUGHTS.—You ought so to regulate your thoughts as if one could look into the inmost recesses of your breast.—Seneca.

ANSWER TO DOUBLE ACROSTIC (page 603).

God almi ng  
A gripp a  
L aurel  
Ipsilant I  
Lenthall  
Eddystone  
Odescalchi

Galileo. Galilei.

## P E A C E .

By ANNE BEALE.

To sit at eve, in silence, by the deep,  
 As travelling slowly seaward moves the sun,  
 And watch the lagging wavelets one by one  
 Up the rough beach with languid footsteps creep :  
 To feel mysterious music from the sea  
 Lull your rapt spirit to a holy rest ;  
 Through the red curtains of the glowing west  
 To catch strange glimpses of the great To Be :

To feel, as downward day's grand orb doth roll,  
 Deeper and deeper sink the heavenly calm,  
 And, like the low-breathed music of a psalm,  
 Fill with ecstatic love the ravished soul :  
 To know that as the shades of eve increase  
 And blend the glories of the sky and sea,  
 That over height and depth eternally  
 God's spirit broods in love—this, this is peace.

## THE DUTIES OF A GOVERNESS.

By SOPHIA F. A. CAULFEILD.

## PART II.



HAVING considered the question of personal training, and the deportment of a governess towards her employer, let us proceed to discuss her duties towards her *élèves*. She may have been very observant of character already, notwithstanding her brief experience of life and the engrossing

studies with which she has been occupied. But Nature presents such an extensive variety in disposition, in qualities of head and heart and physical constitution, that a teacher of even many years' standing might accept a few hints from one interested in her profession. A novice in the art of analysing character has a task of very grave difficulty before her, and if she fail to accomplish it, she may ruin the character, the health, and future prospects of her charge.

Pressure laid on a tired brain by the multiplication of studies, their continuance after school hours as a punishment, or the wrong direction given to the intellect (considering individual capacity and natural gifts)—all such modes of pressure induce depression of the mental powers and bodily disease. A teacher needs quickness of perception to distinguish between deficiency, idleness, obstinacy, fatigue, and indisposition. Mistakes made by the teacher tend to spoil a child's character by a consciousness of injustice; and an aversion is bred for studies which might otherwise have proved agreeable, and, it may be, rendered it eventually self-supporting.

Perhaps the young governess has profited by her own early and trying experiences, and thus can enter into the feelings of children under similar circumstances. But if, on the other hand, she were fortunate in the enjoyment of really judicious training, and so had no painful memories to teach her better things, let her at once make the subject one of earnest thought and careful reading. In so doing she may develop more fully-perfected theories and rules for practical use than I can offer in the few suggestions that follow.

The brain of a child is soft until it has attained seven years of age. Thus, irksome

or continuous pressure upon the attention, the reasoning powers, or the memory, before that age, must be attended with risk of physical or intellectual injury. During the first years of life the moral training should be the chief object of attention, rather than the development of the mind; it will be attended by no bodily nor mental fatigue. Instant and unquestioning obedience is the first grand lesson to be taught, and the habit should commence with the first baby words that the little one lisps.

At this earliest dawn of the intellect, the season begins for teaching it the existence of a Supreme and unseen Power. Its tiny hands should be placed together night and morning; its eyes directed to the sky; and it should be told of One who will expect it to be good and obedient; who loves, and will take care of it; and a word or two of an infant's prayer should be taught as soon as it can frame its lips to repeat it word by word. This early lesson should be given by the mother and nurse; but a governess may have the duties of both to perform, and so I mention it amongst her own.

When afterwards (or of other children) exacting unquestioning obedience, no explanations should be given at the time, no arguing of the case allowed.

"My dear, I wish you to do so and so," should be sufficient.

Then, when obedience has been rendered, explain (if expedient so to do) why you exacted it; and this appeal to the child's good sense will be of benefit, open its mind, help it to reason, and render obedience the more easy when next required.

In time of sickness, the habit of submission is of inestimable value; it may sometimes save the little one's life. My own practice, when asked whether a dose of medicine were very disagreeable, was to say that it was "very much so;" but, I added, "I believe it will do you good; and I am sure you will take it bravely, for my sake." No word of objection was then made, and each successive dose was swallowed without a murmur. But the trial should always be alleviated; the little mouth washed, and something given to remove the nauseous taste. The application of mustard plasters is a trying ordeal, and on such an occasion more than ordinary consideration and gentleness should be shown. Tell it first how much pain it will have to bear, with all honesty. A child may bear a severe blow bravely; but the patient endurance of protracted pain, which could be relieved at will in a moment, is quite another thing, and is a severer test of submission.

