

out his exercise, said—"Please sir, you said to do the fifteenth, and Master Jones said it was the sixteenth." On being reminded that he had not brought any of the exercises, he readily answered, "Sir, I was afraid of doing the wrong one!" Some boys can grasp the features of grammar with a fine literary perception. They will give a sentence that makes a teacher feel quite proud of them—until they reach the end!—then his pride falls. The French dictionaries that British boys use are much to blame. After seeing one of them, a Frenchman doesn't wonder that the English boys trust in Providence for the choice of words. Very few boys have good dictionaries in their hands. They usually flourish the kind of book that may be had at a railway station for a sixpence—always at a bargain. When an English boy is about to write a French exercise, he invariably begins by heading it in huge letters "French." That is to avoid any misunderstanding. A teacher often feels grateful for that title. Boys' minds are like the way to a certain place not mentioned in good society; they are paved with good intention. Their first sentence in an exercise is always well done, but the last is made up of one word. Some boys are always unlucky with the genders. Of course, this did not include the wit who, on being asked for the plural of "girl," answered, "two girls." Another set of boys that are difficult to manage are those who are educated at home. They get testimonials from their mothers. They are excellent French scholars, for they have read Voltaire—poor boys! Some boys are not jealous. If the answer to a question be asked, none of those boys is a bit dissatisfied if some one else answers for him. There is a boy who is a terror in the playground. When the little boys play marbles he is there. He doesn't bring any marbles. The little ones bring the marbles, and he brings his experience. When play-time is over, he has got many marbles, and the little boys have a good deal of experience. Another kind of boy—everybody knows him—is the one who ought to be made a soldier. He would be of great service to his country, for whether he killed England's enemy, or whether England's enemy killed him, it would all be for the ultimate good of England. The lecturer concluded with a description of French debating societies that had been established in some of the great public schools, and a comparison between the typical English and the typical French schoolboy. The address was of a most sparkling character throughout. It showed a thorough insight into the youthful disposition, and being full of refined, pointed humour, was greeted with almost continuous laughter and cheering.

—He who has universal sympathy with men in all conditions of life, who makes all their victories his own, and draws his strength and his inspiration from this wide circuit of influence, his memory is full, his horizon wide.