

mastered any one foreign language to the point at which it can be used in conversation or correspondence. I feel persuaded that it would be a real gain to culture if every capable school boy got sound French and no foreign language besides.

I would not in the least press the claims of science upon the schoolmaster. Pleasant talks about natural history and entertaining lessons on the chemistry and physics of every-day life are enough for boys under sixteen. I have found the dreariest stuff taught in schools under the name of science. Chemical analysis, in particular, is nearly always badly done, and even if it is well done, the schoolboy is not ready for it. The professor of chemistry will tell you that his students are seldom better and often worse for the chemistry they did at school.

We want to inoculate the curious schoolboy with scientific ideas, not to put him through a systematic course of science. The systematic course will come fitly when he has passed out of the imitative into the reflective stage. The passage is marked by the discontinuance of the imaginative games in which the boy pretends to be somebody else. Set before your unreflecting schoolboy mechanisms, natural and human contrivances, puzzles and simple problems. Never produce your systems. Take a fresh subject each time. Excite and stimulate his curiosity, for that is the instrument by which you can get the work done. I would have no text-book of science produced in the school, except in the upper classes, and then only for reference.

Young boys should, I think, have no home-work to do. They should have their evenings and holidays free for play, and home reading, and fret-work, and wood carving, and natural history rambles. It is the indolence and selfishness of the parents which makes them cry out for home-lessons to keep the children quiet. After fourteen, a moderate quantity of home-work, say an hour a day, will do no harm. But it should never be set upon the new and hard parts of the subject in hand; the good teacher will save these for the class-lesson and set home-work on the applications of what has been mastered in class. The new bit of translation, the new grammatical construction, the new step in algebra, will be taken in class, but the little historical essay, the illustrative map or the practical problem in geometry will be chosen as an exercise to be done out of school. I would give the home-work as much as possible of a voluntary character; it should never be essential to the progress of the schoolboy.

These recommendations as to home-work are largely based upon what I find to answer with the older boys who come to