

children without making them conceited; and, if you praise as often as possible, you provide yourself with a most formidable weapon of censure in simple abstinence from praise when it is not deserved.

It is of no use to correct young children's work in detail. Why should not the boy or the girl be allowed to write in the boyish or girlish way, as well as to speak in the boyish or girlish voice, or to move, to sing, to dance in the boyish or girlish way? The pedant corrects young compositions into mature forms—a ridiculous and useless labor. You will distinguish between things positive, like spelling, which are distinctly right or wrong, and things relative and elastic, like the choice of words and phrases, which are good or bad according to season and place. Spelling and punctuation and capitalization are as rigid as mathematics. It is ridiculous for a great boy or girl not to know how to distinguish "to" and "too," to put s's in "disappear" and "disappoint." But for precocious conventionality in style I have no praise. Be chary of correction. By correcting too much you may easily check spontaneity; and spontaneity in the child is to the teacher of English precious above all things else.

Lord Balfour visited Paisley on Wednesday. The principal object of his visit was to open a new grammar school, which has been erected for the burgh at a cost of £40,000, of which sum £15,000 was contributed by the trustees of the late Mr. W. B. Balfour, who was for many years the representative in Parliament of the constituency.

In opening the school, Lord Balfour first considered the work which lay before the Scottish Education Department when it first obtained a separate constitution in 1885, and said that during the last ten years the cast-iron rigidity of codes had been much relaxed, the initial step in that direction

having been taken by the Scottish Education Department. In 1888 payment on individual examination was entirely abolished for the lower half of Scottish schools. This rested upon a sound principle—that the individual test should be imposed at the end of a school career—and he claimed for it that it had been entirely successful. From that first step the Department had steadily advanced. Their latest action was set forth in a circular (223) issued on August 11th last, describing the new method to be followed in inspection, the greater responsibility to be placed on school authorities, and the inducements that were to be held out to pupils to aim, not at the minimum labor certificate, but at the merit certificate, as the goal of their school career. The introduction of the elementary education had undoubtedly created a sharper line of demarcation between elementary and secondary education, and had led to a general opinion that all the education which ought to be given at the public expense was that which was free, and that anything beyond was for a privileged class. Those were results which he greatly regretted. They had in late years done much in the way of making education free; some desired that they should go still further. He did not say it ought never to be so, but in the meantime he thought they had gone far enough, and that it was their primary duty, not to fritter away educational resources, but to do all they could to make the range of education wider and its standard higher. After referring to the recent history of Scottish secondary education, Lord Balfour said that in April, 1897, the responsibility for agricultural education, and this year science and art administration, had been transferred to the Scottish Education Department. The latter step could only be accomplished for England by legislation, and it was one of the chief features in a