

will interest and improve and sharpen the intellect of his thinking and more gifted minority, and at the same time give him continual chances of coming hand to hand with the unthinking majority, and of wrestling closely with them in a *lesson*, is it probable that the practical teacher will feel desirous of exchanging such a method for one which naturally tends to resolve itself into the *lecture*?"

In regard to this question the writer advances what may seem a paradox, but which, he believes, is quite true, that "many boys who can get on pretty well in the Latin and Greek are too stupid to do English." "Teaching English with small boys generally comes to this, that they are set down to read an easy author with notes, and expected to interest themselves in derivations of words from languages which they know nothing at all about, and in the analysis of sentences which they can understand without it, or cannot understand with it; and to be mentally exercised in receiving matter which, if the book be easy, gives them no trouble, and, if it be difficult, presents them with difficulties for the solution of which a complete explanation must be given, or they are helpless."

Mr. Raven then devotes several pages to the task of illustrating the schoolboy's nature,—with its natural conservatism, its literalness, and matter of fact style of going to work—by amusing mistakes made at different times; adding that possibly these mistakes, "may in a very small degree serve a useful purpose in warning the man of educational theories only, that schoolboys are not so ready as is sometimes imagined to hand over their brains for a master to exercise and pull about as he wishes. On the contrary, they are very jealous of attempts of the part of outsiders to get hold of those commodities. They much prefer secreting them in inaccessible corners of the skull, and putting them to work only for their own purposes; whether those purposes be the reading of the lightest literature, the calculation of their own or a rival's batting average and bowling analysis, or the concocting of mischief. They are not eager for knowledge, nor do they thirst for truth. Their ambition is commonly confined to the prospects of going into the army or navy, or farming and enjoying sport over their own land."

Taken literally this description of the English boy is pretty wide of the Canadian. Though not eager for knowledge, Cana-