

to appear. So it would seem to us. With all the facts we have mentioned Christ was familiar. How He was affected by them we do not

know. We know that such was Galilee, and that in one of its most beautiful towns Jesus had His home.—*Sunday School Times.*

NOTES FOR TEACHERS.

OUR readers will remember the hearty commendation with which we printed a portion of the judge's decision in the Taunton whipping case. We have since received some additional facts from the superintendent of schools in that city, which show more conclusively than before even, the righteousness of the teacher's cause, for the boy was punished for idleness and insubordination in refusing, after repeated warnings, to attempt to learn his lesson, and after full inquiry into the case on the part of the principal, Mr. Burt. We learn, moreover, that in the interval between the unfortunate sentimental decision of the district judge and its reversal in the superior court, trouble in school discipline was brewing rapidly, which has been checked at once by the later judicial action.

THAT stupid boy needs rather more intelligent attention at the hands of the school teacher. He may be veritably stupid—there are a good many such, boys in whom the physical greatly overrides the intellectual; but then, he may be simply an exceptional child. The work and ways of the school room are planned to meet the needs of the many, and they fail of reaching him because his needs are different. There are enough instances of distinguished men who were accounted dullards at school to warn us against hasty conclusions. Isaac Newton kept his place at the foot of his class; Wordsworth was a failure as a student, and it would not be difficult to swell to

large dimensions the list of distinguished literary men who were accounted far from brilliant at school; Francis Galton writes, "I am surprised at the mediocre degrees which the leading scientific men who were at the Universities have usually taken, always excepting the mathematicians. Being original, they are naturally less receptive; they prefer to fix of their own accord on certain subjects, and seem averse to learn what is put before them as a task." Now it is a puerile fallacy to argue from this the uselessness of the schools, and overlook the fact that probably much longer lists might easily be prepared of distinguished men in various walks of life who were also noteworthy for their success at school. The proper lesson to be drawn from such cases is not hastily to infer dulness or laziness because a boy does not draw well in the school traces. Try him somewhere else. Find out if there be not something he is interested in, something he knows and likes to work at. Put him at this. Let him feel the satisfaction of knowing that he is worth something, that his favourite lines of effort are worthy, and he will be transformed by the discovery. He may develop from this line into many others, but at least he will be started and cease to believe himself to be, what he in reality is not, that stupid boy. Discrimination, then, is needed in dealing with dull boys, insight, ingenuity to find out what there is in them; and for this a teacher must be willing to depart from the routine work of