

prepared to give pains and attention to the investigation of the fault, and its subsequent correction. But it is also an easy matter to set a certain number of lines to be written out, and a master may often omit to read them from beginning to end, and may content himself with counting them. The boy on the other hand may execute them with the help of a pen that in my school-days was called a "coach." With this a boy could write two or three lines at once, by means of several pens fastened to one handle, which was held so that the writing was perpendicular. I well remember a schoolfellow who was frequently in this sense *imposed upon*, who was forever kept in by having to write lines, and who used to soothe his lacerated feelings by Latinizing the name of the Master who had set the punishment, and introducing the said name, thus disguised and coupled with opprobrious epithets, into the middle of some lines of Virgil or Ovid.

It is well perhaps to say that the whole of these remarks were written before the publication of an interesting paper from the pen of a lady teacher, which appeared in the number for June. With many of her observations I fully concur. An inferior and lazy instructor, male or female, who does not appreciate the great importance of the work of instruction, will be morally certain to have some careless, idle and uninterested pupils. But, given the best and most conscientious teacher on the face of this earth, who really educates in the true sense of the word, who exercises a sort of magnetic influence on his or her class, there will yet ever remain a few indolent children, whom noble ambition and a principle of duty will not rouse to exertion, and who require from time to time to learn the unpleasant consequences of idleness and inattention, and (taking the lowest ground) the wisdom and policy of prompt and active industry. Some parts of the lady teacher's paper will without doubt do good, especially to young and unexperienced teachers. But she appears to have in view what we hope is not a common entity, viz., a teacher grossly ignorant of the capacity of the youthful mind, who expects impossibilities, and who, believing brains to be machines, neglects the obvious forethought and consideration which every instructor should possess and exercise.

Let us note some of the objections to Impositions. First, to be effectual they must be rather lengthy. In that case they are likely to keep boys in an unreasonably long time, and thereby en-