Under such circumstances, an appeal to its love and its courage should be made, and the "why and wherefore" may be explained before any attempt at coercion, or a peremptory order be given. A child would do much if approached in a gentle, judicious manner, and rewarded afterwards as a suitable mode of encouragement in its early well-doings.

Still, on the subject of moral training, I would caution my young governess never, in a moment of irritation, to threaten with a punishment which, on reflection, she would not and ought not to inflict. If she make conditions, whether punitive or otherwise, she must keep her word. Hence, she must beware of forming hasty judgments, and uttering threats or promises.

Again, every virtue or natural gift cannot be expected to exist in the person of one child; and thus the mode of training in one case must vary in some respects from that adopted in another. The bright, the good-tempered, the hasty, the lymphatic, and the sulky cannot all be treated alike, any more than the consumptive, gouty, apoplectic, or the thoroughly healthy by the same regimen of diet and medicine.

A child deficient in intellectual powers may be otherwise gifted. It may exhibit much natural heroism, be upright and unselfish; and the headstrong and passionate—ever getting into scrapes—may have a loving nature to be ruled through the affections, and through them only. Adapt your style of treatment to the character of each, correcting the defects kindly and gently, however firmly, and encouraging the virtues in each respectively.

From the time the governess enters a house it should be her grand aim to win her pupils' love. When the heart has been won, the conflict with what is objectionable presents but little difficulty. The refusal of a kiss at night might then constitute an amply sufficient punishment for idleness, ill-temper, or any wrong-doing. If any other be deemed advisable, such as placing the child in a corner, she should not invite a trial of strength between her and the offender by saying, "You shall remain there until you say you are sorry." It may tell a falsehood to escape from the dullness of the position, or remain there merely to wear out her patience, and oblige her to remove it without submission and apology. Let her desire it to remain there until she see fit to remit further punishment.

Continual fault-finding is too trying to a child's patience. It will regard its teacher as a nuisance, and avoid her presence when possible. Better to shut the ears and eyes to trifles. As to falsehoods, never punish for them, my young friend, unless wilful and

malicious; distinguish between these and an exhibition of moral or physical timidity. Fear of corporal punishment, or the loss of confidence and the good opinion of its superiors, will make a child deny a fault or having been the cause of any accident, and "no" will be substituted for "yes," or *vice versa*. Tell it that speaking the truth will not result in punishment, nor in the loss of esteem or trust, but quite the contrary; encourage and reassure it. What wise man would whip a horse for shying? the timid animal would do so again, and with all the greater reason when next he saw the bogey whose appearance was the forerunner of the stripes. Courage is not instilled into a child by beating it for what is obviously the offspring of fear.

Great strictness should be observed in checking a habit of teasing and aggravating its fellows, and corporal punishment should be the penalty, however slight, for a blow given, or for cruelty to any living thing. But of course a confidential understanding with the mother as to the limit assigned to the powers of the governess must be arrived at, and an arrangement made in regard to such corrections, and to the appeal to be made to her in any case where they are requisite, or in the event of obstinate rebellion; but the less frequent such appeals the better.

So much for the moral training. A few hints on the subject of physical care may be desirable. A long fast before the first meal is most injurious, and a very brief interval between meals and lessons equally objectionable. Do not allow of any study until half an hour after breakfast, and certainly not for one full hour after rising from the dinner table. This rule applies to both old and young; but for the little ones a longer interim still is desirable.

The infliction of tasks to be committed to memory immediately after the lesson-hours is highly prejudicial, both on physical and intellectual grounds. The growing brain should never be wearied, nor treated as an insensible machine. Too little account, by far, is taken of its extremely delicate organisation, and the reports made by our leading physicians as to the percentage of cases in our Board schools of inflammation of, and water on, the brain—sometimes resulting in insanity and suicide—ought to teach a grave lesson on the subject of over-pressure.

The power of distinguishing between physical weakness, mental deficiency, over-fatigue of the nervous system, moral defects of character—such as obstinacy or sulkiness—and a tem-

porary disturbance of the digestive organs, producing headache and other abnormal results—this power of quick discernment is highly desirable in a teacher. If a lesson be ill-learned, a calculation incorrectly made, and the child fail to accomplish the task after several apparent efforts, do not, my friend, take it for granted that obstinacy must be the cause. Inquire whether a headache or indigestion be the reason, and, if apparently dazed and stupid, lay the lesson aside for some hours. A few runs round the garden, or a walk, to clear the brain of mental cobwebs and restore the nerves, might be very desirable, and, perhaps, a little medical treatment essential, and a day's rest from study.

