

LORD ASHBURTON, in an address to schoolmasters, said :—"No knowledge, however profound, can substitute a teacher. A teacher must have knowledge, as an orator must have knowledge, as a builder must have materials; but, as in choosing the builder of my house, I do not select the man who has the most materials in his yard, but I proceed to select him by reference to his skill, ingenuity and taste—so also in testing an orator or a teacher, I satisfy myself that they fulfil the comparatively easy condition of possessing sufficient materials of knowledge with which to work; I look then to those high and noble qualities which are the characteristics of their peculiar calling. There were hundreds at Athens who knew more than Demosthenes, many at Rome that knew more than Cicero, but there was but one Demosthenes and one Cicero."

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It becomes the sacred duty, not less than the high privilege, of the schoolmaster of the poor to foster and protect the boy of genius, struggling amid the pressure of indigence and persecution. When his heart is about to sink under the conflict, let him be told of the triumphs of those kindred spirits who have gone before him—Thomas Simpson, who studied mathematics at the loom; Hugh Miller, who mused on geology when he was hewing stones; Michael Faraday, who made chemical experiments when he was a journeyman bookbinder; Ferguson, who watched the stars as he tended his flocks; Gifford, who studied Latin when he was making shoes; Peter Nicholson, who wrote his work on carpentry when he was at the bench; Robert Burns, who carolled

his sweetest songs as he followed the plough; Benjamin Franklin, who drew the lightning from the clouds when he kept a printer's shop.—*Tate's Philosophy of Education.*

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HISTORY OF CORPORAL PUNISHMENT.—An interesting sketch under this name is published in the July number of the *Revue Pédagogique*. Among other things it contains a summary of the leading laws of several German states on this subject (1862-84), of which the following points may be mentioned:

*Causes for which corporal punishment may possibly be inflicted.*—Insubordination, obstinacy, habitual lying, incorrigible laziness, cruelty toward animals or toward the weak, and other indications of low feeling; misconduct; cutting trees, in case of a second offence; theft of a certain importance, etc.

*Age and Sex.*—In the case of girls, corporal punishment should be resorted to in exceptional cases only, and then be managed with great care. As a general thing, children of both sexes are exempt from corporal punishment as long as they are not eight or nine years of age. In Baden the latter applies also to children of weak constitutions.

*Marks left.*—Decision of the Prussian Supreme Court: "Bruises or discolouration of the skin of the child are, in themselves, no evidence of a transgression of the limits of allowable punishment."

*Abolishment of corporal punishment in France.*—In France the Gordian knot of the use and abuse of the rod has been cut with one stroke by the Regulation of July 18, 1882: "It is absolutely prohibited to inflict corporal punishment of any kind."