

busy little fellows are doing now," and he will in looking at them learn a lesson of industry and activity. In like manner the spider in her continued efforts to fasten her thread to some adjacent twig will teach him perseverance;—the squirrel, with her store of nuts and acorns provided for winter's use the value of care and foresight; and so in a thousand other instances, similar lessons will be drawn.

In all our walks, however, there is one point we cannot too forcibly impress upon a child's mind, and that more by example than precept: it is this, to avoid inflicting pain even to the meanest creature. If a worm or a beetle be in your path be careful to step over it, and the child will soon learn to follow your example. Let him play and fondle with the animals around him as much as he pleases, so that it is consonant with safety; it gives both him and them pleasure, but never permit him to tease them. In this way you will impress a law of kindness upon his mind which will never afterwards be forgotten, and he may have occasion to bless throughout eternity the country walks he took with you when a child.—(*English Journal of Education.*)

Dull boys:—Don't abuse them.

It seems superfluous to speak to the readers of this journal, upon the bitter wrong and injustice which dull children often suffer in school. I should hesitate to enlarge upon so obvious a sin, had not my experience and observation convinced me that it is one, which even the most devoted teachers commit: some in thoughtlessness, many more in spite of conscience. I have seen teachers, the most affectionate and devoted, who were kind and patient in school to all—but one; there was sure to be some poor little fellow, slow of speech, clumsy in movements, and of a heavy countenance, to whom the teacher was testy and unkind.

Reader! are *you* ever guilty of this sin? I know that a dull scholar is a sore trial to his instructor. After laboring anxiously over some simple point, trying invention to the utmost, and all in vain, it is hard to suppress a hasty word, or a weary sigh, to see a boy still hold his stolid look—no ray of intelligence in his heavy eye; to know that all your ingenuity and devotion are of no avail, is surely a miserable disappointment. But think: are *you alone* disappointed? Is not the poor, tired child with nerves excited, brain confused, and heart downcast and sorrowful, — is not *he too* worthy of some compassion? Will you reproach him in such a case? Reproach him! For what? If he does not understand you, may it not be your fault, not his? Do you not rebuke yourself when you reproach the child?

I once saw a teacher engaged in hearing a brilliant recitation, where all was prompt and successful.—The class was in high spirits, the teacher in fine temper; but when it came the turn of an honest looking boy at the foot, with large heavy eyes, and a troubled look, I saw the smile of satisfaction leave the teacher's face before he had finished putting the question: I saw the class sneer in anticipation of the blunder; and I saw too the poor boy, flinching from the gaze of the school, and the impatient look of his teacher. He failed, of course. The teacher turned away with an expression of *resignation*, which was a more severe blow to the boy, than if he had been struck. Reader! have you never done this thing? Never be impatient with dullness in school. Do not merely refrain from contemptuous epithets, (for who would be so brutal?) but avoid every shrug of the shoulder, every gesture of impatience, every sigh of disappointment. It is mortification enough to the scholar, to know that he is not so bright as his companions; do not add to his shame the sense of injustice.

Children are often considered dull, who have in fact, superior intelligence. An excessive diffidence, a stammering utterance, or a slowness of speech, may so embarrass a scholar, as to ensure his defeat by some quick and fluent lad who has not half his mind.—Hence, quickness of thought and facility of expression are, too often, the only qualities that receive a marked approval from the teacher. Let these have their due; but remember, that a sound understanding is not always accompanied by an acute perception, and that a mind may be large, without being brilliant. Moreover there are superior qualities of the mind, which may not be called into action in school, so that a boy of fine intellect may pass for a dullard, while he is, in fact, superior to his companions. A child may be quick to grasp principles, yet slow in learning facts; he may be deficient in mathematical ability, and yet possess much poetic feeling, and an earnest, ardent love of the beautiful. A bad memory, or some other defect will keep him back in recitation, though his mind may be full of precocious thoughts, which find no utterance in the bustle and hurry of the school-room.

I had a case of this kind in my first school; it was a poor little fellow who always seemed puzzled; he was slow to take an idea, and appeared to have no power whatever to express his mind. His companions thought him stupid, and I shared the general impression. In the course of the term, I introduced exercises in composition—a thing hitherto unknown in the school. To our astonishment, his first effort exhibited an originality of thought and a facility of expression, which no other boy could equal. On one occasion he wished to introduce a few stanzas of poetry into his composition, and not remembering the exact form of the original, substituted his own expressions; they were all correct, poetic, and metrical. On conversing with him about his pursuits, I found him altogether superior to his companions, in all the more mature and valuable properties of the mind.

I learned wisdom by that experience, and have since found many similar cases: indeed, so many, that I am sometimes inclined to think that a slow manner of thought, in a child, is a sign of a good intellect. Therefore, if I find that a boy is unsuccessful in ordinary school studies, I look round to see what I can do for himself. If he has a poor memory, I often find that he can grasp a thought; if he cannot read well, he may nevertheless understand thoroughly what he is reading about; if clumsy in speech he may be skilful in expressing his thoughts in writing; if he is deficient in mathematical ability, he perhaps has talent for drawing, for mechanics, music, or the languages; though hating arithmetic and geography, he may have a love of poetry and art, that may be turned to account. Thus I find the law of compensation exhibited even in the school-room. Many a man or woman has developed a symmetrical mind and character in after life, who in childhood seemed only "half made up."

Therefore, O teacher, be not hasty in your judgments! remember that the scope of your influence is limited; that there are chambers of the young mind which, with your parade of school-books, you have never entered; remember that the heavy-eyed lad whom you deem so obtuse may yet grow to be a man whom you will delight to honor. Be patient.—*R. J. Schoolmaster.*

School days of Eminent Men in Great-Britain.

By JOHN TIMBS, F. S. A.

(Continued from our last.)

VIII.

RISE OF ANGLO-NORMAN SCHOOLS.

Schools and other seminaries of learning were zealously established in connexion with the cathedrals and monasteries in all parts of the kingdom. In 1179 it was ordered by the council of Lateran, that in every cathedral should be maintained a head teacher, or *scholastic*, as was the title given to him, who, besides keeping a school of his own, should have authority over all the other schoolmasters of the diocese, and the sole right of granting licences, without which no one would be entitled to teach; and this office was filled in many cases by the most learned persons of the time. Besides the cathedral schools, there were others established in the religious houses; and it is reckoned that of religious houses of all kinds there were found no fewer than five hundred and fifty-seven, between the Conquest and the death of King John: and besides these, there still existed many others that had been founded in the Saxon times. All these schools, however, appear to have been intended exclusively for the instruction of persons proposing to make the church their profession; but mention is made of others established in many of the principal cities, and even in villages, which would seem to have been open to the community at large; for the laity, though generally excluded from the benefits of learning, it is presumed were not left wholly without elementary education.

IX.

RICHARD I., THE POET KING.

Richard I., third son of Henry II., born at Oxford in 1157, lived much in the court of the princes of Provence, learned their language, and practised their poetry, then called the *gaye science*, and the standard politeness of that age; it is recorded of him, that "he could skilfully make stanzas on the eyes of fair ladies."

Richard, the earliest recorded writer of French verse,—although nothing of his poetry remains except the fame, preserved in the