

wealth of experimental and literary illustration. He was certainly the clearest and happiest lecturer of our time. He possessed, in fact, the very genius of exposition. A night or two afterwards, in one of the drawing-rooms in town, an interesting knot of ladies, young and old, were discussing the merits of the lecture. Delightful lecture; a most brilliant lecture; a dear man is Dr. George, was echoed on all sides. "Did he not explain so clearly," said a bright-eyed Miss, "the singular properties of that wonderful mineral." "What stupid you are!" was shouted by several voices, "Why the object of his lecture was to shew that the diamond was a vegetable substance;" and as the discussion was proceeding in a lively way among the younger members of the party, an aged dowager broke in with, "Why, my dears, if he proved anything at all, it was that the diamond was an animal substance." Now, suppose the Professor had here made his appearance, would he have spoken as I am certain I should have done in my earlier days? "Now ladies this is intolerable, it is really shocking, after all the pains I have taken, you know nothing, I won't stand it any longer." Such certainly would not have been his voice on the subject. From what I know of him, and of the spirit in which he took the joke, he would have spoken thus: "Ladies, I am delighted to find you so interested in my lecture, possibly I may not have made one important point clear enough. The diamond as we find it, must be classed among minerals, but there is a great diversity of opinion in regard to its origin. Some maintain that it has been formed by a vegetable; and some even account for it by an animal origin." You can easily fancy that after such a speech, the ladies would inwardly set down the genial professor as a dear clever little man. Now, if we find such misunderstanding with a perfect master of exposition, and with those who have finished their education, as the phrase goes, what allowance must be made with ordinary expounding powers, and with minds having all the feebleness and ignorance of childhood?

The vexed question of corporal punishment, is one constantly agitated. For my own part, I lean to the side of total abolition, and I never inflict it myself. At the same time, it must be admitted, that an aid to training the young so old and so sanctified by use, must have something valuable in it, and cannot be lightly thrown aside. "He that spareth the rod hateth the child," is the expression of Holy writ, but the limitation is also given, "a rod for the fool's back." I have often seen a careless little fellow, a little fool in fact, brought to his senses by such an application, and whenever vice or wickedness is displayed, corporal punishment may not only be justifiable, but highly effective. In such a case, I would not hesitate to apply it myself, disagreeable as the task would be, but one should endeavour to save a boy even by a means distasteful to himself. But while I make this admission, I must say that I altogether disapprove of the promiscuous use of the taws as part and parcel of the daily discipline of the school, in which case they are a cruel and undignified and ineffectual weapon. There is such a temptation to the teacher to make the taws a substitute for patience, skill, and tact, and to make up for his own imperfections by the liberal use of them. I have often seen a teacher, for instance, needlessly late for his class, and when he entered the room, make a vigorous use of them upon all those who had been improving the passing minutes in jumping, shouting, and other unscholarly actions; but if justice had been meted out, the master should have got the taws and not the boys. The taws are too often administered where the offence that incurred them was but the reflection of the listlessness or carelessness of the master. The punishments of ordinary work should be extremely light and of easy application. The turning down a place or two sharply done, a pena of a few lines, and keeping in for five or ten minutes, are amply sufficient.

In our treatment of boobies we should be considerate. Thrashing and opprobrious epithets are utterly thrown away on them. They only make them worse boobies than ever. I remember when I began to teach here with the second division of the highest class, some half a dozen boys at the bottom of the class got

their daily dollop of palmies, and bad names; and well thrashed, and well maligned as they were, they never got a bit better. Now I have changed all that. My boobies lead an easy life of it. I am quite contented with the least I can get from them, and praise them, and encourage them, whenever I can get the slightest reason, and I generally find that in the end, the boobies begin slowly to do something. I do not expect the full shilling from them as from the rest, but if they pay their penny it is better than nothing, and if they can pay that, they will never be satisfied till they pay more. Genuine boobies are rare phenomena. God in his goodness gives almost all rational men enough to do their turn in this world, and what we call boobies are only those whose springs of knowing we are unable to unlock, and which are prepared to work if we could only set them free. If we thoroughly fail, and it is rarely that the earnest teacher will, he should recommend the booby to be sent elsewhere; and it is nothing derogatory to do so, as one may be able to solve many a similar problem which another cannot. Look kindly therefore on your boobies. When they meet you in after life, they will like you better than many of your duxes. The latter have sometimes such conceit of themselves, that they have no regard left for you, while the boobies, alive to their former deficiencies and to your considerate kindness, will be inclined to cherish towards you the liveliest esteem.

Before concluding, allow me to say a word or two as to our conduct in general society. Many a young teacher, and sometimes even an old one, is nervously anxious that no inaccuracy or even familiarism should creep into promiscuous conversation. If any thing does not accurately square with the strict rules of grammar or of logic, it is instantly pounced upon and made the subject of criticism. Should a date, a year or two wrong come above board, our educational friend, with mistaken earnestness, puts it right. A garbled quotation he is great upon, and he gives the true version, with all its proper antecedents and consequents. He becomes general censor and instructor without any call, and he seems to fancy that any error committed in his presence, is a challenge for him to display superior knowledge. Now, it is only sometimes that people like to be put right; and at all times, they hate to be put right in a captious way. Men in other walks of life are quite contented to leave their business behind them. Accuracy is our business, but let us ply it only when it is wanted. The doctor does not give his advice gratis, nor does the lawyer communicate of his experience without fee; and why should we be so liberal of our gifts? We should be contented like other folks to take a second rate, or any position, in a promiscuous company. The advice given by an old minister to his son, might not inaptly be given to some of our school and college men. It is told that the minister's son came into the church one day a little after the service had begun, and fussed about before finding his seat. "Now, John," said the minister, "we have all seen your new coat, and ye can just sit down like other folk." So, also, when the young teacher has sufficiently aired his Literature, his Algebra, and his Latin, he must be prepared to sit quietly down among his neighbours in other walks of life.

The temptation to the young teacher to be pedantic and censorious is but a minor one in his career. He may be positive, captious, and a little vain of his knowledge, and withal be a thoroughly useful and respectable member of society. There is another temptation to which sometimes even the more generous spirits are exposed, which is indefinitely more dangerous. The talented and discerning young man is inclined to laugh at the foibles of education, and, if possible, to affect the very opposite. He is anxious to shine in society by his natural wit, and this will be all the more enhanced by the neglect of dominical littleness and prudery. He wishes, in fact, to earn the reputation of a jolly fellow. Now, of all valueless and dangerous reputations, this is what the young man has most to guard against. Of what consequence is it to you in life to be the admired centre of a circle who appreciate you, not for your worth and usefulness, but for your power to raise a laugh or say smart things. Such is not the standard of excellence with your school managers or your