

savory puss was speedily discovered. The boy of twelve years, being inquired of concerning it, at once admitted what he had done, and exclaimed, "Don't take it out, papa; it isn't time yet; I'll show you a perfectly beautiful skeleton in a few days." What did that father do—take the boy in hand, give him a thrashing, and then deliver him a lecture? So some would have done. But this father took the boy aside, made it clear to him that the cat was not his to kill, and told him that he would show him a more humane way when he next had occasion to kill an animal in order to secure a skeleton. The boy is now a man and one of the foremost naturalists in America, although, being found deficient in college, his father thought it best to withdraw him from school and instead provide him the means for pursuing the study of natural history, which had become a passion. Another boy, a real "stupid" at school, who gave up the classics, languages, and mathematics because they were so distasteful to him, is one of the most distinguished meteorologists in the country.

What has all this to do with the boy who tires of school? Just this: it illustrates the fact that nearly every boy, as a rule, has some natural bent which manifests itself at an early age and which is nature's way of showing in what direction he is best calculated to work. Of course there are exceptions, as there are plenty of boys upon whom anything more than the three R's plus a fourth R—righteousness—would be thrown away. But passing by these, I think the conclusion to be a safe and just one that, ordinarily, when a boy is tired of schooling it is either because he has got all he requires or because an ill advised course of instruction has been forced upon him, resulting in a conflict which will not "down" until the course of study is changed or the boy

is taken out of school. Let the anxious and disturbed parent appropriate this important truth; you cannot force all trees into yielding ambrosia or apples of the Hesperides, when they can only bear butternuts or are fit only to be used as firewood. By all means covet for your boy the best gifts, but be careful to supply the freest choice and opportunity to Preparation for life's work. If the boy is tired of school because the school is a poor one, or because he has not the capacity for acquiring instruction, by all means take him out of school. If though, the fact holds that the prescribed course is neither to his taste nor to his capacity and natural tendency, then change the course of instruction, just as you change the food which the young child fails to assimilate.

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Teachers fail not because they lack in education: the best teachers in the school-room to day commenced with the barest rudiments; they industriously added to their feeble knowledge. If it be asked how they succeeded, they will quote the words of Bishop Alonzo Potter, "Success will come in an enlightened giving of yourselves to your work," when he spoke to the first graduates of the first normal school founded in the State of New York. Teachers who give of their knowledge only do not reach any very high success; such persons are apt to become knowledge peddlers, the lowest kind of teaching. Remember that Agassiz did not teach to get a salary; he aimed to enlarge the Truth-Circle, as Swedenborg calls it.

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Humanity is indeed a happy lot when we can repeat ourselves in others, and still be young as they.—*Barnaby Rudge.*