

pure and noble manner which befits their high function—men who are filled with enthusiasm for their work, who know where the needs of to-day differ from the wants of a pre-scientific age, and who will aim steadily at the embodiment of wise reforms. This is sound doctrine, and we trust that our readers will exercise all their influence to secure this kind of members for the Board.—*The Schoolmaster*.

Principal Grant saw much to admire in our national system of education. It was costly, no doubt, but perhaps it had to be, and perhaps was fully worth the expenditure. Without committing himself to any very great criticism on our system, he feared that it was likely to have the effect of making both parents and children hold education cheap, and to take less interest in it than they might. The whole was paid for out of the consolidated revenue of the country. If that were done wholesale in great Britain, as here, what sort of an educational bill would Great Britain have to pay? He favoured, as an incentive to letting careless people know that education was a duty, defraying the cost by a local rate, and, if absolutely necessary, by small fees.—*The New Zealand Schoolmaster*.

ONE of the public writes to the *Sheffield Telegraph* on the work of instruction, and the editor has indicated his opinion by the title he places over it: "A Stupid School System." Says the correspondent: In addition to the cramming and levelling-up process practised in elementary schools, there is another fault belonging to the system that has not hitherto been taken sufficient notice of. I refer to the inability of pupils, who have passed all the "standards" even, to apply their arithmetic to the practical purposes of every-day work. If you tell

a smart pupil that "four rabbits are worth five chickens, and fifty-one chickens are worth £3 1s. 7½d., and ask him the value of sixty-eight rabbits," thereupon (*vide* school book) he will probably rattle it off for you by the orthodox rule that no human being but the schoolmaster comprehends or uses, for no such questions ever arise in the business of this world, nor are likely to arise in the next; but if you put a foot rule into the hand of the same pupil and ask him to measure the door and give you its dimensions, a heap of ashes in the back yard, or the number of square yards in his mother's little potato patch, he will be "as fast as a church." Will it be credited that I have repeatedly examined pupils, and even pupil teachers that have been passed by Inspector Blackstone in such simple problems as these, and found them helpless to solve them. I would almost undertake to go into any school, and with such simple questions "floor" the pupils one after the other in a way that would appal an inspector.—*The Schoolmaster*.

A COMPLAINT which has long risen from the teachers of our best elementary schools, and which has been more or less articulate among head-masters and schoolmasters generally, finds strong and most influential expression in the November number of the *Nineteenth Century*. Under the heading of "The Sacrifice of Education to Examination," the *Nineteenth Century* publishes "a signed protest against the mischief to which the system of competitive examinations is running in this country." To this important declaration 413 signatures are attached, of which 376 are unreserved and 37 are given "with some reservations" to be made known hereafter. Among these signatures are those of twelve members of the House of