

in some branch or branches of scientific study; for so only can they gain the minimum of scientific knowledge which is prescribed as a necessary element in education. That is all the scientific teaching which is proper to most boys. But it will not be so with the few boys—for such undoubtedly there are—to whom natural science in the hands of an inspiring teacher appeals with irresistible delight. Accordingly, the second principle is that these boys, who may be called the specialists in natural science, should enjoy a liberal opportunity of spending time and energy for some considerable period upon their favourite study.

To sum up then: the intellectuality of boyhood, so far as it is capable of determination at the age of sixteen, may be expected to develop itself in one of four main lines of study. It will be open to boys under a sufficiently elastic time-table to follow out any one of these lines. If it is asked how the time should be proportionately divided in the later years of a boy's school life between the primary or compulsory subjects on the one hand, and the secondary or optional subjects on the other, it may be said that this is a practical question which may be differently answered by persons who will agree in the general principle of this paper; but it is my opinion that, if a boy spends one half of his time upon the subjects which he must learn in common with other boys, he may well spend the other half upon such subject or subjects as may be appropriate to his individual case. For it must be remembered that the subject or subjects which he

studies specially will, as a rule, be comprised also among the subjects forming the body of the common or primary education. No doubt it will sometimes be desirable to combine two lines of study for an examination or other purpose; nor can there be any difficulty in effecting such a combination. For if it is the wish of the authorities in the public examinations to co-operate actively and efficiently with the schools, it may be expected that the schools will, within reasonable limits, accommodate their system to the public examinations. The closer the relation between the services of State and the schools, the better will it be for them both. All that is needed is a certain stability in the requirements of the public examinations and a certain elasticity in the system of the schools. Still the schoolmaster will not consider it his chief duty to pass boys through their public examinations, but to inspire them, if he can, with a love of learning.

Modern schoolmasters have been too eager for results. They have counted up the successes of their pupils at twelve or fifteen, or nineteen. But a success at twelve is not worth having if it implies a failure at fifteen, nor a success at fifteen if it implies a failure at nineteen, nor a success at nineteen if it implies a failure in after life. Here lies the danger of courting premature development by competition for scholarships, or by other means. Nature exacts a penalty for haste as well as for disobedience. She forbids the fruits of teaching to be forced.—*Rev. F. E. C. Welldon, in The Academy.*

IT is a good plan to face and conquer your hardest tasks to-day. If anything is put off till tomorrow let it be the easy work. Then you will have a sense of duty done, of victory. to look back upon, and pleasant tasks or rest

to look forward to. No rest is so sweet as that earned by faithful service, while, as Lord Palmerston says, "The maxim of giving way to have an easy life will, if you follow it, lead to your having a life without a moment's ease."