Passing on from the question of physical training, let me give a few hints on that of manners. Children are born copyists, and are more observant than adults. The deportment, style of walking, tone of voice, methods of speech, pronunciation, way of eating, neatness and cleanliness of person and dress—all will be thoroughly taken in by the child, and in course of time copied. Tricks will be reproduced, slang, and "slip-shod" expressions repeated, grimaces and shrugs of the shoulders, sour-looking smiles (with the corners of the mouth turned down), all will reappear sooner or later.

A governess may never relax in any rule of good breeding, although she may play and even "romp" with them in the playground or nursery, and make herself a child with them. Their sometimes tiresome importunities must never provoke her to exclaim petulantly, "Yes, yes; there, go away; don't bother me now;" nor "What a little plague you are!" When you hear the epithets "bother" and "plague" again, you will have no right to object to their use! If you refuse to accede to the request, say gently, "It is not convenient now, dear, but I will by-and-by." In reference to teaching good manners, demonstration will be found far more effectual than precept.

Lastly, a few words on intellectual and scholastic training. Strict impartiality must be maintained amongst the scholars. Bright children, likely to do the teacher credit, should not monopolise her time and care, and dullness should not be treated as a moral and wilful defect. The sufferer is often painfully alive to such deficiency, and sensitive to the treatment it meets. Encourage the child, commend all effort to improve, and endeavour to find out on what subject the mind is most open, and to what pursuit its abilities may be especially directed. But do not over-strain

them by way of strengthening them, with any study above their evident capacity. You may safely fill a glass bottle with liquid, but to pack it with stones would be a dangerous experiment.

Certain studies must, of course, be pursued, be the intellect ever so dull—*i.e.*, reading, spelling, writing, geography, grammar, history, and some rules in arithmetic. But beyond these and where the arts, sciences, and languages are concerned, let the teacher bestow her energies on the cultivation of some one amongst them; some special pursuit for which there is an indication of taste and aptitude, and drop the rest. We cannot strain up some strings to "concert pitch." Besides, there are children who are rather dull than otherwise, and who, developing late, win the race eventually against more precocious competitors. Precocity is not desirable. Those who exhibit it rarely make very gifted men or women.

Lessons should be made interesting; never, as too often, the cause of yawning, or of tears. Astronomy, botany, geology, and natural history might be, more or less, outdoor recreations; and geography rendered charming by stories of different peoples, and animal and natural phenomena. Historical events read one day should be related by the scholars the next in their own language: any superfluous expressions such as "Well," or "You know," corrected.

To these suggestions I add one more. If a girl have no car, pray do not attempt to teach her to sing. Spare the feelings of others, and refrain from making her an object of ridicule. But, however gifted as a musician, whether as a vocalist or instrumental performer, do not distract busy brains nor aching heads with long hours of wearisome practising.

In conclusion, I would entreat you, dear young governess, not to degrade your noble vocation into a pitiful struggle for bread; nor measure the efficiency of your work in proportion to your scanty salary. The influence you exercise over the rising generation will extend to those unborn. Turn the faces of the children heavenwards. Teach them the fear of God and the faith of Christ. Try to estimate the full weight of your responsibilities towards Him, for the children are His—not theirs only who have purchased your services.

"They that be wise shall shine as the brightness of the firmament; and they that turn many to righteousness as the stars, for ever and ever."

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## THE LAND OF BY-AND-BYE.

By HELEN MARION BURNSIDE.

WE are kindred all, and brothers,  
All the whole wide world, we say,  
Yet our hands clasp not each other's  
As we meet upon life's way;  
For our blind eyes see not clearly,  
And while mists obscure our sight,  
Hearts that might have loved so dearly  
Miss each other in the night.  
Noble souls—yet in the fetter  
Of their pride of place they lie;  
They will know their kindred better  
In the land of "by-and-bye."

Here our sympathies are bounded  
By the cold world's narrow range,  
By its barriers surrounded,  
We are sport for chance and change;  
Here life's sands are ever shifting,  
Shadows fall 'twixt heart and heart,  
And we watch our loved ones drifting  
Slowly, surely, far apart.  
Yet our hands will clasp each other's  
'Neath a clear and sunny sky,  
When we dwell indeed as brothers  
In the land of "by-and-bye."