

There is never likely to be universal agreement on the subject of education. It goes without saying, therefore, that the book appears to us to have some weak points. The school is assumed in most cases to be an English public school; the secondary schools and the large day schools, such as Manchester Grammar School, need in some particulars different treatment. For instance, in the essay on Religion at School, it is assumed that the schoolmaster makes the religious training of his pupils a part of his duty, for which he is recommended to fortify himself by a course of Harnack amongst other things. It is in this essay that we find one of the few cases where the writer supports a view which is absolutely rejected by another essayist (compare p. 60 with p. 135). Another defect is due to the fact that having attained mature years, the writers have a tendency to assume that education everywhere is following the lines familiar to their boyish experience. It is impossible to be acquainted with all the developments which are proceeding in different institutions; the present writer feels that he is handicapped in a similar way. We venture to refer in this connection to the repeated allusions to the need of more English teaching in schools (pp. 30, 45, 118). Surely there are few English schools nowadays which deserve this reproach. The quality of the English teaching is, of course, another question. We find the remarks of Mr. Nowell Smith (p. 118) quite beside the point; perhaps he will admit this if he inverts his question and asks: "How rare has been the power or even, apparently, the desire of a Napier or a Raleigh, or a Ker, to carry the flower of his English culture into the fields of classical study?" We are encouraged by the example of the essayists to add a Latin quotation: *Quam quisque norit artem in hac se exercent.* Another weakness which we imagine we detect is a subordination of practical points of view. Among these we reckon the question of the constitution of the bulk of our secondary schools. We wonder how many Englishmen are aware that the subjects to be taught at these schools are, or were till recently, laid down by a Board called the Charity Commissioners. Of course, they require Parliamentary sanction for their schemes, but this is mostly a mere matter of form. The executive committee who administer the schemes are mostly men locally prominent, who know hardly more about education than they do about commanding a British division at the front. We say this without any disparagement of their personal qualities and abilities. If the secondary education of the country were controlled by a board of men of the same quality as the authors of these essays, we might confidently look forward to better results. Another of these practical matters is that the schoolmaster's career must be put on a better financial footing if satisfactory progress is to be made. Not only do the secondary schools come off rather badly in the book, but the higher education of the Universities does not receive much discussion. We hope this is not because the writers