

Grammar School, the Bedford Modern School, and the Allen Glen's Institution, at Glasgow. Unfortunately, however, as they also point out, the middle classes of this country are at a great disadvantage compared with those of the Continent, for want of a sufficient number of schools. They have done well, therefore, in giving a word of advice as to the increased speed in reorganizing the endowments which are in many cases most shamefully abused. They suggest that in the educational curriculum of the new schools, the subjects of Latin and modern languages should form a very prominent part. It would be desirable even, they think, that in some of these schools, especially in large towns (where classical schools are not wanting), in order to provide for better teaching of these subjects, more particularly of mathematics, that the classical languages should be altogether excluded from the schemes of instruction. To secure a thoroughly efficient provision for the schools they think it desirable also that in the proposed reorganisation of local government, power should be given to important local bodies like the proposed Country Boards and the municipal corporations, to originate and support secondary and technical schools in conformity with the public opinion, for the time being, for their constituents.

The recommendations of the Commissioners will claim the attention of all who are connected with the administration of the Education Department, whether in elementary schools or in those which are allied to South Kensington for the purposes of Science and Art. In regard to public elementary schools the suggestions are six in number, and are as follows:—(a) That rudimentary drawing be incorporated with writing as a single elementary subject, and that instruction in elementary draw-

ing be continued throughout the standard. That the Inspectors of the Education Department, Whitehall, be responsible for the instruction in drawing; that drawing from casts and models be required as part of the work; and that modelling be encouraged by grant. (b) That there be only two class subjects instead of three in the lower division of elementary schools, and that the object lessons for teaching Elementary Science shall include the subject of geography. (c) That after reasonable notice a school shall not be deemed to be provided with proper "Apparatus of Elementary Instruction," under Article 115 of the Code, unless it have a proper supply of casts and models for drawing. (d) That proficiency in the use of tools for working in wood and iron be paid for as a "specific subject," arrangements being made for the work being done, so far as practicable, out of school hours; that special grants be made to schools in aid of collections of natural objects, casts, drawings, etc., suitable for school museums. (e) That in rural schools instruction in the principles and facts of agriculture, after suitable introductory object lessons, shall be made obligatory in the upper standard. (f) That the provision at present confined to Scotland, which prescribes that children under the age of fourteen shall not be allowed to work as full timers in factories and workshops, unless they have passed in the fifth standard, be extended to England and Wales. It will be seen that these suggestions have a very important bearing on the work of the elementary school, and on the subject of payment for the work which is performed. To join drawing with writing would be a much more reasonable thing than at present where it is wedded with spelling in a way that must have caused perpetual puzzlement to all but those who are the